

AGENDA

CPE Retreat

July 11, 2005

10:30 a.m. – 3 p.m. (ET)

Conference Center, Great Hall III

16th Floor, Rudd Heart and Lung Institute, Louisville, Kentucky

1. Planning
 - Campus Action Plans
 - Mission Parameters
 - 2020 Projections and Key Indicators
 - Council Action Plan
2. Comprehensive Funding Model Review
3. KEES Revisions
4. July 18 Meeting Agenda
5. Agency Operating Budget
6. Proposed Council Policy Groups & 2006 Meeting Schedule

DRAFT

2005-2010 Strategic Plan

Action: The staff recommends that the Council approve the 2005-10 strategic plan for Kentucky's postsecondary and adult education system, including:

- the new public agenda entitled *Five Questions, One Mission: Better Lives for Kentucky's People - A Public Agenda for Postsecondary and Adult Education 2005-2010* (Attachment A)
- key indicators of progress (Attachment B)
- action plans for each of the public institutions (including mission parameters) and the independent sector (Attachment C)
- Council action plan (Attachment D)

Public Agenda

The proposed public agenda is the result of a year-and-a-half process of information gathering, data analysis, and extensive conversations with stakeholders, partners, and members of the postsecondary community about the role of Kentucky's postsecondary education system in addressing the challenges and issues facing the Commonwealth in the coming years. The Council endorsed the public agenda at its March 2005 meeting and directed the staff to propose a title, update statistics, and make minor editorial changes. The staff has done so, and changes are highlighted in Attachment A.

Key Indicators

As part of the strategic planning process, the Council staff has worked with representatives of the institutions and state government to align the accountability system with the new public agenda. Proposed systemwide and institutional key indicators are included in Attachment B. (Institutional indicators also have been incorporated into the campus action plans.) This proposal has been developed in extensive consultation with the Key Indicators

Advisory Group (membership list is included in Attachment B) and has been shared with the presidents and partner agencies.

After Council action on the new key indicators, the goal-setting process will commence. Biennial goals will be set to match the biennial budget cycle, beginning with 2007-08. Both systemwide and institutional level goals will be developed in cooperation with the Key Indicators Advisory Group, taking into consideration historical trend data, institutional mission parameters, appropriate comparisons with other states and institutions, 2020 educational attainment projections, and input from other state agencies and partners. The Key Indicators Advisory Group also will advise the Council staff on the selection of a limited number of key indicators to link to funding.

Goal-setting will be discussed with the Council at its September 2005 meeting, and goals will be proposed for Council action at the November meeting.

Action Plans

The action plans developed for each public institution and the independent sector include a set of Priorities for Action organized around the Five Questions. These statements outline what each entity will do over the next five years to advance the public agenda. Action plans satisfy the requirement in House Bill 1 for a strategic implementation plan, which must be reviewed every two years. (See Attachments C.)

In addition to the Priorities for Action, the action plan for each of the public institutions also includes a set of mission parameters, institutional key indicators, and a list of benchmark institutions. The mission parameters describe the role and purpose of the public institutions in terms of their program characteristics and level, student mix and selectivity, research activities, and stewardship of place. (Included in Attachment C is a map depicting each institution's area of geographic responsibility.) These mission parameters satisfy KRS 164.350, which requires the Council to review institutional missions to ensure consistency with the public agenda.

The Council action plan incorporates the "How We Get To Yes" statements from the public agenda, describes related Council initiatives planned or currently underway, and identifies key partners across the state and nation that play an integral role in accomplishing these initiatives. (See Attachment D.)

Next Steps

The Council staff is working on the graphic design and layout of the public agenda and related materials. These publications will be distributed at the Governor's Conference on Postsecondary Education Trusteeship in September.

Staff preparation by Sue Hodges Moore, Jim Applegate, Lee Nimocks,
Melissa McGinley, Heidi Hiemstra

**Five Questions - One Mission
Better Lives for Kentucky's People**

**A Public Agenda for Postsecondary and
Adult Education
2005-10**

July 18, 2005

**For more information, go to
<http://cpe.ky.gov/publicagenda/>**

Introduction

Kentucky's public agenda for postsecondary education has become a nationally recognized model for 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*. It also urges the adult education system to eradicate illiteracy, which, according to the *Adult Education Act of 2000*, is a "fundamental barrier to every major challenge facing Kentucky." 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.

The Postsecondary Education Improvement Act of 1997 (House Bill 1) requires the Council on Postsecondary Education 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. Then, nine regional forums and a series of meetings with state policy, civic, and business leaders were held to find out what's working and where the system can improve.

This new public agenda reflects what we learned from our analyses and heard from concerned, engaged citizens all over the state. At the heart of this agenda are five questions—short, simple, yet powerful reminders of the public we serve. The questions have been revised to emphasize the importance of maintaining affordable, high-quality postsecondary opportunities that lead to more certificates and degrees, better jobs, and more productive, meaningful lives.

These new five questions will guide the work of the entire adult and postsecondary education system from 2005-10. 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 Kentucky Virtual University/Library) have developed action plans to move this agenda forward. The questions 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 New 5 Questions of Reform

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

Choosing our Future

This is a critical moment in the history of Kentucky's postsecondary reform. The system is poised to profoundly improve the lives of Kentuckians and the prosperity of the Commonwealth. The significant investments made in postsecondary and adult education produced impressive gains from 1998, reform's beginning, to 2004; total enrollment in postsecondary education increased 25 percent, degrees and certificates awarded increased 56 percent, and per capita income increased to 84 percent of the U.S. average. But without firm resolve and adequate resources, our momentum will stall.

One of two futures awaits us in 2020.

If we succeed in moving this agenda forward, life in the Commonwealth will improve. . .

- Kentucky will be acclaimed for its integrated, coordinated, and adequately funded system of education—from preschool through college and beyond.
- All 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.
- All students will complete at least two years of postsecondary education and will be prepared for transfer to a university or the skilled trades.
- Education will not end with a postsecondary degree. Kentuckians will seek advanced knowledge and skills throughout their lives to increase their professional mobility and keep pace with the demands of a knowledge economy.
- Postsecondary education will become a key strategy for creating good jobs, improving public health, and promoting civic engagement.
- Kentucky's population will grow as people realize the economic and cultural opportunities available here. An abundance of good jobs will keep Kentuckians working and living in the state and attract talented newcomers.
- Economic development and prosperity will be more evenly distributed across all geographic regions of the Commonwealth while communities will preserve their uniquely "Kentucky" character.
- Business, civic, and education leaders will work in concert to improve their communities. Civic participation, volunteerism, and charitable giving will increase. Crime rates and reliance on public assistance will decrease.
- Public health will improve as diseases linked to obesity and smoking decline.
- Kentuckians will develop a passion for lifelong learning that is handed down to the next generation.

THE 2020 IMPERATIVE

According to an analysis of U.S. Census projections, Kentucky will need nearly 800,000 working-age adults with a bachelor's degree or higher to match the national average in 2020; in 2000 we had only 402,000. Over the next 15 years, we need to nearly double the number of Kentuckians ages 25-64 with at least a four-year degree.

But if we fail . . .

- Too many people in Kentucky will think that college isn't for them or within reach. There will be too much leakage all along the education pipeline—high school students failing to graduate as well as college students failing to complete a degree.
- Kentucky will trail the nation on key indicators of educational progress—standardized test scores, high school graduation rates, and degree attainment.
- Close to half of our working-age adults will lack the literacy, mathematical, and reasoning skills necessary for jobs in a knowledge economy.
- College will be too expensive for a majority of capable, low-income or minority students, who will not exceed their parents' education level or quality of life.
- Most of the job growth in every region of the state will occur in low-wage, low-skill sectors of the economy, since Kentucky will not be able to compete with other states or nations for high-value jobs.
- The higher-wage jobs that do not require postsecondary credentials will relocate to undeveloped countries. The remaining dislocated workers will not have the education needed to compete for jobs with comparable salaries.
- Our best and brightest will leave Kentucky to pursue lucrative career opportunities elsewhere. High school seniors will attend out-of-state colleges and will not return to Kentucky to live and work. Emerging entrepreneurs will be lured to states with abundant intellectual and venture capital.
- Kentucky will fare worse than nearly every other state on most indicators of public health and will lead the nation in obesity, type II diabetes, lung cancer, and heart disease.
- Voting, volunteerism, and charitable giving will decline. Community development will stagnate.

Kentucky has a choice: we can keep moving forward to this better future or we can slip back to an unpromising past. Implementing this agenda won't be easy, but the rewards will far outweigh the costs. College-educated workers make more money, which increases a state's tax base and demand for goods and services. This in turn fuels the economy. According to a recent analysis by the Kentucky Long-Term Policy Research Center, Kentucky could expect a cumulative increase in revenue of more than \$5.3 billion if we reach the national average in educational attainment by 2020.

In 2002, Kentucky's progress toward postsecondary reform was characterized 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...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.

Aims McGuinness
National Center for Higher
Education Management Systems

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Kentucky must do a better job preparing high school students and adults 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 institutions must play a role in helping high schools prepare each and every one of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or skin color—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

PROGRESS

- 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 has increased five-fold, and the ratio of students taking AP courses nearly doubled.

HOW WE GET TO YES

- Postsecondary involvement in efforts to restructure the high school curriculum and assessments.
- Smoother transitions from high school, area technology centers, and GED programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- More high school students taking Advance Placement and college-level courses.
- Strengthened guidance counseling to provide early college awareness and planning.
- More explicit information from the postsecondary community about what it takes to succeed in college and the skilled trades.
- More adults participating in adult education programs and earning GEDs.
- Better coordination among KCTCS and adult education programs to provide low- or no-cost college remediation services.
- Better preparation and training for P-12 and adult education instructors and leaders at all levels.
- Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

CHALLENGES

- 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.
- 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 five percent of adults at the lowest literacy levels.
- From 1995-2000, 11,351 people with less than a high school diploma between the age of 22-29 moved to Kentucky while 5,087 left the state, resulting in a net gain of nearly 6,264 under-educated young adults.
- 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.

PROGRESS

- Kentucky remains in the top third of states in providing affordable postsecondary education opportunities, according to *Measuring Up 2004*.
- Average tuition and fees at Kentucky institutions in 2004-05 were 15 percent below the national average.
- The cost of public postsecondary education as a percent of family income is unchanged from a decade ago.

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

To increase Kentucky's intellectual capital, college must remain financially accessible, 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, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. We must strive to provide Kentuckians with the highest quality of education possible at an affordable price.

HOW WE GET TO YES

- Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.
- Increased institutional productivity and efficiency to contain tuition and college costs.
- 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.
- More and better communication with prospective students and their families about financial aid opportunities and net college costs.
- Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.
- A re-examination of the Kentucky Educational Excellence Scholarship (KEES) program to ensure students are rewarded, not just for good grades, but also for taking rigorous courses.

CHALLENGES

- 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 36 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.
- Kentucky undergraduates borrow more than the national average. In 2003, the average loan amount was \$3,018.
- Adequate financial aid is not available for part-time students, a barrier for adults in the workforce.

PROGRESS

- 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 19 percent in 2002.
- 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.
- At the state's public universities, the systemwide six-year graduation rate rose from 36.7 percent in 1998 to 44.3 percent in 2004.
- Kentucky resident African-American undergraduate enrollment increased from 7.3 percent in 1995 to 8% in 2003.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average. To do this, 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. If we succeed, everyone in the state, even those people who never set foot on a college campus, will benefit: more certificates and degrees mean more nurses, teachers, social workers, and public safety officers, not to mention cutting-edge medical research, technological innovations, and cleaner water and air. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and life in the Commonwealth.

HOW WE GET TO YES

- 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 at public and independent institutions 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.
- Expanded capability of our community and technical college system to deliver a general education component, incentives and encouragement for students to transfer from a two-year to a four-year institution, and reduced time to degree.
- Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- Incentives and rewards linked to increased degree production.

CHALLENGES

- For every 100 9th graders, only 15 complete a college degree.
- 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 2004 than in 1998.
- Kentucky's graduation rate of 44 percent remains well below the national rate of 54 percent.
- In 2004, Kentucky ranked 47th in the nation in the percent of the adult population with a four-year degree or higher.

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.

As the baby boomers mature, Kentucky will become an aging state. Many people may find 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 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

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

When students leave our colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. At its best, postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As we expand our capacity to serve more students, we also must strive to improve the quality of learning at our institutions.

PROGRESS

- 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.

HOW WE GET TO YES

- 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.
- Development of 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.

CHALLENGES

- Four-year college undergraduates score below the national average on assessments of writing, critical thinking, and problem-solving skills, 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.
- Not enough Kentuckians score well on examinations needed for admission to graduate school, according to *Measuring Up 2004*.

PROGRESS

- Federal research and development dollars 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 percent in 1990 to 84 percent of the U.S. average in 2000.

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

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, faculty and staff expertise, and the commercialization of research, colleges and universities spur economic growth and development. But just as importantly, our institutions produce individuals committed to the social and cultural welfare of their communities. The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. We also need communities that embrace art, literature, music, dance, and theater because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress.

While the Commonwealth has taken significant steps to improve 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."

Kris Kimel, President
Kentucky Science and Technology Corporation

HOW WE GET TO YES

- 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.
- Stronger relationships 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.
- More adults earning workforce education certificates through expanded marketing to employers and employees. Better coordination of workforce training activities and resources across state cabinets and agencies.
- Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well being of the state.

CHALLENGES

- Kentucky currently ranks 42nd in the nation in the amount of federal research and development dollars generated.
- In 2000, 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.
- 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.

Call to Action

Implementing this agenda will require a deliberate and renewed investment of time, energy, creativity, and resources. The need for adequate funding remains a major concern. Closing the gap between where we are and where we need to be 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. Revenue is needed from a variety of sources—tuition, philanthropic activities, and external grants and contracts—as well as reallocation of existing funds. A long-term strategy must be developed to generate and guide funding for research infrastructure, academic programs, workforce training, stewardship activities, financial aid, and adult learning to bring about economic prosperity and improved quality of life.

Kentucky's postsecondary and adult education system must do its part to move this agenda forward, but we cannot 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 urge 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.

Guiding Principles

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

Work Together—We will strengthen existing partnerships and reach out to new partners to accelerate our progress. We will remember that 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—We shall, at once, dedicate existing resources and target future investments to our highest priorities. We will garner public support for the value of adult and postsecondary education and make the case for sustained, adequate resources for the system. We will give our investors and beneficiaries solid evidence about the performance of the system, benchmarked where possible against appropriate standards. We will find innovative approaches that make us more responsive, efficient, and flexible. We will use technology in ways that improve learning and support services, extend access, and increase our capacity to serve students and employers. These strategies and practices will be informed by data and research. We will eliminate unnecessary red tape that makes it difficult to respond quickly and creatively to those we serve.

Close the Gaps—We will strive to close gaps in performance among students from different racial, ethnic, geographic, and economic backgrounds that exist for every measure of educational progress—preparation, participation, persistence, and completion. Leveling the playing field will require the Commonwealth to address issues beyond the classroom, like quality prenatal care, early childhood development, and increased opportunities for individuals with disabilities. But if we succeed, everyone in the Commonwealth will benefit.

Five Questions – One Mission
 Better Lives for Kentucky's People
 A Public Agenda for Postsecondary and Adult Education 2005-10
 Key Indicators of Progress

THE FIVE QUESTIONS	STATE-LEVEL KEY INDICATORS	BENEFITS
<p>-1- Are more Kentuckians ready for postsecondary education?</p>	<ul style="list-style-type: none"> ┆ K-12 student achievement (Average ACT) * ┆ High school students scoring a three or higher on Advanced Placement Exams * ┆ Percent of incoming Kentucky high school graduates not requiring remediation in math and English ┆ Number of Kentuckians earning GEDs 	<ul style="list-style-type: none"> Better educated citizens Higher incomes More high-value jobs Increased tax revenues
<p>-2- Is Kentucky postsecondary education affordable for its citizens?</p>	<ul style="list-style-type: none"> ┆ Kentuckians' ability to pay for college * ┆ Low-income Kentuckians' ability to pay for college * ┆ Availability of state need-based financial aid * ┆ Student loan debt * 	<ul style="list-style-type: none"> Better educated citizens Higher incomes
<p>-3- Do more Kentuckians have certificates and degrees?</p>	<ul style="list-style-type: none"> ┆ Ninth-graders chance for college by age 19 * ┆ College-going rate of GED graduates * ┆ Undergraduate enrollment * ┆ Graduate enrollment * ┆ Number of degrees and other credentials awarded * ┆ Number of degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Increased tax revenues Involved citizens Knowledge-based economy
<p>-4- Are college graduates prepared for life and work in Kentucky?</p>	<ul style="list-style-type: none"> ┆ Performance of college graduates on statewide learning assessments ┆ Performance of college graduates on licensure or graduate school entrance exams 	<ul style="list-style-type: none"> Less poverty Healthier citizens
<p>-5- Are Kentucky's people, communities and economy benefiting?</p>	<ul style="list-style-type: none"> ┆ Research and development per capita ┆ College graduates remaining in Kentucky to live and work ┆ Degree and other credential production in focus fields * ┆ Workforce training and assessment 	<ul style="list-style-type: none"> Less poverty Healthier citizens

* from previous set of key indicators

Key Indicators for the 2005-10 Public Agenda

In revising the key indicators for the 2005-10 public agenda, the Council staff has worked to refine the accountability system while preserving its established strengths. The overall structure continues to be five questions that present a broad range of policy issues in concise, everyday language. The total number of indicators remains small to focus attention where it will most help reform efforts and help policymakers not drown in a sea of statistics. Goals for progress will continue to be set for each of these indicators at the institutional and state levels. The Council staff has worked with an advisory group of representatives from institutions and state government during the development of this accountability system and has held additional meetings to solicit feedback from other interested parties.

The major refinement of the key indicators structure is the tailoring of sets of indicators to mark progress first at the state level and then at the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes of postsecondary education and ensuring the ability to compare Kentucky's progress to that of other states. Tailored sets of key indicators also have been developed for each question by institutional sector: research universities, comprehensive universities, KCTCS, and independent institutions. These sets of sector-specific key indicators better reflect the divergent missions of the different types of institutions as set out in House Bill 1. Further differentiation among institutions that recognizes the distinct role of each campus in the system will occur during the goal-setting process.

Another innovation is a new indicator designed to hold the system accountable for closing the achievement gap of underrepresented minority students. Because the act of earning a degree is the ultimate measure of success in postsecondary education, the number of degrees conferred was selected for this measure. Other more detailed information about achievement gaps at all levels will accompany the development of the Council's EEO or diversity plan.

