

STRONGER by DEGREES



MEETING AGENDA

Friday, November 21, 2014
Bluegrass Community & Technical College, Leestown Campus



Members, Council on Postsecondary Education

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

Carolyn Ridley, Bowling Green
Robert H. Staat, (*faculty member*)
Arnold Taylor, Edgewood
Joshua Tunning, Newport (*student member*)
Joseph B. Wise, Louisville
Sherrill B. Zimmerman, Prospect
Terry Holliday, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

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

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AGENDA
Council on Postsecondary Education
Friday, November 21, 2014
9:00 AM
Bluegrass Community & Technical College, Leestown Campus

1. Welcome	
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Minutes
Council on Postsecondary Education
September 16, 2014

The Council on Postsecondary Education met Tuesday, September 16, 2014, at 9:00 a.m., ET, at Kentucky State University in Frankfort, Kentucky. Chair Pam Miller presided.

- WELCOME Ms. Miller called the meeting to order and welcomed everyone. She thanked Interim President Raymond Burse and Kentucky State University for hosting the meeting. President Burse gave a few words of welcome. She also welcomed Murray State University's new president, Robert Davies, to the meeting. Finally, Ms. Miller recognized new Council member, student representative, Mr. Joshua Tunning.
- ROLL CALL The following members were present: Glenn Denton, Joe Ellis, Maryanne Elliott, Dan Flanagan, Joe Graviss, Dennis Jackson, Pam Miller, Donna Moore, Marcia Ridings, Robert Staat, Arnold Taylor, Joshua Tunning, and Joseph Wise. Terry Holliday, Carolyn Ridley, and Sherrill Zimmerman did not attend.
- APPROVAL OF MINUTES The minutes of the June 20, 2014 meeting were approved as distributed. Mr. Taylor abstained from voting because he did not attend the June 20, 2014, meeting.
- OATH OF OFFICE Judge Thomas D. Wingate of the Franklin County Circuit Court administered the oath of office to new student member, Mr. Joshua Tunning.
- CPE PRESIDENT'S REPORT TO THE COUNCIL A written report from President King was provided in the agenda book. Highlights of his report included the gain in ACT scores by Kentucky's high school graduates; details on the GEAR UP Inaugural Summer Academies held at UK and WKU; the announcement of the Project Graduate news conference scheduled on September 23, 2014 at the Capitol Rotunda; and President King's election as chair of SHEOO, effective October 1, 2014.
- COMMISSIONER OF EDUCATION REPORT Commissioner Holliday was not available to attend the September 16 meeting. He provided a written report in the agenda book.
- PERFORMANCE PRESENTATION – EASTERN KENTUCKY UNIVERSITY Dr. Michael Benson, ECU president, and Janna Vice, provost, provided the Council with an update on ECU's progress toward achieving its performance goals as set forth in the state's Strategic Agenda. After the presentation, Dr. Benson and Dr. Vice answered questions from Council members regarding the total full-time student enrollment at ECU, plans for increasing the current graduation rate, the number of annual clinical visits at the health center, details regarding teaching program discipline requirements, and the strength of the relationship between ECU and the community with regards to teacher preparation.

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PERFORMANCE
PRESENTATION –
MOREHEAD STATE
UNIVERSITY

Dr. Wayne Andrews, MoSU president, and Dr. Jill Ratliff, assistant vice president for Academic Affairs, provided the Council with an update on MoSU's progress toward achieving its performance goals as set forth in the state's Strategic Agenda. During the presentation, Dr. Andrews answered a question regarding the limit on the number of credits a student can earn in the early college program, and following the presentation, made comments that supported the need for a new funding model paradigm that emphasizes performance outcomes.

PERFORMANCE
PRESENTATION –
UNIVERSITY OF
KENTUCKY

Dr. Eli Capilouto, UK president, provided the Council with an update on UK's progress toward achieving its performance goals as set forth in the state's Strategic Agenda. Following the presentation, Dr. Capilouto answered questions regarding tobacco plant research and graduation rates.

ACTION: 2014-15
AGENCY OPERATING
BUDGET

Mr. Shaun McKiernan, CPE's senior associate of budget and finance, presented the staff recommendation that the council approve the 2014-15 CPE Agency Operating Budget. The enacted 2014-16 biennial budget (HB 235) called for a 5% reduction in General Fund support for most of CPE, as it did for most state agencies. The Council's total agency budget includes sources of revenue other than state General Fund, including tobacco settlement funds, cigarette tax revenue, trust funds, federal funds, and agency receipts. From an accounting and budgetary perspective, these funds are channeled through the Council to the appropriate institutions and organizations. Council staff proposed an FY 2014-15 total agency operating budget as follows: Operations, 7.6M; Kentucky Adult Education programs, 32.08M, Statewide Educational Programs and Services, 40.57M, and Debt Service, 2.94M.

MOTION: Mr. Graviss moved that Council approve the 2014-15 CPE Agency Operating Budget be approved as presented. Dr. Staat seconded the motion.

VOTE: The motion passed.

ACTION: NEW
ACADEMIC PROGRAMS

Dr. Paul Blankenship, CPE's senior associate of academic affairs, presented the staff recommendation that the Council approve the Doctor of Psychology and the Bachelor of Arts in Social Justice Studies from Eastern Kentucky University and the Bachelor of Arts in Paralegal Studies from Western Kentucky University.

Dr. Staat asked for clarification on the limit of doctoral programs at the comprehensive level. Ms. Ridings asked if there were other four-year paralegal degree programs in Kentucky. Dr. Blankenship answered that this would be the third program approved in the state. President King asked if any of the state approved paralegal programs are tied to the Kentucky law programs. Dr. Aaron Thompson, CPE's executive vice president for academic affairs answered that they are not.

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MOTION: Mr. Flanagan moved that the Council approve the new academic programs as presented. Dr. Wise seconded the motion.

VOTE: The motion passed.

After the vote, Dr. Thompson gave an overview of the program review process. Mr. Denton inquired whether it takes action from the Council to drop a program from an institution. Dr. Thompson stated it does not take action by the Council to do so. Dr. Thompson also announced that a report will be provided at the November 21, 2014, meeting of all program approvals and closures for the previous four years.

**ACTION: REVIEW OF
DOCTOR OF
EDUCATION
PROPOSALS AND
PROGRAMS**

Dr. Aaron Thompson presented the staff recommendation that the policies specifically addressing the approval of new education doctoral programs and the review of existing education doctoral programs be repealed. Staff recommended that all programs now be approved and reviewed through processes outlined in existing Council-approved policies that generally apply to all academic programs.

MOTION: Mr. Taylor moved that the Council approve the motion as presented. Mr. Jackson seconded the motion.

VOTE: The motion passed.

**COMMITTEE ON
EQUAL
OPPORTUNITIES
REPORT**

Dr. Rana Johnson, CPE's chief diversity officer, provided a report from the Committee on Equal Opportunities. The report provided details regarding the status on diversity planning for the 2014-15 academic year, the Governor's Minority Student College Preparation Program conference to be hosted on June 15-16, 2015 at Murray State University, and information on the SREB Doctoral Scholars Program. The next CEO meeting will be held on October 22, 2014.

**FUNDING MODEL
STEERING COMMITTEE
UPDATE**

President King gave a brief update on the work of the Funding Model Steering Committee and Funding Model Work Group. He also stated that funding adequacy must be addressed. A full report was provided in the agenda.

DUAL ENROLLMENT

This agenda item was postponed until the November 21, 2014, meeting.

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E-LEARNING CENTER
DEVELOPMENT: A
RECOMMENDATION
OF THE RURAL ACCESS
WORKGROUP

Dr. Allen Lind, CPE's vice president for innovation and e-Learning gave a brief overview of the current status of CPE's broadband efforts and collaborations. He introduced Gina Winchester, executive director of regional stewardship and outreach for Murray State University, who provided an update on the Western Kentucky 18 county service regions' work in developing four e-Learning Centers, which were a recommendation of the Council's Rural Access Workgroup. These centers were opened in Kentucky's western-most counties of Ballard, Carlisle, Fulton, and Hickman.

After the presentation, Ms. Ridings asked if there were plans to work on providing e-Learning centers in the eastern part of the state. Dr. Lind stated that the same plan has not been developed, but expansion plans are in the works.

REPORTS FROM
INSTITUTIONS

Reports from the institutions were provided in the agenda book.

OTHER BUSINESS

Ms. Miller appointed a CPE member retreat committee. Members appointed to this committee were Dr. Joe Ellis, Ms. Donna Moore, Mr. Joe Graviss, and Ms. Maryanne Elliott.

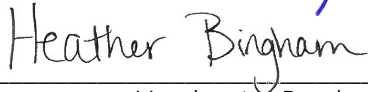
NEXT MEETING

The next Council meeting is November 20-21, 2014, at Bluegrass Community and Technical College in Lexington, Kentucky.

ADJOURNMENT

The meeting adjourned at 12:30 p.m., ET.


Robert L. King
CPE President


Heather M. Bingham
Associate, Executive Relations

Council on Postsecondary Education
November 21, 2014

Executive Committee Report

The Executive Committee received the Financial Statements and Auditor's Report for fiscal year-end, June 30, 2014 at its November 21, 2014 meeting.

Chair Miller will present these results to the full Council, and a hard copy will be provided to all members.

Staff preparation by Heather Bingham

President's Report

Chair Pam Miller to Be Inducted in Public Service Hall of Fame



Congratulations to Chair Pam Miller who will be inducted into the Martin School of Public Policy and Administration's *Public Service Hall of Fame* Nov. 21 at UK's Hilary J. Boone Center. Chair Miller has dedicated her life to serving the Bluegrass and the Commonwealth of Kentucky. Her achievements are impressive and we are most fortunate that she serves as the chair of the Council on Postsecondary Education.

Chair Miller was the first woman to serve as mayor of Lexington-Fayette County from 1993-2003, and earlier she was the first woman elected to the Urban County Council, serving two stints from 1974-77 and again from 1980-1993. Her legacy is the rural preservation program, which will save a significant part of Fayette County's remarkable landscape in perpetuity.

A lifetime friend of education, Chair Miller was a founding member and former chair of the Prichard Committee for Academic Excellence. What many may not know is that she started the Lexington Farmers Market in 1973, the Children's Museum (now the Explorium) in the 1980s, Partners for Youth for inner-city teenagers in 1994, and the Downtown Arts Center later in the 1990s. She has been a member and a chair of numerous boards, ranging from the Lexington Opera Society to the Lexington Child Abuse Council. Please join me in congratulating Chair Miller!

News related to College Readiness & Student Success

Kentucky Lauded for College Readiness Policies

Kentucky is among the top states in the country when it comes to policies that promote college readiness and success among its students, according to a recent report by the Education Commission of the States. The [Blueprint for College Readiness](#) features the first-of-its-kind analysis of the top 10 K-12 and higher education policies. Kentucky has implemented nine of the 10 policies the report calls critical to college readiness and success. The average among all states is six. Only two states, Indiana and Georgia, have all 10 policies in place. The one policy that Kentucky does not have in place that the report deemed important was a performance-funding model for postsecondary accountability, which is a key focus for us moving forward. The report is available at <http://www.ecs.org/docs/ECSBlueprint.pdf>.

\$10 GED Testing Campaign in Full Swing

For a limited time, eligible Kentucky adults can take each module of the GED® test at the reduced cost of \$10, a savings of \$20. The offer is being made possible in Kentucky through \$20 limited-time vouchers using federal Workforce Investment Act funds. Through the offer, the full GED® test is available at the reduced cost of \$40, a savings of \$80. Since the July campaign kick-off, Kentucky has issued approximately 3,700 of the 8,500 available vouchers. Adult education centers have reported a significant increase in usage of the vouchers since the start of the school year, and resolutions after the new year may bring about another surge. The campaign has no end date, concluding once the supply of vouchers is exhausted.

Developmental Education Institute Update

The Kentucky Developmental Education Institute was held Oct. 10 at the Louisville Marriott East, Louisville, with 130 faculty and campus administrators in attendance. We were pleased to have representatives from all community and technical colleges, public universities and private, independent institutions.

The institute was supported by CPE's Core to College funds as well as Complete College America. CCA supported travel and funding of the speakers from states who had implemented accelerated and co-requisite developmental education program models. Casey Sacks from Colorado Community College System, Loretta Griffy from Austin Peay State University, Shawna Van from Font Range Community College, and Heidi Estrem from Boise State University participated in a panel discussion led by Bruce Vandal from Complete College America. In the afternoon, each presenter hosted breakout sessions on accelerated learning developmental education models for those interested in transforming English, reading and mathematics developmental programs.

Also included in the day's discussion were Kentucky's guiding principles for developmental education transformation, which mirror accelerated and co-requisite program model designs. Accelerated program models are designed to increase college success and completion for students entering college not meeting readiness benchmarks. This model promotes the use of placement into credit-bearing courses with academic supports, instead of placement into multi-layered non-credit bearing courses. The presenters provided evidence that such program models have demonstrated effectiveness in student success and retention. Comments on the institute were very positive about the clear message of need for reform and the opportunity to "share and learn" and recharge campus conversations and efforts for accelerated developmental education programming.

Project Graduate Online College Fair Update:

We were pleased to have Chair Pam Miller kick off a second phase of Project Graduate at a September news conference with former Lt. Governor Jerry Abramson and Representative Derrick Graham, chair of the House Education Committee. The conference announced an



online college fair where former students could chat with Project Graduate representatives and get their questions answered. More than 700 prospective students participated in the fair, which also raised the awareness of campus efforts to serve adult learners using an accessible and efficient venue, while providing a high-touch experience for the prospective students. A three-minute highlight video and other resources are available at

<http://cpe.ky.gov/news/events/092314.htm>

Project Graduate has more than 1,600 graduates to its credit. With the recent addition of KCTCS to the ranks, we expect significant increases in participation. The target audiences are former students with 80 or more credit hours toward a bachelor's degree and former students with 30 or more credits toward an associate degree.

News related to: Research, Economic, and Community Development & Efficiency and Innovation

University research triggers innovation is the title of an opinion editorial I wrote that recently appeared in *The Courier-Journal* and the *Lexington Herald-Leader*. It is attached to this report.

Idea Festival, sponsored in part by CPE, was once again a highlight of the academic year. From Wynton Marsalis to *Surviving the Zombie Apocalypse*, students, educators and community leaders were exposed to an eclectic network of global thinkers and one-of-a-kind innovators shaping the future of the arts, business, technology, design, science, philosophy and education. Find out more at <http://www.ideafestival.com/>.

Eastern Kentucky University has agreed to host a statewide conference on Innovation & Entrepreneurship, scheduled for October 2015. This conference will connect entrepreneurial activities across the state taking place in our communities and on campus, as well as focus on best practice models for academic programs, university partnerships and collaborations, social entrepreneurship, applied learning and design thinking.



Congratulations to Bruce Brooks, director of operations in GearUp, for receiving the 2014 Governor's Ambassador Award for Leadership. The Governor's Ambassador Awards are awarded annually to state employees who significantly and positively impact the lives of their co-workers, customers or community. Awards are given in six different areas: customer service, courage, leadership, professional achievement, teamwork or community service/volunteerism. We are extremely pleased that Bruce received this well-deserved recognition.

Tom Martin, senior policy advisor for research and economic engagement, was invited to Texas Tech University to give a series of lectures to undergraduates, graduate students and Honor's College students on higher education policy in Kentucky.

Sue Patrick, director of communications and marketing, will begin her term as president of the Thoroughbred Chapter of the Public Relations Society of America in January. She was elected president-elect one year ago.

Nation's Largest Gathering of Minority Ph.D. Scholars Convenes

The SREB Doctoral Scholars from the University of Kentucky and University of Louisville attended the 21st Annual Institute on Teaching and Mentoring at the CNN Omni-Atlanta, Oct. 30-Nov. 2. Kentucky has 78 program completers, and nine have earned tenure. Dr. Rana Johnson serves on the SREB Doctoral Scholars Advisory Board. She was responsible for conducting the faculty recruitment orientation for more than 170 administrators at the Institute.



Bob King | University research triggers innovations

By Bob King Special to The Courier-Journal 12:05 a.m. EDT November 1, 2014



The Public Broadcasting Service's new series from best-selling author Steven Johnson, "How We Got to Now," centers around six innovations that changed our world, but are completely taken for granted today. For example, Gutenberg's invention of the printing press not only revolutionized the way information was communicated, it sparked a revolution in glass. In order to read the printed word, people needed eyeglasses. Johnson notes, "Europe was not just awash in lenses, but also in *ideas* about lenses."

Better lenses led to better telescopes, which revolutionized our knowledge of space, and better microscopes, which transformed our understanding of the basic building blocks of life. Along the way, investigations into glass led to the discovery of fiberglass, then fiber-optic cable, which is vital for use of the Internet.

What the PBS series illustrates is that innovations meant to solve a specific problem, once widely circulated, create a chain reaction that triggers other changes impossible to predict. Society had practically no use for glass until curious people began to tinker with it.

While lone inventors have always existed, most often it is the sharing of ideas and observations that lead to the great discoveries. Most typically, these environments exist in and among universities. As Johnson explains, these networks of open-source, or *academic* environments, have been responsible for the most important inventions of our time, from penicillin, to computers to Google.

At this year's IdeaFestival in Louisville, The New York Times writer Clive Thompson argued that the world's biggest breakthroughs often occur simultaneously to different people. Once thinking is in the public square, connections take over. Our public universities are the source of these biggest breakthroughs. Researchers publish findings, they are built upon by others who have similar interests, and there is no restriction on the circulation of those ideas.

The University of Kentucky's Board of Trustees just adopted a statement of principles that directs President Eli Capiluto to focus on the "essential nature and value of all scholarly and creative activity" by recruiting and retaining world-class scholars and research teams, by strengthening the commitment to interdisciplinary exploration and developing critical infrastructure.

At the University of Louisville, President James Ramsey and his team are leading innovations in artificial hearts, as well as research in spinal cord rejuvenation and renewable energy. Our universities are creating environments for collaboration, solving great problems, and publishing those solutions, creating a chain reaction that triggers other changes that will be impossible to predict.

Kentucky's historic commitment to research, however, is at some risk. But if we want a competitive, innovative economy we need to continue to invest in programs like Bucks for Brains, and to support the commercialization of research which will lead to the creation of knowledge economy jobs in the agriculture, energy, technology, health, advanced manufacturing and business sectors. Continuing to invest in research and innovation is critical to our state's economic future.

We all need to encourage and support the research that leads to the innovations that take us from reading glasses to the Internet — and from waiting for the next big idea to *creating* the next big idea. Our public universities are the best hope for the discovery of those innovations.

Bob King is the president of the Council on Postsecondary Education.

"How We Got to Now"

... airs Wednesdays on PBS at 10 p.m. through Nov. 12.

Read or Share this story: <http://cjky.it/1wQpVd6>

Commissioner Terry Holliday's Report

Seeking Feedback on Draft Social Studies and Arts Standards: The Kentucky Department of Education is seeking feedback on proposed Social Studies and Arts Standards. Senate Bill 1 (2009) calls for Kentucky to revise all standards to be aligned with the latest research, informed by national efforts, internationally comparable, and focused on the critical thinking and practices students need for success in the 21st century. Though both sets of standards have met those criteria and have involved Kentucky educators, it is time to seek even broader feedback to inform next drafts/steps in the process of adoption into Kentucky's required Academic Standards.

Beginning **Monday, November 3 and going through Friday, December 5**, all interested Kentucky citizens (and even those outside of our state) are invited to review the proposed standards in Social Studies and the Arts and share feedback and suggestions that will be used to revise/refine them prior to final consideration for adoption. Because we anticipate a large response to this invitation, we will be delaying action by the Kentucky Board of Education until after the December meeting. Feedback and comments will need to be thoughtfully considered and any needed revisions made before bringing forward final sets of proposed standards to the board for action.

To provide feedback on the draft Social Studies Standards, please use this link:
<https://www.surveymonkey.com/s/KYSSpublic>.

To provide feedback on the Arts Standards, you may select to review the standards for only one of the 'forms' -- or all of them. The links are listed below.

- For Visual Arts: <https://www.surveymonkey.com/s/KYVisualArts>
- For Music: <https://www.surveymonkey.com/s/KYMusic>
- For Theatre: <https://www.surveymonkey.com/s/KYTheatre>
- For Media Arts: <https://www.surveymonkey.com/s/KYMediaArts>
- For Dance: <https://www.surveymonkey.com/s/KYDance>

State and District Leaders Vow to Reduce Testing, Stick With Yearly Assessments – Released from CCSSO: State school chiefs and leaders from big-city districts committed to reviewing the array of assessments students take in schools and eliminating redundant tests, but they also made clear that they will not back away from annual standardized testing.

In a conference call, representatives from the Council of Chief State School Officers (CCSSO) and the Council of the Great City Schools acknowledged [widespread concerns about the](#)

[frequency and quality of tests](#) being administered in public schools, and said they will take steps to ensure the tests used are in students' best interests.

While the push for less testing is not new, it does appear to be gaining momentum—and not just among parents and educators, but also in Washington. As Alyson Klein wrote earlier this week, members of Congress have [introduced bills to reduce the amount of federally mandated testing](#), and the U.S. Department of Education is hearing out a proposal from New Hampshire to pilot a modified testing schedule. After years of staying the course, the U.S. Secretary of Education himself recently said that "testing -- and test preparation -- takes up too much time."

Featured on the phone call were New York State Commissioner John King, Louisiana State Superintendent John White, and District of Columbia Public Schools Chancellor Kaya Henderson -- all young, energetic school leaders who have been strong supporters of the common core and teacher-accountability efforts.

"These are leaders of the next generation stepping up to say testing is still important, we hear your concerns, but we're not going to back down," said Andy Smarick, a partner at Bellwether Education Partners, a Washington-based consulting group.

'Responsible' Assessments - In a [document put out with the announcement](#), the CCSSO and the council wrote that they would work together to ensure "assessments are used in responsible ways." They also affirmed their commitment to yearly testing, writing that "without assessments given at least once a year, educational leaders would not have the information they need to know about who is learning and who is not."

The state schools chiefs vowed in that document to publish a list of all state assessments, help get rid of duplicative assessments, and "partner with school districts to review their benchmark and formative assessments." The urban district leaders said they would review the assessments administered in their districts for alignment and quality, eliminate inappropriate assessments, "curtail counterproductive 'test prep' practices," and make the results of their reviews public.

The effort is "definitely clearing the way for a streamlined, meaningful assessment system," said Daria Hall, the director of K-12 policy development for the Washington-based Education Trust, a nonprofit advocacy group. "I don't want to say PARCC and Smarter Balanced and other college- and career-readiness tests are going to be the only thing states should do -- it may be that there are other benchmark or interim assessments teachers find meaningful and we shouldn't rob them of that -- but we do need to go through and make sure there's a clear purpose for every assessment that is being administered."

Last year, the American Federation of Teachers released a [report looking at two districts' testing programs](#), which found that tests and test-preparation are a financial burden and take up weeks of instructional time. Teach Plus, a nonprofit that trains teachers to be policy

advocates, [released a report earlier this year](#) finding wide variations in the amount of time districts spend on testing. (The authors eventually [conceded major errors in the data.](#))

In a statement about the announcement by the CCSSO and the council, AFT President Randi Weingarten said, "It's great that they see the need to limit test redundancies, improve test quality, curtail test preparation, and focus assessments on informing instruction. ...But this effort addresses the symptoms, not the root cause, of test fixation. Unless I'm missing something, it doesn't touch No Child Left Behind's highly consequential testing for every child, every year. Even the Gates Foundation went further by calling for a two-year moratorium on high-stakes consequences for tests aligned to the Common Core State Standards." The Bill & Melinda Gates Foundation [wrote in a June 10 letter](#) that districts should hold off on tying teacher evaluations to common-core-aligned assessments for two years, but did not recommend delaying administration of the tests.

The announcement by the CCSSO and the council also preceded a discussion at the Center for American Progress titled, "[The Need for Better, Fairer, Fewer Tests](#)".

Additionally, the Council of the Great City Schools will be discussing a study on [assessment practices in big-city districts](#) at its annual conference.

Kentucky Commits to High-Quality Assessments: The Council of Chief State School Officers (CCSSO) and the Council of the Great City Schools [announced](#) a joint effort to evaluate and improve the quality and quantity of student assessments in public schools across the nation. (See article above.) A paper, [Commitments on High-Quality Assessments](#), establishes principles to guide state and district leaders in making sure every assessment administered is high-quality, coherent, and meaningful to students, parents and teachers. The Kentucky Department of Education has already fulfilled its first commitment to increase the transparency of the state assessment system by publishing a [list](#) of all state assessments and the [time](#) it takes to administer these assessments on the KDE [website](#). In the coming weeks, the department will be evaluating the state's assessment system for quality and coherence, working with stakeholders to eliminate redundant assessments and partnering with school districts to review their benchmark and formative assessments. KDE will provide additional guidance and support for this process in future communications.

Kentucky Board of Education Items from the October 7, 2014 Meeting

- ***Potential Changes to Accountability System Discussed*** - At its October 7 session, the Kentucky Board of Education reviewed a list of 20 possible changes to the Unbridled Learning accountability system. Associate Commissioner Ken Draut led the discussion and emphasized that the intent of any changes is to downplay disincentives unintentionally created by the current model, provide stronger incentives for school and district improvement and address perceptions of fairness on some calculations. He

noted that the list of changes had been reviewed extensively over the summer and fall by a variety of constituencies.

The board asked staff to bring back proposed regulatory language in December to:

- Track the performance of alternative school students to districts if a student has never attended another school in the district.
- Base a school's and district's Annual Measurable Objective for improvement on only the components of Next Generation Learners (achievement, gap, growth, graduation and college/career-readiness).
- Report successful completion of dual credit, International Baccalaureate and Advanced Placement courses in the School Report Card.
- Raise the graduation rate that schools must meet to exit Priority or Focus School status.
- Create a new way to identify Focus Schools by creating a minimal cut score for each gap group.
- Adjust the weights of Next-Generation Learners at the elementary level to better balance the distribution of growth, gap, and achievement (current weights are 40 percent growth and 30 percent each for gap and achievement).

Proposed regulatory changes dealing with the accountability model will have their first reading in December and the second reading in February.

- ***New Social Studies and Arts Standards Reviewed*** - The Kentucky Board of Education conducted its first reading of 704 KAR 3:303, Kentucky Academic Standards in October for the purpose of considering the addition of new social studies and arts/humanities standards. These new standards, aligned to college- and career-readiness, are required by Senate Bill 1 (2009).

Kentucky Department of Education staff indicated that for social studies, 15 anchor standards at each grade level are arranged around four disciplinary core concepts: civic mindedness, historical thinking, geographic reasoning and economic decision-making. Additionally, the standards focus on deeper learning and inquiry, not just the memorization of historical facts. Staff noted that the proposed standards encourage students to make connections to the world around them and apply their knowledge and skills. Kentucky educators wrote the standards, informed by the *C3 Framework*, *How Students Learn: History in the Classroom*, and other publications including the Global Competence Matrix and P21 Skills.

Regarding the arts/humanities standards, department staff explained that the standards are built on four artistic processes – creating; performing, presenting and producing; responding; and connecting – and 11 overarching anchor standards in five disciplines: dance, media arts, music, theatre, and visual arts. The proposed arts and humanities

standards include discipline-specific performance standards. The National Coalition for Core Arts Standards, led by Kentucky educator Phil Shepherd, developed the new standards and involved more than 70 writers with the input of more than 6,000 reviewers.

Both sets of standards must come back to the board for a second reading before moving forward to the public hearing and legislative committee review process.