Three of the indicators below are presented for Council action as conceptual placeholders and will be developed in detail over the coming year. The first of these is the institutional level indicator on affordability under question two, *net cost of attendance as a percent of median family income*. This indicator is awaiting the completion of the affordability study, which will provide the information needed to develop the best possible definition and measurement for this indicator. The other two are institutional indicators of community and economic benefits under question 5 – (1) *formal agreements for educational,*

applied research, or support services to business, entrepreneurs, government, and community groups and (2) faculty/staff community involvement as extensions of their university roles. The Carnegie Corporation is currently in the process of developing national standards of measurement for community engagement, so the Key Indicators Advisory Group thought it best to defer finalization of these indicators until after Carnegie releases its findings. These three indicators will be developed over coming months with the input of the Key Indicators Advisory Group and other interested parties (such as the Kentucky Higher Education Assistance Authority) and resubmitted for Council action at a later date.

The key indicators were presented at the May 2005 Council meeting for review and input. Only a few substantial changes have been made since that time:

- Under question 1, the K-12 teacher preparation indicator at the state level was dropped because of data source issues. K-12 teacher preparation will continue to be measured at the institutional level for all four-year public and independent institutions.
- Under questions 1 and 3, the indicators relating to GEDs were moved from the institutional to the statewide level to better reflect Kentucky Adult Education's statewide role.
- Under question 3, the indicator for degrees and credentials awarded has been split into two separate indicators for KCTCS only, one for associate degrees and one for sub-associate credentials. This change was made to accommodate two competing needs – one for an indicator that includes only associate degrees for possible inclusion in the performance funding model, and another to better reflect the full range of credentialing programs at KCTCS by tracking certificates and diplomas.
- Under question 5, the workforce training indicator has been moved from the institutional to the statewide level.

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Too many Kentuckians are not prepared to take full advantage of postsecondary education. Too many high school students are not ready for college when they graduate and too many do not graduate from high school. This question about preparedness is answered by looking at college entrants in two ways – as high school graduates and as incoming college students. The major change in these revised indicators is the more narrow focus on college entrants themselves rather than statistics about the state's population as a

whole, such as the college participation rate of adult Kentuckians, which has been dropped.

While it is difficult for postsecondary institutions to help their students become more prepared before they arrive on campus, there is one important way that colleges and universities impact the quality of their incoming classes. The majority of Kentucky's K-12 teachers are graduates of Kentucky's public and independent colleges and universities. Consequently, a new indicator focusing on the quality of teacher preparation programs at the institutional level has been added. This new indicator permits question 1 to be measured at the institutional level for the first time.

State-level Key Indicators

1. ***K-12 student achievement (current indicator):*** High school student achievement is measured with the average ACT score of Kentucky's ACT takers. The ACT is a standardized measure of students' readiness for college and permits the direct comparison of Kentucky's high school students with students in other states. Changes in the number of students who take the exam are important contextual information that will be tracked and reported along with this indicator.
2. ***High school students scoring a three or higher on Advanced Placement exams per 1,000 high school juniors and seniors (current indicator):*** Students who score high enough on AP exams for college credit are clearly prepared for college and capable of doing college-level work. This measure is currently part of a composite indicator that also includes the dual enrollment of high school students. Dual enrollment has been removed because its impact on postsecondary success is uncertain at this time.
3. ***Incoming Kentucky high school graduates not requiring remediation in mathematics and English:*** This new indicator directly measures the overall readiness of incoming students for college-level work with the percentage of first-time undergraduates from Kentucky high schools who are not required to take remedial courses.
4. ***Kentuckians earning GEDs:*** The annual number of GED recipients provides a measure of the number of Kentuckians without a high school diploma who are advancing in their education and who have entered the pool of potential college entrants. This number will be exactly comparable to those published in other states.

Institution-level Key Indicators

Research universities, comprehensives, and independents:

1. ***K-12 teacher preparation:*** Teacher preparation will be measured at the institutional level with the Quality Performance Index of teacher education programs developed by the Kentucky Education Professional Standards Board. This index incorporates into one overall grade several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers.

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

All citizens of Kentucky deserve access to affordable postsecondary education, and the Council takes very seriously its charge to develop ways of measuring progress in pursuit of this goal. However, the affordability of college is a complex issue and one that is difficult to measure. National data sources and measures do not provide a comprehensive picture of cost and discounting. Consequently, the question of affordability will continue to be answered using *Measuring Up* statistics at the state level, but more refined indicators will be developed through the affordability study recently commissioned by the Council. This study will provide invaluable information to help develop new ways of answering the important question of affordability.

State-level Key Indicators

1. ***Kentuckians' ability to pay for college (current indicator):*** This indicator presents the net cost of college as a percentage of the average (median) family income in the state. This indicator is taken from *Measuring Up: The State Report Card on Higher Education*, a biennial report widely referenced in these key indicators. *Measuring Up* is issued by the National Center for Public Policy and Higher Education and provides both a historical perspective and comparisons to other states.
2. ***Low-income Kentuckians' ability to pay for college (current indicator):*** To determine if college is affordable for Kentucky's neediest families, this indicator presents the "sticker price" of the lowest priced institution as a percentage of the average (median) family income for those families in the lowest one-fifth of the income distribution (from *Measuring Up*).
3. ***State investment in need-based financial aid (current indicator):*** This indicator provides a comparison of Kentucky's investment in need-based financial aid to that of other states by presenting need-based aid as a proportion of federal Pell grant spending (from *Measuring Up*).

4. ***Student loan debt (current indicator):*** The average amount of student loan borrowing is an indicator of students' reliance on borrowing as an affordability strategy and a dollar amount that should be kept as low as possible. As with all indicators taken from *Measuring Up*, this indicator enables comparison to other states.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. ***Net cost of attendance as a percent of median family income:*** This indicator will measure the "real" cost of attending individual institutions (including grants, loans, and discounts) against the median family income of the state or institution's service region. This indicator will be fully developed after the results of the 2005 affordability study are made available and submitted for Council action at a later date.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a credential or acquiring a marketable skill. The Council proposes increasing the number of students enrolling in, progressing through, and graduating from Kentucky's colleges and universities.

Three basic types of indicators will answer this question: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs and the timeliness with which they do so.

State-level Key Indicators

1. ***Ninth-graders' chance for college by age 19 (current indicator):*** This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school graduation rate and the college-going rate into one number. Kentucky can be ranked relative to other states using this statistic.
2. ***College-going rate of GED graduates (current indicator):*** Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator highlights an important channel of access to postsecondary education.

3. ***Undergraduate enrollment (current indicator):*** The total headcount of undergraduate students in the fall semester provides an overview of the total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's public agenda (includes all students, full-time and part-time, degree and nondegree).
4. ***Graduate enrollment (current indicator):*** The number of graduate and professional students provides another level of information on Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional and managerial workforce.
5. ***Degrees and other credentials awarded (current indicator):*** The total annual number of certificates, diplomas, and degrees awarded at every level is perhaps the most important output measure of postsecondary education. The number of graduates has a direct effect on the educational attainment level of Kentucky's citizens and reflects the number of student success stories every year.
6. ***Degrees and other credentials awarded to racial-ethnic minorities:*** Closing the achievement gaps between racial-ethnic groups is a crucial issue that crosscuts the five questions. The number of degrees conferred was selected for this indicator because it is the measure that best captures the full impact of achievement gaps at all levels along the educational pipeline.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. ***Undergraduate enrollment (current indicator):*** At the institutional level, the total undergraduate headcount enrollment is a measure of the institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.

Four-year institutions only (research universities, comprehensives, and independents):

1. ***Graduate enrollment (current indicator):*** The total headcount enrollment of graduate and professional students at the institutional level is a measure of the institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.
2. ***Students transferring to Kentucky's four-year institutions from KCTCS (current indicator, revised):*** The transfer of students from KCTCS to four-year institutions is an important area of growth if Kentucky is to raise its

level of educational attainment. This indicator has been revised to include transfers in all semesters, not just the fall semester, because approximately one-third of all transfers currently occur in the spring and summer semesters.

3. ***Graduation rate (current indicator):*** This indicator measures the percent of full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness.
4. ***Degrees and other credentials awarded by four-year institutions (current indicator):*** The number of degrees and other credentials awarded every year is an important measure of a school's output and is a direct link to the overall goal of increasing educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS institutions.
5. ***Degrees and other credentials awarded to racial-ethnic minorities:*** This indicator will measure how individual institutions are progressing toward closing the achievement gap among their own students.

KCTCS only:

1. ***Persistence rate:*** This new indicator is a composite statistic that looks at the percent of incoming students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and intermittent students who enroll at the two-year level and replaces the reporting of retention and transfer rates for KCTCS.
2. ***Associate degrees awarded (current indicator):*** This indicator reports the total annual number of associates degrees awarded by KCTCS institutions, which is an important factor in raising attainment levels at the associate level. It has been separated from the indicator below for possible inclusion in the performance funding model.
3. ***Certificates and Diplomas awarded:*** This new indicator will track the certificates and diplomas awarded by KCTCS each year. These credentials are included in the key indicators for the first time to better reflect the full range of credentialing programs at KCTCS, including the offerings that are most responsive to the changing needs of the workplace.
4. ***Degrees and other credentials awarded to racial-ethnic minorities:*** This indicator will measure how KCTCS is progressing toward closing the achievement gap at the sub-baccalaureate level.

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

As the Council revises its accountability system, good progress has been made toward developing ways to answer this question. Kentucky's recent participation in the National Forum on College-Level Learning's Student Learning Pilot, along with four other states, demonstrated the feasibility of administering a single, uniform assessment of the knowledge and skills that students have gained during their time in college. The Council staff plans to implement statewide all three assessments developed through this project: the Collegiate Learning Assessment at the baccalaureate level, the WorkKeys assessment at the two-year level, and data on graduate school entrance exam scores and licensure exam pass rates as is possible.

The Council will continue to use the National Survey of Student Engagement to measure civic participation and the degree to which undergraduate students are actively engaged in their college or university at the institutional level. These indicators have been expanded to cover KCTCS institutions in the inclusion of data from the Community College Survey of Student Engagement (CCSSE), a parallel survey run by NSSE, which includes similar questions.

State-level Key Indicators

1. *Performance of college graduates on statewide learning assessments:* The College Learning Assessment and WorkKeys tests directly measure the skills and knowledge students have acquired in their postsecondary education. Student performance on these tests demonstrates the preparation level of Kentucky's postsecondary graduates and provides a comparison to other states.
2. *Performance of college graduates on licensure or graduate school entrance exams:* Students' performance on these exams is another strong indication of their readiness for life and work. Licensure exams directly measure a student's employability in his chosen field. In most cases, these measures also provide a comparison to other states.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. *Student engagement in the undergraduate learning experience (current indicator):* Utilizing the National and Community College Surveys of Student Engagement (NSSE and CCSSE), this measure captures the students' opinions of their institution, providing information on the level of academic

challenge, the quality of faculty-student interaction, and other aspects of the student experience. This measure provides comparison with other institutions nationally.

2. *Civic participation of students (current indicator):* The civic participation of students through volunteering and voting is another dimension of student preparedness for responsible citizenship. This indicator also uses data from NSSE, providing comparison nationally.

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

Kentucky needs better jobs and a workforce with the knowledge and skills to fill them. Otherwise, the House Bill 1 goals of higher per capita income and an improved standard of living cannot be met. In addition to measuring the economic impact of Kentucky's postsecondary institutions, this revision expands how this question is answered to better incorporate institutions' responsibility to serve as stewards of place more broadly.

Two types of measures will help gauge success – economic development and community service. Economic development includes measures such as research and development expenditures, job training programs, and business start-ups. Community service indicators include staff and faculty community involvement, school community service projects, and programs that bring the expertise of faculty to bear on issues of regional and statewide importance.

This expansion to include measures of stewardship of place puts Kentucky once again on the front line of defining and implementing new accountability measures. Fortunately, Kentucky is in good company. The Carnegie Corporation, the non-profit organization that runs the classification system of colleges and universities, is currently in the process of developing a new level of institutional classification based on community engagement. Because of this, the indicators below that deal with community service will be further developed in conjunction with these national standards and are presented here as conceptual placeholders.

State-level Key Indicators

1. *Research and development per capita:* This indicator measures the total research and development activity of the postsecondary system relative to the size of the state and also is a measure of the funds that colleges and universities contribute to the state's economy. This federally-derived measure provides comparison with other states, especially Kentucky's economic competitors.

2. ***College graduates remaining in Kentucky to live and work:*** The Council proposes to regularly measure the extent to which the state benefits from its investment in postsecondary education by having its college graduates remain in Kentucky and contribute to the life and economy of the state.
3. ***Degree and other credential production in focus fields (current indicator, revised):*** Graduates in "new-economy" fields are vital to Kentucky's efforts to bring high-value jobs and industries into the state. Focus fields will include degrees conferred in sciences, technology, engineering and math, the "STEM" fields, as defined by the federal Department of Energy's Experimental Program to Stimulate Competitive Research (EPSCoR).
4. ***Workforce training and assessment:*** Workforce training is a vital service that institutions provide to employees and to employers in their communities, and one that has a direct impact on economic development. This indicator will measure participation in workforce training and assessment programs at KCTCS and Kentucky Adult Education, the organizations that have primary responsibility for workforce training according to their mission statements.

Institution-level Key Indicators

Research universities and comprehensives:

1. ***Extramural research and development expenditures (current indicator):*** Research and development funding from federal and all other outside sources reflects an institution's potential for economic development and measures the positive economic impact this research activity has in its community.

Research universities only:

1. ***Business start-ups:*** To encourage and reward Kentucky's research universities in their vital entrepreneurial role, this indicator measures the number of new and continuing companies spun off from university research and commercialization.

Research universities, comprehensives, and KCTCS:

1. ***Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups:*** Faculty and staff expertise often provides invaluable service to their communities through types of contracts and formal agreements that are not captured under traditional research measures. This indicator will be further defined

in conjunction with Carnegie's efforts to develop a classification based on community engagement.

2. *Faculty/staff community involvement as extensions of their university roles:*

The formal participation of faculty and staff in community organizations is an important way in which institutions contribute to their local communities and regions. This indicator also will be defined in coming months in conjunction with Carnegie's efforts to develop a classification based on community engagement.

**INSTITUTION-LEVEL KEY INDICATORS
SUMMARY**

QUESTION 1: Are more Kentuckians ready for postsecondary education?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	INDEPENDENTS
<ul style="list-style-type: none"> K-12 teacher preparation (EPSB Quality Performance Index) 	<ul style="list-style-type: none"> K-12 teacher preparation (EPSB Quality Performance Index) 	<ul style="list-style-type: none"> K-12 teacher preparation (EPSB Quality Performance Index)

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

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income ** 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income ** 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income ** 	<ul style="list-style-type: none"> Net cost of attendance as a percent of median family income **

QUESTION 3: Do more Kentuckians have certificates and degrees?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Students transferring to KY's four-year institutions from KCTCS * Six-year graduation rate * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Six-year graduation rate Students transferring to KY's four-year institutions from KCTCS * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment * Persistence rate Associate degrees awarded * Certificates and diplomas awarded Degrees and other credentials awarded to racial-ethnic minorities 	<ul style="list-style-type: none"> Undergraduate enrollment* Graduate enrollment * Students transferring to KY's four-year institutions from KCTCS * Six-year graduation rate * Degrees and other credentials awarded * Degrees and other credentials awarded to racial-ethnic minorities

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

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS
<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students * 	<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students * 	<ul style="list-style-type: none"> Student engagement in the undergraduate learning experience * Civic participation of students *

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

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS
<ul style="list-style-type: none"> Extramural research and development funding * Business start-ups Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** Faculty/staff community involvement as extensions of their university roles *** 	<ul style="list-style-type: none"> Extramural research and development funding * Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** Faculty/staff community involvement as extensions of their university roles *** 	<ul style="list-style-type: none"> Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** Faculty/staff community involvement as extensions of their college roles ***

* Current key indicator

** This key indicator will be defined after the conclusion of the affordability study currently being conducted.

*** These indicators will be fully defined after the Carnegie Corporation releases its national standards for community engagement in late 2005.

Five Questions – One Mission
 Better Lives for Kentucky's People
 A Public Agenda for Postsecondary and Adult Education 2005-10
 Key Indicators of Progress

THE FIVE QUESTIONS	STATE-LEVEL KEY INDICATORS	BENEFITS
-1- Are more Kentuckians ready for postsecondary education?	† K-12 student achievement (Average ACT) *	
	† High school students scoring a three or higher on Advanced Placement Exams *	
	† Percent of incoming Kentucky high school graduates not requiring remediation in math and English	
	† Number of Kentuckians earning GEDs	
-2- Is Kentucky postsecondary education affordable for its citizens?	† Kentuckians' ability to pay for college *	
	† Low-income Kentuckians' ability to pay for college *	Better educated citizens
	† Availability of state need-based financial aid *	
	† Student loan debt *	Higher incomes
-3- Do more Kentuckians have certificates and degrees?	† Ninth-graders chance for college by age 19 *	More high-value jobs
	† College-going rate of GED graduates *	Increased tax revenues
	† Undergraduate enrollment *	
	† Graduate enrollment *	Involved citizens
	† Number of degrees and other credentials awarded *	
	† Number of degrees and other credentials awarded to racial-ethnic minorities	Knowledge-based economy
-4- Are college graduates prepared for life and work in Kentucky?	† Performance of college graduates on statewide learning assessments	Less poverty
	† Performance of college graduates on licensure or graduate school entrance exams	Healthier citizens
-5- Are Kentucky's people, communities and economy benefiting?	† Research and development per capita	
	† College graduates remaining in Kentucky to live and work	
	† Degree and other credential production in focus fields *	
	† Workforce training and assessment	

* from previous set of key indicators

**Key Indicator Advisory Group
Goal Setting
July – November, 2005**

Institutional Representatives:

Gary S. Cox, President, Association of Independent Kentucky Colleges & Universities
James Chapman, Interim Vice President for Academic Affairs, EKV
Nathan Rall, Director of Institutional Research & Effectiveness, KSU *
Beth Patrick, Vice President for Planning, Budgets, & Technology, MoSU
Fugen Muscio, Coordinator of Institutional Research, MuSU *
Sue Hodges Moore, Vice President for Planning, Policy and Budget, NKU
Ken Walker, Vice President, KCTCS
Connie Ray, Vice President for Institutional Research, Planning, & Effectiveness, UK
Shirley Willihnganz, Provost, UofL
Dennis George, Academic Affairs & Provost Office, WKU

CPE Representatives:

Associate Vice President, Planning and Performance (open)
Sandy Woodley, Vice President, Finance
Jim Applegate, Vice President, Academic Affairs
Reecie Stagnolia, Deputy Commissioner, Kentucky Adult Education
Charles McGrew, Director, Information & Research

Other:

John Hicks, Governor's Office of Policy and Management
Jonathan Lowe, Education Policy Analysis, Legislative Research Commission

* tentative

2005-2010 Strategic Plan
Campus Action Plan

EASTERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Eastern Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Eastern Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's and specialist level programs
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Program of Distinction in Justice and Safety and areas of documented regional need
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including, dually enrolled high school students

- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on survey research, program evaluation, technology, teacher and health care professional preparation, homeland security, entrepreneurship, and natural areas, using resources such as the Lilley Cornett Woods program
- Achieves national distinction for applied research through its Program of Distinction, in Justice and Safety and homeland security, and in targeted areas of opportunity

Stewardship of Place

- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, the workforce, justice and safety, and homeland security
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility

PRIORITIES FOR ACTION

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 and adult educators, Eastern Kentucky University will:

- 1.a Support the preparation of high school graduates and working-age adults for postsecondary education and strengthen the preparation and development of P-12 and adult educators through several strategies, such as increasing College of Education and student teaching entrance requirements, working with the Education Professions Standards Board to align curriculum at all levels using Title II Funds, rewriting all foundation courses to better assist students in making career choices, and revising school field experiences to include earlier and more diverse opportunities.
- 1.b Enhance accessibility of student and teacher preparation by adding cohort-based graduate programs (M.A.T.) in the College of Education in the areas of elementary, middle, and secondary education (for example, adding a cohort in curriculum and instruction at the Corbin and Danville extended campuses).