Next Board Meeting: December 2-3, 2014, Frankfort

Council on Postsecondary Education
November 21, 2014

Institutional Progress Update Kentucky State University

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

Staff preparation by Heather Bingham

STRONGER by DEGREES

KSU

KSU



19

East Main Street

Institutional Progress Update

Presentation to the Council on Postsecondary Education by

President Raymond M. Burse

November 21, 2014



Mr. Raymond Burse

President of Kentucky State University

KSU AT A Glance



Fall 2014 Enrollment	
Total Enrollment	1,895 ↓
Undergraduate	1,754 ↓
Graduate	141 ↓
Full-Time	1,451 ↓
Part-Time	444 ↓
Female	1,148 ↓
Male	747 ↓
Black, Non Hispanic	1,007 ↓
White, Non Hispanic	551 ↓
Other Races	337 ↓
Resident	1,188 ↓
Non Resident	707 ↓
Freshmen	505 ↓
Sophomores	330 ↓
Juniors	316 ↓
Seniors	475 ↓
Master's	132 ↓
Non Degree	137 ↓
Age 24 and younger	1,352 ↓
Age 25 and older	543 ↓



Kentucky State University

The Right Place – The Perfect Place





Kentucky State University

The Right Place – The Perfect Place





Kentucky State University

The Right Place – The Perfect Place





Kentucky State University

Giving Back



25

Retired Educator





Kentucky State University

Giving Back



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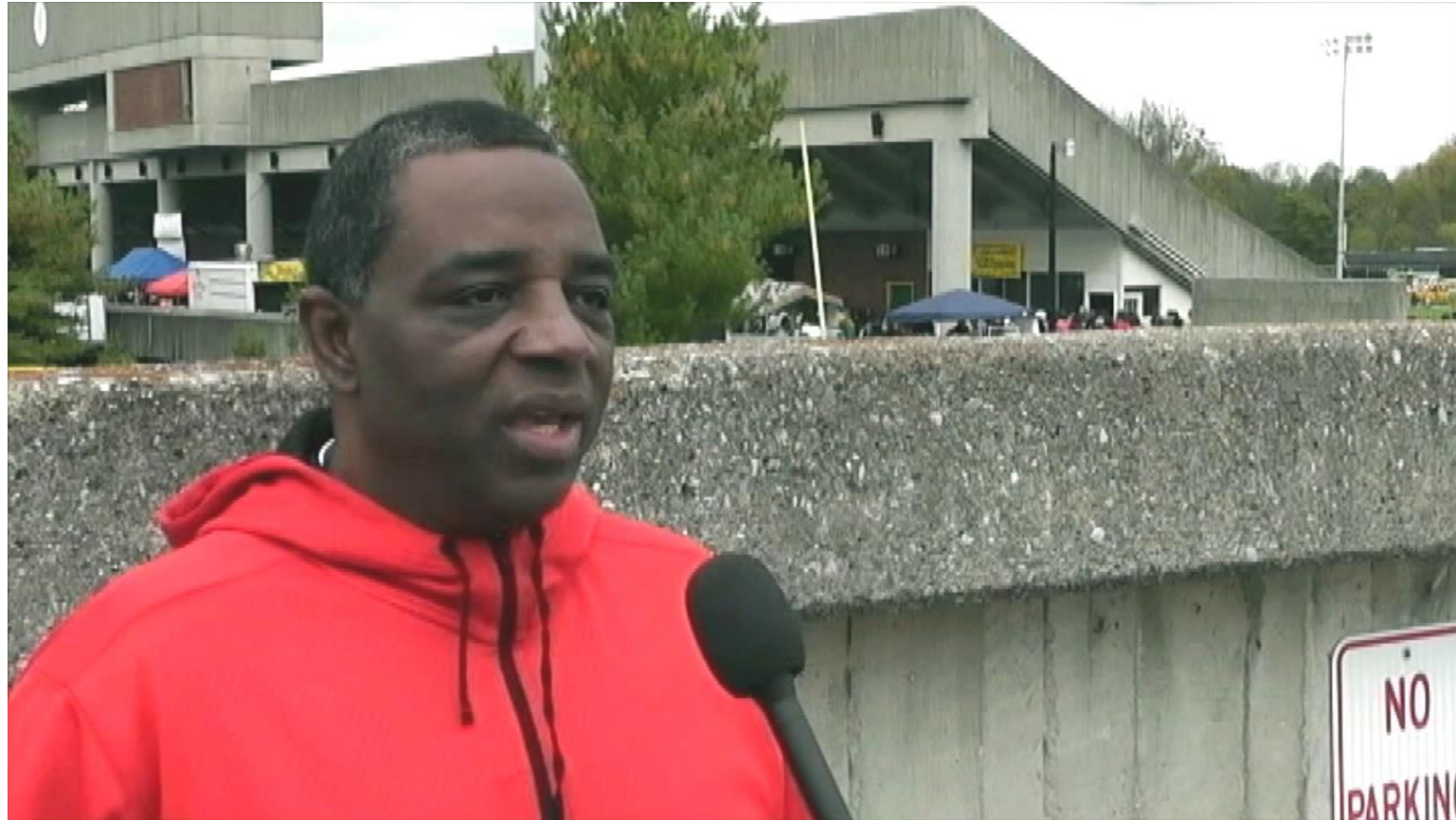
Attorney





Kentucky State University

Giving Back





Kentucky State University

Why K-State?





Kentucky State University

Why K-State?



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Pastor





Kentucky State University

INSTITUTIONAL PROFILE



Kentucky State University is one of 105 HBCU's in the nation, and the only HBCU in Kentucky.

In the Fall 2014:

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Total enrollment is 1,895

62% of the students are from Kentucky

53% are African-American

60% are female

93% are undergraduates

71% are traditional students



2011- 15 STRATEGIC AGENDA



Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**

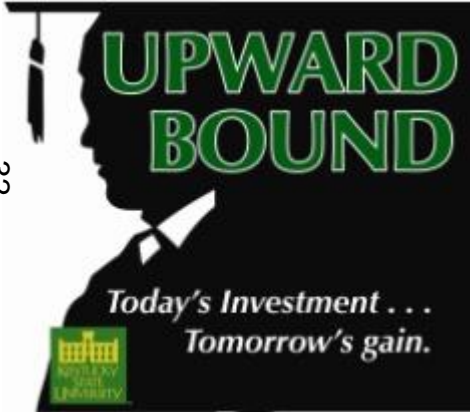


Kentucky State University

College Readiness



- A federally funded TRIO program;
- Provides support to participants whose goals are to receive a college degree;
- Comprised of both a rigorous academic and summer component;
- Must be low income and/or first generation;
- Accepts ninth graders at risk for academic failure;
- Serves fifty-three students at the following three high schools in Frankfort, KY: Western Hills, Franklin County High and Frankfort High.





Kentucky State University

College Readiness



Works with community partners to set college enrollment goals and implement programming for whole schools in order to increase high school completion, college entrance, and college graduation rates.

Provides more intensive services to individual student groups starting the summer before their first year of high school and continuing through high school graduation. Participation in the summer bridge program helps students transition into high school and increases high school success. Intensified academic support, college coaching, and additional after-school, weekend, and summer enrichment programs prepare students to successfully prepare for, transition to, and graduate from college.

College coaches are embedded in each high school to work not only with individual students in these groups, but also with the whole school on college enrollment services.

Participating High Schools

The Academy @ Shawnee, Fern Creek High School, Moore Traditional High School – All in Louisville, Kentucky



Kentucky State University

Dual Enrollment



Dual Enrollment Tuition and Fees

Students will be responsible for the following costs:

- \$165 per course per student per 3 credit hour course
- Cost of required textbooks, supplies or supplemental material
- Cost of parking permit (if applicable for on campus parking)

Partnering school districts with Kentucky State's "Access 2 Algebra" Program

- \$60 per student with participating school districts

Partnering with [Western Hills High School](#)

- \$60 per course per student taking dual-enrollment English courses



Kentucky State University



Performance Metric	Baseline*	2010-11*	2011-12*	2012-13**	Target	Progress:	
						Baseline to	Target
New Teacher Excellence	4.4%	9.2%	8.4%	5.6%	--	--	--

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

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

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<http://dataportal.cpe.ky.gov/dashboard.shtm>





Kentucky State University

College Readiness



Continued Accreditation


- Council for Accreditation of Education Preparation (CAEP) Formerly the National Council for the Accreditation of Teacher Education (NCATE)
- All standards were met without any areas for improvement.



Kentucky State University

STUDENT SUCCESS



Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Degrees and Credentials (Total)	304	328	346	301	320	0%	 <small>Leading Ground</small>
Bachelor's Degrees	213	226	229	206	232	0%	 <small>Leading Ground</small>
Master's Degrees	54	44	64	50	63	0%	 <small>Leading Ground</small>


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Kentucky State University

STUDENT SUCCESS



Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Bachelor's Graduation Rate	22.7%	21%	13.1%	18.2%	26.4%	0%	
Low Income	22.2%	21.4%	12.1%	14.3%	--	--	--
Non Low Income	38.2%	49%	41.8%	19.4%	--	--	--
Underprepared	17.6%	20.6%	11.8%	16.6%	--	--	--
Prepared	31%	39.3%	39.3%	26.2%	--	--	--
Underrepresented Minority	24.4%	22.1%	12.6%	18.8%	--	--	--
Non-Underrepresented Minority	18.6%	26.9%	15.1%	19.1%	--	--	--

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Kentucky State University

STUDENT SUCCESS



Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Transfers from KCTCS	110	125	125	147	115	100%	 <small>Met Target</small>
Grants to low-income students in excess of direct costs*	\$31	\$0	\$898	\$886	\$30	100%	 <small>Met Target</small>

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

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit:

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Mission Statement

In accordance with Kentucky State University's mission to provide broad access within a nurturing and stimulating environment that prepares undergraduate and graduate students to become successful citizens and professionals, ACE enables students to achieve their educational goals by helping them acquire the learning skills and confidence necessary to become successful, independent, and lifelong learners

ACE Workshops

- **Time Management and Goal Setting**
- **Stress Management: Balancing Multiple Roles**
- **Math Test-Taking Skills**
- **Textbook Management**
- **Grammar Glitches**
- **Critical Thinking Skills**
- **Preparing for Finals**

- **Learning Styles and Study Skills**
- **Overcoming Math Anxiety**
- **Listening, Note-Taking, and Memory**
- **Avoiding Plagiarism: Documentation and Research**
- **Essay Building**
- **Preparing for Midterms**

Average Success Rate for Regular Clientele (8 or more visits) for Spring 2014 – 82%



Kentucky State University

Student Success



- Increased emphasis on STEM research.
 - Results: Forty KSU students and faculty will present at the Kentucky Academy of Science Conference.
 - Three colleges of the University will be represented as presenters at this conference.
- All advising activities have been consolidated under the Provost Office.
 - Intended results:
 - Stronger communications between faculty and students.
 - Decreased time to graduation.



Kentucky State University

Student Success



USA Funds Financial Literacy Grant

Kentucky State University was awarded \$100,000 by USA Funds to provide a program of financial literacy and academic success for UNV 101 students enrolled for fall 2014.

Financial Literacy Education:

- Enhanced Entrance Counseling
- Timely FAFSA Renewal
- Financial Literacy Program
- Financial Aid Workshops
- USA Funds Life Skills Modules
- UNV101 Financial Literacy Module

Supplemental Support:

- Career Counseling
- Intrusive Advising
- Tutoring
- Mentoring
- Early interventions



Kentucky State University

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT



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Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Externally-Funded Research and Development (in thousands)	\$5,189	\$4,553	\$6,794	\$5,558	\$5,189	100%	
STEM+H Degrees	80	82	126	114	115	97%	



Kentucky State University

EFFICIENCY AND INNOVATION



Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Online Learning (Percent of all credit earned through online learning)	12.6%	15.4%	19.5%	21.6%	15.6%	100%	
Credits Earned By Degree Graduates*	148	143.8	143.2	146.3	130	--	--

**Credits earned by degree graduates includes all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning. From baseline year through 2011-12, this metric measured credits "attempted". In 2012, the Council voted to change the metric to measure credits "earned", and this went into effect for academic year 2012-13 .*

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Kentucky State University

EFFICIENCY AND INNOVATION



Thorobred Nutrition Kitchen

- A new healthy food initiative that brings fresh meals and nutrition education to underserved Louisville neighborhoods.
- This fully-functional, 24-foot mobile certified kitchen is a partnership between YouthBuild Louisville, Farm Credit Mid-America, and Louisville Metro Government.
- It is part of KSU's Food Security Initiative, which has three primary goals:
 - To improve access to healthy, affordable, local food;
 - To improve nutrition education of program participants; and
 - To research the financial sustainability and efficacy of mobile market programs.



Kentucky State University

EFFICIENCY AND INNOVATION



Aquaponics

- Aquaponics is a food production system that combines conventional aquaculture with hydroponics (cultivating plants in water) in a symbiotic environment.
- Water from the aquaculture production contains excretions from the animals being raised, thereby increases toxicity level in the water. The contaminated water is fed to a hydroponic system where they by-products are utilized by the plants as nutrients. The water is then recirculated back to the aquaculture system.
- Research in aquaponics is conducted in the Aquaculture Production Technology building. There are six replicate aquaponic systems.



Kentucky State University

EFFICIENCY AND INNOVATION



High Tunnel Complex

- The College of Agriculture, Food Science, and Sustainable Systems has four solar-heated greenhouses which allow for year-round growing seasons.
- Students conduct replicated research trials and apply horticultural skills throughout the school year.
- One-acre of low-input high tunnels were built by KSU students and research staff.
- The complex is designed to harvest rainfall from high-tunnel roofs, and gravity-fed to a 9,600 gallon reservoir, using solar and biomass-powered pumps, the water is re-used for irrigation.



Kentucky State University

EFFICIENCY AND INNOVATION



- The University is reviewing all Processes and Procedures for efficiency savings and more effective ways of serving students.
- The University organization structure has been changed to reflect a renewed interest on students.
- University expenditures will be more closely aligned with addressing students' quest toward timely matriculation through the University.





Kentucky State University

Attorney





Kentucky State University

Brigadier General



STRONGER by DEGREES



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Institutional Progress Update

Presentation to the Council on Postsecondary Education by

President Raymond M. Burse

November 21, 2014

Council on Postsecondary Education
November 21, 2014

Institutional Progress Update Murray State University

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

Staff preparation by Heather Bingham

STRONGER by DEGREES



Institutional Progress Update

**Presentation to the Council on Postsecondary Education
by Dr. Robert O. Davies, President**

November 21, 2014

Rankings

- Top Tier University in Quality Academics for 24 years - *U.S. News & World Report*
- 9th among the Top Public Universities in the South - *U.S. News & World Report*
- Ranked as one of America's Top Colleges - *Forbes*
- 2014 Great Colleges to Work For in Teaching Environment - *The Chronicle of Higher Education*
- "17th Best Bang for the Buck in the nation" - *Washington Monthly*
- "9th Best Bang for the Buck Masters Granting Universities" - *Washington Monthly*
- 54 • Ranked 6th in best schools for veterans among regional universities in the south – *U.S. News & World Report*
- Highest ranked regional university in Kentucky in the "Best for Veterans" category - *U.S. News & World Report*
- 2014 – Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) reaffirmation with no recommendations

INSTITUTIONAL PROFILE

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Enrollment		10,022	10,943	921
Retention		72.60%	72.60%	0
Degrees/Credentials Conferred		2,187	2,131	-56
Faculty/Staff (full-time)		1,353	1,393	40
Proportion of Classes ≤ 29 students		70.70%	76.70%	6.7%
Student Faculty Ratio		16:1	16:1	0
Bachelors Programs		64	70	6
Graduate Programs/Certificates		40	51	11
Professional Doctorate Programs		0	1	1
Endowment Scholarship Growth	*10-14	1,705,189	2,025,024	18.8%
Pell Grants Awarded		2,525	3,328	803
Pell Grant Eligible	*09-13	3,038	3,605	567
Percentage of Students Receiving Aid (FTFT)		95%	99%	4.0%

2011-15 STRATEGIC AGENDA

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**

Performance Metric	Baseline*	2010-11*	2011-12*	2012-13**	Target	Progress: Baseline to Target	
New Teacher Excellence	15.7%	16.1%	15.6%	19.2%	-	-	-

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

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

Murray State University	
Test	2012-13
	First Time Pass Rate
K-6	97.8%
5-9	93.8%
7-12	100%
Total	97.4%

Teacher Preparation

- **Secondary Education undergraduate program** was ranked **second highest** in the state by the National Council on Teacher Quality (NCTQ) and **fifth in the nation**
- Earned **national "Top Ranked" status** by NCTQ -- a distinction awarded to only 107 programs in the nation for overall strong performance
- New online preparation course
- Praxis PLT preparation book provided for students
- More rigorous admission examination for teacher education

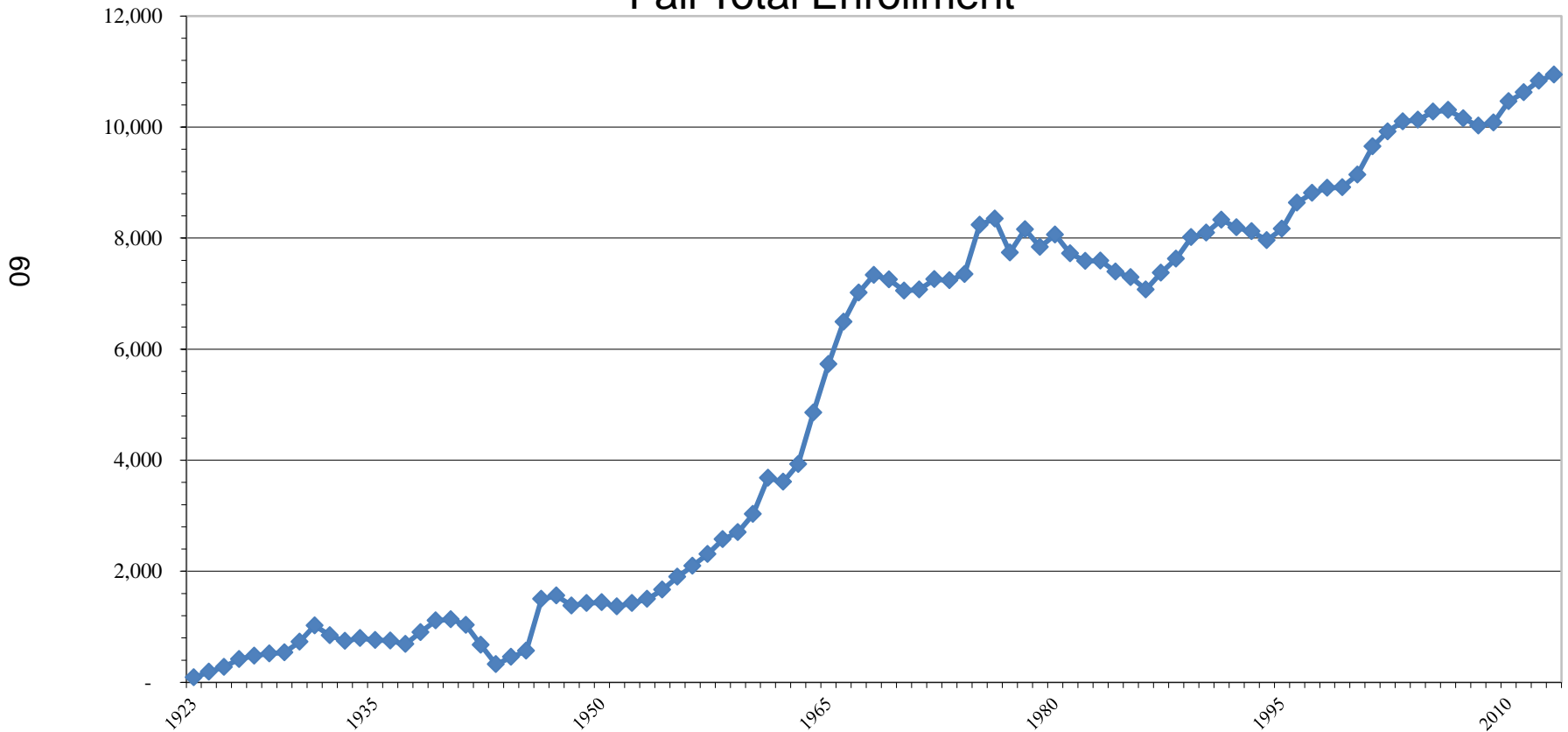


Student Preparation

- Racer Academy: High School/Dual Credit
 - 3,697 in Student Credit Hours
 - \$1,262 (87%) discount per student
 - \$1 million in total discounts for programs
- 49 Articulation Agreements
- Women in Engineering & STEM
- Senate Bill 1 – working with high schools on English and math
- Purchase Area Writing Institute
- Host to Governor’s Scholars Program (GSP)/Commonwealth Honors Academy (CHA)
 - 2014 GSP Enrollment: 366 students
 - 2014 CHA Enrollment: 94 students
 - 47% matriculation for CHA
- Youth programs: CyberCave and Cyber Experience, Gifted and Talented weekend and summer programs, summer camps in writing, robotics, education, and art

Enrollment

Fall Total Enrollment




STUDENT SUCCESS

Performance Metric	Baseline (2008-09)	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Degrees and Credentials (Total)	2,185	2,217	2,278	2,131	2,272	0%	 Losing Ground
Bachelor's Degrees	1,535	1,552	1,530	1,399	1,596	0%	 Losing Ground
Master's Degrees	638	647	732	714	680	100%	 Met Target



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STUDENT SUCCESS

Performance Metric	Baseline (2008-09)	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Bachelor's Graduation Rate	49.6%	52.3%	53.9%	53.2%	53.0%	100%	 Meet Target
Bachelor's Graduation Rate—Low Income	46.3%	38.2%	44.2%	38.9%	-	-	-
Bachelor's Graduation Rate—Non Low Income	59.3%	57.7%	57.6%	58.7%	-	-	-
Bachelor's Graduation Rate Gap—Underprepared	35.5%	36.0%	43.7%	32.3%	-	-	-
Bachelor's Graduation Rate Gap--Prepared	57.5%	60.0%	58.3%	60.9%	-	-	-
Bachelor's Graduation Rate—Underrepresented Minority	37.6%	36.8%	46.1%	41.1%	-	-	-
Bachelor's Graduation Rate—Non-Underrepresented Minority	50.7%	53.7%	55.2%	54.1%	-	-	-

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STUDENT SUCCESS

Performance Metric	Baseline (2008-09)	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Transfers from KCTCS	956	935	1,045	987	1,013	54%	 Some Progress
Grants to low-income students in excess of direct costs*	\$1,224	\$1,266	\$585	\$136	\$1,312	0%	 Losing Ground

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

Retention

- Highest among public comprehensives in state--Fall 2013 (72.6%)
- Retention Timeline (MAPWorks--Retention Commission)
- Information Literacy Program--increased rates of library resources/services use resulted in improved retention



MCCRACKEN'S COMEBACK: Mustangs pull off improbable comeback against Southaven. | 1B



SUNDAY, September 21, 2014

www.paducahsun.com

Vol. 118 No. 264

MSU, UK lead state in 4-year grad rates

BY GENEVIEVE POSTLETHWAIT

gpostlethwait@paducahsun.com

If past data are any indication, of the 1,500 or so freshmen hitting the books full time at Murray State University this fall, fewer than 30 percent will graduate within four years.

It's a figure that may seem discouraging to some, but MSU administrators see it as one of many tools at their disposal in the never-ending work of improvement. It's also a percentage that's on par with the national average and steadily rising.

MSU's Office of Retention reported that of the first-time, full-time students who started their college careers at MSU in the fall of 2007, 28.5 percent graduated within four years. Among the students who started three years earlier in the fall of 2004, only 20.4 per-

cent graduated within four years.

The percentage of students who complete their bachelor's degrees within six years of starting school has remained relatively steady over the same period with a high of 54.1 percent of students starting in the fall of 2006 graduating by the summer of 2012.

MSU and the University of Kentucky lead in graduation rates across the state, with 53.7 and 58.2 percent of fall 2004 freshman graduating by 2010, respectively. The national average for that same period is 56 percent.

"You can't use graduation rates as the only indicator of success," said James Mantooh, director of the Office of Retention. "It would be like driving using your rearview mirror.



ELLEN O'NAN | The Sun

Students walk to class on Murray State's campus on Thursday morning.

Please see **GRADS** | 11A

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Quality Enhancement Plan: Bring Learning to Life

Application of knowledge and skills learned in the classroom in a real-world setting

- Experience-rich activity in every undergraduate program
 - Areas include
 - Internships, Clinicals, Practica
 - Service Learning
 - Study Abroad
 - Undergraduate Research
 - Co-curricular activities
- Enhanced student learning through real-world experiences
- Further engagement with community partners
- Improved infrastructure/environment for experiential learning
- SACSCOC reaffirmation with no recommendations

Student Success Support & Opportunities

- James Graham Brown Foundation Grant (\$450,000 toward internships)
- Murray State Foundation Scholarships have increased by 217% since 2001
- Three academic support centers:
 - Racer Writing Center
 - Racer Oral Communication Center
 - Ross Mathematical Studies and Career Center



Program of Distinction

Telecommunications Systems Management (TSM)

- 48% of undergraduate students are online—most coming from KCTCS as part of 2+2 program
- 50% of graduate students are online
- Received over \$5 million in research funding
- Recognized as the Program of the Year in 2007, 2009, 2012 by the Information Telecommunications Education & Research Association (ITERA)
- TSM Student National Case Study Teams have been a finalist seven out of eight times and national champions three times

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Spotlight on Programs


Undergraduate

- Logistics & Supply Chain Management (New)
- Health Information Administration (New)
- Occupational Safety & Health (only OSH program accredited by the Accreditation Board for Engineering and Technology (ABET) at the undergraduate and graduate levels)

Graduate

- Nurse Anesthetist—only program in the Commonwealth
- Sustainability Studies (New)
- Economic Development (New)—only program of its kind in Kentucky
- Low-residency MFA in Creative Writing—Top 20 among low residency programs – *Poets and Writers*; ranked 7th in the 2014 *Poets and Writers* MFA Index
- TESOL—longest running program in the state
- Occupational Safety & Health (only OSH program accredited by ABET at the undergraduate and graduate levels)

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Externally-Funded Research and Development (in thousands)	\$618	\$2,638	\$2,192	\$1,082	\$1,454	56%	 Some Progress
STEM+H Degrees	636	700	744	717	687	100%	 Met Target

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Research



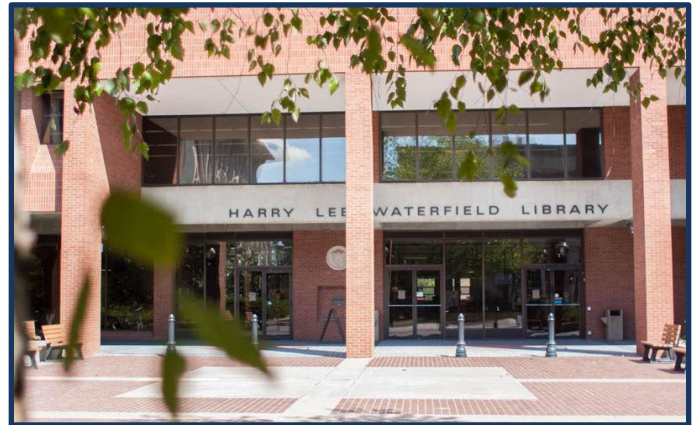
Hemp Research



Bio-Burner



Watershed Studies Institute



Waterfield Library

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Economic & Community Development

- Regional Business and Innovation Center
 - 150 high school students in Next Big Thing Competition
 - 350 clients assisted in the region
 - 600 new jobs created by client companies
 - \$36 million in capital raised by client companies
- E-Learning Centers--Currently implementing in the river counties for CPE and the Commonwealth, broadband, outreach, and development
- Shakespeare Festival
- WKMS-FM

Facilities

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Engineering and Physics Building
Phase III - Murray State Science Complex

New Engineering Physics Building



New Breathitt Veterinary Center



New Franklin Residential College



**MSU-Madisonville Community College
Postsecondary Education Center**

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Online Learning (Percent of all credit earned through online learning)	9.6%	12.3%	13.8%	13.9%	11.6%	100%	
Credits Earned By Degree Graduates	140	141.3	142.0	142.2	138	-	-

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Credits earned by degree graduates include all bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning. From baseline year through 2011-12, this metric measured credits "attempted." In 2012, the Council voted to change the metric to measure credits "earned," and this went into effect for academic year 2012-13.

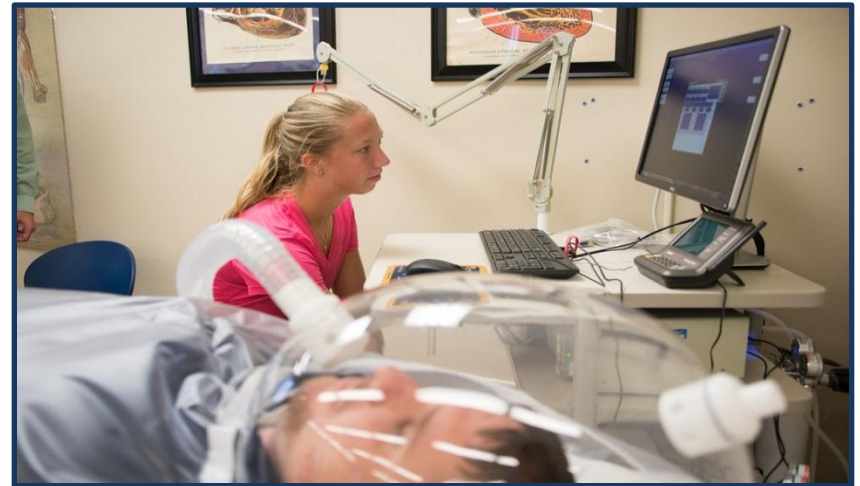
Highlights of Online Programs

- Students have flexibility to move between online and face-to-face venues
- Programs newly offered online:
 - Information Systems MS (Fall 2013)
 - Masters in Public Administration (Fall 2013)
 - Occupational Safety and Health MS (Summer 2014)
- MBA online program ranked 1st in the state and 46th out of 240 in the country - *U.S. News & World Report* (January 2014)

Reorganization of Academic Programs

- Eliminated one college
 - No elimination of faculty or programs; reduction in administrative costs
- Aligned health, science, and educational programs more closely in discipline and facilities
- Merged two departments to create the Institute of Engineering
- Created the Center for Communication Disorders

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Other Highlights

- 15 to Finish – Murray State University representatives on CPE’s Core Team and Campus Rep Team
- Racer Promise (18-county service region)—Guarantees qualifying first-time freshmen full tuition for 8 semesters based on 15 credit hours per semester
- New coordinator of Academic Advising and Advising Committee
- Live and online training for new and experienced advisors with required diagnostic exercise to certify trained advisors



Strategic Planning (2015—2022)

- Vision Statement: Murray State University is the University of Choice
- Four goals:
 - Academic Excellence
 - Student Success
 - Scholarship, Research, and Creative Thought
 - Community Engagement
- Year-long inclusive process
- Plan submission for adoption at June Board of Regents' meeting

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STRONGER by DEGREES



MURRAY
STATE UNIVERSITY



Institutional Progress Update

**Presentation to the Council on Postsecondary Education
by Dr. Robert O. Davies, President**

November 21, 2014

Council on Postsecondary Education
November 21, 2014

Institutional Progress Update Kentucky Community and Technical College System

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

Staff preparation by Heather Bingham

STRONGER by DEGREES

Kentucky Community and Technical College System



Institutional Progress Update

**Presentation to the Council on Postsecondary Education
by Dr. Michael B. McCall**

November 21, 2014



INSTITUTIONAL PROFILE

KCTCS

In fall 2013, KCTCS enrolled 92,365 students, **47% of undergraduates** enrolled at a Kentucky public postsecondary institution.

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Of those:

- 10,853 dual enrollment/dual credit students
- 51,785 enrollments in on-line courses
- 59% part-time
- 57% female
- 90% receive financial aid
- 27.8 average age



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS KCTCS

Performance Metric	Baseline*	2010-11*	2011-12*	2012-13**	Target	Progress: Baseline to Target
84 New Teacher Excellence	Teacher preparation programs are only offered at the bachelor's degree level, not at KCTCS.					

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

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

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<http://dataportal.cpe.ky.gov/dashboard.shtm>





COLLEGE READINESS

KCTCS – DUAL CREDIT

KCTCS is committed to:

- Expanding access dual credit
- Adopting all National Association of Concurrent Enrollment Programs (NACEP) quality standards
- Sharing the responsibility of financing dual credit among the state, the Kentucky Department of Education, postsecondary education institutions, parents and students
- Ensuring all dual credit courses are accepted by all institutions and will transfer to universities



COLLEGE READINESS

KCTCS – DUAL CREDIT

NACEP Accreditation

- West Kentucky CTC – First Kentucky institution to achieve full accreditation
- Owensboro CTC – Candidate for accreditation



STUDENT SUCCESS

KCTCS


87

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Degrees and Credentials (Total)	24,838	27,813	28,544	28,469	25,084	100%	 <small>Met Target</small>
Associate Degrees	7,270	7,899	8,953	8,875	9,500	72%	
Diplomas	1,938	2,385	2,276	2,187	No CPE Target		
Certificates	15,630	17,529	17,315	17,407	No CPE Target		



STUDENT SUCCESS

KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Associate Graduation Rate	12.6%	13.6%	13.1%	12.8%	14.8%	9%	
Low Income	10.8%	10.9%	11.7%	10.4%	No CPE Target		
Non Low Income	13.9%	16.7%	15.5%	18.2%	No CPE Target		
Underprepared	7.5%	11.3%	8.9%	8.6%	No CPE Target		
Prepared	22.8%	26.3%	23.7%	24.4%	No CPE Target		
Underrepresented Minority	7.2%	7.3%	7.7%	6.8%	No CPE Target		
Non-Underrepresented Minority	13%	14.1%	13.7%	13.5%	No CPE Target		

∞

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<http://dataportal.cpe.ky.gov/dashboard.shtm>





STUDENT SUCCESS

KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Transfers to Four-Year Colleges and Universities	8,376	9,683	12,492	12,046	9,580	100%	 Met Target
Grants to low-income students in excess of direct costs*	\$2,025	\$2,736	\$1,989	\$2,305	\$2,025	100%	 Met Target

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

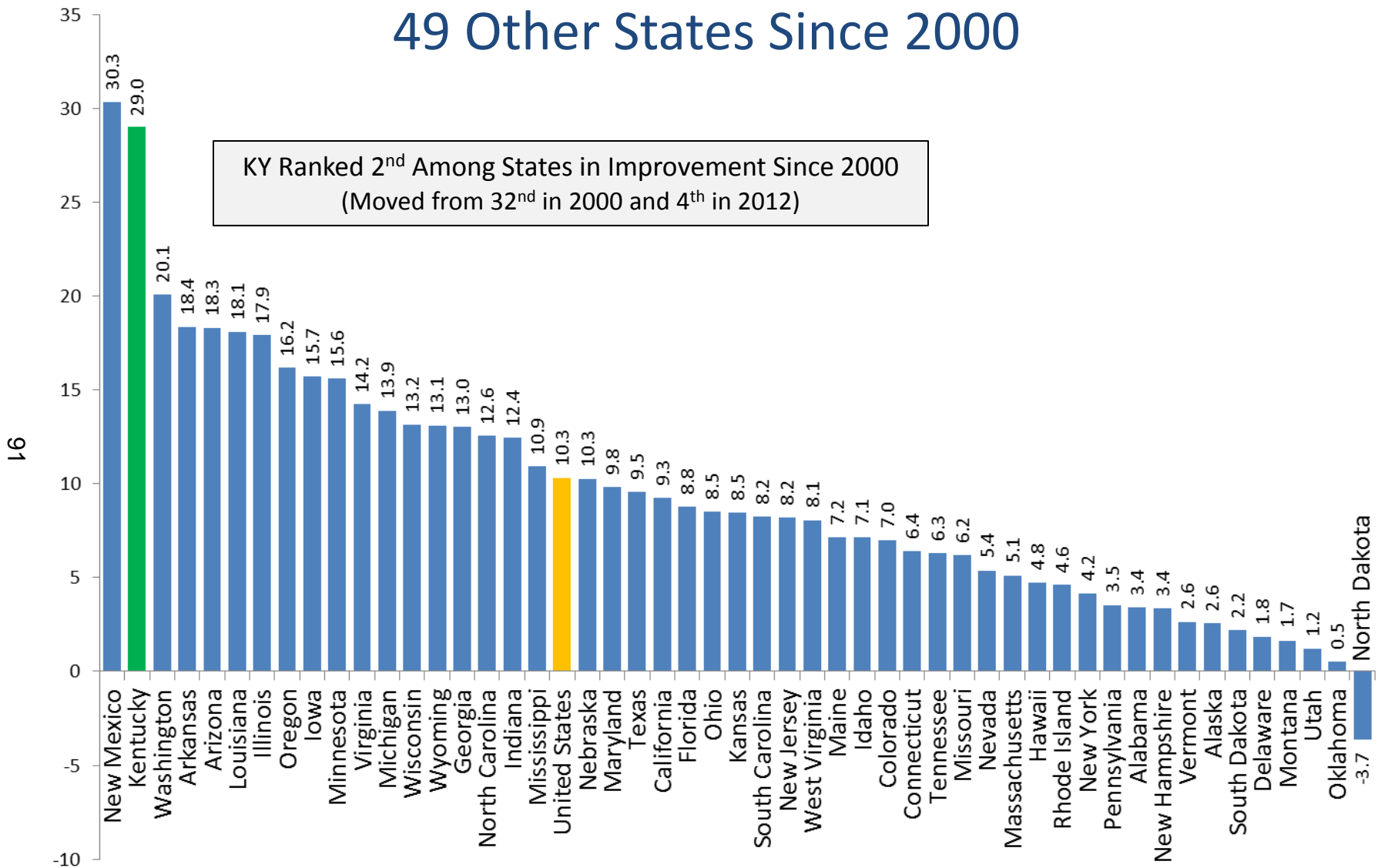
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- **Increasing participation**
- **Improving student outcomes**
- **Raising the educational attainment of working age adults**
- **Helping to develop a stronger workforce and economy**

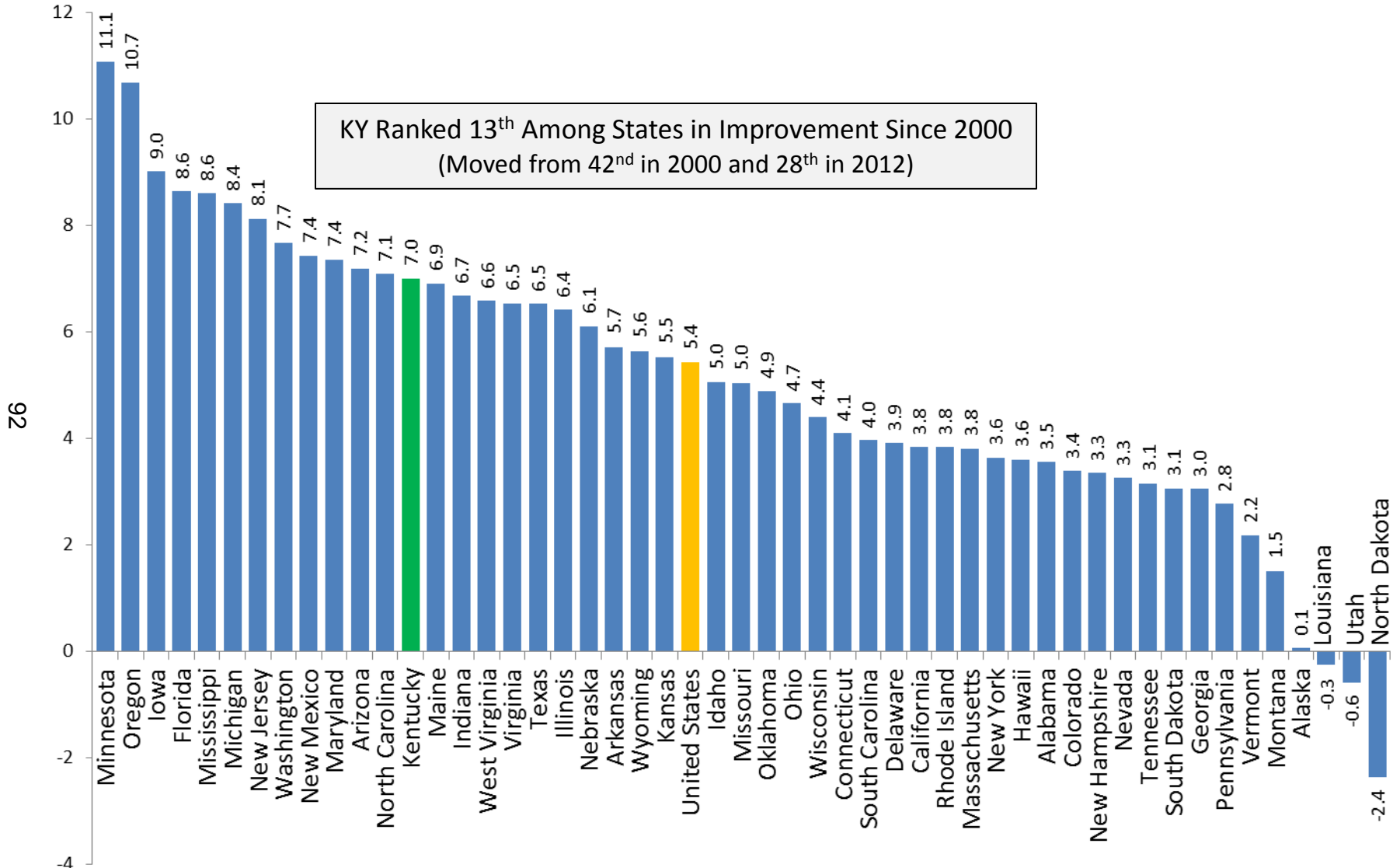
KCTCS Has Improved Its Completions More than 49 Other States Since 2000



Note: Credentials awarded per 1,000 adults aged 18 to 34 with no college degree.

Source: U.S. Census Bureau, 2012 American Community Survey; NCES, IPEDS Completions Survey

KCTCS is Well Above the National Average in Improvement in Associate Degree Production Since 2000




Note: Associate degrees awarded per 1,000 adults aged 18 to 34 with no college degree.

Source: U.S. Census Bureau, 2012 American Community Survey; NCES, IPEDS Completions Survey



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT KCTCS

33

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
STEM+H Degrees and Credentials	9,275	10,480	10,270	10,501	10,004	100%	



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT KCTCS

Workforce Training, 2013

- 5,371 companies served
- 52,897 individuals trained
 - 40,335 non-credit
 - 12,562 credit

Shared Mission between All 4 Partners = The Kentucky Skills Network

- 1) Single Point of Contact Customer Service
- 2) Streamlined Resources
- 3) Unified Marketing & Performance
- 4) Workforce Pipeline Development





EFFICIENCY AND INNOVATION

KCTCS

Performance Metric	Baseline	2010-11	2011-12	2012-13	Target	Progress: Baseline to Target	
Online Learning (Percent of all credit earned through online learning)	22.7%	25.8%	29.0%	32.9%	25.0%	100%	
Credits Earned By Degree Graduates*	93.0	93.6	93.3	91.1	No CPE Target		

**Credits earned by degree graduates includes all associate's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning. From baseline year through 2011-12, this metric measured credits "attempted". In 2012, the Council voted to change the metric to measure credits "earned", and this went into effect for academic year 2012-13 .*

Icons do not represent a global evaluation of institutional status on an indicator; they indicate change from baseline to targeted value only. Targets set through negotiation between CPE and institution. For more information on metrics, including definitions, visit:

<http://dataportal.cpe.ky.gov/dashboard.shtm>



Capital Projects
University of Louisville and Morehead State University
(Revised 11/19/14)

ACTION: The staff recommends that the Council approve:

- 1. A request by the University of Louisville to authorize the construction of an Athletics Maintenance Facility, funded by the UofL Athletic Association, with a project scope of \$1,250,000; and**
- 2. A project at Morehead State University titled Construct Volleyball Facility, funded with private funds, with a project scope of \$1,400,000.**

The Council on Postsecondary Education has statutory responsibility to review and approve public college and university capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under KRS 45.760(5), (7) and KRS 45.763. The UofL project meets the requirement of KRS 45.760(5), (7) in that the source of funds for the project is at least 50 percent federal or private.

The process for a project that exceeds the \$600,000 capital construction and \$200,000 equipment purchase thresholds is as follows:

- The project must be approved by an institution's board of trustees or board of regents.
- The project must be submitted to the Council on Postsecondary Education for review and action.
- If approved by the Council, projects at ECU, KCTCS, KSU, and MoSU are submitted to the secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the secretary to the Capital Projects and Bond Oversight Committee for review.
- If approved by the Council, projects at MuSU, NKU, UK, UofL, and WKU are submitted by the institution to the Capital Projects and Bond Oversight Committee for review, and a copy is provided to the Finance and Administration Cabinet as information.
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

These projects require interim because the need for these projects did not emerge until after the 2014-16 biennial budget was enacted. Authorization is needed to allow the universities to properly design the projects, complete the project bid process, award a contract for each project, and complete the work. The universities confirm that the private funds are available for their project's implementation. Both projects will be implemented under the prevailing wage law.

Both projects meet the requirement of KRS 45.760(7) in that the source of funds for each project is at least 50 percent federal or private. The universities do not anticipate debt financing any portion of the project; therefore, the provisions of KRS 45.763 do not apply. Following Council action, staff will notify the presidents of the University of Louisville and Morehead State University, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning these projects.

University of Louisville

The University of Louisville requests authorization for the construction of a 17,000 square foot, \$1,250,000 Athletics Maintenance Facility. Only private funds from the UofL Athletic Association will be used for the capital project.

The facility will provide storage and maintenance space for athletics grounds equipment and a broadcast and communications production trailer. The building will provide space for staff offices, restrooms, and a break-room. The estimated cost includes site development, construction, parking, roadways, and outdoor storage. The increase in operating costs due to this new facility, while minimal, will be covered by the UofL Athletic Association. The project was approved by the Athletic Association on October 21 and is expected to be approved by the university's board of trustees on November 13. The facility should be completed by August 2015. The University of Louisville's Office of the Vice President for Business Affairs will implement the project.

Morehead State University

Morehead State University requires authorization for the construction of a \$1,400,000 volleyball facility to be constructed within the existing Academic Athletic Center (AAC). Only private funds will be used for the capital project.

The facility will provide practice and competition space for the volleyball team and seating for 900 to 1,000 spectators. This project will address numerous issues with the AAC including flooding, leaking roof, and lack of accessible restrooms. The space to be renovated was initially used for an indoor swimming pool complex, which was decommissioned in 2008 when the Student Recreation Center was opened. The volleyball team is currently using the old basketball arena (Weatherby Gymnasium), which is to be razed. The project was approved by the Board of Regents in June 2014 and by the Capital Project and Bond Oversight Committee on November 18. The facility should be completed by June 2015.

Improving Educator Quality State Grant Program

ACTION: The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$944,721 for January 1, 2015–June 30, 2016, to support seven projects.

1. *Integrating Engineering in the Sciences (IES)* (University of Kentucky): \$130,000 – Year 2
2. *Project-Based Investigations on Improving Water Quality in the Kentucky River Watershed* (University of Kentucky): \$130,000 – Year 2
3. *Enriching Science Learning through Simulations and Interdisciplinary Problem-solving* (Murray State University): \$99,000 – Year 2
4. *Designing Mathematics and Science Project-Based Environments: Spanning Astronomical and Atomic Spaces* (University of Kentucky): \$148,491
5. *Engineering Authentic Experiences in the Next Generation Science Classroom* (Morehead State University): \$149,999
6. *FLIP-EKY: Flipping Mathematics & Science Classrooms in Eastern Kentucky* (Northern Kentucky University): \$137,292
7. *STEM PRIDE, Partnering with Research, Industries to Develop (STEM) Educators for College and Career Readiness* (University of Kentucky): \$149,939

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

A standards-based focus continues for Year 13 of the Improving Educator Quality State Grant Program. Projects proposals fully integrate the Common Core Standards and Next Generation Science Standards (NGSS) and related assessments in a way that assists teachers in providing intervention in content areas for students in need of accelerated learning.

External reviewers and content-area specialists reviewed thirteen grant proposals and made recommendations to the Council staff. Seven proposals were selected. Brief descriptions of these projects follow.

1. University of Kentucky: \$130,000 – Year 2

Integrating Engineering in the Sciences (IES)

Kimberly Zeidler-Watters, principal investigator

The project is a broad partnership comprised of high school science teacher teams, science educators, and scientists facilitated by the Partnership Institute for Math and Science Education Reform (PIMSER). It will work to develop, pilot, and revise high school instructional units of study. With the addition of Global Climate and several human health-related core ideas in the NGSS, high schools science programs have a high need for assistance developing units that address these concepts and integrate engineering. Participating in IES is designed to move science teachers from test preparation to designing classroom experiences that genuinely prepare students to be college and career ready.

2. University of Kentucky: \$130,000 – Year 2

Project-Based Investigations on Improving Water Quality in the Kentucky River Watershed

Rebecca McNall Krall, principal investigator

This professional development project aims to improve 20 middle school teachers' abilities to develop and implement engaging project-based learning (PBL) units relating to the Kentucky River Watershed. The central goal of the project is to improve middle school teachers' competence and confidence in teaching and applying Kentucky Core Academic Standards and Next Generation Science Standards in authentic STEM contexts that engage students in doing science and applying knowledge in authentic contexts.

3. Murray State University: \$99,000 – Year 2

Enriching Science Learning through Simulations and Interdisciplinary Problem-solving

Yuejin Xu, principal investigator

Murray State University, in collaboration with Madisonville Community College, University of Kentucky, Kentucky Academy of Technology Education, and six school districts, proposes to offer professional development helping science and mathematics teachers meet the requirements of the Next Generation Science Standards and Kentucky Core Academic Standards for Mathematics and learn to effectively use simulations and interdisciplinary problem-solving for students in need of accelerated learning. Through intensive summer training and online mentoring throughout the school year, participating teachers will gain insight into the new standards for science and mathematics, and explore effective strategies for engaging students with science simulations and inter-disciplinary problem-solving activities.

4. University of Kentucky: \$148,491

Designing Mathematics and Science Project-Based Environments: Spanning Astronomical and Atomic Spaces

Jennifer Wilhelm, principal investigator

The University of Kentucky will work with 30 middle level mathematics and science teachers giving them the opportunity to experience, implement, and design their own project-based units. Intentionally designed around the Common Core State Standards for Mathematics, the Next Generation Science Standards and the National Educational Technology Standards, this project will reveal how middle school STEM classrooms can be purposefully designed for 21st Century learners and provide evidence regarding how situated learning experiences will result in more advanced learning.

5. Morehead State University: \$149,999

Engineering Authentic Experiences in the Next Generation Science Classroom

Krista Barton, principal investigator

This professional development will provide a sustainable model for Magoffin, Letcher, Leslie, Breathitt, Jackson Independent, Floyd and Martin Counties in designing NGSS aligned instruction that fosters classroom environments rich in authentic experiences for engineering practices to improve college and career readiness among middle and high school students. This project will engage 20 science and special-needs teachers in a professional development system that begins with data focus groups followed by a 7 day institute. It continues with ongoing, on-site mentoring.

6. Northern Kentucky University: \$137,292

FLIP-EKY: Flipping Mathematics & Science Classrooms in Eastern Kentucky

Theodore Hodgson, Dan McGee and Katrina Slone, principal investigators

Through the collaborative efforts of Northern Kentucky University, the Kentucky Center for Mathematics and the Kentucky Valley Education Cooperative, middle and high school teachers will be trained in an alternative approach to the traditional mathematics and science classroom, based upon the growing availability of content-based video podcasts. In the flipped classroom, students view teacher-created video podcasts of the lesson as homework. Time in the classroom is then devoted to clarifying discussions, computational and conceptual practice, and enrichment activities.

7. University of Kentucky: \$149,939

STEM PRIDE, Partnering with Research, Industries to Develop (STEM) Educators for College and Career Readiness

Carol Hanley, Brett Criswell, Eve Profitt and Margaret Schroeder, principal investigators

A consortium of colleges and centers from the University of Kentucky, including the colleges of Education; Agriculture; Food and Environment; Arts & Sciences; Medicine; Engineering; and the Center for Applied Research will implement professional development for middle and high school teachers that will prepare them to better guide Kentucky students to STEM-related 21st century careers. The overarching goal of this project is to develop teachers who are able to enact the key principles, disciplinary core ideas and practices of the Common Core Math and Next Generation Science Standards in a way that produces better prepared college and career ready students.

Staff preparation by Kathy Garrett

New Academic Programs Murray State University and Western Kentucky University

ACTION: The staff recommends that the Council approve the Master of Science in Nonprofit Leadership Studies from Murray State University, the Master of Science in Environmental and Occupational Health Science from Western Kentucky University, and the Doctor of Psychology from Western Kentucky University.

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

Murray State University

Master of Science in Nonprofit Leadership Studies (CIP Code: 44.0702)

The proposed Master of Science in Nonprofit Leadership Studies was designed using the Graduate Curriculum Guidelines of the Nonprofit Academic Centers Council and will be the only graduate program focused specifically on nonprofit leadership and management education in the region. The proposed program is an outgrowth of a current graduate certificate program and a concentration in another graduate program. The program will offer online and traditional classroom delivery, allowing working professional to participate.

Western Kentucky University

Master of Science in Environmental and Occupational Health Science (CIP Code: 51.2202)

The proposed Master of Science in Environmental and Occupational Health Science will focus on the protection of human health from hazards found in the occupational and natural environments. The program will be the first of its type in Kentucky and was developed in response to modifications to the academic discipline as indicated by the National Institute of Occupational Safety and Health.

Doctor of Applied Psychology (CIP Code 42.2805)

The proposed Doctor of Psychology (Psy.D.) in Applied Psychology program at WKU is an advanced practice doctoral program focusing on evidence-based practice and training supervisors using a cognitive-behavioral orientation. The program, which will require a masters or specialist degree for admission, will prepare competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills, mastery

of clinical practice and evidence-based interventions, and application of their knowledge and skills in a range of settings, including rural and underserved populations. The program is complementary to the ECU program approved by the CPE in September. WKU's program will include both a Clinical Psychology specialization and a School Psychology specialization, will have a focus on training supervisors, and will serve those in the Western region of the Commonwealth.

Staff preparation by Paul Blankenship

2012-13 Accountability Report

The Council submits an annual Accountability Report to the Office of the Governor and the Legislative Research Commission as directed by KRS 164.020(3). The purpose of the report is to inform policymakers and the public of the system-wide progress made in advancing the goals of “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” and the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1).

The Council tracks progress on 27 metrics in the areas of college readiness; student success; research, economic, and community development; and efficiency and innovation. Each metric is assigned an arrow that indicates if the state is on track to meet its 2014 target, is making some progress, is holding steady, or is losing ground. A star indicates that the target has been reached ahead of schedule.

The report will be distributed at the November meeting. Highlights include:

- Kentucky made impressive gains in the area of college readiness, thanks to an aggressive statewide effort to establish a common definition of readiness and improve the delivery of developmental and bridge programming. Kentucky is on track to reach the college readiness target established by Senate Bill 1 (2009).
- Kentucky continues to experience strong growth in degrees and credentials conferred. The system has achieved its targets for total degrees and credentials and graduate degrees, and is on track to meet associate and bachelor’s degree targets.
- Kentucky continues to lose ground on metrics related to adequate funding and affordability.
- Kentucky is steadily improving the educational attainment of younger workers (25-44), an important indicator of the state’s economic competitiveness.

Staff preparation by Melissa Young

STRONGER by DEGREES



2012-13 Accountability Report

Kentucky Council on Postsecondary Education

Produced October 2014



The annual *Accountability Report* produced by the Council on Postsecondary Education highlights the system's performance on the state-level metrics included in "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education." For each metric, we outline steps taken to improve performance, as well as activities planned for the coming year.

The 2014 targets were negotiated with each public university, the KCTCS system office, and the Association of Independent Kentucky Colleges and Universities (AIKCU) when the strategic agenda was adopted in 2011. The Council staff will revisit some of these goals with institutions in cases where the target has been achieved ahead of schedule or where the metric has been revised.

Highlights

- Kentucky made impressive gains in the area of college readiness thanks to an aggressive statewide effort to establish a common definition of readiness and improve the delivery of developmental and bridge programming before and during college. Kentucky is on track to reach the college readiness target established by Senate Bill 1 (2009).
- GED attainment declined from the previous year, but Kentucky is on track to increase GED® graduates next year. There were 6,700 GED® graduates in the first half of the 2013 fiscal year, compared to 3,700 during the same period in 2012.
- Kentucky continues to experience strong growth in degrees and credentials conferred. The system has achieved its targets for total degrees and credentials and graduate degrees, and is on track to meet bachelor's and associate degree targets.
- While graduation rates increased for bachelor's and associate degree students, more must be done to raise graduation rates for low-income, underprepared and underrepresented minority students.

- Financial support for higher education continued to decrease at the state level, with declines in state appropriations and in the availability of need-based financial aid.
- Kentucky is steadily improving the educational attainment of younger workers (25-44), an important indicator of the state's economic competitiveness.
- Instruction at Kentucky's postsecondary institutions continues to innovate, as seen in the strong growth in online learning. The statewide target in this area has been achieved ahead of schedule.

Campus leaders, guided by institutional strategic plans that complement this agenda, are working to fulfill their commitment to meeting our common goals. I commend them for their efforts and look forward to continued progress in the year ahead.