- 1.c Expand participation in various pre-college programs, such as Upward Bound, Educational Talent Search, and the KY Department of Education Student Technology Leadership Program (STLP).
- 1.d Increase collaboration between arts and sciences and education faculty in educator preparation and professional development through several strategies, such as enhancing the Professional Education Fellows program that places faculty in schools; conducting regular meetings between the college deans; and submitting grants to fund the placement of arts and sciences graduate assistants in middle schools.
- 1.e Improve quality and access of teacher professional development through various strategies, such as increasing alternative delivery and scheduling of programs; enhancing the implementation and content of institutes focused on high interest/need topics issues; and offering conferences in areas of diversity and other relevant subjects.
- 1.f Reach out to the K-12 and the adult education communities to align curricula and streamline movement into postsecondary education by offering dual credit programs and implementing other strategies such as high school assessment development; statewide ADP project; and the CPE statewide placement policy.

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

To keep college affordable, Eastern Kentucky University will:

- 2.a Increase base funding for need-based financial aid.
- 2.b Build endowment funding and annual scholarship funds through private giving to increase support for student scholarships.
- 2.c Increase efforts to strengthen communication with current and prospective students about financial aid opportunities, such as enhanced direct mail follow-up and financial aid workshops with prospective students in counties we serve.
- 2.d Implement campus-level assessments of student access and affordability through matriculation and persistence surveys.

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, Eastern Kentucky University will:

- 3.a Expand and enhance access to full degree programs, courses, and other credit and non-credit learning opportunities during weekends and evenings, at extended campuses, and through distance learning technologies, including KYVU.

- 3.b Implement a comprehensive and systematic enrollment planning process to achieve CPE's guidelines and targets for certificates and degrees awarded.
- 3.c Develop a system that nurtures a transitional relationship to include articulation agreements, AP, and dual enrollment/credit between ECU and high schools and/or community colleges.
- 3.d Explore the addition of new graduate and advanced degree programs in such areas as educational leadership and justice and safety that will benefit the Commonwealth and serve the demonstrated high needs in under-represented fields necessary to support regional stewardship, economic development, and advance the goals of HB1.
- 3.e Increase and enhance educational opportunities to address all underserved populations, such as traditional and non-traditional students in our service region, first generation college students, minority students within and beyond our service region, and adult learners and traditional students who have barriers that limit their ability to come to the Richmond campus.
- 3.f Improve advising and guidance activities to encourage degree and certificate completion. Interventions will include a more intrusive advising approach (an action-oriented model to identify, involve, and motivate students when needing help or in a crisis) and an emphasis on retention.

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

To improve the quality of student learning, Eastern Kentucky University will:

- 4.a Implement strategies to improve leadership and student involvement, such as the LINKED program (Leaders involved in influencing Knowledge, Education, and Development), a student involvement and leadership program for residential first-year students; the co-op program; internships; and leadership seminars.
- 4.b Implement strategies to improve students' civic engagement and service learning opportunities, such as the American Democracy Project; learning communities for faculty to focus on integrating civic engagement in teaching, research, and service; and the American Jury Project.
- 4.c Enhance the accessibility of professional degree/certification programs that prepare students in areas, such as education, health, safety, and business in ECU's service area by offering more 4-year degree programs at our extended campus sites and assigning full-time faculty to those sites.

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

To support economic and community development and address the specific needs and challenges of its service area, Eastern Kentucky University will:

- 5.a Increase external funding that supports regional stewardship and applied research, including collaborative efforts with educational institutions, businesses, communities and government entities that contribute to economic and technology growth.
- 5.b Increase the number of clients served through outreach activities that benefit community and/or economic development provided by the Center for Economic Development, Entrepreneurship and Technology, the Small Business Development Center, Continuing Education and Outreach and extended campuses, Justice and Safety Center, Training Resource Center, Center for Criminal Justice Education and Research, and other ECU centers and programs.
- 5.c Expand the number of Regional Innovation Centers operated by ECU in partnership with the Department of Commercialization and Innovation in the Cabinet for Economic Development, subject to available funding.
- 5.d Open a Richmond campus-based business development incubator in 2006 to support and grow new businesses, subject to available funding.
- 5.e Increase external funding for public service and sponsored research through our Program of Distinction, the College of Justice and Safety, on a national level, in accordance with HB1.
- 5.f Improve marketing for available services related to economic and community development using strategies such as a direct mail campaign; presentations to business and professional groups as well community members; and meetings with local and state government officials.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↪ Level of student engagement in the undergraduate learning experience
- ↪ Level of civic participation of students

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

- ↪ Extramural research and development expenditures
- ↪ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↪ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Arkansas State University-Main Campus
California State University-Chico
Central Missouri State University
Eastern Michigan University
Indiana State University
Kennesaw State University (GA)
Minnesota State University-Mankato
Northern Michigan University
Sam Houston State University (TX)
Sonoma State University (CA)
The University of Tennessee-Chattanooga
University of Massachusetts-Boston
University of Michigan-Flint
University of North Carolina at Greensboro
University of Northern Iowa
University of Southern Indiana
University of Wisconsin-Oshkosh
Western Carolina University (NC)
Wichita State University (KS)

**2005-2010 Strategic Plan
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KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the Kentucky Community and Technical college System describes the its purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The Kentucky Community and Technical College System will assure, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

MISSION PARAMETERS

Program Characteristics

- General two-year academic curriculum with transferable credits
- Associate, technical, and semi-professional programs leading to degrees, diplomas, and certificates
- Basic academic and literacy skills through adult and developmental education
- Continuing education and workforce development customized for business and industry
- Dual enrollment and credit for secondary students

Student Characteristics

- Open admissions with a commitment to recruiting a diverse student body
- Students pursuing associate degrees, diplomas, and certificates; students seeking transfer credit toward baccalaureates; workers seeking technical training; students needing remedial coursework; adults gaining personal development through continuing education; and high school students earning dual credit and preparation for college

Research

- Applied research in workforce development, classroom instruction, and technology deployment.

Stewardship of Place

- Serves the needs of students in 120 counties through its statewide physical presence and distance learning programs
- Provides customized workforce training for employers to promote economic well-being and quality of life for communities throughout Kentucky
- Serves as the as the primary point of access for postsecondary education to improve educational attainment and improve quality of life throughout the Commonwealth

PRIORITIES FOR ACTION

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 and adult educators, the Kentucky Community and Technical College System will:

- 1.a Expand dual enrollment/dual credit, curricula alignment with secondary and postsecondary technical programs, early/middle colleges, and credit for prior learning to create a seamless pathway into KCTCS and on to four-year institutions.
- 1.b Team with the Kentucky Education Cabinet's Department for Career and Technical Education and the Kentucky Department of Education to coordinate technical curriculum development and alignment, articulation, and credit agreements to create multiple pathways from secondary to postsecondary.
- 1.c Improve communication with middle and high school students and guidance counselors through partnerships with the Kentucky Department of Education, the Kentucky Virtual High School/University, KHEAA, and local school districts.
- 1.d Increase awareness of KCTCS and the Council on Postsecondary Education's placement policy to students, parents, and guidance counselors and support Kentucky's ongoing work in the American Diploma Project.
- 1.e Enhance KCTCS participation in P-16 council initiatives including Career Pathways, Bridge Partnerships, dual credit, and articulation.
- 1.f Provide outreach and recruitment services to economically disadvantaged students through collaboration with the Kentucky Cabinet for Health and Family Services.

- 1.g Enhance college and community adult education programs that assist adult students to complete a GED or provide remediation to help them successfully transition into postsecondary education.

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

To keep college affordable, the Kentucky Community and Technical College System will:

- 2.a Promote to students and parents the availability of KCTCS, state, and federal financial aid and scholarships through the KCTCS web site, college counselors, and related sources.
- 2.b Implement KCTCS Strategic Plan 2006-10, that includes the goal, "increase student access and success," with "affordability" as a core indicator. Success in the core indicator will be measured using the Measuring Up "family ability to pay" calculation.
- 2.c Use the results of affordability performance measures in considering annual tuition rates. Institutional financial aid will increase based on annual tuition rates.

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, the Kentucky Community and Technical College System will:

- 3.a Identify underserved geographic areas of the state that do not currently benefit from the proximity of a KCTCS college and work to increase student and business utilization of the system's services.
- 3.b Create new and improved transfer opportunities for students through career pathways and related initiatives.
- 3.c Expand student access through innovative, modularized, flexible scheduling; educational technology-related services and resources, including additional AA/AS, AAS and other programs through KYVU; and alternative, customizable, and efficient delivery of content.
- 3.d Increase the number of underserved populations and GED graduates who earn degrees and certificates through expansion of existing successful models including Ready-to-Work, Work and Learn, distance learning, and career pathways and through other innovative collaborations with Kentucky Adult Education.
- 3.e Improve advising and guidance activities to encourage degree and certificate completion through existing and new TRIO funded efforts including the Master Advising model.

- 3.f Participate in the Ford Bridges to Opportunity/Lumina Achieving the Dream State Student Data Project. The project will improve KCTCS' use of data in initiatives targeting low-income students, allow KCTCS to gauge its performance against a set of measures common to the participating states, and help KCTCS identify policies yielding improved outcomes for low-income and under-represented students.

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

To improve the quality of student learning, the Kentucky Community and Technical College System will:

- 4.a Establish system-wide and college-specific performance measures and targets as part of the KCTCS 2006-10 Strategic Plan. These measures will increase system and college accountability for the performance of demographic and geographic student subgroups.
- 4.b Ensure employability skills are incorporated into all KCTCS programs.
- 4.c Measure student engagement by implementing system-wide administration of the Community College Survey of Student Engagement; measure student preparation by comparing transfer student success with native student success, and measure and improve end-of-course employability and technical competencies.
- 4.d Participate in the Kentucky Campus Compact (KyCC) along with the four-year institutions. The KCTCS college presidents have made a commitment to follow through on implementation strategies for enhancing civic engagement.

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

To support economic and community development and address the specific needs and challenges of its service area, the Kentucky Community and Technical College System will:

- 5.a Expand use of employability certificates and occupation-specific certifications and credentials by students and workers.
- 5.b Create additional state, regional, national, and international partnerships to provide linkages between KCTCS and employers, public and private training providers, and skilled workers.
- 5.c Expand and enhance the Workforce Investment Network System (KY WINS) through new and innovative linkages among business and industry partners and state and local economic development agencies and organizations.
- 5.d Expand lifelong learning opportunities through continuing education and professional development programs such as the enhanced New Horizons Conference.

- 5.e Increase the number of courses and continuing education offerings that foster global awareness and foreign language skills.
- 5.f Determine workforce needs through collaboration with local, regional and statewide economic development agencies and develop responsive workforce programs that may lead to academic credentials.
- 5.g Perform regular matches of KCTCS enrollment and unemployment insurance files to determine wage and employment gains of KCTCS students.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

No indicator at the two-year level.

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Persistence rate
- ↔ Number of associate degrees awarded
- ↔ Number of certificates and diplomas awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↔ Level of student engagement in the undergraduate learning experience
- ↔ Level of civic participation of students

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

- ↔ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↔ Level of faculty/staff community involvement as extensions of their college roles

BENCHMARK SYSTEMS

Arizona

Arkansas

Colorado

Georgia

Illinois

Indiana

Iowa

Kansas

Michigan

Minnesota

Nebraska

New Mexico

North Carolina

Ohio

Oregon

South Carolina

Virginia

Washington

Wisconsin

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**2005-2010 Strategic Plan
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KENTUCKY STATE UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Kentucky State University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Kentucky State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Targeted array of baccalaureate, master's and specialist level programs with special attention to its mission as an 1890 Land Grant Institution and Kentucky's historically black university
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Program of Distinction in Aquaculture and Aquatic Sciences and areas of documented regional need
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education and opportunities for discovery-based learning and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction, supplement the University's commitment to Land Grant and agriculture-related programs, and improve economic and community development, with an emphasis on the development of alternative species and the nutrition, reproductive physiology, genetics, and economics of aquaculture
- Achieves national distinction for applied research through its Program of Distinction in Aquaculture and Aquatic Sciences, and in targeted areas of opportunity

Stewardship of Place

- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce

PRIORITIES FOR ACTION

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 and adult educators, Kentucky State University will:

- 1.a Initiate a "Summer Bridge" Program that will provide preparatory coursework (math, English, reading, critical thinking) and study skill enhancement for incoming freshmen deemed to be at risk.
- 1.b Work with the major church associations around the state to identify the needs of students that belong to these organizations and provide tutoring and academic support services.
- 1.c Initiate programs with the Franklin County and Frankfort School Districts and in the service region where feasible, that will connect the university with elementary and secondary education students and start their acclimation for university study at an early stage, such as Upward Bound, GEAR UP, Governors Minority Student College Preparation Program, dual credit, etc.
- 1.d Offer National Science Foundation (NSF) summer programs for high school youth, as well as the summer "REAP" program supported by Land Grant funds.

These programs provide academic coursework, employment and counseling for rising high school freshman through their senior year.

- 1.e Improve the teacher education preparation programs by enhancing collaborative efforts between Arts and Sciences and Education faculties and building stronger partnerships with its K-12 partners. Dual Credit, Faculty Ambassadors, First Fridays, and FEA summer initiatives will be extended through the entire school year. The Teacher Education Committee has approved a pilot education research course where students and faculty will research issues in public schools.
- 1.f Work with KCTCS to develop and expand 2+2 initiatives for adults interested in elementary education and IECE certifications. Develop plans to implement some of these programs online.

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

To keep college affordable, Kentucky State University will:

- 2.a Increase institutional scholarships through reallocation of existing resources, private fundraising, and additional state appropriations, especially for need-based scholarships to economically disadvantaged students.
- 2.b Implement ongoing campus-level assessments of student affordability and access to keep tuition costs as low as possible.
- 2.c Provide more information on available financial aid and scholarships to high school students and make existing students more aware of available monies through a more intensive enrollment and retention management program.
- 2.d Ensure that all students seeking financial aid complete the FASFA form by changing the financial aid procedures so that all actions on processing financial aid cease until this form is completed.
- 2.e Work together with the civic, business and economic entities in our service region to create scholarship funds for prospective students from the service region.

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, Kentucky State University will:

- 3.a Establish a "General Studies" completer degree to provide associate degree holders the opportunity to design a bachelor's degree that best meets their career objectives and to facilitate the pursuit of advanced degrees.
- 3.b Create other types of certificates (such as the Certified Public Manager) and degrees that fit the needs of today's student and job market. In collaboration

with KCTCS, develop and promote new certificate and diploma level courses offered as community-based programs throughout the region.

- 3.c Work with business, economic, and civic leaders in the area to offer a special 8-18-month baccalaureate degree-completion program to employees who have associate degrees or equivalent semester hours (i.e. 53 – 60 credit hours).
- 3.d Develop alternative delivery formats to provide more evening, weekend, and online courses and expand access to KSU programs and services.
- 3.e Target minority students and develop academic support programs that increase their successful completion of the requirements for a degree.
- 3.f Explore the addition of more agricultural course offerings that could be developed into an agriculture degree.
- 3.g Retool the enrollment and retention management system to recruit more students, retain these students, and move them toward graduation.

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

To improve the quality of student learning, Kentucky State University will:

- 4.a Increase emphasis on KSU's already successful career placement office to fulfill the university's objective of securing meaningful employment for graduates who seek it.
- 4.b. Provide students with more opportunities for internships and ultimately employment through expanded partnerships with businesses, government, and other organizations.
- 4.c Involve KSU students in university activities that provide meaningful opportunities for practical application of student coursework through activities such as service learning and internships.
- 4.d Work directly with the Governmental Services Office to increase access to programs for state government employees, in keeping with KSU's mission. Ascertain from colleagues in the Governmental Services Center specific educational needs of government workers in order to strengthen the abilities of those state employees who come through this Center.
- 4.e Expand current service learning and community service opportunities so they become a more significant component of student performance.

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

To support economic and community development and address the specific needs and challenges of its service area, Kentucky State University will:

- 5.a. Expand its extension services to more counties in the Commonwealth. An example of this expansion is taking the "Third Thursday" program to the farmers in the state along with maintaining the existing program at the KSU farm. The "Third Thursday" program is designed to provide farmers training and to provide informational briefings for enhancement and implementation of farm related opportunities for this industry.
- 5.b Offer new and enhanced day care services to the Frankfort community by improving the educational component of the service. The day care center is now under the direction of the education department.
- 5.c Make KSU facilities available for recreational, cultural, and other activities undertaken by the Frankfort/Franklin County area, as well as the surrounding counties, and encourage KSU employees to contribute to the various activities of the community.
- 5.d Attract more fine arts programs that are culturally and socially significant, relevant and of national stature. All of these programs would be available to citizens in Frankfort/Franklin County and the surrounding counties.
- 5.e Offer expertise and assistance to county and state governmental officials in their efforts to lure new industries to the region and state. This assistance may take the form of developing relevant training for the particular industry.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ✦ Level of student engagement in the undergraduate learning experience
- ✦ Level of civic participation of students

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

- ✦ Extramural research and development expenditures
- ✦ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ✦ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Alcorn State University (MS)
Angelo State University (TX)
Cameron University (OK)
Castleton State College (VT)
Delaware State University
Delta State University (MS)
Eastern New Mexico University-Main Campus
Francis Marion University (SC)
Grambling State University (LA)
Lincoln University (MO)
Midwestern State University (TX)
Nicholls State University (LA)
Savannah State University (GA)
Southeastern Oklahoma State University (OK)
Southern Arkansas University Main Campus
Sul Ross State University (TX)
The University of Texas-Pan American
University of Maryland-Eastern Shore
University of North Carolina at Pembroke

**2005-2010 Strategic Plan
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MOREHEAD STATE UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Morehead State University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Morehead State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's and specialist level programs, with special attention to protecting, preserving, and improving the unique heritage of the eastern Kentucky Appalachian region
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Program of Distinction, the Institute for Regional Analysis and Public Policy, as well as the Space Science Center and areas of documented regional need
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education and opportunities for discovery-based learning and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including, first-generation and low-income students from the eastern Kentucky Appalachian region
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on entrepreneurship, teacher education, space-related science and technology, visual and performing arts, and regional public policy
- Achieves national distinction for applied research through its Program of Distinction, the Institute for Regional Analysis and Public Policy, the Space Science Center, and in targeted areas of opportunity

Stewardship of Place

- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility

PRIORITIES FOR ACTION

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 and adult educators, Morehead State University will:

- 1.a Recruit, prepare, and support high quality and diverse educators through traditional and alternative teacher education and certification programs such as the Master of Arts in Teaching, Undergraduate Fellowship program in the College of Education, regional cohort programs, Professors in the Schools Program and Future Teacher Corp student mentor program.
- 1.b Partner with at least one additional school/system to facilitate a seamless transition of students to postsecondary education and reduce the rate needing remediation in writing, math and/or reading.
- 1.c Partner with adult education programs to promote the GED program, assess adult students' readiness for postsecondary education, recruit and retain

qualified adult students in the postsecondary education system, and increase persistence and matriculation among adult students and GED completers enrolled at Morehead State University.