Robert L. King, President
Council on Postsecondary Education

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STATE PERFORMANCE SCORECARD



College Readiness

	Baseline	Most Recent	Target	Progress to Target	Trend Icon
College readiness of college entrants	52%	68.3%	76%	68%	
College readiness of all high school graduates	31.8%	54.1%	66%	65%	
College-going rate of high school graduates	56.7%	55.2%	72%	0%	
GED® graduates in Kentucky	9,357	8,890	11,500	0%	
New teacher excellence (Percent scoring in top 25% nationally on PRAXIS II exam)	17%	26.2%	NA	NA	NA

Student Success

Total Degrees & credentials	55,107	62,415	59,400	100%	
Associate degrees conferred	7,270	8,875	9,500	72%	
Bachelor's degrees conferred	19,693	21,163	22,900	46%	
Graduate degrees conferred	8,855	10,593	10,250	100%	
Transfer from KCTCS to 4-year colleges & universities	8,376	10,644	9,580	100%	
Graduation rate (bachelor's)	47%	48.9%	53%	32%	
Bachelor's graduation rate for low-income students	34.5%	36.6%	49.7%	0%	
Bachelor's graduation rate for underprepared students	30.7%	27.8%	38.1%	14%	
Bachelor's graduation rate for underrepresented minority students	33.2%	33.3%	37.4%	2%	
Graduation rate (associate)	12.6%	12.8%	14.8%	9%	

= Met Target
 = On Track
 = Some Progress
 = Holding Steady
 = Losing Ground

STATE PERFORMANCE SCORECARD



Student Success

	Baseline	Most Recent	Target	Progress to Target	Trend Icon
Associate graduation rate for low-income students	10.8%	10.4%	11.8%	0%	
Associate graduation rate for underprepared students	7.5%	8.6%	12.6%	22%	
Associate graduation rate for underrepresented minority students	7.2%	6.8%	9.2%	0%	
State appropriations for public higher education	\$1,029	\$916	\$1,069	0%	
Grants to low-income students in excess of direct costs	\$1,470	\$1,022	\$1,470	0%	
Low-income students without grants	68,259	107,552	34,000	0%	

Research, Economic & Community Development

Externally-funded research & development (in thousands)	\$375,326	\$364,545	\$455,000	0%	
Degrees & credentials in STEM+H fields	17,306	20,132	19,350	100%	
Educational attainment of adults (associate and above, ages 25-44)	31.6%	34.5%	37%	54%	

Efficiency and Innovation

Online learning	14.1%	19.7%	18.4%	100%	
Credits attempted by degree graduates	140	139.7	135	6%	
Degree productivity relative to education and related expenditures	2.54	2.60	2.79	24%	

= Met Target
 = On Track
 = Some Progress
 = Holding Steady
 = Losing Ground



HOW TO READ THIS REPORT

TREND ICONS

The trend icons (the various arrows and the star) reflect the current year's progress in relation to the 2014 target. More technically, the trend icon is assigned based on the current year value as it relates to a straight-line trajectory drawn from the baseline year to the 2014 target. The blue bar corresponding to the current year value must be at or above the straight-line trajectory to be considered "on track" to meet the target. Of course, change rarely happens in a straight line. This visualization merely provides a means of quickly understanding progress toward reaching 2014 targets.

PROGRESS TO TARGET FROM BASELINE

The horizontal gold bar in the upper-right corner of each page represents progress from the baseline year (either 2008-09 or 2009-10, depending on the metric) to the 2014 target. For clarity's sake, declines from the baseline are shown as 0% instead of a negative percentage.

LEGEND:

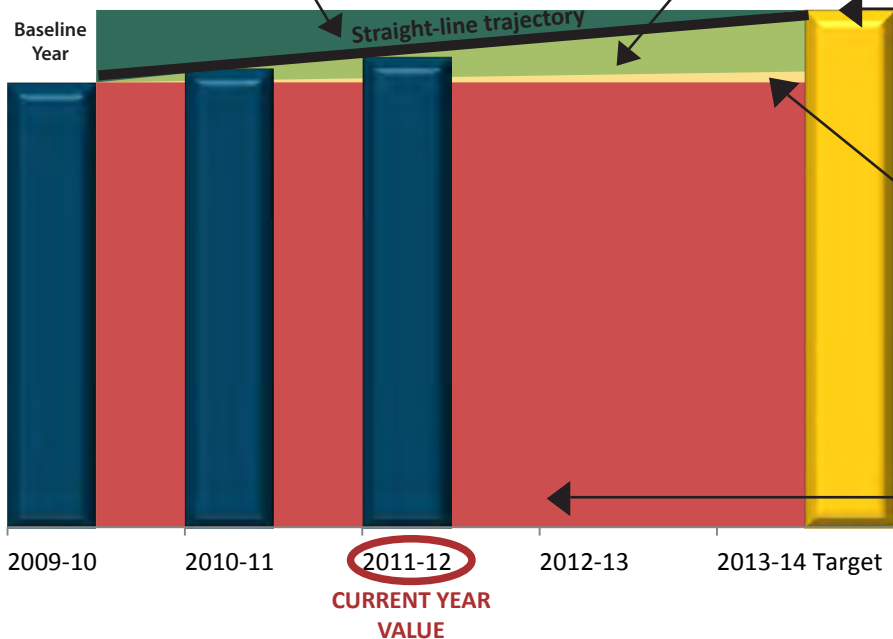
Each page includes a legend that briefly describes and highlights the trend icon assigned to that metric. In the example below, the trend icon is "some progress," because the blue bar that corresponds to the current year value falls within the light green area.

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

ON TRACK:
Current year value is on track if the blue bar falls within the dark green area.

SOME PROGRESS:
Current year value is progressing but not on track to reach target if the blue bar falls within the light green area.



MET GOAL:
Performance meets or exceeds target if the current year value is equal to or greater than the 2014 target (gold bar).

HOLDING STEADY:
Current year value shows little or no improvement over baseline if the blue bar falls within the light gold area (within -5% to +15% of baseline).

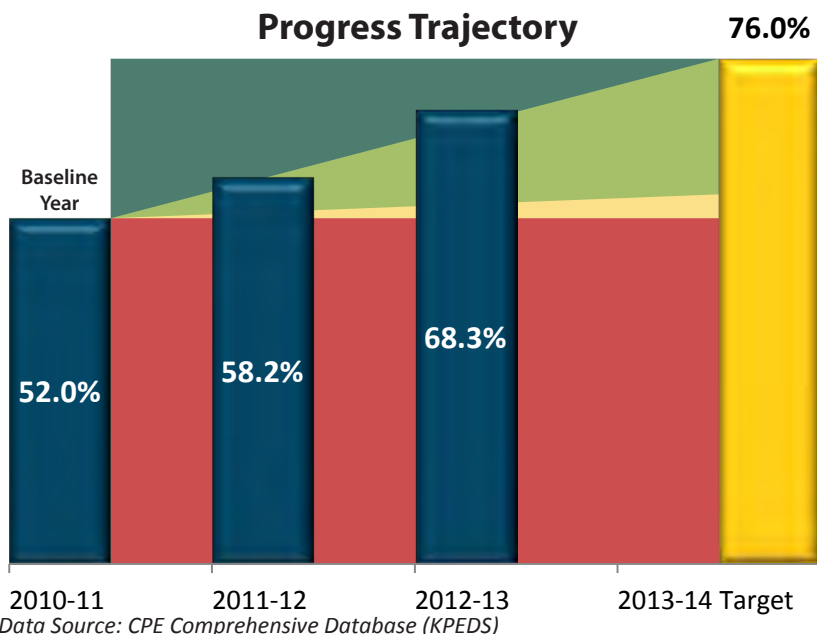
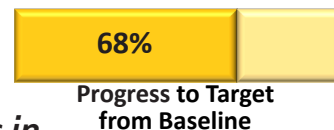
LOSING GROUND:
Current year value is lower than the baseline (blue bar falls within the red area).

COLLEGE READINESS



College readiness of college entrants

Percent of Kentucky high school graduates enrolling in a Kentucky college who met statewide readiness standards in English, math, and reading (defined by ACT subject scores of 18, 19, and 20, respectively, or other approved placement exams)



Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

What We've Done

- A 2014 Southern Regional Education Board report, *State Implementation of the Common Core Standards*, recognized Kentucky as a national leader in the implementation of the Common Core standards.
- CPE conducted campus visits to gather information on specific developmental education program models, course designs, placement procedures and academic support systems in place to serve underprepared students. This information was used—along with data on student outcomes—to develop an assessment tool to review the effectiveness of program model designs and identify potential program modifications.
- The CPE issued a Request for Proposals to support the implementation of accelerated developmental education program models, such as co-requisite course designs, where students are placed directly into credit-bearing courses with additional academic supports. Five mini-grants ranging from \$7,500 to \$20,000 were awarded to Eastern Kentucky University, Western Kentucky University, Jefferson Community and Technical College, Gateway Community and Technical College and Owensboro Community and Technical College.
- Core to College funds totaling \$90,300 were used to support additional accelerated developmental education program

models. Kentucky State University, Somerset Community and Technical College, Morehead State University, Murray State University, and Maysville Community and Technical College were awarded funding.

- The CPE has supported the development of KYOTE placement exams for mathematics, writing and reading. These exams act as one of the readiness indicators used by all Kentucky public postsecondary institutions. The KYOTE exams are available at no cost to any Kentucky K-12 or postsecondary institution. In one year, over 20,000 college readiness mathematics exams, 1,800 college algebra exams, 6,500 reading exams, and 1,700 writing exams were administered.

What's Ahead

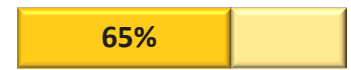
- New course modules are being developed to provide professional development to K-12 and postsecondary educators working with underprepared students. These will be available on www.kycorestandards.org.
- Additional research on the impact of developmental education program models on student learning outcomes will be conducted. Outcomes to be considered include the completion of developmental and gatekeeper courses, year-to-year retention, and degree or credential completion.

COLLEGE READINESS

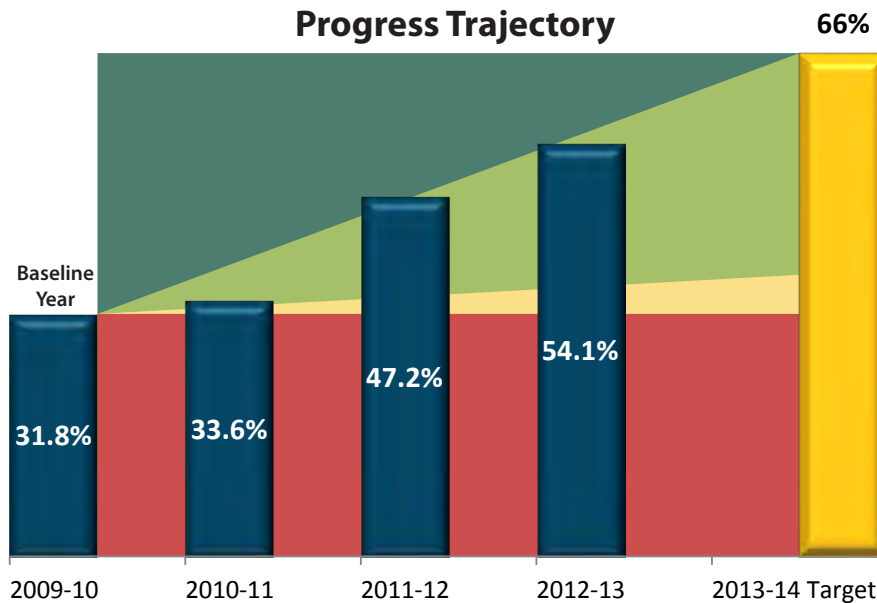


College & career readiness of all high school graduates

Percent of all high school graduates who met statewide college and career readiness standards



65%
Progress to Target from Baseline



Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

Data source: Kentucky Department of Education (KDE), High School Graduates' College/Career Readiness Percentage

What We've Done

- In 2013, over 6,000 high school graduates met readiness benchmarks as a result of Kentucky's intervention programming, which has become a national model. Kentucky was a key player in the Southern Regional Education Board's (SREB's) effort to develop high school senior year transitional courses with related curricula and assessments, which can be used in Kentucky and across states to boost college readiness.
- Students are encouraged to take advantage of Advanced Placement, International Baccalaureate, dual credit and early college opportunities in high school.
- CPE continued its support for Advance Kentucky, a KSTC initiative to expand AP programs at 79 low-performing high schools. This investment in students and teachers has boosted student achievement on AP exams.
- Full implementation of Operation Preparation, an eighth- and tenth-grade college and career readiness advising program, continues. This advising program enjoys support from the business community, local government officials, educators and community members at large.
- Close the Deal, a program originating in Jefferson County, is expanding to support students making college and career choices. The program educates students about career pathways and postsecondary education requirements.

- GEAR UP Kentucky developed a customized college readiness curriculum for middle school students focused on developing the learning skills needed to succeed in college. GEAR UP also is implementing a comprehensive student advising model in participating schools that uses an early warning system to monitor student performance.

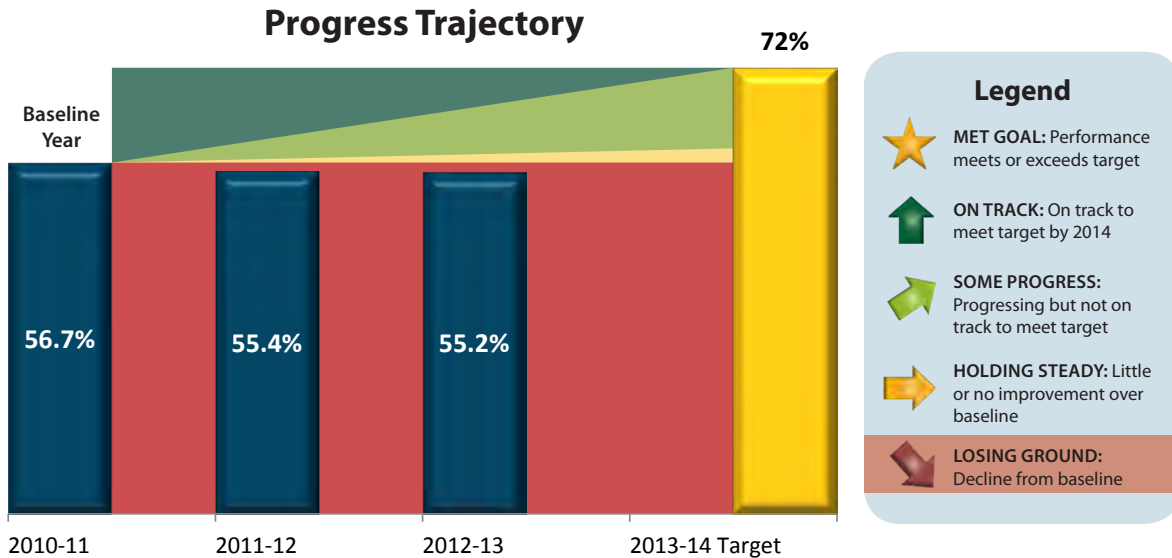
What's Ahead

- Middle and high school transitional programming for students not meeting ACT EXPLORE readiness benchmarks in eighth grade is under revision.
- Postsecondary faculty continues to work with eight educational leadership networks that support the Kentucky Academic Content Standards. Each network includes two full-time faculty members who work with KDE and school leaders to provide professional development on the standards and related assessments. Next year's focus will be the implementation of new science standards.
- A work group of CPE, KDE, and KHEAA staff will be meeting in 2014 to address issues about cost, access, and transferability of dual credit for possible legislative action in 2015.
- Science and college readiness professional development modules are being developed that will be available to K-12, adult and postsecondary educators through www.kycorestandards.org.



College-going rate of high school graduates

Percent of recent graduates who enter any public, private or proprietary college in Kentucky the following fall



Data Source: KCEWS High School Feedback Report. A 2009-10 baseline is not available through KCEWS, so 2010-11 is the adjusted baseline.

What We've Done

- CPE continues to administer the GEAR UP Kentucky 3.0 federal grant, which serves 48 middle and high schools in 21 counties through 2017. Participating schools have a high percentage of students from low-income households. The program serves more than 12,000 students beginning in 7th grade.
- GEAR UP Kentucky is implementing a customized college readiness curriculum and a comprehensive advising model in participating schools. The college readiness curriculum focuses on goal setting, problem solving, time management, financial literacy and other evidence-based practices leading to increased college going. The advising model uses an early warning system and provides individualized advising and targeted interventions when students are not on track to be college ready by graduation.
- GEAR UP Kentucky and its partners are implementing a series of individualized school improvement activities to provide support, technical assistance, training, professional development and resources to build and sustain a college-going culture. These services use data to make proactive decisions about student readiness, improve school practices and policy, and measure progress.
- GEAR UP supports a college access media campaign to promote college-going messages statewide including

broadcast and print media. TV and radio PSAs are distributed in partnership with the Kentucky Broadcasters' Association. Print media includes the GEAR UP Gazette monthly insert in the *Lexington Herald-Leader*, in partnership with their Newspapers in Education program.

- The CPE continues its support of the Kentucky College Coaches Program, which assigns recent college graduates to mentor high school students in low-income schools. Preliminary program evaluations show that KCCP seniors exhibited a college-going rate 15% above non-participants.

What's Ahead

- GEAR UP Kentucky is partnering with UK and WKU to provide a three-week summer residential academy for rising 10th graders. More than 100 students will participate on the two campuses.
- CPE, GEAR UP, KHEAA and KDE are meeting through the Kentucky College Access and Readiness Outreach Coalition, which will align and reinforce college-going messages statewide through increased collaboration and outreach.
- GEAR UP Kentucky will launch a family and community outreach initiative that seeks to develop parents/guardians as education advocates equipped with tools to guide their children's college and career aspirations.

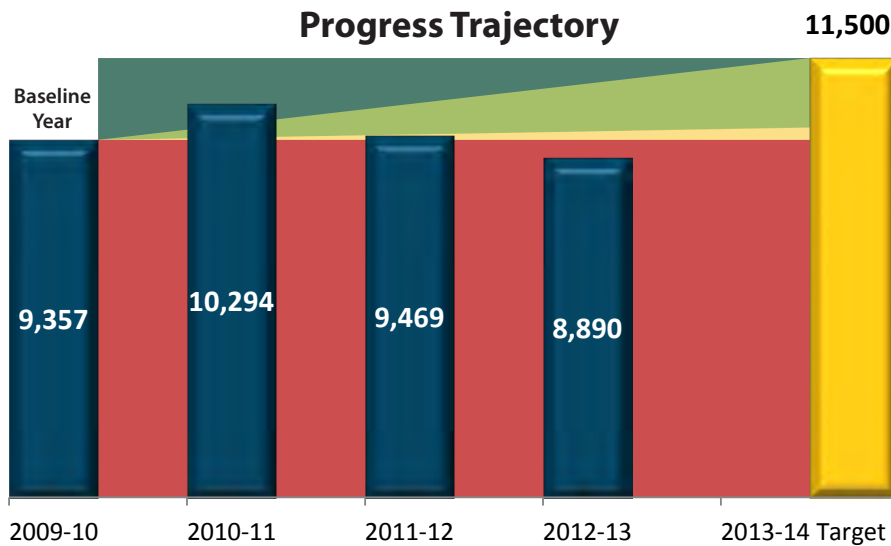


GED® graduates in Kentucky

Annual number of GED® graduates in Kentucky from July 1 through June 30

0%

Progress to Target from Baseline



Data Source: KYAE Adult Education Reporting Information Network (AERIN) and NRSpro

Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

What We've Done

- In anticipation of the new GED® exam, KYAE developed a multi-tiered (TV, radio, print and online) outreach campaign in all 120 counties aimed at the 16,000 Kentuckians who had started but not completed GED® testing. KYAE's third segment of the campaign, "Time is running out," was deployed during the last quarter of the calendar year. With the introduction of the newly-normed, computer-based test, scores from the previous edition expired at the end of 2013.
- KYAE is on track to increase GED® graduates next year. There were 6,700 GED® graduates in the first half of the 2013 fiscal year, compared to 3,700 during the same period in 2012.
- KYAE continued its GED® transition efforts, including expanding its computer-based testing center footprint. Twenty-seven GED® Pearson VUE testing centers are now operational across the state. Another ten have advanced into the installation phase while others are in the application and approval phase.
- KYAE partnered with McDonald's of Central and Southeastern Kentucky for the eighth year to print GED® promotions on tray liners.
- KYAE is developing Integrated Education and Training (IET) models to meet student and employer needs. IET models respond to business and industry by delivering adult education in tandem with employability skills. KYAE launched its 18-month Employability Pilot in January 2014; it features a

six-month plan to prepare programs for delivering academic instruction in the context of employability and soft skills.

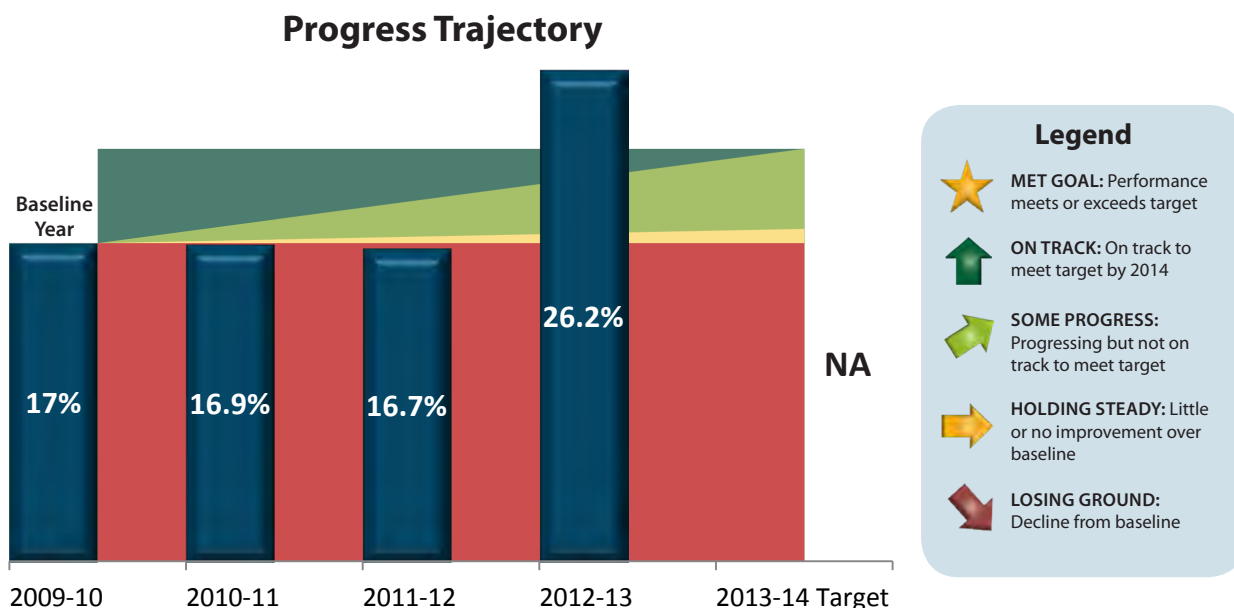
What's Ahead

- KYAE will approach Kentucky Career Centers, college satellite sites and other appropriate providers to become Pearson VUE GED® testing centers in underserved areas of the state.
- KYAE will use federal Workforce Investment Act funding to purchase GED® testing vouchers to help defray the cost of individual modules, bringing the price down from \$30 per module to \$10 per module.
- KYAE has assembled a work group to develop an expedited GED® curriculum for students functioning at higher academic levels. This will move students more swiftly on to postsecondary and career pursuits.
- KYAE will provide professional development to implement Standards-in-Action for more seamless, standards-based instruction. Professional growth electives for instructors will focus on standards-based curricula, mathematics, differentiated instruction, GED® preparation and instructional technology.
- KYAE will explore ways to sustain Kentucky's Accelerating Opportunity program, which offers dual credit to GED® students interested in enrolling at KCTCS institutions.



New teacher excellence (top 25% nationally)

Percent of teaching program graduates scoring in the top 25 percent nationally on Praxis II licensure exams



Data Source: Education Professional Standards Board from ETS Score Reports

NOTE: The increase in 2012-13 is due to a change in the metric, which now reflects individuals scoring in the top 25% instead of the top 15%. This change was made to align with the Education Professional Standards Board's teacher quality metric. The 2013-14 goal has been suspended.

What We've Done

- With assistance from CPE, Western Kentucky University, Eastern Kentucky University and the University of Louisville have implemented new clinical models for teacher preparation that move pedagogy training for pre-service teachers out of universities and into K-12 settings. CPE is monitoring these projects through site visits.
- Campbellsville University, Western Kentucky University and a consortium of Eastern Kentucky postsecondary institutions (EKU, UPike, Morehead and University of the Cumberlands) applied to participate in the Vanguard Project, a joint initiative of CPE and the National Center on Education and the Economy. The Vanguard Project calls for more selective admissions standards for schools of education, increasing teacher candidates' mastery of the subjects they will teach, better opportunities to master the craft of teaching, more rigorous licensure requirements, and improvements in new teacher mentoring and support systems.
- CPE is participating in a work team developing criteria for Kentucky's new Professional Growth and Effectiveness System that will evaluate Kentucky's current teacher corps.

- The CPE is administering a Core to College grant that supports three Partnership Academies (at Northern Kentucky University, Morehead State University and Western Kentucky University) and one early college program at St. Catharine College. The academies assist school districts with Common Core Standards implementation. Sites are developing sustainability plans to continue work after grant funds are expended.

What's Ahead

- Kentucky is one of seven states participating in the Network for Transforming Educator Preparation (NTEP), a two-year project sponsored by the Council of Chief State School Officers. The CPE will work with educators, postsecondary institutions, non-profit and for-profit education providers, districts and schools to improve the way we prepare our educator workforce.
- A cohort of postsecondary faculty will be trained to deliver professional development to high school principals using a research-based curriculum developed by the National Institute for School Leaders.

STUDENT SUCCESS

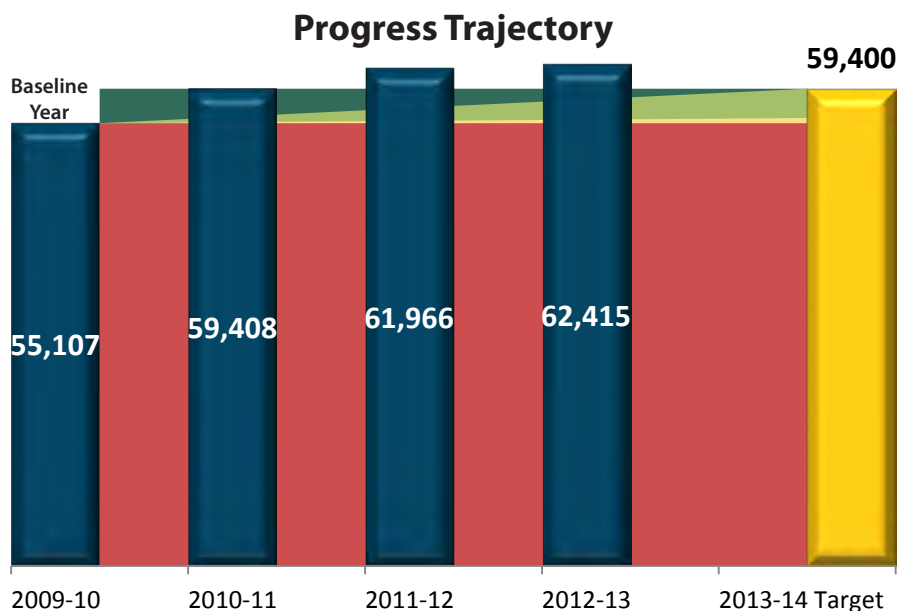


Total degrees and credentials conferred

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

100%

Progress to Target
from Baseline



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- CPE participates in Complete College America's Alliance of States, a group of 30 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.
- CPE distributed mini-grants to public institutions to address the persistence and graduation of students close to completion by focusing on the root causes of student attrition.
- The Committee on Persistence and Graduation meets quarterly to discuss best practices and issues relating to student success. The Committee on Academic Quality meets quarterly and focuses on standards of educational quality and academic engagement.
- The Kentucky Student Success Network brings together participating campuses to focus on degree completion and closing achievement gaps.
- The annual Kentucky Student Success Summit provides faculty, staff and administrators an opportunity to learn from student success experts and to engage in stimulating discussions with colleagues from across the state. The summit features nationally-recognized experts who share evidence-based best practices to promote student learning and retention.

What's Ahead

- Institutions, through participation in the Committee on Academic Quality and the Committee on Persistence and Graduation, will share best practices and discuss important topics, such as effective advising systems, first-year experiences and other high-impact practices.
- Kentucky's public institutions will launch campus-based *15 to Finish* campaigns and integrate completion messaging into student orientations, recruitment materials, and various communications platforms, such as e-newsletters, e-mail, TV, radio, TV, social media and digital signage.
- Kentucky's public institutions will hold an online college fair in fall 2014 for former students as part of the Project Graduate 2.0 campaign. The event will provide advising and information to former students interested in completing their degree. The fair will feature booths where students can engage in real-time text and video chats at their convenience with Project Graduate, transfer, and career services staff, as well as financial aid advisors.

STUDENT SUCCESS

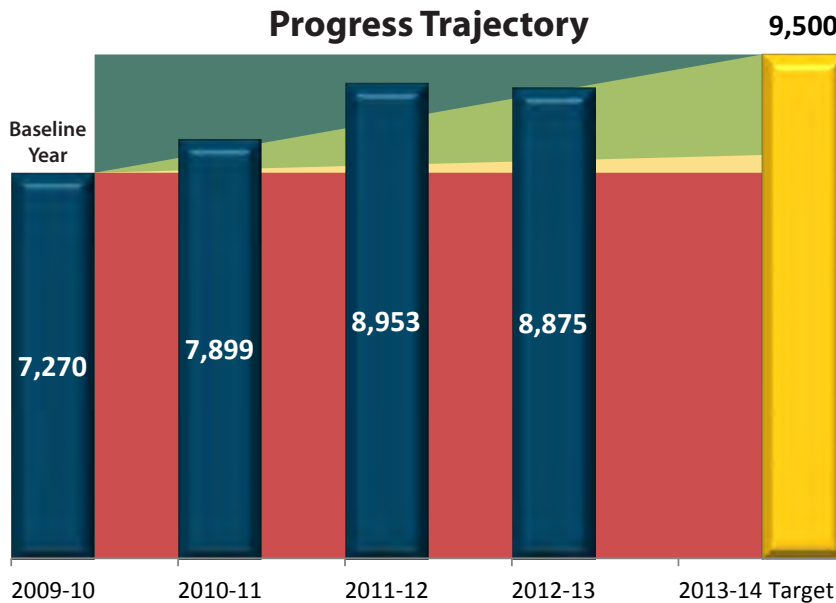


Associate degrees conferred

Total number of associate degrees awarded during an academic year in Kentucky by public and independent institutions



72%
Progress to Target from Baseline



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- CPE awarded an additional round of mini-grants to some campuses to implement strategies to increase persistence and graduation for near completers (students who have accumulated 75% of the credit hours needed for graduation).
- KCTCS leadership is working to develop additional career pathways in select fields that educate students on the value of moving from nondegree-seeking workforce training, to obtaining a short-term credential, to pursuing an associate degree.
- KCTCS, KDE, and the Kentucky Office of Career and Technical Education entered into an agreement concerning dual credit/enrollment that outlines eligible courses, academic quality, student eligibility, and faculty credentialing. CPE subsequently worked with public postsecondary institutions to create a statewide dual credit/enrollment policy.
- The Kentucky Student Success Network brings together participating campuses to focus on degree completion and closing achievement gaps.

What's Ahead

- A newly-formed work group of CPE, KDE, and KHEAA staff will study issues related to the transferability, cost, and access of dual and articulated credit for possible legislative action in 2015.
- The Committee on Persistence and Graduation will focus on best practices that help students persist from semester to semester and ultimately graduate by focusing on the root causes of student attrition.
- The Committee on Academic Quality will focus on the continuous improvement of student learning, the creation of an evidence-based assessment culture, and the assessment of core academic competencies.

STUDENT SUCCESS

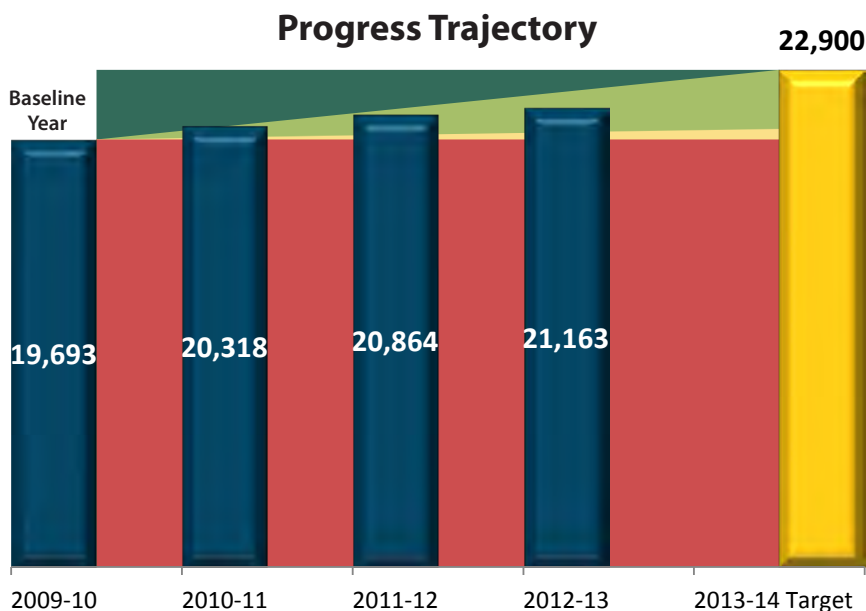


Bachelor's degrees conferred

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



Progress to Target from Baseline



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- CPE worked with universities to recruit, retain and graduate former bachelor's-seeking students who dropped out with 80 or more credit hours through Project Graduate. More than 1,000 students have graduated from Kentucky campuses through this program.
- CPE distributed mini-grants to public institutions to address the persistence and graduation of students close to completion by focusing on the root causes of student attrition.
- The Committee on Persistence and Graduation meets quarterly to discuss best practices and issues relating to student success. The Committee on Academic Quality meets quarterly and focuses on standards of educational quality and academic engagement.
- The annual Kentucky Student Success Network brings together participating campuses to focus on degree completion and closing achievement gaps.
- CPE launched 15 to Finish, a campaign that encourages Kentucky college students to graduate on time by completing at least 15 credit hours a semester, or 30 credits a year.

- CPE participates in Complete College America's Alliance of States, a group of 30 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.

What's Ahead

- Institutions, through participation in the Committee on Academic Quality and the Committee on Persistence and Graduation, will share best practices and discuss important topics, such as effective advising systems, first-year experiences and other high-impact practices.

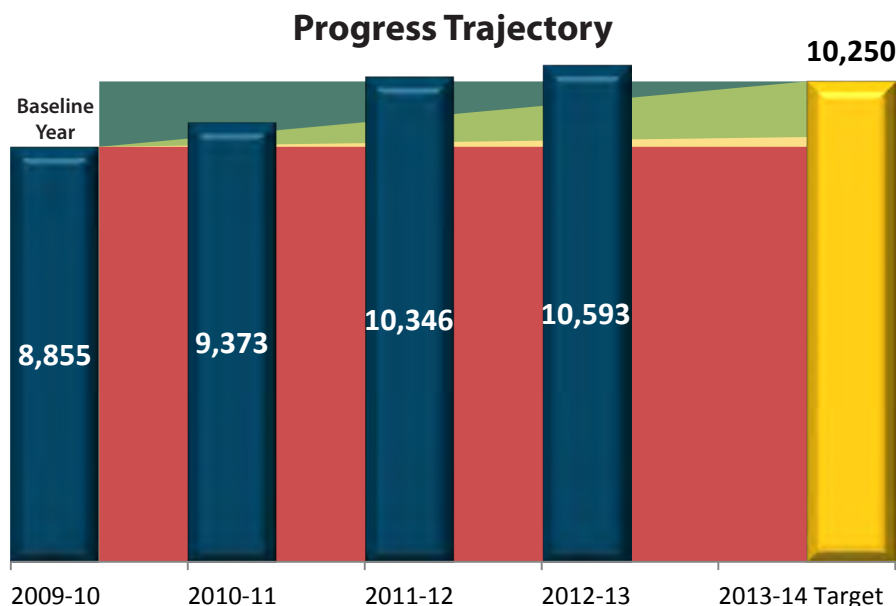


Graduate degrees conferred

Master's, doctoral and professional degrees awarded during an academic year in Kentucky by public and independent institutions

100%

Progress to Target from Baseline



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
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- LOSING GROUND:** Decline from baseline

What We've Done

- CPE staff worked with the Legislative Research Commission to promulgate an administrative regulation, 13 KAR 2:110, outlining the criteria for the approval of new advanced practice doctorates.
- CPE staff worked closely with the Education Professional Standards Board to revise requirements for master's degrees for teachers to emphasize teacher leadership. Several programs have been approved and more are under consideration. Among other criteria, programs must collaborate with districts in the design of programs; focus on student achievement; maintain a differentiated program based on candidate interests and needs; and provide opportunities for candidates to increase content knowledge and emphasize reflections that inform practice and leadership development.
- The Southern Regional Education Board's Doctoral Scholars Program is part of a nationwide initiative to produce more minority Ph.D.s and encourage them to seek faculty positions. Currently, 33 Doctoral Scholars are enrolled at Kentucky institutions.

What's Ahead

- CPE will work with campuses to promote the creation of new graduate programs and the redesign of existing graduate programs, especially those that are most important to Kentucky's research and economic development goals.
- CPE will work with campuses to revise institutional and statewide goals for graduate degrees awarded.
- CPE will be meeting with the Kentucky Cabinet for Health and Family Services and postsecondary institutions to discuss how Kentucky can address looming workforce shortages in nursing, primary care, and mental health. Kentucky won a National Governors' Association grant to work with six other states to develop strategies to address these shortages.

STUDENT SUCCESS



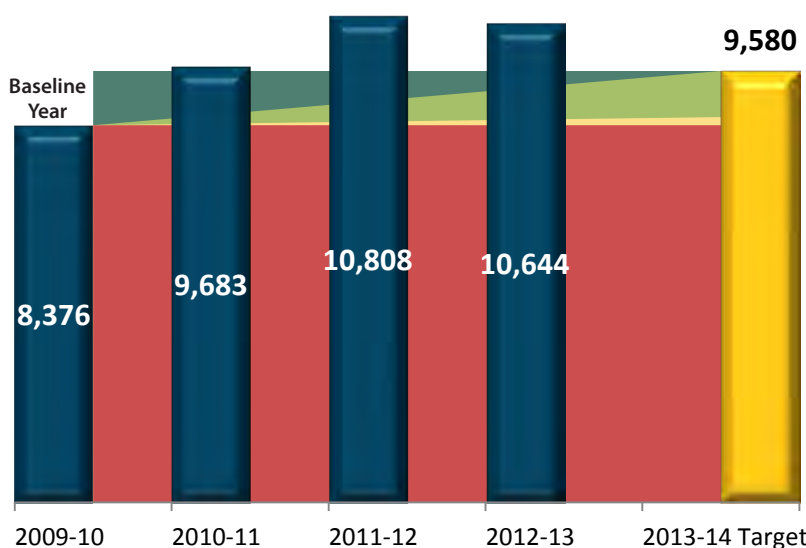
Transfer from KCTCS to four-year colleges and universities

Students transferring from KCTCS to a 4-year Kentucky public or independent institution within the academic year

100%

Progress to Target
from Baseline

Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- ★
MET GOAL: Performance meets or exceeds target
- ↑
ON TRACK: On track to meet target by 2014
- ↗
SOME PROGRESS: Progressing but not on track to meet target
- **HOLDING STEADY:** Little or no improvement over baseline
- ↘
LOSING GROUND: Decline from baseline

What We've Done

- Degree Pathways work groups have been creating semester-by-semester sample progression academic plans for numerous majors. Approximately 80 degree pathways will be posted on KnowHow2Transfer.org by summer 2014.
- CPE, in partnership with the state's colleges and universities, sponsored Transfer Madness on March 5, 2014. More than 1,500 students registered for the 12-hour event designed to connect them with transfer advisors, scholarship information, financial aid, and more. Sixty-eight percent of participants were from Kentucky and 50 percent were current college students. The event also drew more than 400 high school students.
- CPE and KCTCS partnered with CollegeWeekLive to create a first of its kind virtual event to help community college students successfully transfer to four-year institutions. Over 1,600 potential transfer students attended the event, where they were able to chat live with representatives from 27 different colleges and universities.

- The Quality Collaboratives project, sponsored by AAC&U, focuses on the use of the Degree Qualifications Profile to align transfer policies and practice around the authentic assessment of student learning outcomes. Faculty and staff from Elizabethtown Community and Technical College and the University of Louisville have assessed student learning outcomes in biology and the natural sciences in accordance with the General Education Transfer Policy and Implementation Guidelines.
- The CPE reorganized the Statewide Transfer Committee to better facilitate communication between CPE and institutions.

What's Ahead

- College credit earned during active military service will be cross-walked to KCTCS credit on KnowHow2Transfer to ease the transfer of military credit into select degree programs.
- CPE will collaborate with the Kentucky Center for Education and the Workforce to track Kentucky students who transfer to out-of-state institutions.

STUDENT SUCCESS

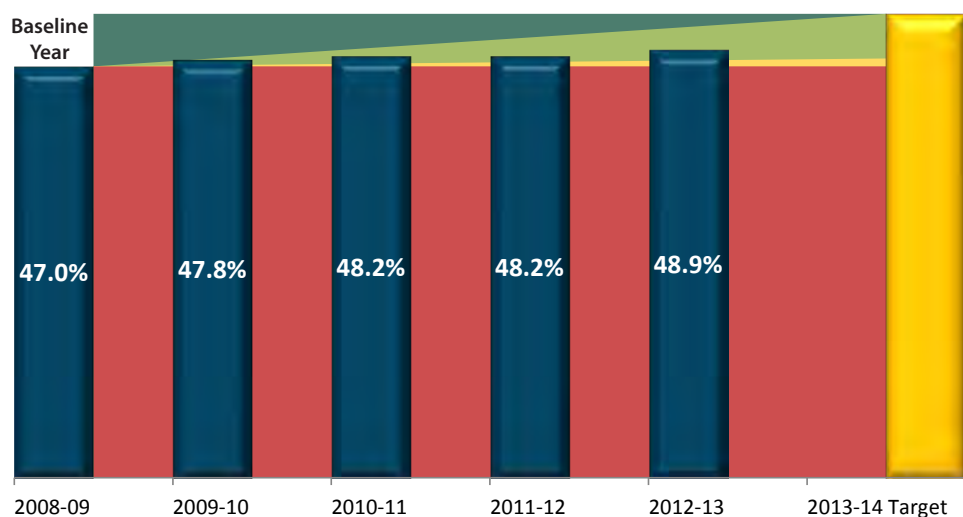


Graduation rate (bachelor's)

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



Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
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- SOME PROGRESS:** Progressing but not on track to meet target
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- LOSING GROUND:** Decline from baseline

What We've Done

- The Kentucky Student Success Summit in 2014 brought nationally renowned experts to the state to work with faculty, staff and administrators on ways to build partnerships between academic and student affairs, create high-quality, first-year experience programs and implement learning communities to increase retention and graduation rates.
- The newly-formed Committee on Persistence and Graduation focuses on best practices and issues related to student success. The newly-formed Committee on Academic Quality focuses on maintaining standards of educational quality.

What's Ahead

- CPE staff will continue to partner with the Association of American Colleges and Universities in their Liberal Education and America's Promise (LEAP) initiative. Kentucky colleges and universities will be provided LEAP resources focusing on student learning outcomes assessment, high-impact educational practices, diversity and equity.
- CPE will host free workshops led by national experts on the first-year experience. Each public college and university will be invited to send a team of professionals from their campus to learn about implementing a quality first-year experience program.
- CPE, in consultation with the campuses, will explore new ways of measuring college completion that capture more than just first-time, full-time freshmen enrolling in the fall semester.

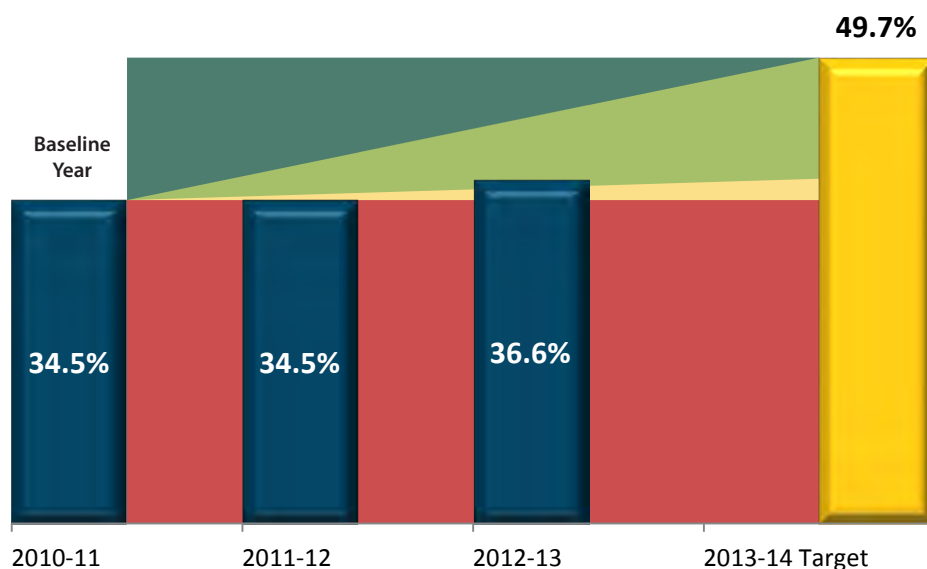


Bachelor's graduation rate for low-income students

For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.



Progress to Target from Baseline



Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

Data Sources: CPE Comprehensive Database (KPEDS), KHEAA ISIR (FAFSA) records for Pell eligibility. Data is missing for 2008-09 and 2009-10.

What We've Done

- The 2014 Kentucky Student Success Summit focused on evidence-based, high-impact educational practices that have been shown to successfully close graduation rate gaps for low-income students.
- The Kentucky Student Success Network brings together participating campuses to focus on their primary strategies for closing achievement gaps.
- The Council participates in the national Access2Success initiative, which requires member systems to track the progress of low-income and underrepresented minority students and provides ideas and assistance for improvement strategies.
- CPE hosted a workshop for public universities on designing and implementing a high-quality, first-year experience program, a strategy aimed at improving retention and graduation rates and closing achievement gaps.
- The CPE collaborated with the Provost at Florida State University to provide Kentucky provosts with three-year trend data for college retention and completion. These data focused

on low-income students, underrepresented minorities, and underprepared students.

What's Ahead

- CPE will work with participating campuses to continue highlighting the needs of low-income students through the work of the Kentucky Student Success Network.
- CPE will advocate for additional financial aid resources for low-income students to increase their likelihood of persisting to degree completion.
- CPE will host targeted workshops that focus on closing achievement gaps.

STUDENT SUCCESS

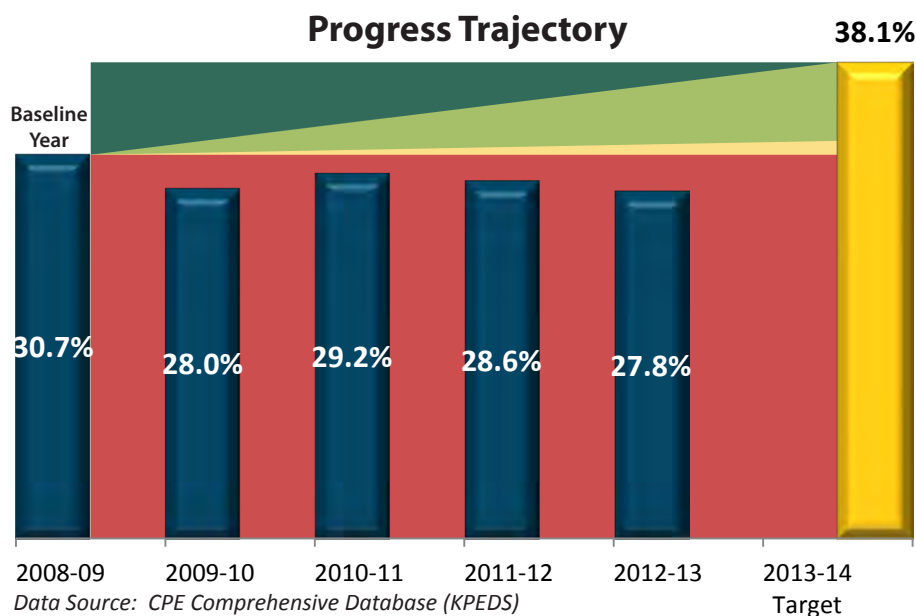


Bachelor's graduation rate for underprepared students

For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.

0%

Progress to Target from Baseline



Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- CPE hosted a workshop on designing and implementing a high-quality first-year experience program, a strategy aimed at improving retention and graduation rates and closing achievement gaps.
- CPE worked with its postsecondary partners to fully implement campus bridge programming for successful student transitions, as well as developmental education and supplemental coursework based on the newly aligned standards and assessments.
- The 2014 Kentucky Student Success Summit focused on evidence-based, high-impact educational practices that have been shown to successfully close graduation rate gaps for low-income students.
- Through the work of the Kentucky Student Success Network, participating campuses have focused on implementing high-impact strategies to help close achievement gaps.
- CPE staff met individually with representatives from each public university to discuss innovations in developmental education delivery.
- CPE has convened a College Readiness Work Team to share practices and information to improve academic and student support programming for underprepared students.

- The CPE collaborated with the Provost at Florida State University to provide Kentucky provosts with three-year trend data for college retention and completion. These data focused on low-income students, underrepresented minorities, and underprepared students.
- The CPE used Complete College America and Core to College funds to award mini-grants to institutions to implement accelerated developmental education models. Eastern Kentucky University, Western Kentucky University, Kentucky State University, Morehead State University and Murray State University received awards.

What's Ahead

- The Committee on Persistence and Graduation will focus on best practices that help students persist from semester to semester, and the Committee on Academic Quality will focus on the continuous improvement of student learning, the creation of an evidence-based assessment culture, and the assessment of core academic competencies.
- CPE will host the Kentucky Developmental Education Institute in October 2014. National speakers will showcase co-requisite developmental education program designs that maximize student success and minimize time and expenses for students.

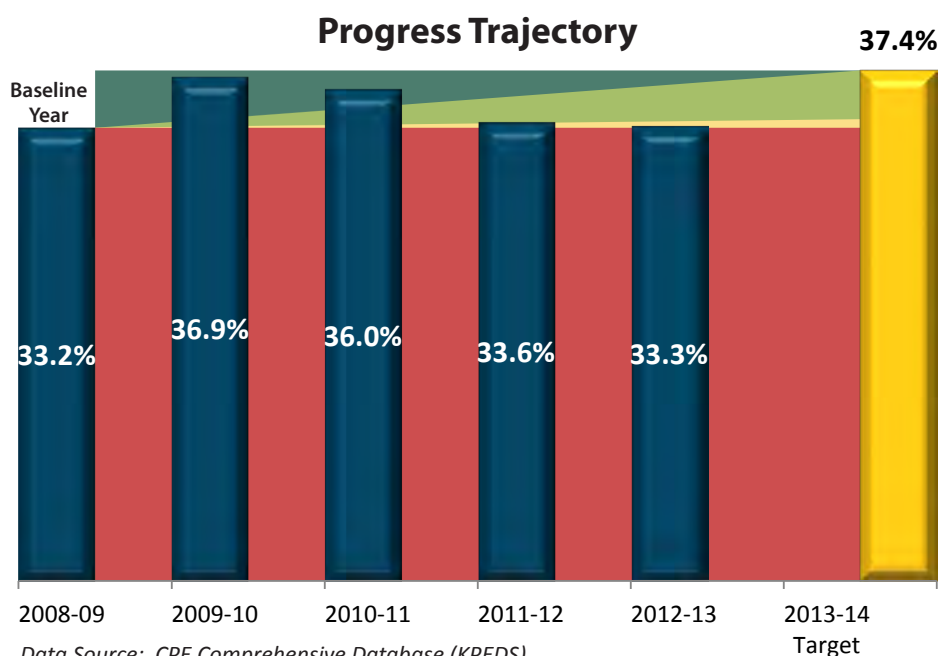


Bachelor's graduation rate for underrepresented minority students

For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.

2%

Progress to Target from Baseline



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- Institutional diversity plan assessment reports were presented to the Committee on Equal Opportunities in March and May of 2013. A review team of CPE staff evaluated progress reported by the institutions and provided suggestions on further opportunities to enact best practices.
- The annual Kentucky Student Success Summit focuses on evidence-based educational practices that have been shown to successfully close graduation rate gaps for underrepresented minority students.
- Through the work of the Kentucky Student Success Network, participating campuses have focused on implementing high-impact strategies to help close achievement gaps.
- CPE administers the Governor's Minority Student College Preparation Program (GMS CPP) to improve the college readiness of underrepresented minority students while in middle and junior high school. The program introduces students to the value of postsecondary education by encouraging them to enroll in rigorous coursework and prepare for college success.

- CPE facilitates the annual Academically Proficient High School Junior and Senior Diversity Conference, which educates students about college options and college admission procedures. The conference format includes concurrent workshops that offer students advice on selecting a college, understanding financial aid, improving communication and coping skills and identifying possible majors or careers.

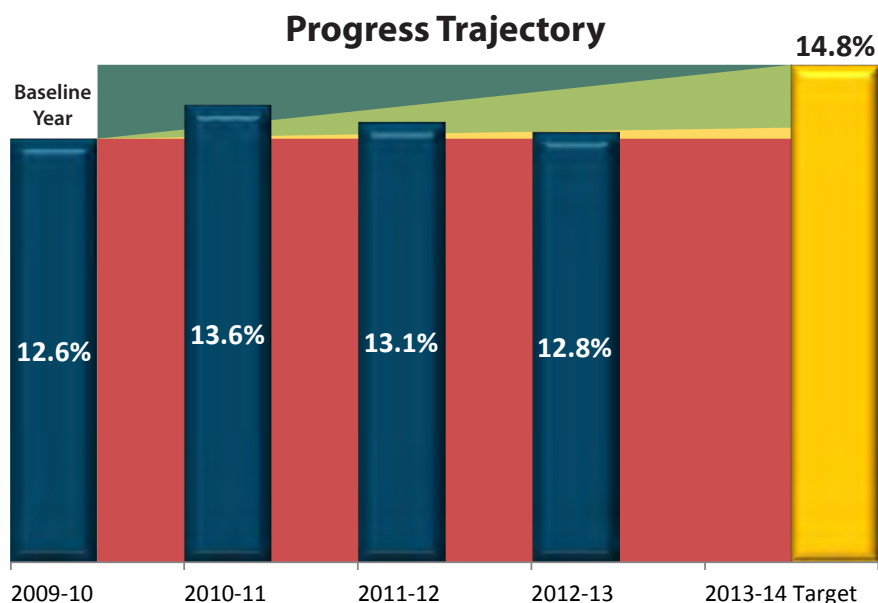
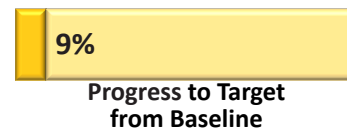
What's Ahead

- CPE will continue to highlight the needs of underrepresented minority students through the work of the Kentucky Student Success Network and participation in national initiatives such as Access2Success, which requires member systems to track the progress of low-income and underrepresented minority students.
- The 2014 Academically Proficient High School Jr/Sr Diversity Conference will be hosted by Murray State University, June 13-14, 2014.
- The 2014 Governor's Minority Student College Preparation Program will be held at Eastern Kentucky University, June 2014.



Graduation rate (associate)

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



Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only

What We've Done

- CPE participates in Complete College America's Alliance of States, a group of 30 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.
- The Kentucky Student Success Network brings together participating campuses to focus on degree completion and closing achievement gaps.
- The annual Kentucky Student Success Summit provides faculty, staff and administrators an opportunity to learn from student success experts and to engage in stimulating discussions with colleagues from across the state. The summit features nationally-recognized experts who share evidence-based best practices to promote student learning and retention.
- CPE hosted a workshop for KCTCS representatives on designing and implementing a high-quality first-year experience program, a strategy aimed at improving retention and graduation and closing achievement gaps.

What's Ahead

- The Committee on Persistence and Graduation will focus on best practices that help students persist from semester to semester and ultimately graduate by focusing on the root causes of student attrition.
- The Committee on Academic Quality will focus on the continuous improvement of student learning, the creation of an evidence-based assessment culture, and the assessment of core academic competencies.
- CPE, in consultation with the campuses, will explore new ways of measuring college completion that capture more than just first-time, full-time freshmen enrolling in the fall semester.

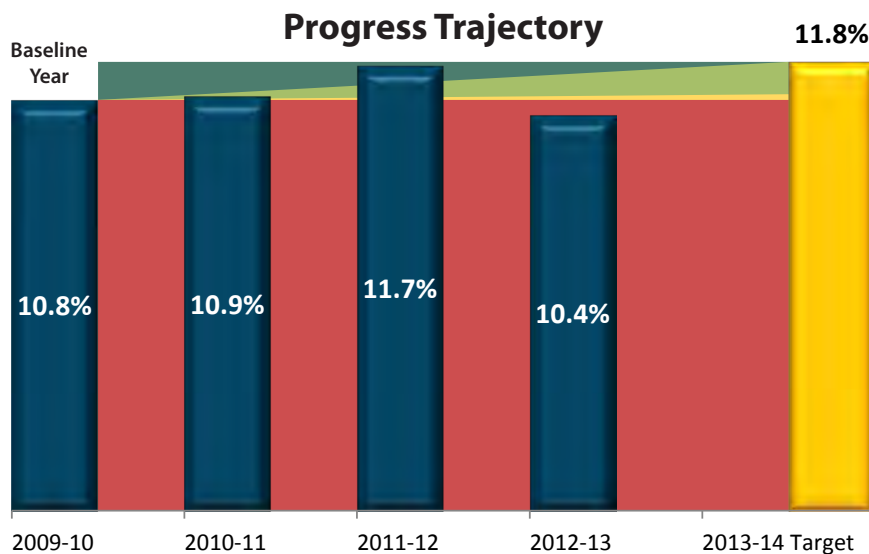


Associate graduation rate for low-income students

For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.