- 1.d Improve success and access for at-risk students through partnerships with state and federal programs such as Trio Programs, Gear-Up and MTEP serving low-income and first generation college students and minorities.
- 1.e Define specific goals for the position of Secondary Education Coordinator to facilitate better collaboration between the College of Education and the Arts and Science programs at Morehead State University.
- 1.f Expand the Teacher Education Academy (a multiple-day professional development workshop held at the end of each academic year for faculty who have been involved in our Professors in the Schools program) to include all faculty across the campus that are involved in teacher education.

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

To keep college affordable, Morehead State University will:

- 2.a Assist students in receiving the maximum possible financial aid package from federal, state and private programs.
- 2.b Maintain student affordability by identifying non-tuition sources of support including private gifts, grants, and state and federal appropriations.
- 2.c Maintain student affordability by implementation of initiatives identified through continuous improvement assessments that will minimize operating expenses and optimize use of available personnel, capital and operating resources.
- 2.d Maintain student affordability and access to higher education for place bound students through the delivery of academic instruction at regional campuses and the use of distance education technologies to minimize or eliminate commuter and on-campus housing expenses.
- 2.e Increase marketing efforts to raise public awareness of financial aid and scholarship opportunities targeting high school students and their parents, adult students, and transfer students.
- 2.f Partner with student and other constituency groups to conduct assessments and hold public forums on student affordability and access.
- 2.g Effectively monitor and assess cost of attendance and other affordability data from benchmark institutions and state and national university peers.

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, Morehead State University will:

- 3.a Increase the availability of high-demand degree programs to place- and time-bound citizens through delivery of academic instruction at the regional campuses and through the use of distance learning technology including online programs.
- 3.b Coordinate campus-wide diversity initiative to recruit and retain minority faculty, staff and students; expand marketing efforts in areas with concentrated minority populations; and increase the number of minority recruitment coordinators within the academic programs.
- 3.c Establish a summer 'Success Academy' for incoming freshman to fulfill remediation needs prior to enrollment in mainstream university courses.
- 3.d To facilitate student transfer, partner with community and technical colleges to educate students on the transfer process, develop articulation agreements, and offer multiple baccalaureate degree programs via the Internet and on-site Ashland Community and Technical College, Big Sandy Community and Technology College, Maysville Community & Technical College and the University Center of the Mountains.
- 3.e Increase the number of students that successfully complete a degree or certification through implementation of a comprehensive enrollment management plan that includes effective strategies for recruitment, marketing, academic advising, and retention and career services. The plan will include strategies to improve recruitment of first-time freshmen and KCTCS transfers, retention and persistence rates, student satisfaction, and graduation rates.

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

To improve the quality of student learning, Morehead State University will:

- 4.1 Maintain the highest level of accreditation or certification appropriate for each academic program (such as AACSB for business, NLN for nursing, etc.) and pursue accreditation and certification in other programs as such opportunities become available.
- 4.2 Enhance academic programs utilizing outcome assessments, including measures of in-state career placement.
- 4.3 Increase service-learning, cooperative education, and internships to provide experiences relevant to the needs of the Commonwealth.
- 4.4 Develop new partnerships and enhance existing partnerships with governmental agencies to provide life-long learning opportunities for employees and displaced workers as needs and opportunities are identified such as the

planned relocation of the Small Business Development Center with the Morehead/Rowan County Chamber of Commerce to facilitate collaboration.

- 4.5 Expand access to state-of-the-art technology that can enhance student learning throughout the academic curriculum.
- 4.6 Provide students a wide array of civic and service learning opportunities throughout the region we serve.

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

To support economic and community development and address the specific needs and challenges of its service area, Morehead State University will:

- 5.a Optimize economic development by developing a business incubator program to support entrepreneurial activity, including high-tech businesses linked to the University's Space Science Center, and enhancing accessibility and utilization of the Small Business Development Center.
- 5.b Organize a CEO Roundtable to provide a routine forum for community leaders to network and explore potential economic development opportunities.
- 5.c Partner with local government agencies and Center for Rural Development to establish a Center NET facility to provide broadband services to local areas.
- 5.d Explore the potential for establishing an academy for the development and enhancement of planning and management skills for local government officials and community leaders in east Kentucky.
- 5.e Support tourism efforts through cultural heritage programs and explore the potential of an academic program in tourism development.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded

- ↪ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↪ Level of student engagement in the undergraduate learning experience
- ↪ Level of civic participation of students

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

- ↪ Extramural research and development expenditures
- ↪ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↪ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Angelo State University (TX)
Arkansas State University-Main Campus
Central Missouri State University
Clarion University of Pennsylvania
Delta State University (MS)
Eastern Washington University
Edinboro University of Pennsylvania
Fort Hays State University (KS)
Frostburg State University (MD)
Indiana State University
Lamar University (TX)
Lincoln University (MO)
Mansfield University of Pennsylvania
Southeast Missouri State University
The University of Tennessee-Chattanooga
The University of Tennessee-Martin
University of Nebraska at Kearney
Western Carolina University (NC)
Western Illinois University

July 2005

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MURRAY STATE UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Murray State University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Murray State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's and specialist level programs, with special attention to agriculture, business, health and human services, teacher education, communications, engineering, and applied technologies
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Program of Distinction in Telecommunications Systems Management, as well as the Ecosystem and Reservoir Research Center of Excellence and areas of documented regional need
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education and opportunities for discovery-based learning, residential colleges and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including, dually enrolled high school students
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on ecosystems, reservoir management, telecommunications, agriculture, entrepreneurship, and teaching pedagogy
- Achieves national distinction for applied research through its Program of Distinction in Telecommunications Systems Management, and in targeted areas of opportunity

Stewardship of Place

- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility
- Places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad

PRIORITIES FOR ACTION

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 and adult educators, Murray State University will:

- 1.a Improve the quality of P-12 education in the region by producing a supply of strong, qualified teachers through increased collaboration between Arts and Sciences and Education faculty in educator preparation and professional development programs, and provide for the retraining and updating of skills for in-service teachers through the Teacher Quality Institute.
- 1.b Expand Murray State's highly successful Roads Scholars program, which brings faculty into high school and middle school classrooms in the university's service region and target counties.

- 1.c Develop and implement a high school "Bridge Program" allowing area high school seniors to take one course per semester at reduced tuition rates.
- 1.d Work on curriculum alignment with area schools with special emphasis on core content alignment with MuSU's English and mathematics courses. Make the high school curriculum more rigorous to better prepare students for postsecondary education through P-16 initiatives such as Kentucky's ongoing work in the American Diploma Project.
- 1.e Expand the enrollment of the Commonwealth Honors Academy that prepares top high school juniors for college life by providing residential and classroom experiences resulting in a "jump-start" for college degree attainment.
- 1.f Work with adult education services in providing GED preparation, testing, and counseling to further these students' transition and advancement in Kentucky postsecondary education.

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

To keep college affordable, Murray State University will:

- 2.a Create operational efficiencies through a rigorous academic program productivity review process in order to keep tuition affordable.
- 2.b Lower the cost of attendance by increasing academic offerings at regional campuses located in Paducah, Hopkinsville, Madisonville, and Henderson, which provide increased accessibility for students via on-site courses and lowers commuting and on-campus housing costs.
- 2.c Enhance the university's outreach program to provide assistance to parents and students regarding availability of and application for financial aid.
- 2.d Increase scholarships, need-based grants, and student work-study opportunities available to students in the MuSU service region.
- 2.e Speed time-to-degree by progressively streamlining the curriculum and reducing undergraduate degree requirements from 128 to 120 credit hours.
- 2.f Partner with GEAR-UP grant schools in our service region to offer a special scholarship program aimed at middle school students, guaranteeing that upon completion of the GEAR-UP program and subsequent graduation, a renewable scholarship will be available for the student at Murray State University.
- 2.g Conduct student and public forums to make students, parents, and the public aware of financial aid, tax incentives, and other opportunities that maintain the relative affordability and accessibility of a Murray

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, Murray State University will:

- 3.a Expand the availability of the Bachelor of Independent Studies (BIS) on the Kentucky Virtual University and MuSU on-line platforms and increase MuSU program options available on the Kentucky Virtual University to include education, business, and occupational safety and health.
- 3.b Enhance the MuSU First Year Experience Program to include resources for additional monitoring, follow-up, and advising for first-year students.
- 3.c Establish an independent undergraduate academic advising center for students with undeclared majors and uncertain academic plans to assist them in career and educational planning.
- 3.d Improve the advising network through user-friendly web-based software to provide better information for faculty and students.
- 3.e Expand the operation of the Career Discovery Center through the addition of Adult Education Services to assist with retooling and retraining the workforce in the MuSU service region.
- 3.f Place a greater emphasis on attracting and enrolling students from KCTCS to pursue degrees beyond the certificate and associate level. This involves enhancing articulation agreements, increasing 2+2 programs, and expanding the BIS completter degree program.
- 3.g Expand opportunities for environmental and electrical engineering degrees in the region through our cooperative agreements with the University of Kentucky and the University of Louisville.

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

To improve the quality of student learning, Murray State University will:

- 4.a Enhance the Residential College Program, which increases the student's sense of inclusion and engagement, reinforces the institution's emphasis on leadership and decision-making, and integrates faculty involvement in college life outside of the classroom and laboratory.
- 4.b In cooperation with the American Democracy Project and the American Humanics Program, establish a Center for Service Learning and expand the Service Learning Scholars Program to provide for more civic engagement opportunities for students.
- 4.c Expand the Undergraduate Research and Scholarly Activity Program to reach more students involved in a discovery-learning environment.

- 4.d Implement the SACS-approved Quality Enhancement Plan to assess and document student achievement of the "Characteristics of the Murray State Graduate."
- 4.e Increase opportunities for students to learn about other cultures and languages consistent with the changing demographics of Kentucky and the United States, and to experience working and studying in an environment rich with cultural diversity.
- 4.f Expand service learning opportunities and student internship opportunities.

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

To support economic and community development and address the specific needs and challenges of its service area, Murray State University will:

- 5.a Establish a Regional Center for Emerging Technologies in cooperation with the Small Business Development Centers to stimulate economic development through launching new technology-based businesses and supporting entrepreneurship in west Kentucky.
- 5.b In cooperation with KCTCS, expand non-credit community education course offerings and increase offerings suitable for adults in the region.
- 5.c Prepare students for careers in the new economy by emphasizing academic programs in relevant disciplines.
- 5.d Provide additional support for faculty to seek applied research dollars and for service involvement of faculty in activities that will benefit businesses, agriculture, and technology-based industries in west Kentucky.
- 5.e Engage in partnerships to promote and increase participation in the arts and cultural activities of the region in cooperation with the Four Rivers Center (new performing arts center located in Paducah).

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↪ K-12 teacher preparation

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

- ↪ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↪ Undergraduate enrollment
- ↪ Graduate enrollment
- ↪ Number of students transferring to the university from KCTCS

- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↔ Level of student engagement in the undergraduate learning experience
- ↔ Level of civic participation of students

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

- ↔ Extramural research and development expenditures
- ↔ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↔ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Central Connecticut State University
 Central Missouri State University
 Eastern Illinois University
 Eastern Washington University
 Frostburg State University (MD)
 Indiana State University
 Northwest Missouri State University
 Oakland University (MI)
 Pittsburg State University
 Plymouth State University (NH)
 Rhode Island College
 Southeast Missouri State University
 Stephen F. Austin State University (TX)
 The University of Tennessee-Chattanooga
 The University of Tennessee-Martin
 University of Montevallo (AL)
 University of Nebraska-Omaha
 Western Carolina University (NC)
 Western Illinois University

July 2005

2005-2010 Strategic Plan
Campus Action Plan

NORTHERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Northern Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Northern Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's and specialist level programs
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Program of Distinction, the Center for Integrative Natural Science and Mathematics and areas of documented regional need
- First professional programs in law
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education and opportunities for discovery-based learning, undergraduate and graduate research, community-based learning and civic engagement and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including, dually enrolled high school students
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on entrepreneurship and improving math and science instruction
- Achieves national distinction for applied research through its Program of Distinction, the Center for Integrative Natural Science and Mathematics; and in targeted areas of opportunity
- Pursues opportunities for commercializing the results of research

Stewardship of Place

- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility
- Committed to partnerships that support economic development, P-12 excellence, local government effectiveness, quality healthcare, non-profit management, and civic literacy
- Emphasizes public engagement as a defining and nationally recognized quality of the university
- Committed to becoming a center for the performing and visual arts

PRIORITIES FOR ACTION

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 and adult educators, Northern Kentucky University will:

- 1.a Instill in the minds of elementary and middle school students a commitment to attend postsecondary education by taking special programs to schools, especially in the inner city and rural areas of our service area, and by bringing elementary and middle school students to the NKU campus where planned programs will introduce them to campus facilities, campus functions, and campus life.

- 1.b Actively support and participate in the Northern Kentucky Council of Partners to prepare more students for college and facilitate their smooth transition to postsecondary life.
- 1.c Enhance the education of P-12 students, with particular emphasis on reaching underrepresented groups, through classroom-based activities and on-campus summer enrichment programs in many areas, including for example, science and mathematics, computer technology, and the arts.
- 1.d Raise the preparedness level of under-prepared postsecondary students by identifying student weaknesses in the junior year of high school and developing remediation plans for their senior year; by offering the NKU Academy as a summer remediation program that allows under-prepared high school graduates to make up their deficiencies and thereby gain admission to NKU; by partnering with schools and other organizations to strengthen the preparation of students from underrepresented groups, and by retaining remedial English and mathematics courses for freshmen who have the potential to succeed but need to raise their achievement levels in some basic skills.
- 1.e Encourage capable and appropriately prepared high school students to earn university credit while still in high school by enrolling in university courses on campus or by taking university courses in their high schools through special collaborative agreements between NKU and the local schools. These options help prepare more Kentuckians for postsecondary work by experiencing college level work before leaving high school.
- 1.f Enhance P-12 education through high quality and expanded pre-service and in-service programs for teachers, including on-line programs, off-campus programs, alternative certification programs, and additional special certification programs in areas such as school counseling, gifted education, and special education.

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

To keep college affordable, Northern Kentucky University will:

- 2.a Provide a significant pool of need-based financial aid that provides grants and institutional work study opportunities and offers emergency loans to assist students with short-term, unforeseen problems.
- 2.b Provide merit-based financial aid to attract academically talented students, a more diverse student body, and students from throughout the Commonwealth, and partner with community organizations that will fund scholarships in specific disciplines such as nursing and allied health fields.
- 2.c Assist prospective students and their parents by offering financial information sessions and workshops at local high schools to explain financial aid opportunities and processes, help them complete financial aid forms, and more effectively use NKU's new flexible payment plans.

- 2.d Invest significantly in major projects that will increase efficiency and reduce costs over the long run, such as implementing the recommendations of a recently completed energy audit and adopting new computer systems and more efficient business practices for financial management, human resources, campus management, and student records.

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, Northern Kentucky University will:

- 3.a Increase the focus of the administration and faculty on the importance of retention and graduation by providing lectures, workshops, and faculty development programs, including a Master Advisor program, and by staffing an Office of Student Retention and Assessment and assigning retention specialists to academic departments.
- 3.b Develop, implement, and support programs that increase student retention such as an early warning system for intervention with at-risk students, an expanded advising system, including college-based, full-time advisers, that encourages students to declare a major earlier in their program, Learning Communities that enroll cohorts of students in a common cluster of two or three courses, a freshman orientation course that promotes student success, a Running Start program for cohorts of students needing developmental courses, peer mentoring, a supplemental instruction program and structured learning assistance to support student success in courses that have high failure or withdrawal rates, and tutorial services
- 3.c Create a new college to promote, support, expand, and strengthen technology-related degree and certificate programs at the graduate and undergraduate levels to meet the projected employment needs of the region and provide the necessary human capital to support employers' needs for knowledge workers
- 3.d Strengthen the partnership with Gateway Community and Technical College that allows students to be dually admitted and concurrently enrolled at Gateway and NKU and have a seamless and well supported transition when they move from Gateway to NKU.
- 3.e Increase the number of degree completion programs offered on-line, on-campus, and off-campus to provide an avenue for community college graduates to complete a four-year degree.
- 3.f Develop new graduate degree and certificate programs based on a systematic strategic planning process that integrates employment forecasts, regional employer needs, and NKU's current and developing capacity.
- 3.g Reach out to new student markets, especially non-traditional students and those in rural areas, by offering programs on-line and off-campus for those who cannot take advantage of campus-based programs.

- 3.h Provide transition programs to assist adult learners plan and prepare to return to school at the postsecondary level, and expand opportunities for working adults to earn undergraduate and graduate degrees through weekend and evening cohort programs, on-line programs, programs offered at corporate sites, and through a specially formatted program that allows adults to earn a degree in four years while working full-time.

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

To improve the quality of student learning, Northern Kentucky University will:

- 4.a Create an environment that supports a diverse student body taught by faculty who respect ethnic and cultural diversity, promote an openness to and understanding of diverse viewpoints, and create the global awareness necessary to function effectively in the 21st century.
- 4.b Provide a strong "general education program" that lays the foundational skills of critical thinking, quantitative reasoning, and written and oral communication; integrate technology into the teaching/learning process, retain the commitment to "up close and personal" as a defining quality of the NKU experience, ensure that students master the content of their general education and major-related courses, and maintain high academic standards, all of which are reflected in high passage rates on standardized tests such as the Praxis Test for teachers, the licensing exam for nurses, and the bar exam for attorneys.
- 4.c Provide students with opportunities to apply their classroom learning to the real world through active involvement in basic and applied research, service learning, internships, co-op experiences, and collaborative community-based projects, all of which enrich the collegiate experience, deepen students' understanding of the subject matter, expand their skills and competence, and enhance their employment prospects upon graduation.
- 4.d Promote a democratic society through the development of civic literacy and civic skills, which include a commitment to understand and remain current regarding local, national, and international issues; an openness to diverse viewpoints; the ability to participate in public deliberation and dialogue; and a willingness to take informed action to address community needs.
- 4.e Provide a strong career placement service, co-op and internship opportunities, and partnerships with Kentucky businesses to increase the number of graduates who remain in Kentucky to live and work.
- 4.f Encourage student participation in co-curricular clubs and organizations that enhance student development; teach teamwork, responsibility, goal-setting, and decision-making; and develop leadership skills such as those nurtured through the Norse Leadership Society, the Northern Kentucky Student Leadership Institute, and the Freshman Service Leadership Committee.