0%

Progress to Target from Baseline



Data Sources: CPE Comprehensive Database (KPEDS), KCTCS data only, KHEAA ISIR (FAFSA) records for Pell eligibility

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- The annual Kentucky Student Success Summit focuses on evidence-based, high-impact educational practices that have been shown to successfully close graduation rate gaps for low-income students.
- The Kentucky Student Success Network brings together participating campuses to focus on their primary strategies to close achievement gaps.
- The Council participates in the national Access2Success initiative, which requires member systems to track the progress of low-income and underrepresented minority students and provides ideas and assistance for improvement strategies.
- CPE hosted a workshop for KCTCS representatives on designing and implementing a high-quality first-year experience program, a strategy aimed at improving retention and graduation and closing achievement gaps.

- The CPE collaborated with the Provost at Florida State University to provide Kentucky provosts with three-year trend data for college retention and completion. These data focused on low-income students, underrepresented minorities, and underprepared students.

What's Ahead

- CPE will host targeted workshops that focus on closing achievement gaps.
- The Committee on Persistence and Graduation will focus on best practices that help students persist from semester to semester and ultimately graduate by focusing on the root causes of student attrition.
- The Committee on Academic Quality will focus on the continuous improvement of student learning, the creation of an evidence-based assessment culture, and the assessment of core academic competencies.

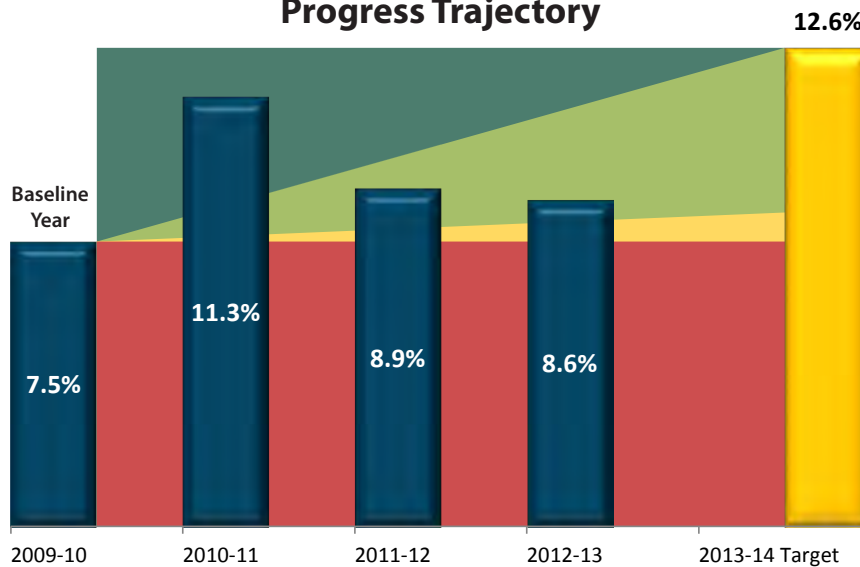


Associate graduation rate for underprepared students

For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.



Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only

Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

What We've Done

- The annual Kentucky Student Success Summit focuses on evidence-based, high-impact educational practices that have been shown to successfully close graduation rate gaps for low-income students.
- Through the work of the Kentucky Student Success Network, participating campuses have focused on implementing high-impact strategies to help close achievement gaps.
- CPE hosted a workshop for KCTCS representatives on designing and implementing a high-quality first-year experience program, a strategy aimed at improving retention and graduation and closing achievement gaps.
- CPE convened representatives from each KCTCS institution to discuss innovations in developmental education delivery.
- CPE has convened a College Readiness Work Team to share practices and information related to improving academic and student support programming for underprepared students.
- The CPE collaborated with the Provost at Florida State University to provide Kentucky provosts with three-year trend data for college retention and completion. These data focused on low-income students, underrepresented minorities, and underprepared students.

- The CPE used Complete College America and Core to College funds to award mini-grants to institutions to implement accelerated developmental education models. Jefferson, Gateway, Owensboro, Maysville and Somerset Community and Technical Colleges received awards.

What's Ahead

- CPE will continue to focus on developmental education models that have proven to increase success in course completion.
- The Committee on Persistence and Graduation will focus on best practices that help students persist from semester to semester and ultimately graduate by focusing on the root causes of student attrition.
- The Committee on Academic Quality will focus on the continuous improvement of student learning, the creation of an evidence-based assessment culture, and the assessment of core academic competencies.
- CPE will host the Kentucky Developmental Education Institute in October 2014. National speakers will showcase co-requisite developmental education program designs that maximize student success and minimize time and expenses for students. The goal is to start a dialogue about implementing similar models in Kentucky.

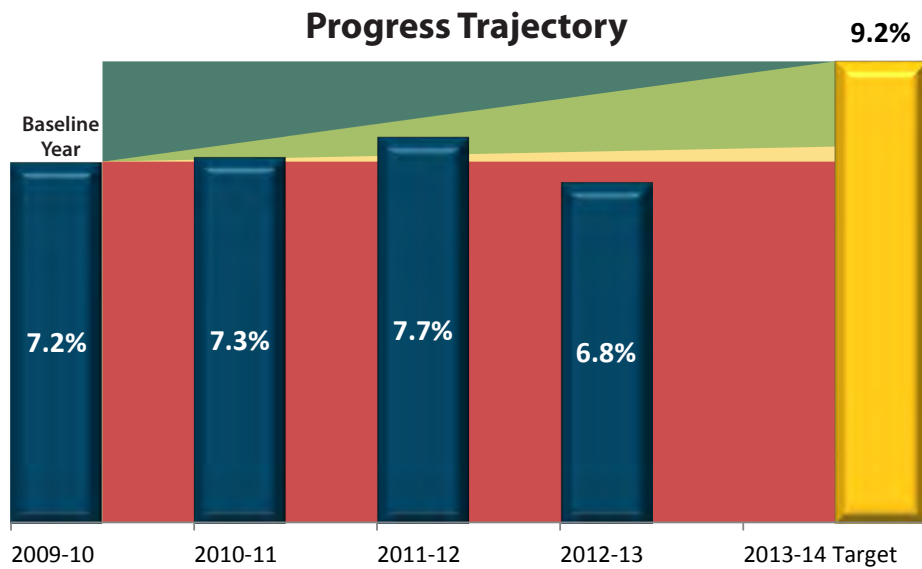


Associate graduation rate for underrepresented minority students

For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.

0%

Progress to Target from Baseline



Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only

Legend

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What We've Done

- Institutional diversity plan assessment reports were presented to the Committee on Equal Opportunities in March and May of 2013. A review team of CPE staff evaluated progress reported by the institutions and provided suggestions on further opportunities to enact best practices.
- The annual Kentucky Student Success Summit focuses on evidence-based educational practices that have been shown to successfully close graduation rate gaps.
- Through the work of the Kentucky Student Success Network, participating campuses have focused on implementing high-impact strategies to help close achievement gaps.
- CPE administers the Governor's Minority Student College Preparation Program (GMS CPP) to improve the college readiness of underrepresented minority students while in middle and junior high school. The program introduces students to the value of postsecondary education by encouraging them to enroll in rigorous coursework and prepare for college success.
- CPE facilitates the annual Academically Proficient High School Junior and Senior Diversity Conference, which educates students about college options and college admission

procedures. The conference format includes concurrent workshops that offer students advice on selecting a college, understanding financial aid, improving communication and coping skills and identifying possible majors or careers.

- CPE hosted a workshop for KCTCS representatives on designing and implementing a high-quality first-year experience program, a strategy aimed at improving retention and graduation and closing achievement gaps.

What's Ahead

- CPE will continue to highlight the needs of underrepresented minority students through the work of the Kentucky Student Success Network and participation in national initiatives such as Access2Success, which requires member systems to track the progress of low-income and underrepresented minority students.
- The 2014 Academically Proficient High School Jr/Sr Diversity Conference will be hosted by Murray State University, June 13-14, 2014.
- The 2014 Governor's Minority Student College Preparation Program will be held at Eastern Kentucky University, June 2014.

STUDENT SUCCESS



State appropriations for public higher education

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

0%

Progress to Target from Baseline

Progress Trajectory



Legend

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- LOSING GROUND:** Decline from baseline

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

What We've Done

- The CPE approved an institutional operating funds recommendation that contained increased funding requests of \$50.6 million for 2014-15 and \$51.9 million for 2015-16 for strategic investments that, had they been authorized, would have facilitated progress toward HB 1 and Strategic Agenda goals and objectives.
- The CPE's 2014-16 budget recommendation for postsecondary institutions' operating funds included a request for initiatives related to college and career readiness, research and economic development, performance funding, UK/KSU land grant mission funds, and a Kentucky Adult Learner Initiative.
- In addition to the operating funds request, the CPE recommended that the Governor and General Assembly appropriate \$95 million in new funding for two Strategic Investment and Incentive Trust Fund programs. Specifically, the CPE recommended an appropriation of \$8.4 million in recurring debt service to support a \$90 million bond issue for a fifth round of Bucks for Brains and an appropriation of \$468,000 in debt service for a \$5 million bond issue to support a new Workforce Development Match program.

- Like the requested operating funds, no appropriations were authorized for either the Endowment Match program or the Workforce Development Match program. Had these been authorized, Bucks for Brains funding would have been matched dollar for dollar with private donations to support research at the University of Kentucky and the University of Louisville and to strengthen key programs at comprehensive universities. The Workforce Development program funds would have been matched with private giving and endowed to support ongoing KCTCS workforce education and training programs that stimulate business development, create jobs, and lead to a higher standard of living for Kentuckians.

What's Ahead

- The CPE will provide reports, presentations and testimony to state and local leadership to demonstrate the vital role public higher education plays in Kentucky's economic competitiveness and quality of life.
- CPE will seek grant funding to advance initiatives and programs that will improve college readiness and completion.

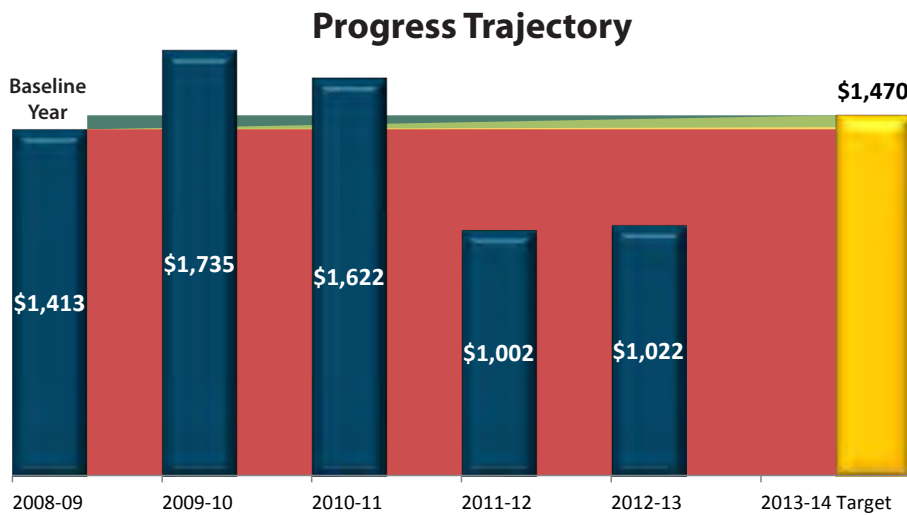


Grants to low-income students in excess of direct costs

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

0%

Progress to Target from Baseline



Legend

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

What We've Done

- Support for adequate need-based aid continues to be a high priority for the CPE. Kentucky experienced an increase in student eligibility for College Access Program (CAP) grants, driven in part by the number of students qualifying under relaxed federal Pell grant eligibility regulations. Nonetheless, state grant programs continue to be substantially underfunded relative to the demonstrated need of Kentuckians.
- The CPE approved a 3 percent ceiling for tuition increases for in-state undergraduate students at Kentucky's public colleges and universities. This represents the smallest average tuition increase in 15 years.
- Kentucky's colleges and universities continue to increase institutional funding for student aid to help offset increases in the cost of college. For the average low-income Kentucky student, state, federal and institutional grants and scholarships fully covered the cost of tuition, mandatory fees and books and contributed another \$1,000 toward other educational expenses.
- CPE staff continues to facilitate state-level discussions regarding college textbooks to determine state and

institutional strategies to lower costs for students. CPE is coordinating the participation of several Kentucky institutions in a project called Mindspring, which uses Open Education Resources across the curriculum to reduce textbook costs to essentially zero.

- CPE President Bob King participated in the federal American Dream 2.0 Coalition, a Gates Foundation sponsored project, which was created to educate individuals on the role financial aid plays in advancing college access and success. The coalition advocates making aid programs simpler and more transparent, as well as finding innovations and efficiencies that can lower the cost of higher education.

What's Ahead

- Campus representatives will continue to refine net price calculators that enable students to compare the out-of-pocket costs between colleges and find better ways to communicate the true cost of attending college.

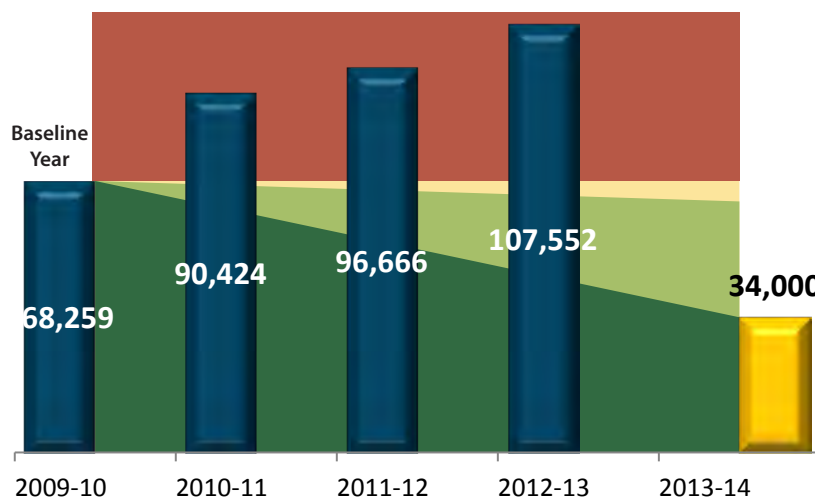


Low-income students without grants
Annual number of qualified students who applied for a state need-based grant but were denied access because program funds (CAP and KTG) were exhausted

0%

Progress to Target
from Baseline

Progress Trajectory



Legend

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- SOME PROGRESS:** Progressing but not on track to meet target
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- LOSING GROUND:** Decline from baseline

Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

What We've Done

- Support for adequate need-based aid continues to be a high priority for the CPE. Kentucky experienced an increase in student eligibility for College Access Program (CAP) grants, driven in part by the number of students qualifying under relaxed federal Pell grant eligibility regulations. Nonetheless, state grant programs continue to be substantially underfunded relative to the demonstrated need of Kentuckians.
- Kentucky's colleges and universities continue to increase institutional funding for student aid to help offset increases in the cost of college.
- The CPE approved a 3 percent ceiling for tuition increases for in-state undergraduate students at Kentucky's public colleges and universities. This represents the smallest average tuition increase in 15 years.
- During the past seven years (FY07-FY13), there has been a 51 percent increase in the number of Kentucky resident undergraduate students filing the Free Application for Federal Student Aid (FAFSA), the primary instrument used to apply for state financial aid. This is in part due to awareness activities administered by KHEAA and the CPE.

- The GEAR UP Kentucky 3.0 program provides a college and career readiness curriculum for middle and high school students, which includes comprehensive information about financial aid options and strategies to pay for college, as well as financial literacy training.
- Kentucky received another round of federal funding through the College Access Challenge grant program to increase the number of low-income students prepared to enter and succeed in postsecondary education. It is a matching program administered by KHEAA.

What's Ahead

- Campus representatives will continue to refine net price calculators that enable students to compare the out-of-pocket costs between colleges and find better ways to communicate the true cost of attending college.

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT

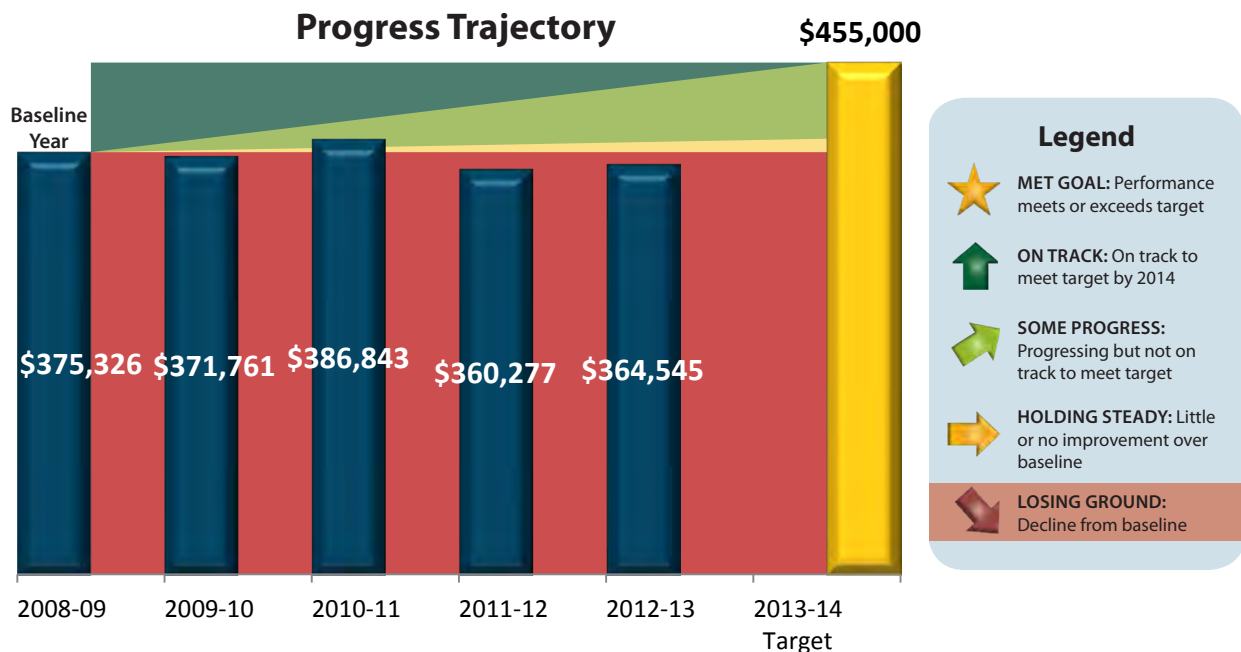


Externally-funded research and development

Amount of R&D expenditures in science and engineering from federal, state, local, corporate and foundation funding, excluding institutionally-funded research

0%

Progress to Target from Baseline



Data Source: National Science Foundation (NSF) Survey of Research and Development Expenditures at Universities and Colleges

What We've Done

- CPE recommended \$8.4 million in recurring debt service to support a \$90 million bond issue for a fifth round of Bucks for Brains. Had it been authorized, Bucks for Brains funding would have been matched dollar for dollar with private donations to support research at UK and UofL and to strengthen key programs at comprehensive universities.
- Graduate research officers at the eight public universities meet quarterly to discuss ways to secure more funding, manage the expectations of key stakeholders about research activities, and raise the academic and research profiles of each institution.
- Leadership provided by the Kentucky Science and Technology Corporation (KSTC) has boosted Kentucky's research, technology, commercialization, entrepreneurial, and economic development efforts. Investments in regional stewardship and Small Business Innovation Research-Small Business Technology Transfer (SBIR-STTR) have been very effective.
- CPE partners with the Kentucky Science and Engineering Fund (KSEF) to build science and engineering capacity by investing in advanced and application-oriented R&D to strengthen innovative ideas and shape them for commercialization. KSEF

offers peer review and other consulting services to help realize the commercial potential of R&D.

- The Governor's School for Entrepreneurs was created in 2013. Students take an idea for a product or service and utilize science, technology, engineering, art, math and business skills to design a product and develop a business model for it.
- A Kentucky Consortium of Undergraduate Research (KCUR) partners with the K-12 system and groups like Advance Kentucky to increase postsecondary recruitment, retention, student satisfaction, student learning, and graduation rates.

What's Ahead

- CPE is working with campuses to develop a communications plan to raise the profile of researchers and their accomplishments.
- CPE is working with campuses and industries to expand opportunities for student internships that will foster innovation, creativity, and entrepreneurship in the Commonwealth.



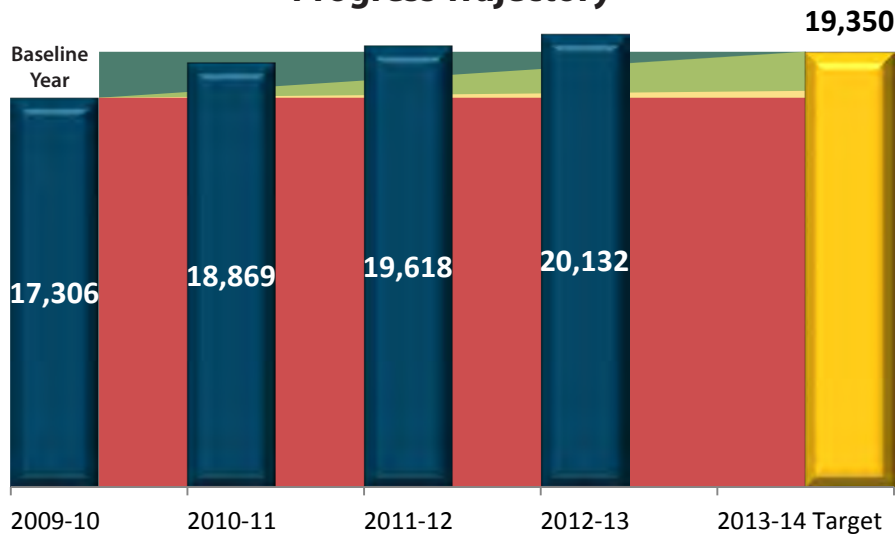
Degrees and credentials in STEM+H fields

Number of degrees and credentials conferred in science, technology, engineering and health-related fields during the academic year at the two-year and four-year level

100%

Progress to Target from Baseline

Progress Trajectory



Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
- HOLDING STEADY: Little or no improvement over baseline
- LOSING GROUND: Decline from baseline

Data Source: CPE Comprehensive Database (KPEDS)

What We've Done

- CPE has been meeting with university engineering educators to review the engineering pipeline and discuss whether Kentucky's programs are producing enough engineers in the right fields to meet state workforce needs. The discussions have been driven in part by BEAM (Bluegrass Economic Advancement Movement), a partnership led by Louisville's and Lexington's mayors to grow economic development along the I-64 corridor.
- CPE funds the Kentucky Center for Mathematics, which provides coaches and other professional development opportunities for K-12 mathematics teachers statewide.
- Project Lead the Way®, a national program to increase STEM degrees, continues to gain momentum with Advanced Manufacturing endorsements from the corporate sector contributing to its success.
- CPE continues to co-sponsor a cohort of students and faculty to attend the annual Idea Festival to celebrate and recognize entrepreneurship and innovation.
- Code.org is being introduced into the K-12 system to prepare 21st century learners for expanded career pathways in computer science.

- CPE and health educators from across the Commonwealth are responding to a healthcare capacity shortage as reported in a commissioned study by Deloitte Consultants. Kentucky won a National Governors' Association grant to work with six other states to develop strategies to address the shortage.

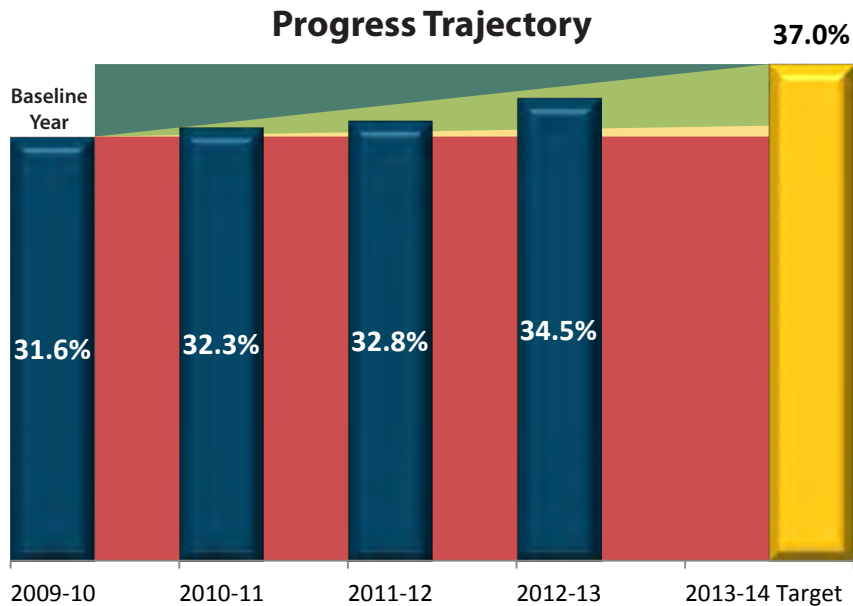
What's Ahead

- CPE staff continues to work to determine how best to measure the impact of STEM programs and degrees in the Commonwealth.



Educational attainment of adults

Percent of Kentucky's population ages 25-44 with an associate degree or higher



Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

Data Sources: 1990 and 2000 Decennial Census, US Census Bureau; American Community Survey, US Census Bureau

What We've Done

- CPE and institutional staff have been meeting to more fully develop an adult-friendly, competency-based program called Commonwealth College. Led by university provosts, teams have been meeting to develop the delivery model, which incorporates various practices that research has proven to be effective with adults: online or hybrid learning, convenient student support services, career counseling tailored to individual needs, credit for prior learning, flexible payment plans and modular instruction. Despite the budget request for Commonwealth College not being funded, work is continuing with WKU and UofL to implement this program.
- Project Graduate is a collaborative effort between the CPE and campuses to recruit and graduate former students who have earned 80 or more credit hours from a Kentucky institution. Since beginning in 2007, over 1,000 students have earned their degrees and nearly 2,000 have pursued or are pursuing coursework through Project Graduate.
- Kentucky Adult Education, KCTCS and the Kentucky Education and Workforce Development Cabinet were awarded a \$1.6 million Accelerating Opportunity grant to support efforts to ensure more Kentuckians have the workforce skills they need. The Accelerating Opportunity pilot seeks to put adult students

on track to earn a postsecondary credential by integrating the delivery of academic and technical skills. The initiative is funded by a strategic collaboration of diverse philanthropies including the Bill & Melinda Gates Foundation, the Joyce Foundation, the W.K. Kellogg Foundation, the Kresge Foundation and the Open Society Foundations.

- KCTCS continues to be a leader in addressing Kentucky's workforce needs through its Workforce Solutions Program, a one-stop shop for Kentucky business and industry that addresses a full spectrum of industry needs, including customized training and support services, community education, regulatory training, team leadership training and certification and workforce assessments.

What's Ahead

- Kentucky's public institutions will hold an online college fair for former students as part of the Project Graduate 2.0 campaign. The event will provide advising and information to former students interested in completing their degree. The fair will feature "booths" where students can engage in real-time text and video chats with Project Graduate, transfer, and career services staff, as well as financial aid advisors.



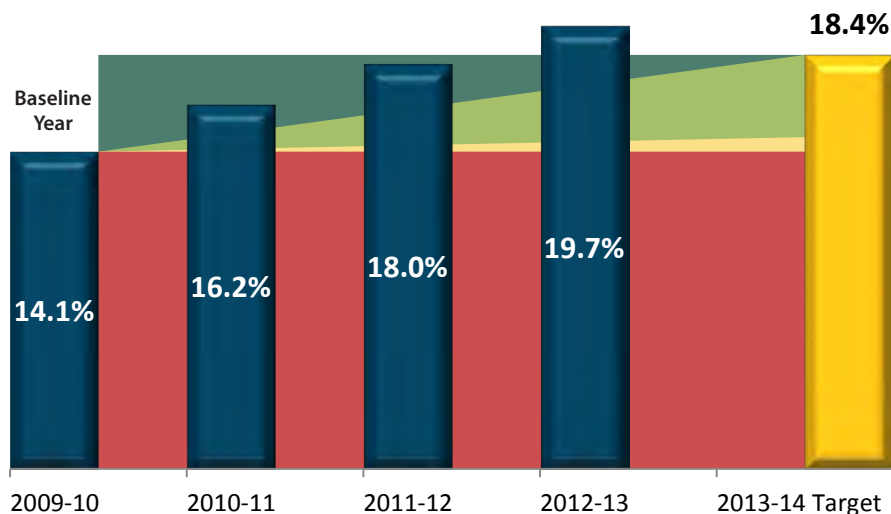
Online learning

Percent of total earned credits at public and independent colleges and universities taken online or through other distance learning technologies

100%

Progress to Target
from Baseline

Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
- SOME PROGRESS:** Progressing but not on track to meet target
- HOLDING STEADY:** Little or no improvement over baseline
- LOSING GROUND:** Decline from baseline

What We've Done

- The Kentucky Virtual Campus (KYVC) manages a statewide contract for software used by all public institutions for online courses, providing a high quality, consistent virtual classroom experience for students and instructors while saving over \$5 million.
- KYVC funds faculty and staff professional development in support of course redesign and other course delivery innovations as part of the National Center for Academic Transformation, the Sloan Consortium and the Quality Matters Project.
- The Kentucky Virtual Library (KYVL) provides electronic materials to 400 member libraries at one-tenth the cost of individual purchases. KYVL manages the contracts for software and hosting used by libraries for their operations, as well as the delivery service for statewide interlibrary loan items.
- KYVC is working as a member of the Bill and Melinda Gates Foundation's Personalized Learning Network to discover leading-edge technologies to individualize a student's learning experience and reduce time-to-degree.