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

To support economic and community development and address the specific needs and challenges of its service area, Northern Kentucky University will:

- 5.a Support regional economic expansion by preparing well-educated graduates in fields that align with the employment needs in the region; building bridges between the business and university communities; creating an associate provost position for economic initiatives who will work with the business community; actively supporting development of the technology triangle near the university; and providing non-credit education and training to support economic competitiveness.
- 5.b Model good regional stewardship through active participation in projects such as the national demonstration project, Making Place Matter, and the regional visioning process, Vision 2015, and by assisting and supporting the P-12 community, local governments, the nonprofit community, and community decision-making by applying academic expertise and providing services that contribute to capacity building.
- 5.c Sponsor programs and encourage public dialogue to address critical and sometimes controversial issues facing our community, our nation, and our world.
- 5.d Establish NKU as a vibrant center for the visual and performing arts that provides performances and demonstrations off-campus to P-12 students and adults, particularly in communities that have limited access to the arts, and provides outstanding on-campus performances and gallery exhibits open to the public.
- 5.e Support NKU centers and institutes in partnering with the community to confront local and regional challenges; these include, for example, the Center for Applied Ecology, Center for Integrated Natural Science and Mathematics, Institute for Freedom Studies, Small Business Development Center, Institute for Information Innovation, Fifth Third Bank Entrepreneurship Institute, Center for Environmental Education, Scripps Howard Center for Civic Engagement, and Local Government Law Center.
- 5.f Offer non-credit courses that both anticipate and respond to the needs of the region with corporate training through the Metropolitan Education and Training Services (METS) and programs such as MBA Essentials, a certificate program for business leaders; conversational and workplace Spanish for employees who deal with Hispanic populations; special certificate programs developed at the request of local employers; and a variety of non-credit courses/programs that promote lifelong learning and personal growth and development.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↔ Level of student engagement in the undergraduate learning experience
- ↔ Level of civic participation of students

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

- ↔ Extramural research and development expenditures
- ↔ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↔ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

California University of Pennsylvania
Eastern Michigan University
Florida Atlantic University-Boca Raton
Indiana State University
Kean University (NJ)
Oakland University (MI)
Purdue University-Calumet Campus (IN)
Salem State College (MA)
SUNY College at Buffalo
University of Tennessee-Chattanooga
University of Akron-Main Campus (OH)
University of Massachusetts-Boston
University of Michigan-Flint
University of Nebraska at Omaha
University of Southern Maine
Western Connecticut State University
Wichita State University (KS)
William Paterson University of New Jersey
Youngstown State University (OH)

July 2005

2005-2010 Strategic Plan
Campus Action Plan

UNIVERSITY OF KENTUCKY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the University of Kentucky describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The University of Kentucky shall be a major comprehensive research institution ranked nationally in the top 20 public universities.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's, specialist and doctoral degree programs consistent with a flagship institution's statewide mission
- Professional programs in dentistry, law, medicine, pharmacy, architecture, engineering, education, and social professions
- Graduate and postdoctoral program emphasis in areas supporting statewide economic and community development and consistent with a nationally recognized public research university
- Innovative post-baccalaureate certificate, master's and doctoral programs that meet 21st century public needs in traditional and emerging multidisciplinary fields
- State leadership role in delivering doctoral education, including collaborative and joint doctoral programs with other Kentucky postsecondary institutions to address state needs
- Emphasizes distinctive educational experiences geared to the specific needs and interests of a selective to highly selective student body, including service learning, international education, opportunities for discovery-based learning, living-learning communities, undergraduate and graduate research, and other special programs

Student Characteristics

- Selective to highly selective admissions with a commitment to recruiting a diverse, well-qualified undergraduate and graduate student body
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in basic, applied, and translational research as one of only seven universities in the United States with schools of agriculture, engineering, law, medicine, and pharmacy on a single campus
- Conducts research and development activities by securing significant extramural support consistent with a nationally recognized research university offering a broad array of doctoral programs
- Emphasizes research and creativity in areas of identified strength and opportunity and in emerging fields of critical importance to the development of a knowledge-based economy in Kentucky and beyond, including health and life sciences, computer science and engineering, cultural and international studies, public policy and human services, business and economics, energy and the environment, and the arts
- Conducts research and outreach supporting the improvement of P-20 and adult education systems with a special emphasis on literacy

Stewardship of Place

- Extends outreach as a land-grant institution with a comprehensive agricultural, business, engineering, and health extension network throughout the Commonwealth and, as Kentucky's flagship institution, beyond its borders to the nation and world
- Drives statewide economic development by preparing a highly educated workforce, conducting grant and contract-funded research, and transferring research and technological innovations to the marketplace
- Assures Kentuckians high quality health care by promoting access to the highest level of appropriate care possible within the facilities of local communities and developing advanced subspecialty programs of national stature at the academic medical center
- Engages the university community and its partners in fostering the economic well being and quality of life for Kentuckians in its designated area of geographic responsibility, in regions facing significant economic and health-related challenges, and throughout the Commonwealth

PRIORITIES FOR ACTION

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 and adult educators, the University of Kentucky will:

- 1.a Complement and align UK's P-16 initiatives and curricula with graduate and professional education programs to enhance preparation for graduate work and the role of graduate work in P-16 education.
- 1.b Create organizational and academic relationships between the College of Education and the other academic and professional colleges, including Arts and Sciences, to ensure the effective convergence of continuously updated content knowledge and appropriate pedagogy throughout the entire teacher education curriculum.
- 1.c Continuously review pre-service and in-service education of P-12 teachers, instructional supervisors, school psychologists, principals, and superintendents, and higher education faculty to achieve a continuously updated, efficient, and integrated P-20 educational system and a diverse, high quality teacher work force. This is consistent with the mission and goals of the currently operating Appalachian Math and Science Partnership, which is funded by the National Science Foundation.
- 1.d Work with the Kentucky Department of Education, the Education Professions Standards Board, the Council on Postsecondary Education, and other educational partners to ensure alignment, quality, and accountability through all levels of the P-20 educational system. UK has created a new Institute for Educational Assessment to collaborate with the Kentucky Department of Education and its other partners in managing the state K-12 student assessment.
- 1.e Partner with the Fayette County School System to develop strategies and models for improving P-5 education, such as the "Great Schools Initiative" that will be piloted in 2005-06 at Booker T. Washington Academy with the goal of substantial improvement in student achievement by providing access to enrichment programs.
- 1.f Conduct and disseminate research on teaching and learning that can guide educational policy initiatives and improve student achievement.

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

To keep college affordable, the University of Kentucky will:

- 2.a Develop a multi-year tuition and fees strategy as part of the Top 20 Business Plan that will allow families to plan for the total cost of education, while allowing the University to set rates that compare favorably with tuition levels at UK benchmark institutions and in surrounding states.
- 2.b Provide academic scholarships such as the Governor's Scholars and Governor's School for the Arts Program, the Legacy Tuition Program, and academic-based scholarships for first-year, transfer, and currently enrolled students.
- 2.c Develop and support strategies to ensure that institutional need-based assistance increases as tuition and fees increase, including potential strategies such as increasing the amount of institutional need-based assistance by the annual

percentage increase in tuition and mandatory fees or allocating a specific percentage of anticipated tuition and fee revenue for institutional need-based assistance.

- 2.d Maximize federal and state financial aid funds available to students by meeting applicable federal application deadlines and offering loan options that meet individual student needs. Encourage students to apply for assistance as early as possible and increase awareness of the availability of financial assistance and aid application procedures by participating in campus, local, regional, and state events for college bound students and events for elementary and secondary school students and their parents.

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, the University of Kentucky will:

- 3.a Focus on enrolling a highly qualified and diverse student body through recruitment and admissions policies that encourage enrollment of students who have high entrance exam scores and cumulative grade point averages, are members of underrepresented populations, contribute to diversity, and have demonstrated leadership.
- 3.b Encourage student transfer to UK through the promotion of the General Education Transfer Agreement, utilization and increased promotion of the Course Applicability System, and the work of the newly appointed "Seamless Transfer Committee."
- 3.c Implement recommendations of the First-Year Task Force under the leadership of the Coordinator for First-Year Experiences; advance and expand academic support to students through the University's recently implemented Academic Enhancement Program; assist instructors in improving teaching and learning through the Teaching and Academic Support Center; and implement systemic improvements in math instruction through a recent College of Arts & Sciences initiative.
- 3.d Implement a four-year Graduation Agreement that clearly delineates the course of study for the completion of baccalaureate degree requirements in each of the participating programs and rewards students who maintain progress toward timely completion of degrees.
- 3.e Establish the Chellgren Center for Undergraduate Excellence to serve as the University's focal point both for innovation in premier undergraduate education and for dissemination of those innovations that hold the greatest promise for a wider student audience.
- 3.f Enhance and maintain the national prominence of graduate programs at the doctoral level and in cross-disciplinary areas such as public policy studies, nutritional and biomedical sciences, international studies, and public health.

- 3.g Develop high quality graduate certificates in emerging areas such as health policy, nanotechnology, bioinformatics, clinical research skills, and rural community leadership.
- 3.h Offer graduate level courses, advanced programs, and certificates through distance delivery and cooperative arrangements with regional institutions in areas of critical need such as nursing rehabilitation sciences, physician assistant studies, educational leadership, library and information sciences, and gerontology.
- 3.i Offer innovative opportunities for earning undergraduate, graduate and first professional degrees through programs such as the MD-PhD BS-MD, and BSN-PhD tracks.
- 3.j Ensure successful completion of graduate and first professional programs and licensure by improving financial and academic support services, such as scholarship fund optimization, pre-enrollment workshops for at-risk students, specialty interest groups, standardized patient programs, and national board preparatory assistance.

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

To improve the quality of student learning, the University of Kentucky will:

- 4.a Create and sustain mission-relevant, high quality academic programs that are relevant to Kentucky workforce needs and ensure individual program and institutional accreditation.
- 4.b Advance curricular reform and innovation in the University's general education program, the Honors Program, the Writing program, and across all baccalaureate programs.
- 4.c Create and sustain living-learning communities for first-year students that offer opportunities for residence-based education emphasizing inquiry-based learning, multifaceted student-faculty interactions in- and out-of-class, community building and community service, and experiential learning.
- 4.d Further internationalize the educational experience through curriculum development and scholarships for study abroad, international research and service activities, and international student recruitment to ensure success in a global society and workforce.
- 4.e Launch a quality enhancement initiative to intensify campus attention to assessment of student learning and improved use of results, focusing on degree programs, general education (University Studies), and co-curricular programs (living-learning communities, service learning, and experiential education) and making appropriate use of formative and summative strategies to ensure undergraduates are prepared for graduate and professional programs and occupations of a globally competitive workforce.

- 4.f Provide integrated information technology system to support planning, assessment, and accreditation activities including "score-carding" to link these efforts to budgeting and ensure increased attention to student learning improvements.

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

To support economic and community development and address the specific needs and challenges of its service area, the University of Kentucky will:

- 5.a Recruit and retain faculty with nationally prominent and externally funded research programs. Such faculty enhance research funding and productivity, improve undergraduate and graduate education, attract more qualified students, and promote community and economic development.
- 5.b Expand and enhance the delivery of health-related and other programs and services to rural areas of Kentucky through the 120-county cooperative extension network.
- 5.c Expand initiatives to promote the arts and humanities in Kentucky's communities –enhancing local economies, making them more attractive to prospective businesses, and including activities such as service-learning and placing arts professionals in cooperative extension offices.
- 5.d Expand the outreach component of research, increasing the efficiency and impact of faculty work through programs like the Commonwealth Collaboratives, Partnership Institute for Math and Science Education, the statewide Kentucky Cooperative Extension Service, the Collaborative Center for Literacy Development, the Kentucky Consortium for Applied Research and Treatment, and similar programs.
- 5.e Enhance its statewide mission related to environmental stewardship, including preserving natural resources, restoring disturbed land, and promoting efficient use of conventional and alternative energy sources, through research, outreach, and graduate and professional education.
- 5.f Respond to changes in national research priorities and opportunities, including Homeland Security, the National Institutes of Health Roadmap, the National Nanotechnology Initiative, and others.
- 5.g Strengthen economic development, facilitate an entrepreneurial climate, enhance technology transfer support, and create businesses and jobs at the University and at Coldstream Research Park by completing the Center for Pharmaceutical Sciences and Technology, supporting the Advanced Science and Technology Commercialization Center and Agriculture Technologies Commercialization Center, expanding hospital and clinical operations, and enhancing partnerships with the cabinets for Economic Development and Commerce.

- 5.h Enhance and expand University research facilities, including but not limited to, equipping and staffing the Biomedical Biological Sciences Research Building, renovating and staffing corresponding vacated Medical Center research areas, and expanding the biomedical research campus by completing the Biological and Pharmaceutical Sciences Complex in 2008-2010.
- 5.i Sustain and improve the quality and quantity of translational research in medical areas to develop new knowledge and new approaches to quality health care for Kentuckians.
- 5.j Develop and maintain critical clinical programs in specialized areas of need in central, southern, or eastern Kentucky, while working with local providers to advance the availability of appropriate levels of care in the community in order to keep patients in their own communities whenever possible and move them to Lexington only for advanced subspecialty care.
- 5.k Implement a facilities master plan for UK Health Care, including construction of a new patient care facility, enhanced ambulatory facility, combined medical and dental education building, and new research facility with an extensive vivarium.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↔ Level of student engagement in the undergraduate learning experience
- ↔ Level of civic participation of students

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

- ↔ Extramural research and development expenditures
- ↔ Number of business startups

- ↔ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ↔ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

(to be determined)

2005-2010 Strategic Plan
Campus Action Plan

UNIVERSITY OF LOUISVILLE

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the University of Louisville describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The University of Louisville shall be a premier, nationally recognized metropolitan research university.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a world that is increasingly intercultural, interdisciplinary, and diverse
- Comprehensive array of baccalaureate, master's, and specialist programs
- Professional degrees in dentistry, law, medicine, engineering, and social professions
- Selected doctoral programs supporting the goals of national recognition as a metropolitan research university and meeting the economic and community development needs of the region and state, upon approval by the Council
- Collaborative and joint doctoral programs with other Kentucky postsecondary institutions to address state needs
- Special emphasis on its Research Challenge Trust fund programs in business (entrepreneurship), health and life sciences, engineering, education, humanities and the arts
- Commitment to increasing the quality of undergraduate programs while increasing the size and national recognition of graduate programs
- Emphasizes distinctive educational experiences geared to the specific needs and interests of a selective to highly selective student body, including service learning, international education, opportunities for discovery-based learning, graduate and undergraduate research, and other special programs

Student Characteristics

- Selective to highly selective admissions with a commitment to recruiting a diverse undergraduate and graduate student body, including students from its metropolitan area and those who do not enter or move through the university in traditional ways
- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in basic, applied, and translational research in Research Challenge Trust fund programs and other areas addressing the needs of the metropolitan community and communities that can benefit from such research
- Undertakes research and development activities that will achieve the goal of becoming a premier, nationally recognized metropolitan research university
- Aligns its research agenda with the economic, cultural, and social needs of the metropolitan community. Focuses research mission in core areas essential to economic growth and the well being of citizens through programs in human health and development, life sciences, information technology and communications, environmental and energy technologies, logistics and distribution, early childhood education, entrepreneurship, materials science and advanced manufacturing
- Conducts research and creative activities in the humanities and the arts to foster and support the rich cultural life of a metropolitan community
- Emphasizes applied research and outreach supporting the improvement of P-12 and adult education

Stewardship of Place

- Serves as the metropolitan area's intellectual center and economic engine, focusing educational and research programs on those areas important to the well being of the community
- Drives economic development through educating a workforce ready to take on the challenges of a new century and through the synergistic relationship between the research agenda and community needs
- Builds a national reputation as a leader in issues affecting metropolitan regions and provides this expertise to other areas in the state, nation, and beyond, as needed.
- Supports existing businesses, promotes business startups based on university inventions, and participates in community economic development efforts to meet the needs of the metropolitan area and the state of Kentucky, as determined by statute.
- Works with P-12 schools and adult learning centers to improve student achievement and postsecondary preparation
- Fulfills focused statewide responsibility to address needs aligned with institutional areas of programmatic strength as a metropolitan research university (e.g., cancer, cardiovascular, urban public health, logistics and distribution)

- Provides or coordinates economic and community needs, with special emphasis on the Greater Louisville metropolitan area and on its designated area of geographic responsibility

PRIORITIES FOR ACTION

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 and adult educators, the University of Louisville will:

- 1.a Emphasize teacher preparation, especially in high-need areas through: 1) improving alignment of skills and curriculum offerings with the districts and P-16 council, and (2) restructuring undergraduate and alternative certification programs with special emphasis on preparing teachers in STEM areas, special education, middle-level, ESL, and teaching literacy/numeracy across the curriculum.
- 1.b Conduct empirical research to better understand how students learn to meet the needs of No Child Left Behind and to improve our teacher preparation programs.
- 1.c Support the American Diploma Project to better articulate high school/college curriculum connections through: (1) working closely with P-16 and OVEC superintendents and JCPS to develop strategies to address the statewide agenda; (2) developing systematic partnerships with JCPS and surrounding districts for administrator preparation, teacher development and mentoring; and (3) implementing curriculum alignment between our teacher preparation curricular offerings and requirements in schools.
- 1.d Partner with a variety of school districts and community organizations such as Jefferson County Public Schools, GEAR UP, TRIO, Upward Bound, Louisville and Lexington Black Achievers, NAACP, West Louisville Boys Choir, 100 Black Men and other local organizations to increase college awareness, close equity gaps, and reach students who are traditionally underserved.
- 1.e Expand dual credit opportunities for students.

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

To keep college affordable, the University of Louisville will:

- 2.a Evaluate affordability indices through an analysis of such factors as: tuition as a percentage of state per capita personal income (PCPI); a "weighted" PCPI for students by Kentucky counties of residents; the "net change of student support per FTE from State Appropriations" and "State Appropriation per Student adjusted for CPI"; the cumulative effect of tuition rate increases over the past five years; and an analysis of tuition as a percent of total public funds.
- 2.b Review and examine university internal spending patterns that impact affordability.

- 2.c Ensure that any proposed tuition rates do not create undue hardship for students. Annually earmark funds for the student financial aid budget to offset the projected tuition rate increases and maintain the financial aid commitments at roughly the same program levels as in previous years.
- 2.d Review, and if necessary, revise merit scholarship award structures to increase the number of students receiving awards through improved technology associated with recruiting quality students. Embark on a multi-year plan to recruit more high quality students by providing additional merit-based scholarships. Strategies include the purchase of a cutting-edge recruiting software package and freeing up student aid funds by limiting the practice of financial aid "stacking."
- 2.e Implement SUCCEED, a partnership between U of L, the local school district, and the Urban League, which provides admissions and financial counseling to high school juniors and seniors.

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, the University of Louisville will:

- 3.a Improve retention and graduation rates through recruitment of high quality students and investment in academic support services and peer mentoring programs, including intensive tutorial support for mathematics, student success seminars to promote academic and co-curricular life skills, and other support programs that promote classroom success, develop life skills, and build student confidence.
- 3.b Increase investments in graduate assistantships and fellowships (both in terms of increasing the number of support lines available and enhancing the amount of support that can be offered to incoming graduate students), and streamline admissions processes to help increase the number of graduate students and doctoral graduates.
- 3.c Participate in the funded Ph.D. Completion Project aimed at increasing graduation rates of doctoral students. The program measures retention and degree completion and provides for interventions ranging from family support to completion grants to enhanced mentorship aimed at increasing graduation rates of doctoral students.
- 3.d Institute an electronic application process that makes it easier for programs to evaluate applicants and to provide the rapid feedback that is important in a competitive situation for recruiting the highest quality graduate students.
- 3.e Enhance student engagement, retention, and degree completion by increasing number of students in research activities.
- 3.f Engage in partnerships and collaborations with metropolitan government agencies and business, community-based organizations, health care

organizations, and state and regional agencies that lead to the development of academic programs that respond to high need areas.

- 3.g Work with adult populations and increase numbers of transfer students through establishing a program for residents in the Louisville metropolitan area who have acquired a significant number of college credit hours (probably 90 or more), but who have no degree. These are primarily working adults (age 25 and over) who never completed college.

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

To improve the quality of student learning, the University of Louisville will:

- 4.a Revamp the summer orientation program to promote student awareness of the full range of activities offered on campus: academic and cultural experiences, intramural sports, Greek life, and more than 200 recognized organizations that afford students the opportunity to extend their engagement with the institution in many activities outside the formal academic classroom.
- 4.b Offer advising and initiation activities for entering students, including academic orientation courses and programs that acquaint students with the university's identity as a place of instruction and research.
- 4.c Increase research opportunities for undergraduate students.
- 4.d Encourage innovative pedagogy to increase "real world" educational value, including internships, co-operative education programming, service learning, and other forms of practice-based instruction that provide opportunities for students to move academic training into the workplace and improve their understanding of larger issues and problems in the community.
- 4.e Improve the quality of our academic programs through careful monitoring of performance on graduate placement (GRE, LSAT, GMAT) and professional licensure exams (PRAXIS). Continue integration of the program review process with the university strategic planning/balanced scorecard. Administer the Quality Measurement Surveys to continuing and graduating students, graduates, alumni, and employers. The survey results are monitored on our balanced scorecard and reviewed annually with the Deans and Vice Presidents, and feedback is provided to the units with suggestions for improvement.

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

To support economic and community development and address the specific needs and challenges of its service area, the University of Louisville will:

- 5.a Increase levels of extramurally funded research, especially in areas of health/life sciences, logistics and distribution, early childhood education and entrepreneurship.

- 5.b Invest in faculty and infrastructure to partner in high-tech-information based economy, e.g., the Louisville Medical Center Development Corporation, Metacyte (a business start-up incubator).
- 5.c Build on the achievements of our faculty research by developing patents that will yield license and royalty income as well as provide the basis for commercialization through start-up businesses in the Commonwealth.
- 5.d Develop and support degree programs in knowledge-based economy and high need fields.
- 5.e Increase continuing education programs to provide for the "just in time" needs of people, businesses and communities.
- 5.f Implement a signature partnership initiative that will engage faculty and students in multi-disciplinary academic, research, and service activities designed to reduce social and human disparities in the areas of education, health, economic development, and human and social services. The university will work with and engage community partners to enhance existing programs and/or create new programs designed to address specific disparities in the targeted community.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↔ K-12 teacher preparation

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

- ↔ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↔ Undergraduate enrollment
- ↔ Graduate enrollment
- ↔ Number of students transferring to the university from KCTCS
- ↔ Six-year graduation rate of baccalaureate students
- ↔ Number of degrees and other credentials awarded
- ↔ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ↔ Level of student engagement in the undergraduate learning experience
- ↔ Level of civic participation of students

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

- ↔ Extramural research and development expenditures
- ↔ Number of business startups

- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

(to be determined)

**2005-2010 Strategic Plan
Campus Action Plan**

WESTERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Western Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Western Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics

- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society
- Comprehensive array of baccalaureate, master's and specialist level programs
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders and other certified personnel
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS
- Selected number of nationally recognized graduate programs including its Programs of Distinction in Journalism/Forensics and Applied Research and Technology and areas of documented regional need
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education and opportunities for discovery-based learning and other special programs

Student Characteristics

- Moderately selective to selective admissions with a commitment to recruiting a diverse student body

- Serves the needs of traditional, non-traditional, and transfer students seeking baccalaureate and advanced degrees
- Recruits students nationally and internationally to increase intellectual capital and diversity

Research

- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on cave and karst studies, applied physics, folk studies, Kentucky life; literature, and history, Civil War in the west, materials characterization and combustion, teacher effectiveness, entrepreneurship, rural health development, lifespan development, water quality, and applied engineering
- Achieves national distinction for applied research through its Program of Distinction in Applied Research and Technology, and in targeted areas of opportunity

Stewardship of Place

- Serves as a provider or coordinator of education services to meet economic and community needs in its designated areas of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce

PRIORITIES FOR ACTION

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 and adult educators, Western Kentucky University will:

- 1.a Enhance programs that promote college-level preparation and student success such as dual credit programs, "on-track to college" assessment and support programs, advanced placement training for teachers, gifted studies programming aimed at developing and supporting talented students of various ages, and other similarly focused projects, developed or delivered through productive partnerships with area schools and school systems as appropriate.
- 1.b Provide outreach to P-12 students to promote student interest and achievement in targeted programs in the arts, humanities, science, and technology through such vehicles as learning camps and other special events.
- 1.c Provide graduate level programming for P-12 teachers that is available in multiple formats and venues, relevant and responsive to the professional development needs of teachers and schools.
- 1.d Provide leadership in helping to align math and literacy between high school and college and training teachers for implementation of programs to achieve this alignment.

- 1.e Increase production of high-quality teacher candidates in high need disciplines (e.g. exceptional education, mathematics, sciences, and languages) through traditional and alternate route programs.
- 1.f Improve student transition into the university through increased awareness of academic programs, admission requirements, and scholarship opportunities (e.g. marketing, counselor networking and P-12 collaboration).

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

To keep college affordable, Western Kentucky University will:

- 2.a Increasingly emphasize high-quality academic programming as a strategic priority in ways that deliver maximum value at an affordable cost (i.e. quality-focused/cost sensitive.)
- 2.b Support consideration of a variety of tuition/fee payment alternatives and accelerated completion strategies (e.g. multi-year tuition plans, optional payment plans, four-year graduation contracts, etc.) to increase affordability and relieve financial strain.
- 2.c Support increased allocations of scholarships/financial aid for underserved and need-based populations (including but not limited to PELL Grant recipients).
- 2.d Implement a Financial Aid Communication Plan to inform parents and students of post-secondary education costs and financial aid opportunities
- 2.e Enhance Strategic Planning and Assessment processes to ensure efficient utilization of institutional resources.
- 2.f Urge systemwide advocacy to encourage the legislative and executive branches of state government to adequately fund postsecondary education to help ensure accessibility and affordability for Kentuckians.
- 2.g Seek private contributions in support of subsidizing enhanced educational programming and scholarships for students.

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, Western Kentucky University will:

- 3.a Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both undergraduate and graduate in-state, out-of-state, and international.

- 3.b Increase student access through the Bowling Green Community College, the WKU Postsecondary Centers, and through the statewide transfer agreement for KCTCS students.
- 3.c Increase the number and variety of distance learning programs available to time and place bound learners using both campus-based and KYVU options
- 3.d Create a campus culture that leads to increased completion rates of an increasingly diverse student body (e.g. through enhanced retention and student engagement strategies, and Kentucky Plan initiatives).
- 3.e Increase undergraduate student retention and graduation rates in line with WKU's strategic plan, through focused initiatives and shared accountability for success.

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

To improve the quality of student learning, Western Kentucky University will:

- 4.a Increase student involvement in service learning, volunteerism, study abroad, problem solving/applied research projects, civic engagement and other initiatives that enhance student learning, contribute to development of social responsibility and citizenship and develop students' breadth, confidence, and competitiveness in the workplace.
- 4.b Ensure that students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society, their respect for diversity of peoples, ideas, and cultures, and awareness of their opportunities as responsible citizens living and working in a global society.
- 4.c Assess attainments of core general education competencies (e.g. reading, writing, mathematics, problem-solving, and critical thinking) important for success in life and careers.
- 4.d Strengthen the global dimension of the curriculum and of student' educational experiences through increasing international presence of faculty and students, increasing international study opportunities, and expanding interaction among domestic and international students on campus.
- 4.e Assess student, alumni, and employer satisfaction with programs and graduates as a means of continual program improvement
- 4.f Ensure that students experience a broad range of cutting edge information technologies that enable them to thrive in a technologically advanced society.
- 4.g Utilize the Academic Program Review process to ensure academic program quality throughout the curriculum – including core arts and humanities areas essential to enhancing quality of life.

- 4.h Build the infrastructure (including library and technological support) necessary to engage faculty and students in activities that support stewardship of place.

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

To support economic and community development and address the specific needs and challenges of its service area, Western Kentucky University will:

- 5.a Provide an applied curriculum/service learning/research agenda (e.g. engineering, biotechnology, materials science and energy, tourism, and public health) that emphasizes the identification and solution of scientific, social, and cultural problems as well improving economic development and serving the needs of the community.
- 5.b Support economic development, community advancement, and workforce needs through increased partnerships with other educational institutions (including P-12 schools), community agencies, government, business and industry. This includes initiatives such as the regional Innovation and Commercialization Center that support entrepreneurship and assist in development of successful new economy businesses, and attracting highly educated adults to the state.
- 5.c Increase contract and grant activity that engages WKU faculty and students in research and service activities that contribute to economic development, advancement of learning, and quality of life of the community and its citizens.
- 5.d Expand community outreach opportunities in creative and accessible ways that address needs of diverse constituencies served by the university.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↪ K-12 teacher preparation

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

- ↪ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↪ Undergraduate enrollment
- ↪ Graduate enrollment
- ↪ Number of students transferring to the university from KCTCS
- ↪ Six-year graduation rate of baccalaureate students
- ↪ Number of degrees and other credentials awarded
- ↪ Number of degrees and other credentials awarded to racial-ethnic minorities

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

- ✦ Level of student engagement in the undergraduate learning experience
- ✦ Level of civic participation of students

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

- ✦ Extramural research and development expenditures
- ✦ Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- ✦ Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Ball State University (IN)
California State University-Chico
California State University-Fresno
Central Missouri State University
Eastern Illinois University
Eastern Michigan University
Florida Atlantic University-Boca Raton
Indiana State University
Middle Tennessee State University
Montclair State University (NJ)
Northern Arizona University
Oakland University (MI)
Southwest Missouri State University
Stephen F. Austin State University (TX)
Towson State University (MD)
University of Northern Iowa
Western Illinois University
Wichita State University (KS)
Youngstown State University (OH)

July 2005

**2005-2010 Strategic Plan
Action Plan**

KENTUCKY'S INDEPENDENT COLLEGES AND UNIVERSITIES

The Council recognizes the important role that independent colleges and universities play in providing access to postsecondary education across the Commonwealth. Quality undergraduate and graduate programs offered by these institutions are integral to enhancing the educational attainment levels of Kentuckians and improving the quality of life in their communities and regions.

HB 1 and legislation passed in the 2002 session of the General Assembly specifically reference "the rich and diverse postsecondary education choices" offered by Kentucky's independent institutions, and states that "this vital component of the system will be a full partner in the greater system of postsecondary education" {KRS 164.003 (6)}. Further, KRS 164.020 (13)(31) calls on the Council to promote maximum cooperation between the public and independent sectors of higher education and consider the role, function, and capacity of these institutions in policy and program development.

Since the early 1990s, the independent colleges and universities have provided extensive unit record data and program information to the Council to facilitate effective cooperation and improve planning. These reports respond to the needs of the Commonwealth to effectively plan and coordinate postsecondary resources. The independent institutions have been full partners in the current strategic planning and key indicator development process. The Council recognizes the value of the independent higher education lies in its diversity and independent governance, and welcomes this high level of cooperation.

PRIORITIES FOR ACTION

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 and adult educators, Kentucky's independent colleges and universities will:

- 1.a Enhance the education of Kentucky's P-12 students, particularly those from underserved populations, through participation in Gear Up, Trio, and other federal, state and private programs designed to improve graduation and college-going rates; and through community service activities including tutoring, mentoring, coaching that provide school age children and adult learners with additional preparation and encouragement to continue their educations.
- 1.b Encourage greater linkages among educational providers, academic alignment among educational levels, and broader access to education through increased independent college involvement in local and regional P-16 organizations.

- 1.c Improve P-12 and adult education through quality professional development programs for K-12 teachers and adult education providers in a range of content and pedagogy areas.
- 1.d Create economies of scale, capitalize on "best practices," and expand access to quality teacher education programs and services through increased collaboration and joint activities among independent sector teacher education programs.
- 1.e Expand the ability produce highly qualified teachers, especially in subject areas with large numbers of emergency certified faculty.

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

To keep college affordable for financially needy students, Kentucky's independent colleges and universities will:

- 2.a Improve public awareness of financial aid opportunities and college financing strategies through increased outreach activities, including information sessions for middle and high school students/ families, improved communication with KCTCS and adult education students, and collaborative efforts like "Private College Week" and GoHigher.org.
- 2.b Help students overcome the financial barriers to postsecondary education by limiting tuition increases; by aggressively advocating for adequate federal and state student aid; and by increasing institutionally-funded student aid to off-set rising education costs.
- 2.c Implement cost saving strategies, such as joint academic programming, collaborative "back office" functions, and multi-institutional purchasing and licensing strategies, which can be passed on to students in the form of increased financial aid and moderated tuition increases.
- 2.d Monitor the ability of Kentucky students to pay for independent colleges and universities through on-going assessments of affordability and access.

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, Kentucky's independent colleges and universities will:

- 3.a Improve the ability of students to transition easily among institutions and between education levels by increasing the number of educational partnerships and articulation agreements among independent institutions, with KCTCS and with the public universities.

- 3.b Encourage higher retention rates and timely degree completion through greater personal interaction with students, early intervention strategies for at-risk students, mentoring – in and outside the classroom – and comprehensive academic advising.
- 3.c Increase the number of degree completion programs with KCTCS institutions to allow two-year graduates seamless access to a four-year degree.
- 3.d Expand off-campus, on-line, cohort-based, other non-traditional program delivery strategies to encourage greater college going and degree completion for students who might otherwise not take advantage of existing program offerings.
- 3.e Develop targeted degree and certificate programs in disciplines that respond to consumer demand and employer needs.

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

To improve the quality of student learning, Kentucky's independent colleges and universities will:

- 4.a Provide a strong liberal arts-based educational experience emphasizing personal growth and responsibility, informed decision-making, an openness to diverse perspectives, civic engagement, and leadership.
- 4.b Introduce students to real-world professional experiences while in school by offering a range of internships, co-op programs, and volunteer opportunities.
- 4.c Broaden students understanding and appreciation of international issues and cultures by encouraging student participation in foreign study programs, increasing the numbers of international faculty and students on campus, and providing international professional development opportunities for faculty and staff.
- 4.d Strengthen career development programs that prepare students for the job market and workforce; act as clearinghouses for available positions; and match students with employers through job fairs and other activities.
- 4.e Evaluate the quality of academic programs and student learning by monitoring student performance on licensure and professional school examinations, performing quality reviews of academic programs, and regularly assessing student and alumni satisfaction.

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

To support economic and community development and address the specific needs and challenges of the Commonwealth, Kentucky's independent colleges and universities will:

- 5.a Increase the production of graduates prepared to support the state's new economy initiatives.

- 5.b Pursue new opportunities to assist adults in gaining the skills needed to be productive employees and citizens.
- 5.c Expand community partnerships to provide citizen access to a range of cultural and literary activities on campus.
- 5.d Establish partnerships with businesses to train employees in new job-related processes.
- 5.e Share best practices between campuses; develop multiple campus strategies; and seek innovative partnerships with foundations, the Commonwealth, and other interested parties in order to expand services to the state and communities.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- ↪ K-12 teacher preparation

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

- ↪ Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- ↪ Undergraduate enrollment
- ↪ Graduate enrollment
- ↪ Number of students transferring to Kentucky's independent colleges and universities from KCTCS
- ↪ Six-year graduation rate of baccalaureate students
- ↪ Number of degrees and other credentials awarded
- ↪ Number of degrees and other credentials awarded to racial-ethnic minorities

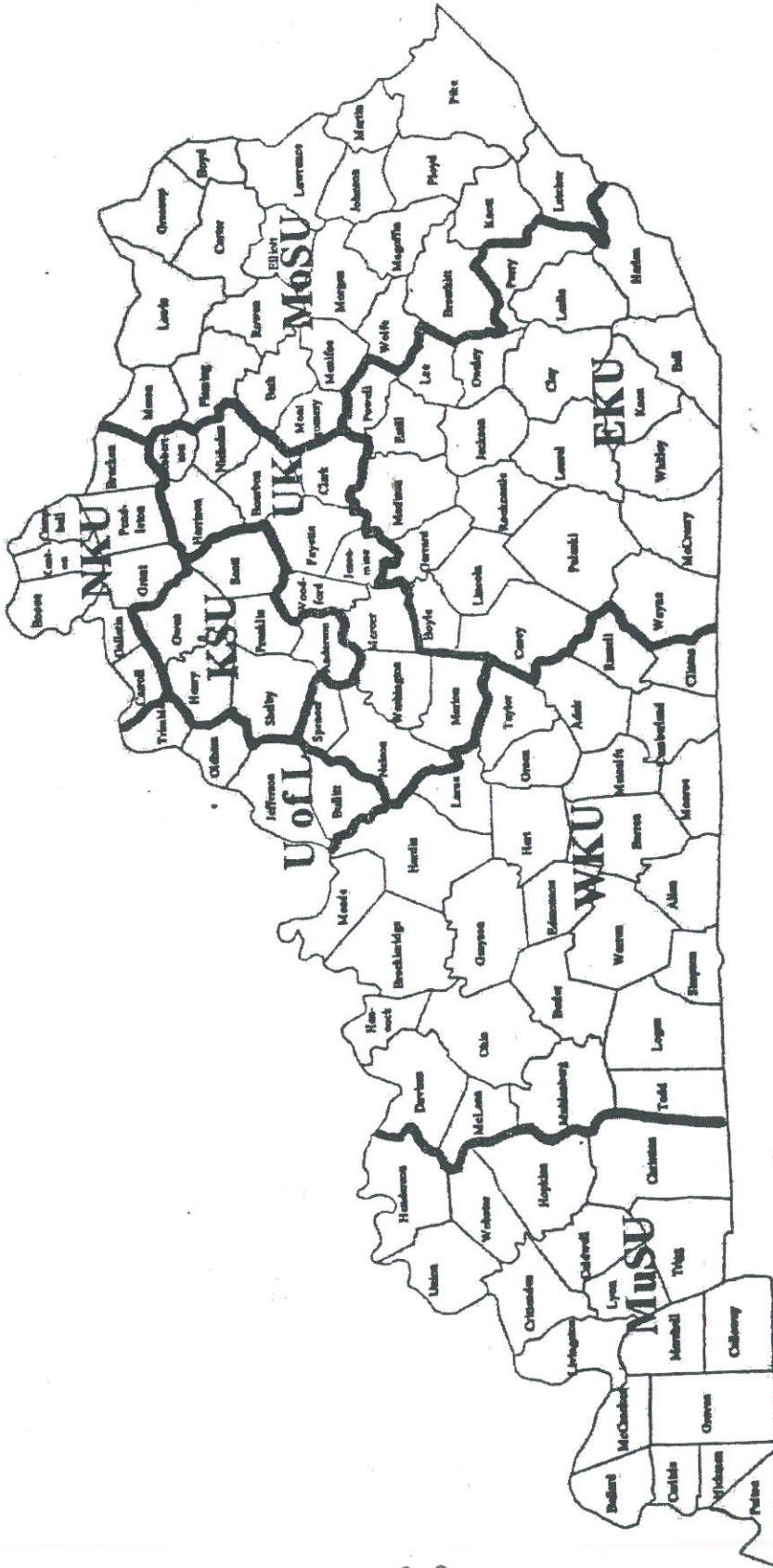
Question 4: Are college graduates prepared for life and work in Kentucky?