What's Ahead

- CPE is working with several regional and national groups to define and implement a reciprocal agreement whereby institutions can more easily be authorized to enroll online students in other states.
- CPE is participating in the Mindspring Project along with institutions from California, Arizona, Florida, North Carolina and Massachusetts. Mindspring is a collaborative process based on the highly successful Kaleidoscope initiative that reduces student textbook costs to essentially zero.
- As a result of recommendations of the Rural Access Work Group, conversations are underway with Kentucky's Office of Broadband Outreach and Development and university regional stewardship programs to develop strategies to expand broadband access into more rural areas of the state.

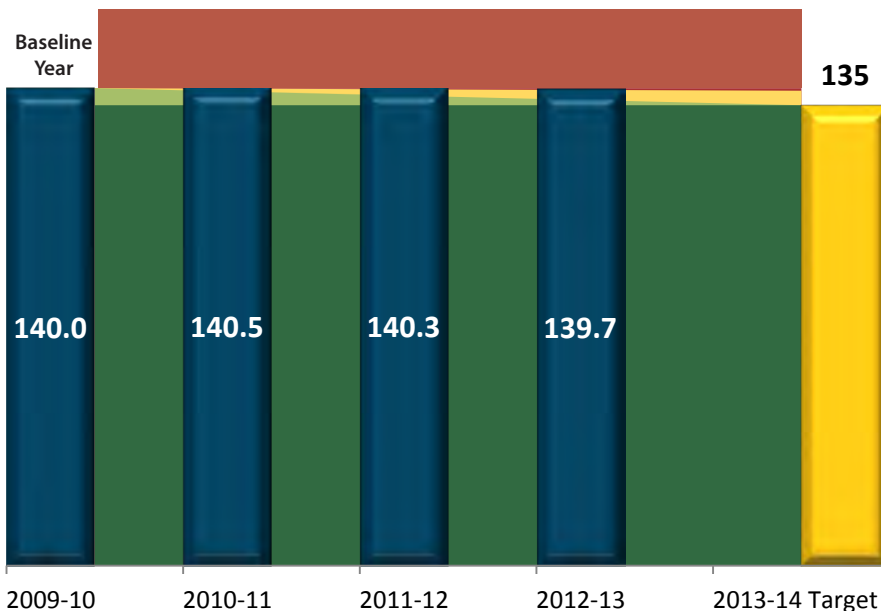


Credits earned by degree graduates

Average credit hours earned by bachelor's graduates at four-year institutions



Progress Trajectory



Data Source: CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL:** Performance meets or exceeds target
- ON TRACK:** On track to meet target by 2014
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What We've Done

- Kentucky students are encouraged to take advantage of AP, IB, dual credit and early college opportunities in high school to get a head start on college and shorten time-to-degree.
- Numerous policies and initiatives have focused on smoothing pathways to degree completion and reducing credits to degree, including the efficient transfer of general education credit between institutions and efforts to minimize developmental education courses by increasing college readiness at entry, improving student placement into appropriate courses, and accelerating the delivery of developmental education by placing students in credit-bearing coursework with additional academic supports.
- Degree Pathways work groups have been creating semester-by-semester sample progression academic plans for numerous majors. Approximately 80 degree pathways will be posted on KnowHow2Transfer.org by summer 2014.
- The Council launched Kentucky's *15 to Finish* campaign in January 2014 to promote the benefits of on-time graduation.

By completing a full course load of 15 credits a semester, or 30 a year, students save time and money and get into the workforce sooner with higher earnings. The effort is funded in part by Complete College America, an organization whose mission is to increase the number of Americans with career certificates or college degrees. Public service TV and radio ads began airing in July 2014. The website is located at <http://15tofinishky.org/>.

What's Ahead

- Kentucky's public institutions will launch campus-based *15 to Finish* campaigns and integrate completion messaging into student orientations, recruitment materials, and various communications platforms, such as e-newsletters, e-mail, TV, radio, TV, social media and digital signage.

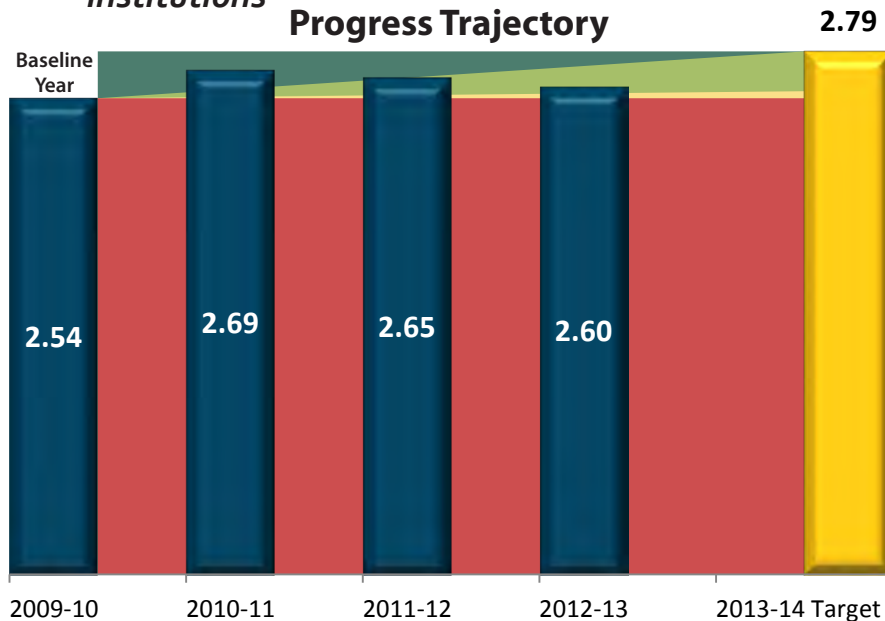


Degree productivity relative to education and related expenditures

Number of degrees and credentials conferred for every \$100,000 in education and related expenditures at public institutions



Progress to Target from Baseline



Data Source: IPEDS and CPE Comprehensive Database (KPEDS)

Legend

- MET GOAL: Performance meets or exceeds target
- ON TRACK: On track to meet target by 2014
- SOME PROGRESS: Progressing but not on track to meet target
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- LOSING GROUND: Decline from baseline

NOTE: NGA is no longer calculating this metric, so CPE is now using the Delta Cost Project methodology (education and related expenditures divided by total degrees and credentials, with no weighting based on median annual earnings by degree type). The baseline, target and trend data have been adjusted accordingly. 2012-13 education and related expenditures data from IPEDS are preliminary.

What We've Done

- Institutions continue to implement cost containment practices to improve the efficiency of business operations. Examples include new electronic and online processes, staffing, benefits, and purchasing cooperatives.
- All Kentucky institutions currently outsource select, non-core functions on campus and/or operate non-core functions as self-supporting enterprises. These cost-saving opportunities help institutions fully utilize existing space and staff resources in order to reduce costs, respond to increased student enrollment and/or staffing, and provide increased access to existing programs or services.
- EKV, Morehead, Murray, UK, UofL and WKU have recently implemented ESCOs (third-party financing agreements) or institutionally-funded energy savings projects to secure immediate and long-term savings and upgrades in buildings.
- KSU is reviewing alternatives that will allow for the construction of a new boiler plant and an upgrade of distribution systems with a third party (ESCO).

- NKU is using geothermal energy in its new recreational facility as an energy-saving measure.
- EKV received LEED gold certification of a new 84,000 square foot residence hall. The anticipated savings will begin at approximately 28% of the average annual cost of operating and maintaining residence halls.
- Several institutions have implemented policies that emphasize voluntary separation (employee buyout) strategies that allow for the realignment of departments and staffing to create cost savings and efficiencies.

What's Ahead

- Several institutions will review alternatives that will allow for the construction of privatized student housing.
- All institutions are currently evaluating the economics of converting plants from coal to natural gas to facilitate cost savings and create clean energy.

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2016-2020 Strategic Agenda Initial Discussion

Background

The *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1) requires the Council to review its strategic agenda every four years and the strategic implementation plan every two years. The purpose of the strategic agenda is to “identify specific short-term objectives in furtherance of the long-term goals” established in HB 1.

The current strategic (public) agenda covers the period 2011-15 and is called *Stronger by Degrees: A Strategic Agenda for Postsecondary and Adult Education*. It is focused on four policy areas: (1) college readiness, (2) student success, (3) research, economic and community development, and (4) efficiency and innovation.

To monitor progress of the strategic agenda, the Council tracks performance metrics at both the state level and the institutional level. The Council reviews progress on its strategic agenda by setting and monitoring performance goals, receiving regular progress reports from campus leaders and council staff, and tracking performance through a statewide dashboard and annual accountability report.

The Council’s strategic implementation plan essentially consists of two parts – statewide annual work and policy area implementation plans and institutional strategic plans. Much of the policy work and initiatives that the Council focused on over the last four years originated from these plans.

Each four-year campus and the Kentucky Community and Technical College System have developed institutional strategic plans that incorporate key goals of the state strategic agenda, including increased student success, improved college readiness, and economic and community development.

As part of the 2011 strategic planning process, the Council used data and information to assess progress on goals, solicited input from various stakeholders and partner organizations, developed a planning structure that included broad buy-in from the board and campus representatives, and revised the performance metrics.

The work was overseen by the Strategic Planning Steering Committee, and carried out in five phases, outlined below:

- Phase 1: Planning process design
- Phase 2: Assessment of the current state of postsecondary education (data analysis, policy scans, national and international trends, and best practices)
- Phase 3: Conversations with key stakeholders on the future of postsecondary education in Kentucky (steering committee meetings, policy area work groups, individual meetings with key stakeholders)
- Phase 4: Development of state and institutional performance metrics and negotiations of performance targets
- Phase 5: Development of strategic plan documents and performance dashboard

The 2016-20 Strategic Agenda, which is scheduled to be unveiled in fall 2015, will take effect on January 1, 2016, and extend until the end of 2020.

The Current Landscape

There are several key issues in Kentucky's postsecondary education landscape that will shape the development of the new strategic plan:

- A new gubernatorial administration, beginning in January 2016.
- A budget and fiscal environment that demands doing more with less and greater financial transparency.
- A growing emphasis on graduation outcomes and job placements of Kentucky's college graduates.
- Public concern about college costs, student debt, and employment opportunities for college graduates.
- Greater attention to regional economies and how education aligns with regional local workforce and economic development needs.
- A growing emphasis on entrepreneurship training and education as a driver of economic development and individual opportunity.
- A robust state-level data infrastructure in the Kentucky Center for Education and Workforce Statistics that merges information from several state data systems.
- Significant policy work in the areas of developmental education, dual credit, teacher and school leader preparation, competency-based education, healthcare talent pipeline development, transfer, career pathways, and translational research.

Guiding Questions

- What has worked well with the Council's current strategic agenda and what needs to be changed in order to increase the rate of improvement?
- Have campus representatives been actively and meaningfully involved in the strategic plan development process?
- How can executive and legislative leadership be more actively and meaningfully involved in the strategic plan development process?

- How can the Council improve alignment with the state's workforce and economic development goals?
- What is the proper relationship between the Council's strategic agenda and institutions' strategic plans?
- Does the strategic agenda and accountability system give appropriate focus and attention to the specific goals outlined in HB 1?

Next Steps

The Council staff has begun soliciting informal feedback from campus and key policy leaders on the strengths and weaknesses of the Council's current strategic agenda. That work will continue through the end of the year.

Committees comprised of Council members, institutional representatives and key stakeholders will be established and begin meeting early in 2015 to create a more detailed development process and timeline.

An update of planning activities will be on the February Council retreat agenda.

Staff preparation by Lee Nimocks and Melissa Young

Dual Credit Programs

Dual credit courses are college-level courses that simultaneously earn both secondary and transcribed college credit that count toward a postsecondary degree or credential. They include academic courses as well as technical courses and can vary in three dimensions – where they are taught, by whom,, and when they are taught.

The opportunities presented by dual credit expansion increase a student’s odds of enrolling in and completing college credentials and degrees. Both the secondary and postsecondary systems in Kentucky strongly support the use of dual credit as a college completion strategy.

At the request of legislative leadership, KDE, CPE and KHEAA are leading a statewide discussion about dual credit and enhancing opportunities for Kentucky students. The current discussion focuses on student access, price (specifically as it relates to low-income students and variability among public postsecondary institutions), program quality, and transferability (particularly as it relates to career and technical education credits). A Dual Credit Work Team has been created and tasked with providing information and guidance for policymakers. Recommendations resulting from the discussions will shape the structure, content, and participation rates of dual credit programs.

CPE is deeply committed to working with our public and private postsecondary institutions, KDE, and KHEAA to identify and eliminate barriers to dual credit and to create solutions that allow maximum access, quality, and transferability of credit while minimizing costs for students and families.

Staff will update Council members about student participation in dual enrollment, the implementation of the Statewide Dual Credit Policy, and proposals of the Dual Credit Work Team.

Staff preparation by Sue Cain

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A STRATEGIC AGENDA

for Kentucky Postsecondary
and Adult Education



Dual Enrollment in Kentucky

Presentation to the Council on Postsecondary Education

By: Dr. Sue Cain, Senior Policy Advisor, Student Success

November 21, 2014

Kentucky's Four Unified Strategies for College and Career Readiness



Accelerated Learning Opportunities - Expand access to Advanced Placement and International Baccalaureate and dual credit opportunities.



Secondary Intervention Programs – Develop and implement transition coursework.



Advising - Implement Individual Learning Plans and comprehensive advising programs.



Postsecondary Success - Implement bridge programming, supplemental credit-bearing coursework, and student support and intervention systems.



Dual Credit: Areas of Focus

**Student
Access**

**Quality of Content
and Instruction**

**Funding of
Coursework and
Programming**

**Transferability
of Credit**

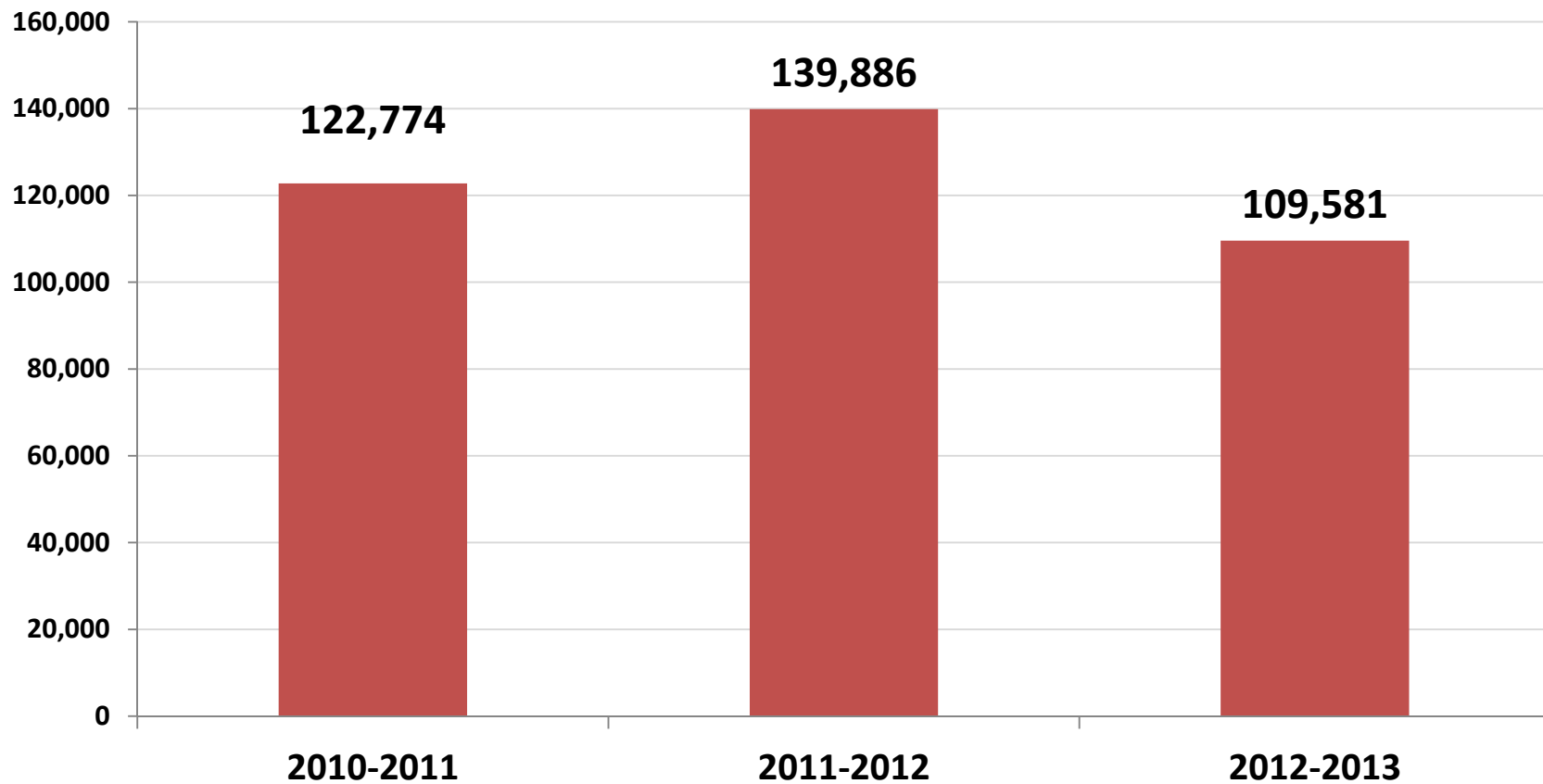
Increase the number of college-ready Kentuckians entering college.





Student Access

**Credit Hours Attempted by Dually Enrolled Students
Summer 2010 thru Spring 2013**



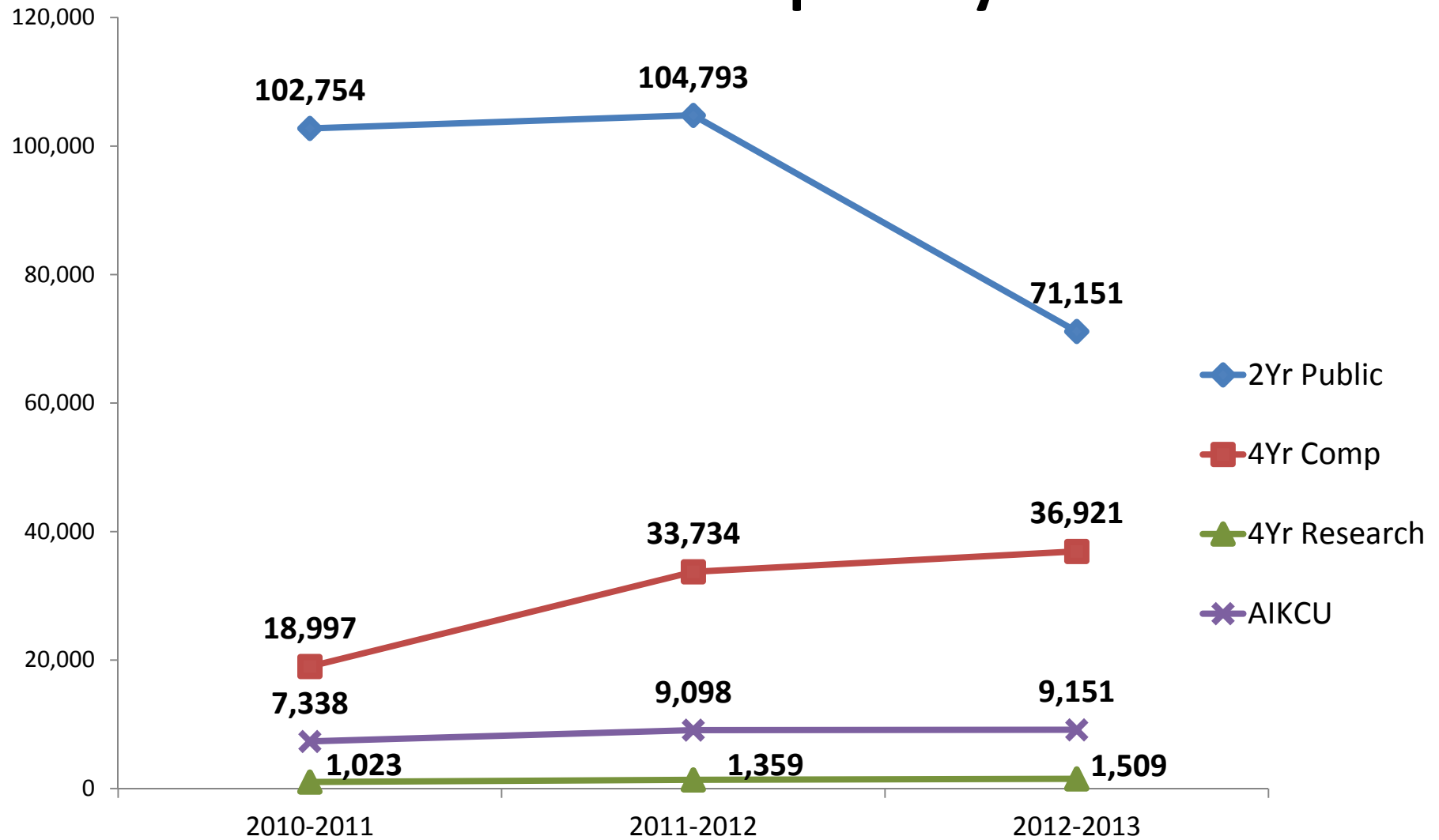
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Student Access: Credit Hours Attempted by Sector

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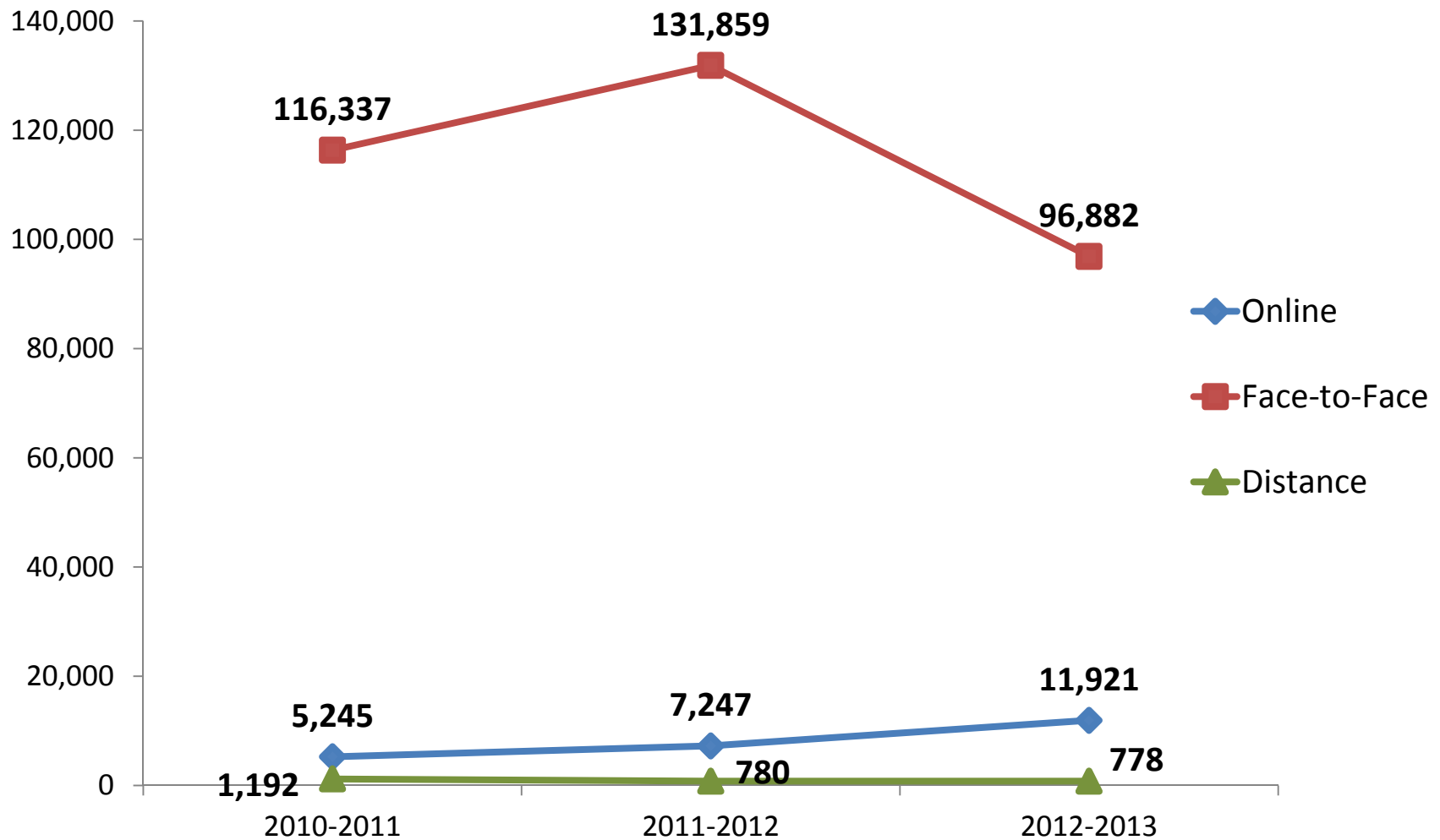


While dual credit courses are available in every high school, the number, course types and enrollment vary widely across Kentucky.

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Student Access: Credit Hours by Delivery Mode





Dual credit courses are offered at a highly discounted price.





Work Group Recommendations: Access, Quality & Transfer

1. Ensure all eligible students have access to at least three courses in general education and three career and technical education courses in an appropriate career pathway.
2. Costs of delivering dual credit shared by the state, postsecondary institutions, schools and districts, state-funded scholarships, and students and families.
3. Transferability of credit for dual credit courses is ensured.
4. Creation of a Dual Credit Advisory Council.
5. All secondary students and families receive information on dual credit participation.
6. All teachers of dual credit receive professional development.
7. Revision of a Dual Credit Policy.

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Funding Model Steering Committee Update

At its November 7, 2013 meeting, the Council passed a resolution acknowledging the need for a comprehensive funding model to be implemented for the 2016-18 biennium. The resolution directs the Council president to “establish a working group that, at minimum, includes leadership of each of the public universities and KCTCS and members of this Council, for the purpose of developing a comprehensive model for the allocation of state General Fund appropriations for institutional operations that incorporates elements of campus performance, mission, and enrollment as well as any other components as determined through the process.”

At the February 14, 2014 meeting, Council Chair Pam Miller appointed four Council members to a Steering Committee, which is comprised of the CPE president, nine institutional presidents, and a representative from the Governor’s Office. Meetings of the Steering Committee were held on April 2, May 14, June 4, June 23, September 3, and October 1, 2014. Summaries of those meetings can be found in the April 29, June 20, and September 16 Council meeting materials.

At the October 1 Steering Committee meeting, members received and endorsed Work Group recommendations concerning the basic structure and components of a proposed funding model, as well as, a method for sizing component funding levels. In terms of the basic approach, there was general agreement that a modified version of the Mississippi model would be suitable for Kentucky’s purposes, because of its ability to address differences in institutional mission, program mix and enrollment, and performance, as called for in the Council’s resolution.

The major components of the model include: (1) instruction-related Operational Support (an allocation to cover the indirect costs of college instruction, including institutional support, academic support, and maintenance and operations expenses); (2) Mandated Programs (such as UK’s agriculture experiment station and cooperative extension service); (3) Instruction (an allocation to cover the direct costs of college instruction, including faculty salaries and benefits, and students services expenses); and (4) Outcomes (that reward performance in the areas of high quality degree production and closing achievement gaps). Chief budget officers from the two research campuses have requested that a fifth component focusing on Research be added to the model for their sector.