No indicator for Kentucky's independent colleges and universities.

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

No indicator for Kentucky's independent colleges and universities.

Kentucky Postsecondary Education Areas of Geographic Responsibility



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2005-2010 Strategic Plan Action Plan

COUNCIL ON POSTSECONDARY EDUCATION

How We Get To Yes

The Council on Postsecondary Education shall provide policy leadership that advances the system toward the desired results as stated in the "How We Get To Yes" statements in *Five Questions, One Mission - Better Lives for Kentucky's People*, the public agenda for postsecondary and adult education. This action plan incorporates these statements, describes related Council initiatives planned or currently under way, and identifies key partners across the state and nation that play an integral role in accomplishing these initiatives. This plan shall provide the basis for the Council's annual priority initiatives and the Council staff's annual plan of work.

Question 1: Are more Kentuckians ready for postsecondary education?

- 1.a Postsecondary involvement in efforts to restructure the high school curriculum and assessments.
- 1.b Smoother transitions from high school, area technology centers, and adult education programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- 1.c More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- 1.d More high school students taking advanced placement and college-level courses.
- 1.e Strengthened guidance counseling to provide early college awareness and planning.
- 1.f More explicit information from the postsecondary community about what it takes to succeed in college and the workplace.
- 1.g More adults participating in adult education programs and earning GEDs.
- 1.h Better coordination between KCTCS and adult education programs to provide low- or no-cost college remediation services.
- 1.i Better preparation and training for P-12 and adult education instructors and leaders at all levels.

- 1.j Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

Current Initiatives

- 1.1 American Diploma Project and Network – The Council continues to promote and promulgate the Statewide Public Postsecondary Placement Policy, developed on the basis of the ADP benchmarks in English and mathematics. Kentucky is one of 18 states to join the ADP Network, which requires commitment to align high school, adult education, and postsecondary standards; develop an assessment linking all systems; develop a high school curriculum that prepares high school graduates for postsecondary education and the skilled workforce; and hold the K-12, adult education, and postsecondary systems accountable for the success of their students. The P-16 Council agenda is focused on honoring these commitments.
- 1.2 High School Feedback Report – This report summarizes high school student performance in the first year at Kentucky's postsecondary institutions. Educators can use this information as an important reference in strengthening high school student preparation for college. The Council staff is redesigning the High School Feedback Report to be more useful to local districts.
- 1.3 Revisions to the Kentucky Educational Excellence Scholarship Program – The Council staff is working with KHEAA and KDE staff and consulting with key constituencies to develop recommendations regarding regulation and statute changes affecting KEES eligibility and award calculation, as well as use of KEES funding to encourage more Kentuckians to do what is needed to be successful in postsecondary education and the skilled workplace.
- 1.4 GEAR UP Kentucky – This initiative, administered by the Council, is a federally-funded partnership between students, families, postsecondary institutions, and schools to increase the number of low-income students graduating from high school and continuing on to college. Now in its fifth year, GEAR UP Kentucky is working with over 18,000 middle and high school students, 50 middle and high schools, and 29 postsecondary institutions throughout Kentucky.
- 1.5 Redesign of educational leadership programs – The Council, the Education Professional Standards Board, and the Kentucky Department of Education are coordinating efforts to redesign educational leadership programs in association with Kentucky's public colleges of education to meet the needs of practicing school leaders and respond to a rapidly changing administrative environment.
- 1.6 The Business Forum on Kentucky Education – The Council has participated in an assessment of what is needed to improve Kentucky's education system with this volunteer group made up primarily of representatives of the business community. The group will release its report this summer with recommendations to increase the performance of Kentucky's P-16 system and improve collaboration between the public and private sectors in ensuring Kentucky's education system prepares students for the 21st century workplace.

- 1.7 Prichard Committee for Academic Excellence high school project – This report recommends, among other things, changes in KEES regulations, a rigorous college/workplace preparation curriculum for all high school students, improved teacher preparation programs to deliver such a curriculum, and dual enrollment/credit and other options for college-level work in high school. The report was presented at the Prichard Committee annual meeting in May 2005. The Council will consider these recommendations in related Council policy deliberations.
- 1.8 National Governors Association – An application for a Honors States Grant was submitted by the Governor's office June 1, 2005. Grant foci include pilot sites for dual enrollment/dual credit options to develop policies to implement statewide (CPE), high school restructuring (KDE), and restructured educator compensation (EPSB), plus a communications campaign to persuade the public of the need to restructure the high school experience.
- 1.9 Development of GED goals – With the assistance of county adult education providers, Kentucky Adult Education is developing goals for GED attainment by county. GED goals based on census data will be in place by July 2006.

Systemwide Key Indicators

- ↔ K-12 student achievement (average ACT)
- ↔ High school students scoring a three or higher on advanced placement exams
- ↔ Incoming Kentucky high school and GED graduates not requiring remediation in mathematics and English (percent)
- ↔ Adults earning GEDs

Question 2: Is postsecondary education in Kentucky affordable to its citizens?

- 2.a Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.
- 2.b Increased institutional productivity and efficiency to mitigate against tuition increases.
- 2.c 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.
- 2.d More and better communication with prospective students and their families about financial aid opportunities and net college costs.
- 2.e Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.

- 2.f A re-examination of the Kentucky Educational Excellence Scholarship (KEES) program to ensure students are rewarded not just for good grades, but also for taking rigorous courses.

Current Initiatives

- 2.1 CPE/Kentucky Higher Education Assistance Authority affordability study – The Council has selected nationally recognized policy researchers to complete a detailed affordability study to review and analyze data pertaining to Kentucky students. As a result, the study will inform policy recommendations to ensure affordability and access for Kentuckians. The interim report will be presented in July 2005 and the final report and recommendations will be available in September 2005.
- 2.2 Western Interstate Commission for Higher Education (WICHE) Changing Directions Project – Kentucky has been selected to participate in a national project sponsored by the Lumina Foundation for Education and WICHE. As part of this project a statewide delegation of policymakers has been established to integrate finance, financial aid, and state appropriation policies to enhance access and participation in college in Kentucky. The affordability study is an integral part of the WICHE project.
- 2.3 Comprehensive Funding Model Review – The Council staff has been working with institutional representatives and representatives from state government to review all finance policies including the benchmark funding model. In addition, the Council has formed a funding adequacy committee to review these and other finance policies. There are several funding model components that relate directly to the affordability issue that will be addressed, such as the tuition/state share component and the performance funding component. These recommendations will be completed in November.
- 2.4 Long-term financing strategy – The Council has established a funding adequacy committee to review the Council's finance policies and provide a longer-term approach than the biennial budget recommendations. Through this committee the Council will provide recommendations for a long-term finance strategy for postsecondary education that addresses operating needs, quality improvements, and issues related to affordability and access.
- 2.5 Biennial budget recommendations – Every two years the Council develops a budget recommendation that includes benchmark funding, capital needs in the postsecondary education system, and special initiatives and strategic incentive trust fund and funding programs. The recommendations are submitted to the Governor and General Assembly to request necessary funding to meet the goals of the statewide public agenda.

Systemwide Key Indicators

- ↔ Kentuckians' ability to pay for college
- ↔ Low-income Kentuckians' ability to pay for college

- ⇒ State investment in need-based financial aid
- ⇒ Student loan debt

Question 3: Do more Kentuckians have certificates and degrees?

- 3.a 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.
- 3.b Accelerated efforts to help more GED graduates transition to postsecondary education.
- 3.c Expanded capacity at public and independent institutions to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.
- 3.d Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.
- 3.e Expanded capability of the Kentucky Community and Technical College System to deliver a general education component, incentives and encouragement for students to transfer from two-year to four-year institutions, and reduced time to degree.
- 3.f Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- 3.g Incentives and rewards linked to increased degree production.

Current Initiatives

- 3.1 Statewide transfer initiatives – Through the leadership of the Seamlessness Policy Group, the Council has improved credit transfer frameworks, initiated new degree programs, and conducted a study involving 5,000 KCTCS students and the postsecondary institutional staff involved in transfer to assess the barriers and motivators for transfer. Based on the study, the Council will develop new transfer initiatives aimed at increasing the number of students transferring from two- to four-year institutions.
- 3.2 Program productivity review – The Council staff regularly reviews the volume of degrees awarded by program for each institution to identify programs with low degree productivity. Institutions then review the programs and, in collaboration with the Council staff, identify appropriate closures or substantial program changes to increase degree output.
- 3.3 Performance funding linked to student completion – Based on the work of the comprehensive funding review, the Council staff will provide a recommendation for performance funding. The indicators for performance

funding will be based on the key indicators and will reward institutions for performance relative to peer institutions and/or progress towards the goals of the public agenda.

- 3.4 On to postsecondary transitions projects – Kentucky Adult Education funded three postsecondary transition pilot projects with comprehensive universities and three in conjunction with the Kentucky Community and Technical College System. The pilots were designed to increase the number of GED graduates entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers, align curriculum with postsecondary standards, help determine policy implications for transitioning, and create replicable models that ensure student success.

Systemwide Key Indicators

- ⇨ Ninth-graders' chance for college by age 19
- ⇨ College-going rate of GED graduates
- ⇨ Undergraduate enrollment
- ⇨ Graduate enrollment
- ⇨ Degrees and other credentials awarded
- ⇨ Degrees and other credentials awarded to racial-ethnic minorities

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

- 4.a Improved undergraduate student learning so that more graduates are prepared for careers and graduate and professional programs.
- 4.b Integration of civic literacy into the curriculum and the overall college experience so that students become engaged citizens and leaders.
- 4.c Development of 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.

Current Initiatives

- 4.1 National Forum on College-level Learning – The National Forum on College-level Learning is the leading national project to assess college student learning. Kentucky has participated in all of the development projects and will continue to support the project as it increases in visibility and importance. These results are critical in monitoring Kentucky's educational capital compared to other state and national benchmarks.
- 4.2 American Democracy Project – Kentucky's six comprehensive postsecondary institutions are currently involved with the American Democracy Project, which is a multi-campus initiative nationwide that seeks to create an intellectual and experiential understanding of civic engagement. The goal of the project is to produce graduates who understand and are committed to engaging in

meaningful actions as citizens in a democracy. Committed to involving administrators, faculty, staff, and students, it is the goal of the American Democracy Project to focus on civic engagement as a learning outcome for undergraduates.

- 4.3 Kentucky Campus Compact – Campus Compact is a national nonprofit organization dedicated to promoting community service, civic engagement, and service learning in higher education. Kentucky Campus Compact became an affiliate of the national Campus Compact July 1, 2005. Efforts to encourage participation by all of the public institutions and a majority of the independents, as well as KCTCS institutions, are underway. Northern Kentucky University, the host institution, currently is in the process of searching for a KyCC executive director.
- 4.4 Woodrow Wilson Foundation responsive Ph.D. initiative – The Council monitors the University of Louisville's Future Leaders Program and the University of Kentucky's Global Citizenship Program as part of the Woodrow Wilson effort to prepare doctoral graduates for intellectual and civic engagement.

Systemwide Key Indicators

- ↔ Performance of college graduates on statewide learning assessments
- ↔ Performance of college graduates on licensure or graduate school entrance exams

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

- 5.a Greater emphasis on the role of postsecondary institutions as "stewards of place" that partner with business, civic, K-12 communities, and county adult education programs to solve local, regional, and state problems.
- 5.b Stronger relationships 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.
- 5.c Expanded research capacity directed at the state's priority research and economic development areas.
- 5.d Greater efforts to attract more research dollars to Kentucky.
- 5.e The transfer of research and technology to applications that lead to economic growth, job creation, and improved quality of life.
- 5.f More adults earning workforce education certificates through expanded marketing to employers and employees. Better coordination of workforce training activities and resources across state cabinets and agencies.

- 5.g Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well being of the state.

Current Initiatives

- 5.1 Statewide Strategy for Research, Commercialization, and Economic Development – Kentucky's emerging niche bioscience and technology expertise requires skilled collaboration and strategic leveraging of human and fiscal resources to enable the Commonwealth to compete in the increasingly global economy. Coordination of academically initiated commercialization and economic development initiatives is facilitated by the Council in cooperation with the Cabinet for Economic Development, the Education Cabinet, the Commerce Cabinet, and the Finance and Administration Cabinet. The Council will provide oversight and accountability through the documentation, management (fiscal and legal), and assessment of all academically based commercialization and economic development initiatives.
- 5.2 Stewardship of place incentives and reward structure – The Stewardship of Place Funding Program will stimulate postsecondary efforts to refocus institutional missions on improving the quality of life in their regions and the state. Funds will support development of university infrastructure and require internal reallocations to expand partnerships that meet the needs of public schools, small businesses and entrepreneurs, government, and non-profit agencies.
- 5.3 Statewide Engineering Strategy – The statewide engineering collaborative provides engineering education and training needed for Kentuckians to excel in the knowledge economy. UK and WKU offer degrees in mechanical and civil engineering, UofL and WKU offer a degree in chemical engineering, and UofL and MuSU offer a degree in electrical and telecommunications engineering. The first class of this collaborative initiative graduated in the spring 2005. The Council is working with the Kentucky Department of Education to strengthen the P-12 pipeline for engineering students, and the plan includes initiatives to recruit, mentor, and place women and minorities in engineering programs. The two agencies are working with the joint engineering and other interested institutions to implement a pre-engineering curriculum in the Commonwealth.
- 5.4 Statewide Public Health Strategy – The Public Health Advisory Committee, a group comprised of representatives from the Council and the four institutions with programs and schools of public health, is moving forward to provide on-line core curricula to public health students in spring 2006. Discussions are underway regarding educational opportunities to meet the need for additional graduates in the fields of public health and to serve the current public health workforce.
- 5.5 Homeland Security – Since 2004 the Council has played a coordinating role in the submission of postsecondary education grants to the federal Department of Homeland Security. Earlier this summer Kentucky colleges and universities submitted 54 project proposals as part of round II of federal funding. The

Office of the National Institute for Homeland Security has informed the Council that 12 proposals were funded for a total of \$9.2 million to five of Kentucky's postsecondary institutions. Congressman Rogers will make a formal announcement at a press conference in Somerset, Kentucky, August 8.

- 5.6 Bucks for Brains – The Council administers the Endowment Match Program or Bucks for Brains, a program that leverages state funding to enhance and build intellectual capital in the Commonwealth. Currently, the state has appropriated \$350 million for this program that, when fully matched by private funding sources, will provide endowments of \$700 million.
- 5.7 Competency-based instruction and certifications – County adult education programs prepare adults to take the ACT WorkKeys assessment for the Kentucky Employability Certificate, a standardized credential that validates reading, math, and locating information skills for specific occupations. Programs also provide targeted instruction for the Kentucky Manufacturing Skills Standards assessment, based on the academic, employability, and occupational skills identified by industry as necessary for manufacturing employment.

Systemwide Key Indicators

- ✦ Research and development per capita
- ✦ College graduates remaining in Kentucky to live and work
- ✦ Degree and other credential production in focus fields
- ✦ Workforce training

Cross-cutting Initiatives

In its statewide coordinating role, the Council will undertake a targeted set of initiatives that span across the Five Questions of reform:

- CC1. Lead a statewide “close the gaps” effort aimed at eradicating achievement and opportunity gaps (ethnic, geographic, socio-economic) across all aspects of the public agenda – preparation, access, participation, completion, success, and benefits.
- CC2. Provide professional development opportunities for governing board and Council members through the Institute for Effective Governance.
- CC3. Implement a comprehensive communications strategy for advancing the public agenda across the Commonwealth and coordinate a statewide postsecondary public awareness and advocacy initiative targeted to key decision makers.
- CC4. Strengthen communications with state and federal legislators and other public officials.
- CC5. Engage institutional alumni more fully as advocates for postsecondary reform and improvement through the Inter-Alumni Council and increased

communication/interaction with institutional alumni staff.

- CC6. Review and improve the current funding model and policies to provide a rational approach to adequately and effectively fund the postsecondary and adult education system. All funding policies will address the funding needs of the system and its institutions to encourage the efficient use of resources, promote innovation, and to include incentives and penalties based on performance.
- CC7. Develop a comprehensive policy research agenda, knowledge management system, and accountability program to help monitor systemwide and institutional performance in advancing the public agenda and reform goals.

Key Partners

- † Adult education providers
- † Association of Independent Kentucky Colleges and Universities
- † Cabinet for Economic Development Department of Commercialization and Innovation
- † Committee on Equal Opportunities
- † Department for Workforce Investment
- † Education Cabinet
- † Education Professional Standards Board
- † Education Trust
- † GEAR UP Kentucky network
- † Governor's Office
- † Inter-Alumni Council
- † High schools
- † Kentucky Advocates for Higher Education
- † Kentucky Association of Blacks in Higher Education
- † Kentucky Association of School Superintendents
- † Kentucky Board of Education/Department of Education
- † Kentucky Chamber of Commerce
- † Kentucky Education Association
- † Kentucky Higher Education Assistance Authority/Kentucky Higher Education Student Loan Corporation
- † Kentucky League of Cities
- † Kentucky Long-term Policy Research Center
- † Kentucky School Boards Association
- † Kentucky Science and Technology Corporation
- † Kentucky Workforce Investment Board
- † Labor groups
- † National organizations such as AGB, SHEEO, WICHE, Lumina, NCHEMS, and others
- † Office of the State Budget Director
- † Postsecondary institutions (administrators, faculty, staff, students, governing board members)
- † Prichard Committee
- † Private sector entities

- ‡ State and federal legislators
- ‡ Statewide Faculty Development Workgroup
- ‡ State and local media outlets
- ‡ State and local P-16 councils
- ‡ State government agencies
- ‡ U.S. Department of Education

How Can Kentucky Reach National Educational Attainment Levels by 2020?

Projected Scenarios

Council on Postsecondary Education
Retreat

July 11, 2005



Purpose of 2020 projections

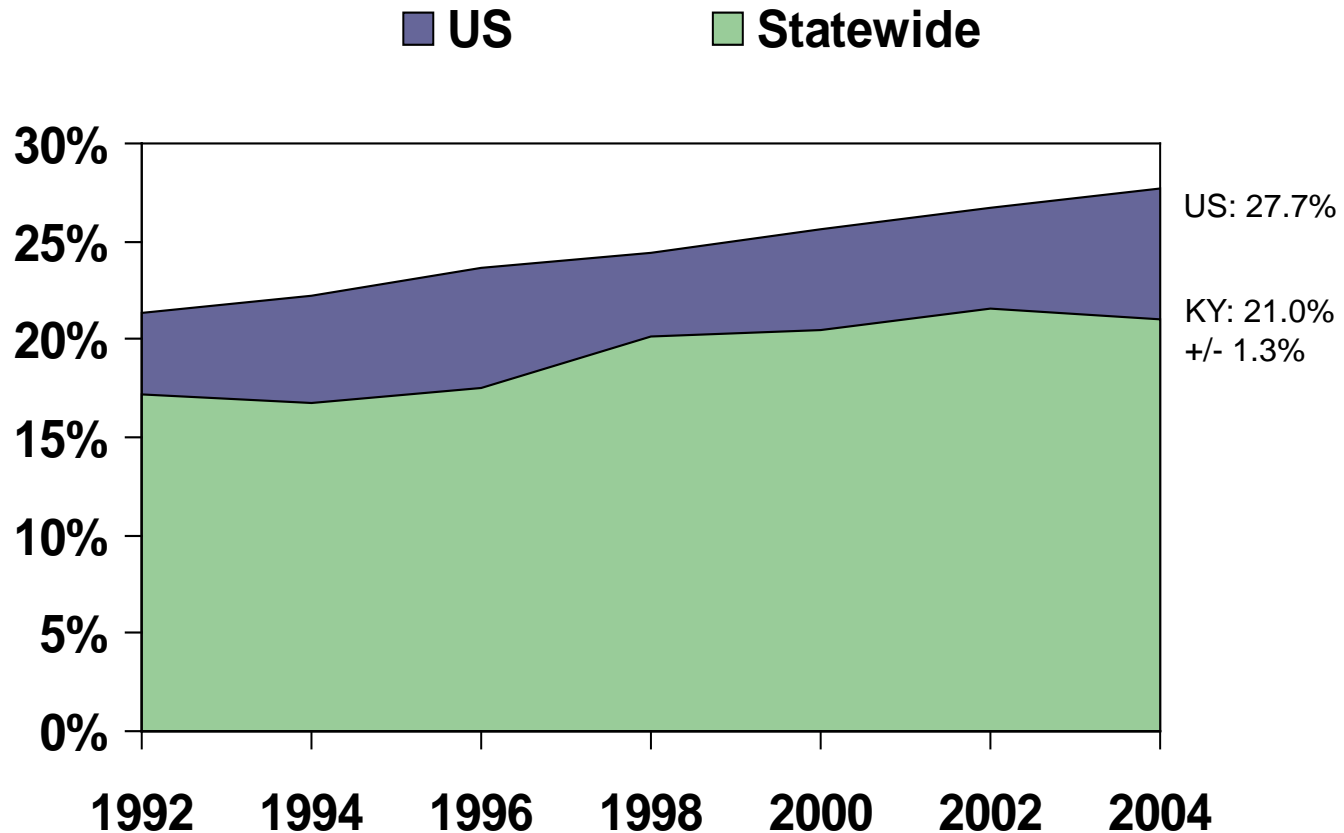
HB 1 charge: bring Kentucky's educational attainment rate up to national average by 2020

- In 1998, 20% of KY had baccalaureate or higher
- 24% nationally

In order to reach national averages in 2020...

- What are the attainment targets?
- How big is the gap?
- What would it take to fill the gap?

Nation is pulling ahead at the baccalaureate attainment level



Data: CPS, US Census

What will the national attainment level be in 2020?

Baccalaureate level and higher

- 32.1% of 25-64 year olds (modified US Census estimate)

Associate degrees

- 12.4% of those 25 and older (national trend 1990-2000 projected out to 2020)

Other credential levels not in analysis

- Certificate – no national projections, little state-level historical data for trend
- Graduate/professional – depends on occupational trends

Target and gap: baccalaureate and higher degrees

Roughly DOUBLE the number of degree holders from 402,000 in 2000 to 791,000 in 2020

- At current production and migration levels, there will be 580,000 degree holders, only 178,000 more than there were in 2000

$$402,000 + 178,000 = 580,000$$

- 211,000 additional degree holders needed to close the gap

$$791,000 - 580,000 = 211,000$$

Target and gap: associate degrees

More than TRIPLE the number with Associate as their highest degree from 129,000 in 2000 to 399,000 in 2020

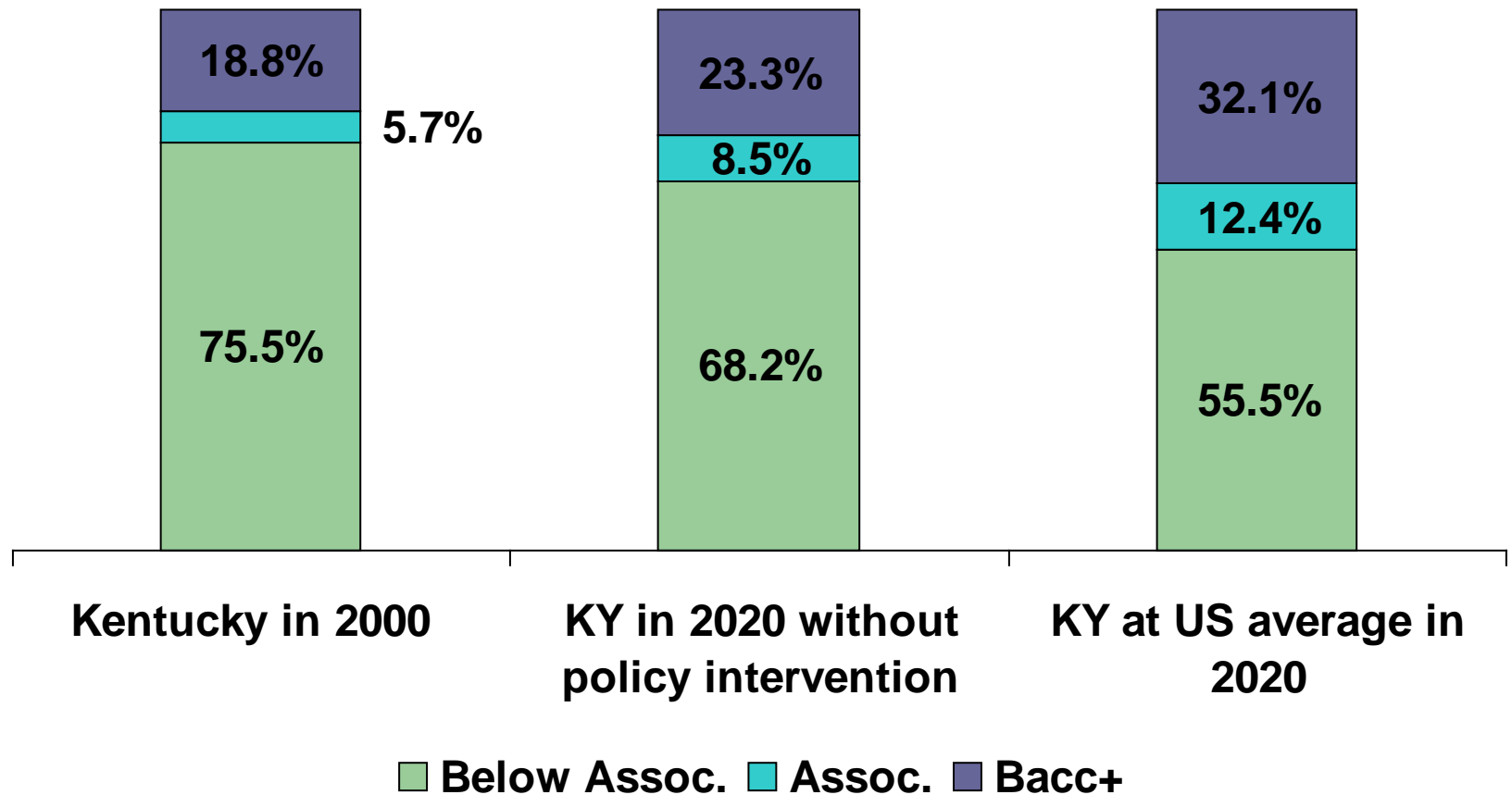
- At current production and migration levels, there will be 260,000 degree holders, only 131,000 more than in 2000

$$129,000 + 131,000 = 260,000$$

- 139,000 additional degree holders needed

$$399,000 - 260,000 = 139,000$$

Past and future attainment



Closing the gap: Migration and production

- Migration picture is mixed (1995-2000)
 - Net gain of college-educated people due to international immigration
 - In-migrants are less educated on average than out-migrants
- Degree production scenarios assume continuation of 1995-2000 migration pattern

Source : KSDC, *Kentucky Migration*, February 2004

Questions about targets or gaps?

Closing the gap: Degree production

How to translate total additional number of degrees needed into changes in system inputs, throughputs and outputs?

- KY Enrollment-Degree Model or “Stuflow” developed by NCHEMS
- Stocks and flows model of different types of students into and through the PSE system
- Based on data from 1994-2002 entering cohorts tracked for up to nine years
- Undergraduate only, associate and bacc. degrees

**What would it take to fill the gap
with increased production?**

Best-performing states scenario

- What if all inputs were the same as the best-performing states?
 - Best performing states in 2002/03:
 - HS graduation rate of 9th graders (84.7% MN, 61.4% KY)
 - HS college going rates (73.3% ND, 58.7% KY)
 - Adult PSE participation rate, ages 25-44 (10.6% AZ, 3.6% KY)
 - Doubling in:
 - KCTCS transfers increased to 5,900 (from 2,950)
 - GED college-going rate raised to 38.6% (from 19.3%)
- What if all throughputs were same as best-performing states?

KY and best-performing states

	Retention ¹		Graduation ²	
	KY 2002	100 th percentile state 2002	KY 2003	100 th percentile State 2003
Four-year institutions	69.5%	85.3% (DE)	44.3%	66.0% (MA)
KCTCS	55.0%	70.2% (FL)	19.1%	65.9%* (SD)

Comparisons are to all institutions statewide, public and independent.

1. Retention at native institution, not statewide. Source: ACT institutional data, reported on the National Information Center for Higher Education Policymaking and Analysis web site.

* 53.0% was next highest state (WY)

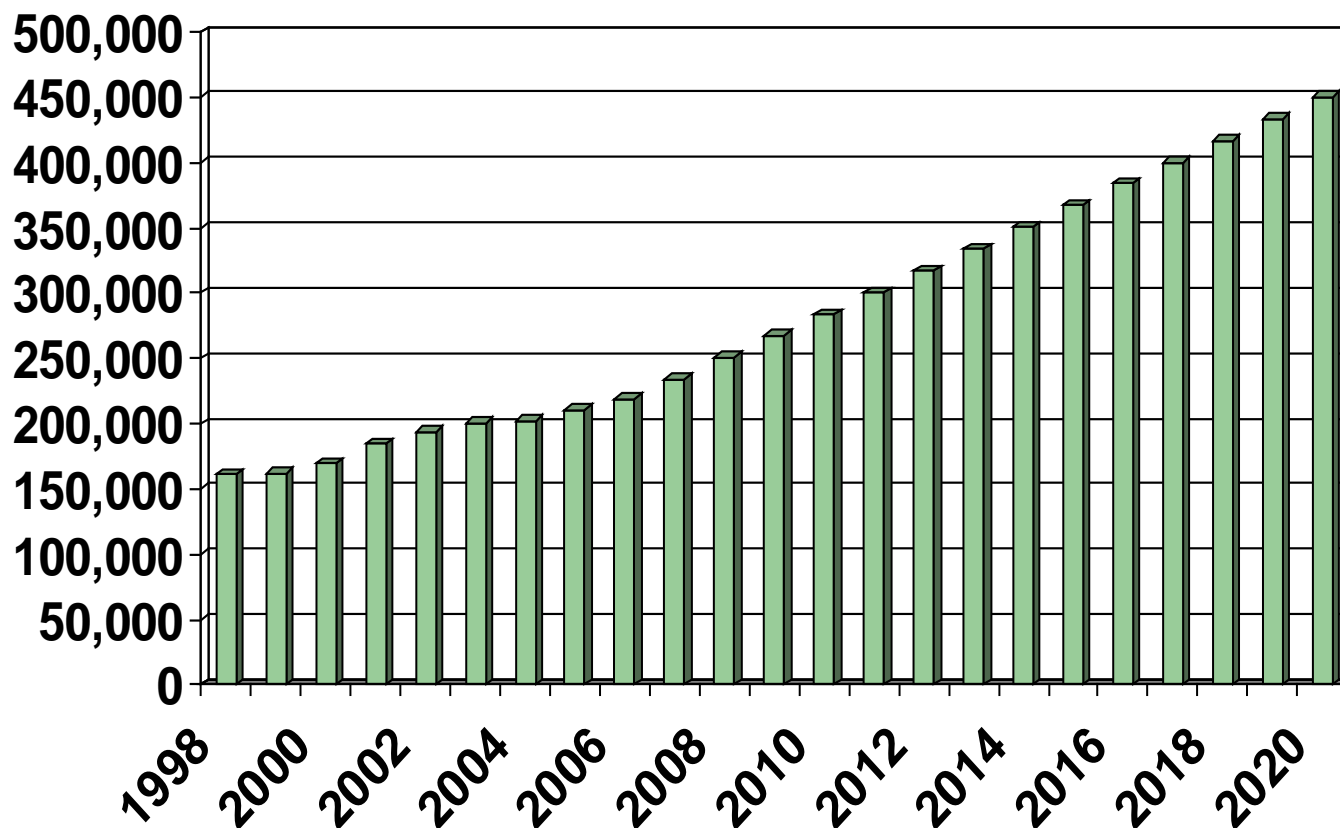
2. Source: US Department of Education, IPEDS Graduation Rate Survey, reported on the National Information Center for Higher Education Policymaking and Analysis web site.

Best-performing states scenario

Close the gap by:

- Increasing total undergraduate enrollment to 450,000 in 2020
 - 125% increase
- Weight growth slightly toward KCTCS
 - 212,600 additional baccalaureate degrees by 2020 (Target is 211,000)
 - 138,500 additional associate degrees by 2020 (Target is 139,000)

Total undergraduate enrollment best-performing states scenario



What would it take?

Policy interventions

- Increase degree production
 - College participation at all ages
 - Adult education and college participation
 - High school graduation and college-going rates
 - Retention and graduation of undergraduates
 - Continuous system-level growth
- Change migration patterns to attract and retain highly-educated adults
- Coordinate efforts across state government and private sector
- Significant additional funding over time to achieve HB 1 2020 goals



KEES Revisions Under Discussion

1. REGULATION CHANGES

KEES eligibility and award calculation based on the following curriculum:

- English (4 courses): I, II, III, IV
- Mathematics (4 courses): algebra I, geometry, algebra II, and one additional course in advanced mathematics, which may include probability and statistics
- Lab-based sciences (3 courses): chosen from biology, chemistry, physics, or earth/space science
- Social sciences (3 courses): U.S. history, world history, and one other course selected from world geography, economics, or government
- Language other than English (2 courses from same language or demonstrated competency)
- Four rigorous electives
 - Rigorous electives eligible for KEES awards could include additional languages other than English; mathematics beyond algebra II, an additional science course, or a course in arts and the humanities
 - Electives could include “integrated” or technical courses (e.g. rigorous math outside the 4 separate courses above that are treated as equivalent by the high schools)

Total: 20 courses

2. STATUTORY CHANGES

- Allow KEES eligibility for courses taken in middle school (e.g., algebra 1) but rigorous electives in high school must replace the courses earned in middle school to total 20 high school credits
- Increase awards for Jeff Green scholars beyond current KEES maximums
- Base KEES payment amounts on courses rather than semesters so that a part time student is less likely to use up their 8 semesters of funding eligibility before completing a baccalaureate degree
- Increase time period for use of KEES awards from 5 to 8 years to accommodate part time and transfer students
- Allow use of KEES funds in high school for dual credit/enrollment courses
- Allow students who enroll at out of state institutions to use their KEES awards to support completion of undergraduate or graduate study if they return to Kentucky institutions

4. Implementation

- Seven years from enactment of changes so that year’s sixth-grade class has a full cycle to prepare for a rigorous high school curriculum
- Develop of a more rigorous monitoring system by KDE and KHEAA to ensure KEES awards are based on the new curriculum
- Council recommends any changes to the KHEAA board at the Council’s September meeting. KHEAA board would consider implementation of regulatory changes and recommendation of statutory changes in time for consideration in the 2006 legislative session and implementation of all changes by fall 2006.

Council Policy Groups

Much of the work of the Council is dependent on the initiatives and efforts of its policy groups. The following policy groups are recommended for 2005-06. The recommended groups replace those utilized during 2004-05.

Affordability Policy Group

John Turner, chair
Phyllis Maclin
Charlie Owen
Joan Taylor
Sandra Woodley, Council staff

Quality and Accountability Policy Group

Peggy Bertelsman, chair
Walter Baker
Susan Guess
Phyllis Maclin
Joan Taylor
Gene Wilhoit
Jim Applegate, Council staff

Research, Economic Development, and Commercialization Policy Group

John Hall, chair
Kevin Canafax
Dan Flanagan
Esther Jansing
Alois Moore
Allyson Handley, Council staff

Funding Policy Group

Charlie Owen, chair
Walter Baker
Kevin Canafax
Dan Flanagan
Alois Moore
Joan Taylor
Sandra Woodley, Council staff

Role of Board Members

John Turner, chair
Susan Guess
Tom Layzell, Council staff

Communication with Legislators and Public Officials Policy Group

Walter Baker, chair
Dan Flanagan
Esther Jansing
Phyllis Maclin
Lee Nimocks, staff

The Council chair will serve as an ex-officio member of each group. The new student and faculty members will be assigned to a policy group after their appointment to the Council. Each policy group will determine its meeting schedule.