The Funding Model Development Work Group, which has been meeting to make recommendations to the Steering Committee, last met via conference call on October 29, 2014. The group discussed how funding for Operational Support should be distributed among the institutions and how those distributions might change over time. There was also discussion of how to treat nonresident students in the model, how to account for differences

in cost of instruction, and how to properly size the Outcomes and Instruction components (e.g., 10% of allocable funding for Outcomes, with 90% going to Instruction, or 30% of allocable funding going to Outcomes and 70% going to Instruction). There are still a number of details that the Work Group must resolve before bringing a final recommendation to the Steering Committee for approval.

The next meeting of the Steering Committee will be December 3.

Staff preparation by Bill Payne and Shaun McKiernan

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Wednesday, October 22, 2014, at the Kentucky Community and Technical College System Office in Versailles, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the Committee on Equal Opportunities.

2015 Meeting Schedule: The CEO meeting dates for 2015 are January 26, March 23, May 18, and October 19.

2014 Diversity Plan Assessment Reports: The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development requires all public institutions submit an annual assessment report that highlights the progress of their campus-based diversity plans. Several universities presented the second results of their assessments to the Council's Committee on Equal Opportunities at the October CEO meeting. The reports assessed advances made, as well as areas that require attention, using 2012 data, in comparison to 2011. The diversity plan reports addressed four areas:

- Student body diversity
- Student success/Achievement gaps
- Workforce diversity
- Campus climate

Reports were presented by Kentucky State University, Northern Kentucky University, and University of Louisville.

Governor's Minority Student College Preparation Program: The CEO received a status report indicating that the program currently serves 803 middle and junior high school students, from 86 schools: 766 students (from 77 schools) enrolled in the six university programs, while 37 students (from 19 schools) enrolled in the KCTCS programs. The GMSCPP promotes access and opportunity through academic enrichment programs and hands-on experiments focused on STEM-H. The GMSCPP introduces students to the institutional campus, administrators, faculty, staff, and a diverse makeup of college students. Five institutions offered year-round programs; all universities offer a summer component. Three programs were residential—students remained on campus one week in the summer to acquire a “real-life college experience.”

The 2015 GMSCPP Statewide Conference will be hosted by Murray State University. Conference planning is underway.

Academically Proficient High School Jr/Sr Diversity Conference: Planning is underway for the 2015 Academically Proficient High School Jr/Sr Diversity Conference. It will be hosted by University of Louisville (tentative) in June 2015. Approximately 250 students and parents are expected to participate.

SREB Doctoral Scholars Program: Planning for the fall 2015 Institute on Teaching and Mentoring will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 2015. The Teaching and Mentoring Institute will be held October 29 - November 1, 2015, in Arlington, Virginia. The institute is designed for scholars currently supported by the Kentucky Doctoral Scholars Program. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville to help students complete the doctorate more quickly and to encourage them to transition into the professoriate. As of November 1, a total of 28 students are currently matriculating at Kentucky institutions, 32 percent of these students are in the STEM-H areas, and there are 78 graduates.

The goal of the Institute on Teaching and Mentoring is to address the shortage of minority faculty in college classrooms and labs around the nation.

Focus on Diversity: The 2014 CEO meetings featured special groups/organizations that promote best practices of diversity and inclusion, across Kentucky's public postsecondary education system. The following areas were highlighted:

- January 28, 2014: Introduction of current SREB Doctoral Scholars, graduates, and faculty employed at Kentucky's postsecondary institutions.
- March 24, 2014: Programs/Strategies to Recruit/Retain/Graduate Diverse Groups: African American, Hispanic, Native American, Pacific Islander, etc.
- May 19, 2014: Programs/Strategies/Services provided for Special Focus Areas/Groups: International Students, Low-Income/Socioeconomic, LGBTQ, Veterans, etc.
- October 22, 2014: Special Initiatives, Programs, and Collaborations with K-12 to promote higher education.

The CEO will continue to learn about the Kentucky's public postsecondary institutions' best practices in 2015.

Staff preparation by Rana Johnson

State Authorization Reciprocity Agreement (SARA)

States require by law that postsecondary institutions that provide instruction in traditional, on the ground settings, and via distance education, obtain approval before enrolling students, advertising, marketing, or performing other regulated activities in their state. This is often referred to as "state authorization." The requirements as to which activities require authorization, the application processes, and the costs to comply vary greatly from state to state. For example, CPE licenses private institutions per KRS 164.945-.947 and 13 KAR 1:020.

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among member states, districts, and territories that provides for interstate offering of postsecondary distance education courses and programs in member states and fulfills the requirement of state authorization. Activities such as offering distance education, advertising through any medium, faculty residence, proctored exams, and limited field experiences would be permitted in SARA member states for institutions that join.

States may apply for membership in SARA through its regional compact (i.e. SREB) and must be authorized by the laws of their state to do so. Institutions may join if they are accredited by an accreditor approved by the U.S. Department of Education and maintain a federal financial responsibility rating of 1.0 or greater (only applicable to private institutions).

Travis Powell, general counsel and assistant vice president of operations, and Sarah Levy, director of postsecondary licensure, will provide more detail on SARA and the potential impact for Kentucky.

Prepared by Travis Powell and Sarah Levy

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A STRATEGIC AGENDA

for Kentucky Postsecondary
and Adult Education



State Authorization Reciprocity Agreement

Presentation to the Council on Postsecondary Education

By Travis Powell, General Counsel

November 21, 2014



What is State Authorization and Why Does It Matter?

- State Authorization is the legal authority to offer education in a particular state.
 - Kentucky’s public universities have the authority to offer postsecondary education in Kentucky as a matter of state law.
 - Private institutions must be licensed.
- Title IV Eligibility
 - 34 CFR Part 600 – Institutional Eligibility Under the Higher Education Act of 1965, as Amended (HEA)
 - 34 CFR § 600.9 – State Authorization

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A National State Authorization Reciprocity Agreement – NC-SARA



- August 2013 Lumina gave \$2.3 million to create The National Council for State Authorization Reciprocity Agreements (NC-SARA).
 - November 18, 2013 – NC-SARA adopted policies and standards for a State Authorization Reciprocity Agreement (SARA)
- SARA is a voluntary agreement among member states, districts, and territories that provides for interstate offering of postsecondary distance education courses and programs in member states and fulfills the requirement of state authorization.
- Activities such as offering distance education, advertising through any medium, faculty residence, proctored exams, and limited field experiences (fewer than 10 students at a single site) would be permitted in SARA member states for institutions that join.
 - Maintaining physical locations where students receive instruction or student services would not be covered by SARA and still require licensure by the state.

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SARA – States



- All SARA policies and standards must be adopted by the state with no additional state-specific requirements for online out-of-state institutions to operate in the state (legislation required).
- States join through their respective interstate compact (SREB for Kentucky).
- State responsibilities after joining
 - Designate a “portal agency” to coordinate SARA matters for the state and determine institutional eligibility.
 - Maintain a clearly articulated and comprehensive state process for consumer complaints.
 - Portal agency must be initial point of contact, but complaints can be resolved through other agencies that would otherwise have jurisdiction.

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SARA – Institutions

- Institutions must be authorized to offer postsecondary education in their respective home states.
 - 3 groups of institutions that would be SARA eligible in Kentucky: Public institutions, institutions licensed by CPE, and institutions licensed by the Commission on Proprietary Education.
- Institutions must be accredited by a USDOE approved accreditor.
- Private institutions must maintain a federal financial responsibility rating of 1.5 (or 1.0 with justification).
- Institutions pay an annual fee based on FTE enrollment to NC-SARA (\$2,000-\$6,000).
 - State portal agency may charge an additional fee.



SARA – Student Complaints

- Complaints must first go through the institution's standard procedure for resolution of grievances.
- If not satisfied, then a complaint can be filed through the portal agency in the institution's home state.
- Complaints regarding student grades or student conduct violations are ineligible for appeal.

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Benefits to Joining SARA

- Requires other SARA states to help resolve complaints.
- Reduces costs for institutions operating in other states.
- Helps to ensure institutional compliance with the laws of foreign states.
- Expands student access to online educational offerings.



Drawbacks to Joining SARA

- State loses state-specific requirements for approving online programs, in particular academic quality.
- Students lose access to state-specific consumer protections.
- Institutions may see increased competition from out-of-state institutions.
- Does not ensure that an institution's program meets professional licensure requirements in member states.

SARA – 17 Current State Participants



- Alaska
- Arizona
- Colorado
- Idaho
- Indiana
- Kansas
- Louisiana
- Missouri
- Montana
- Nebraska
- Nevada
- North Dakota
- Oregon
- South Dakota
- Virginia
- Washington
- West Virginia



Postsecondary Licensing in Kentucky

Sarah Levy,

Director of Postsecondary Licensing



Licensure Authority

- All private, for-profit colleges with bachelor degree or above.
- All private, non-profit colleges.
- Out-of-state public colleges which operate in KY.
- In sum, ALL colleges *except*:
 - In-state publics; and
 - For-profits only offering below bachelor (Commission on Proprietary Education).

Sources: KRS 164.945 – 164.947 and 13 KAR 1:020.

“Operating or Soliciting”

13 KAR 1:020 Section 1 (9)



(9) "Operating or soliciting" means having a physical presence within Kentucky and includes:

- a) An instructional or administrative site within Kentucky whether owned, leased, rented, or provided without charge;
- b) Instruction whether theory or clinical, originating from or delivered within Kentucky utilizing teachers, trainers, counselors, advisors, sponsors, or mentors;
- c) An agent, recruiter, in-state liaison personnel, institution, or business located in Kentucky that advises, promotes, or solicits for enrollment, credit, or award of an educational or occupational credential;
- d) An articulation agreement with a Kentucky licensed college or state-supported institution; or
- e) Advertising, promotional material, or public solicitation in any form that targets Kentucky residents through distribution or advertising in the state.

Sources: KRS 164.945 – 164.947 and 13 KAR 1:020.

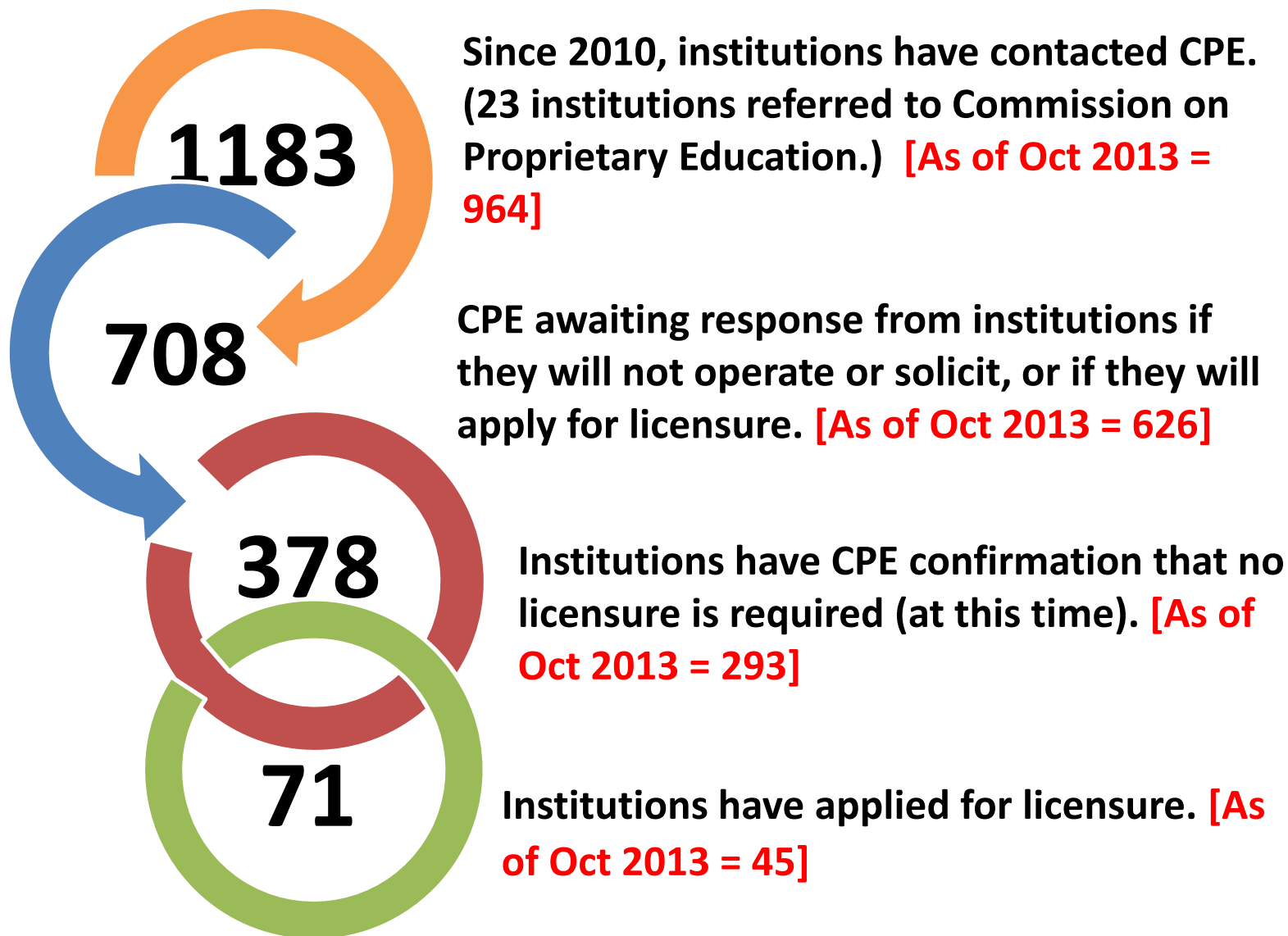


Licensure Standards

To be approved for licensure, institution must apply with CPE and satisfy CPE's standards for:

- Financial requirements
 - Coverage for Unearned Tuition for Kentucky students
 - Audited statements of financial condition
- Faculty qualifications
- Curriculum
- College policies
- Student affairs and resources
- Truth in advertising

Source: 13 KAR 1:020



Licensed institutions over time

Council on Postsecondary Education



- 1991: 31 in-state; 8 out-of-state
- 1998: 32 in-state; 8 out-of-state
- 2010: 39 in-state; 36 out-of-state
- 2014: 38 in-state; 120 out-of-state

TOTAL - 158 licensees (11 in-state religious colleges exempt)

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Committee Appointments

Chair Miller will appoint Council members to the following committees:

- Committee on Equal Opportunities: The CEO was established by Executive Order 97-1072 to advise the Council on strategies for achieving the equal opportunity and institutional performance objectives. Council student member, Joshua Tunning, will be appointed to the CEO to serve through the end of his term on the Council, June 2015.
- 2016-20 Strategic Agenda Steering Committee: A steering committee comprised of Council members, institutional representatives and key stakeholders will be established and begin meeting early in 2015 to create a more detailed development process and timeline.
- Nominating Committee: Three Council members will be appointed to the nominating committee, which will present nominations for Council chair and vice chair at the February 13, 2015, meeting. The appointments will be one-year terms, from February 13, 2015, to January 31, 2016.

Staff preparation by Heather Bingham

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

Kentucky Wesleyan and University of the Cumberlands announce new presidents

Barton D. Darrell, J.D., was announced in September as the 34th president of Kentucky Wesleyan College in Owensboro. The University of the Cumberlands Board of Trustees named Dr. Larry Cockrum CEO and President-Elect in October. Cockrum takes over for Jim Taylor, who was named chancellor after serving as president of the Williamsburg institution for 35 years.

Spalding University launches online Doctor of Nursing Practice (DNP)

Spalding University recently launched a post master's online Doctor of Nursing Practice (DNP). The online format allows students to complete required clinical hours in their home communities.

More than 100 attend AIKCU Title IX and Sexual Violence Policies Workshop



More than 100 college administrators came together recently on the campus of Transylvania University for AIKCU's Title IX and sexual violence workshop: "Real Essentials to Implement Effective Title IX/Sexual Violence Policies & Procedures on Campus."

The workshop was designed to help AIKCU member institutions better understand the applicable federal laws related to these complex topics and to help ensure they have developed a culture of compliance on their campuses.

David A. Armstrong, J.D., president of Thomas More College (pictured), spearheaded the development of the workshop, which was presented at no cost to AIKCU member institutions. Other presenters included Brian Emerson, VP for Enrollment Management and Student Services at Villa Maria College in Buffalo, NY; Leslie M. Gomez, a nationally renowned higher education attorney with Pepper Hamilton LLP in Philadelphia; and a panel of higher education attorneys representing AIKCU member institutions.

UPIKE announces center for telecommunications and information technology

University of Pikeville and U.S. Rep. Hal Rogers recently announced the creation of the Telecommunications and Information Technology Center at UPIKE to help prepare Eastern Kentucky residents for the high tech jobs of the future.

New license plate designs available for 11 AIKCU members beginning in December

Starting December 1, redesigned Kentucky license plates will go on sale for Alice Lloyd College, Asbury University, Bellarmine University, Brescia University, Campbellsville University, Georgetown College, Kentucky Wesleyan College, Spalding University, Thomas More College, Union College, and University of the Cumberlands. The remaining 8 AIKCU members elected to retain their current plate designs. All are available for purchase at local County Clerks offices. Ten dollars from the sale or renewal of every plate goes directly to the campus to fund student scholarships.



Association of Independent
Kentucky Colleges & Universities

Get the latest updates at AIKCU.org



Lindsey Wilson College SGA president to represent private college students on statewide board

Jonathan Joseph, a **Lindsey Wilson College** senior from Louisville, has been chosen by AIKCU to represent the students of Kentucky's nonprofit private colleges and universities on the **Kentucky Board of Student Body Presidents**.

"I am honored to be the AIKCU representative to the Kentucky Board of Student Body Presidents," said Joseph. "I am excited to hear from other student body presidents and find ways in which we can better the college experience for the more than 30,000 students being represented by our fantastic group."

Joseph is in his second term as president of the Lindsey Wilson College Student Government Association. He is a **Bonner Scholar**, resident assistant, admissions student ambassador, and an equipment manager for the Lindsey Wilson football team. A history and communication major and political science minor, Joseph is active in local, state, and national politics and has volunteered on a number of campaigns. He has also served as an intern with the Republican Party of Kentucky and the Kentucky Secretary of State's office.

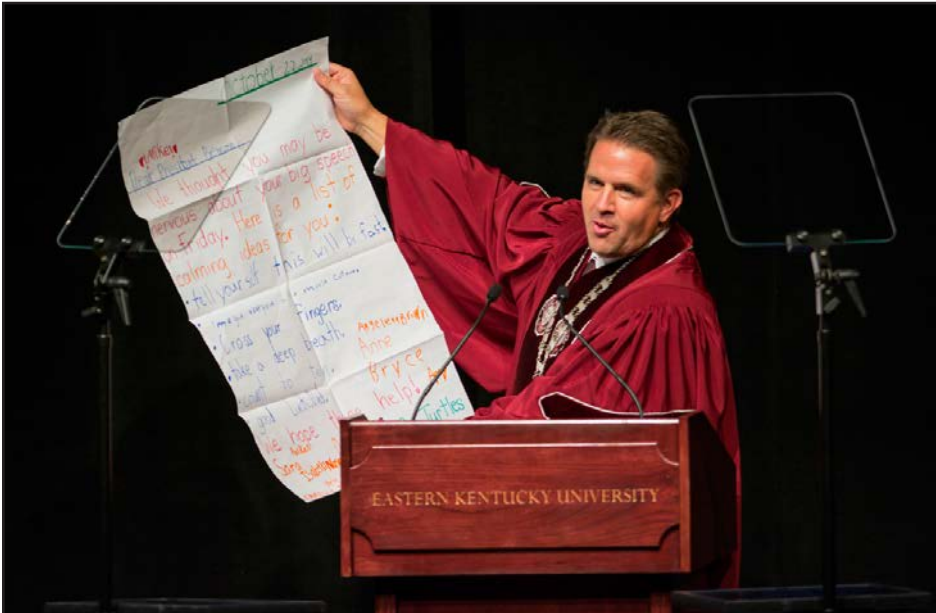
The Kentucky Board of Student Body Presidents was formally established by **state statute** in 2013. It advises the legislative and executive branches and the CPE regarding postsecondary education issues and the concerns of college students. The board is made up of the student body presidents from Kentucky's public universities, two representatives from KCTCS, and a private college representative selected by AIKCU.

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

November 2014

EKU Inaugurates Michael Benson as 12th President



As he begins his inaugural address, President Michael Benson shows the audience a list of helpful speaking tips provided him by Model Laboratory School first-graders.

Hard Hats Required Attire as Construction Continues

Never mind the suits and ties. Any more, hard hats are required apparel for EKU Regents and administrators.

In a span of just four days, the University broke ground on two facilities almost 150 miles apart that, together, will advance science, science education, scientific research and the STEM disciplines for the region and Commonwealth.

On Oct. 20, the Board broke ground on a research facility and adjacent bunkhouse at University-owned Lilley Cornett Woods in Letcher County. When construction is complete by Summer 2015, the facility will provide a base station for multidisciplinary regional research not previously practical.

The research facility was made possible by a \$300,000 grant from the National Science Foundation; EKU is funding construction of the living quarters.

Dr. Melinda Wilder, director of the EKU Division of Natural Areas, called the addition of a research center “a perfect example of regional stewardship. It will provide the venue for collaborating with not only researchers but community leaders and interested citizens in investigating human impacts on the environment – not only at LCW but within the entire Appalachian region.”

Then, on Oct. 23, several Regents joined University administrators to break ground on the second phase of the New Science Building. The \$66.3 million, 158,000-square-foot second phase adjoins the existing NSB and adds the Departments of Biological Sciences and Geography and Geology.

“This is about competitiveness in many ways,” Sixth District Congressman Andy Barr declared to a crowd of approximately 200 in the lobby of the first phase of NSB, which houses the Departments of Chemistry and Physics and Astronomy.

Barr said the completion of the second phase of NSB will make the University even more competitive for faculty, make graduates more competitive in the workplace and help address deficits in STEM (science, technology, engineering and mathematics) disciplines throughout the Commonwealth and country. “It is a great step in the right direction.”

History Dept. Smashes Silos

The walls are coming down in EKU’s Department of History.

No, it’s not another construction project on the Richmond campus, but the Department is seeking to break down disciplinary silos and build on the marketable skills of its graduates.

History majors at EKU can now choose from among 23 career paths designed to meld a broad liberal arts background with specific skill sets via a second major or minor in such fields as broadcasting and electronic media, journalism, public relations, advertising, paralegal sciences, economics, geography, communication studies, management and globalization and international affairs.

“The job market is highly competitive, and we are looking for a way to set our students apart,” said Dr. Chris Taylor, chair of EKU’s Department of History. “It will become more obvious to employers that our graduates have marketable skills.”

Eastern is the first institution in Kentucky and among the first nationally to take such a comprehensive approach, Taylor said.

“Like many of the humanities and liberal arts, majoring in history gives you the critical skills employers tell us they want, no matter what field you’re going into,” she said, noting that EKU history majors learn quickly how to research subjects, frame questions, think critically and communicate effectively as both writers and speakers.

Still, the stigma exists that the only career path for history majors is teaching. Indeed, Taylor noted, “almost all my freshmen are history-teaching majors.”

The paths are expected to attract students who “want to major in history and do other things.”

EKU-NBC Learn Partnership Benefits Local Schools

A new partnership between EKU and NBC Learn will provide students and faculty access to premium education videos, which will also be available to classrooms throughout the Madison County School District.

Eastern is the first institution in the Commonwealth to gift the educational resource to a local school district. The University's Model Laboratory School – a department of the College of Education that teaches students from pre-K through 12th grade while providing field experiences for EKU students – already has access to the NBC Learn collection.

Eric D. Zack, associate director for higher education from NBC Learn, joined EKU President Michael Benson, along with other University, Model Laboratory School and Madison County Schools administrators Oct. 6 for a launch event.

For more than 80 years, NBC News has documented the people, places, and events that shape the world. NBC Learn, the educational arm of NBCUniversal News Group, is dedicated to making those historic stories, images and primary source documents available on-demand to teachers, students and parents. It has already digitized more than 12,000 stories from the NBC News archives — one of the largest news archives in the world, dating back to the 1920s. In addition, collections are updated with current events daily, featuring stories from such programs as “NBC Nightly News,” “TODAY,” “Meet the Press” and “Dateline NBC.”

EKU, Lexington Police Partner to Re-Open Safety City



Safety is serious business, but it will also soon be a lot of fun, thanks to the reopening of Safety City, a joint effort of the Lexington Division of Police and EKU's College of Justice & Safety.

The kid-sized town, created for the purpose of teaching children life-saving skills, hosted its grand re-opening and ribbon cutting on Wednesday, Oct. 15.

Lexington Mayor Jim Gray, Lexington Police Chief Ronnie Bastin and EKU President Michael Benson, among other city and University officials, were on hand for the ceremonies. Following the ribbon cutting, an inaugural drive of the Safety City course was completed by third-grade students from Mary Todd Elementary School.

Safety City originally opened in 1990. Until it suspended full operations in 2009, the program taught thousands of children about road, car, personal and stranger-related safety.

“Safety City will provide educational safety programs for second- and third-grade students that are not available elsewhere in the community,” said Bastin. “A tremendous amount of time and labor has gone into renovating the property and making preparations for this day.”

Safety City features include a life-like roadway (complete with traffic signals), buildings, restaurants and, naturally, a police station.

Second- and third-grade students will be taught a diverse safety curriculum throughout the school year during visits to the Safety City facility. The curriculum includes road safety, traffic rules, seatbelt safety, stranger-danger safety and internet safety.

Officials with the EKU College of Justice & Safety will oversee the administrative functions of the program.

EKU Bringing Public Health Services to Underserved Areas

EKU is seeking to attract more students from underrepresented populations and high-poverty areas into the growing field of environmental public health and then prepare them to work where their services are most needed.

The University has received a \$246,934 federal grant from the U.S. Department of Health and Human Services, Health Resources and Service Administration (HRSA), to launch the Kentucky Environmental Public Health Traineeships Program. Over a three-year period, EKU's Master of Public Health-Environmental Health Science (MPH-EHS) program will place 42 of its students in local and state health departments in medically underserved regions of the U.S., particularly central Appalachia and Kentucky's urban areas.

Because of a nationwide shortage of master's-level environmental health science professionals, MPH-EHS graduates typically pursue opportunities in the private sector and public health agencies in more affluent communities, explained Dr. Jason Marion, project director and assistant professor of environmental health sciences at EKU. “The limited financial resources of health departments in Appalachia and some urban areas have made field placements in these communities difficult.”

MPH-EHS students at EKU currently complete a three-credit-hour field experience, in some cases unpaid. With funding from the grant, student trainees will obtain hands-on work experience working alongside environmental health professionals in health departments for nine weeks, meet their three-credit-hour requirement and receive \$4,000 for the placement, “with the hope that the students gain a passion for continuing their service after graduation in a similar setting.”

To promote a culturally diverse and aware workforce, the program will give preference to trainees from central Appalachia, emphasizing recruitment of students from one of the nation's five federally-designated Promise Zones.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

NOVEMBER 2014



Left and right: KCTCS has one of the most established and innovative online initiatives in Kentucky: KCTCS Online.

KCTCS COLLEGES RECEIVE MILLIONS FOR JOB-DRIVEN TRAINING GRANT

The U.S. Departments of Labor and Education have awarded six Kentucky Community and Technical College System (KCTCS) colleges \$10 million to support job-driven programs within the information technology industry. The grant is part of an overall \$450 million program that partners colleges with employers for job training. Hazard Community and Technical College (HCTC) will receive more than half of the grant to lead the consortium. The funding is part of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) competitive grant program.

In addition to HCTC, the consortium includes Big Sandy Community and Technical College, Jefferson Community and Technical College, Somerset Community College, Southeast Kentucky Community and Technical College, and West Kentucky Community and Technical College.

Together, these colleges will work to expand a new program within KCTCS' Online Learn on Demand (a personalized competency-based delivery system) called Enhancing Programs for IT Certification (EPIC). EPIC will create four major information technology (IT) pathways in computer and medical information curricula that will lead to five degrees and 13 certificates, all of which will be developed in concert with regional and national employers.

"The training provided by EPIC will pay big dividends for Kentuckians," said KCTCS President Michael B. McCall. "It will guide students toward high demand, high wage jobs that will offer them an opportunity for a more secure economic future."

EPIC will provide more than 720 trade-impacted workers and other adult learners with a flexible, supportive structure to earn credentials in less time and at a lower cost than conventional semester-length, classroom-based programs of study, thereby, strengthening their transitions to high-demand IT career fields.

Students who participate in EPIC can train for jobs such as network administration, medical coding, programming, electronic health records management, and IT security.

The consortium will also implement already proven, evidence-based models from Per Scholas (a U.S. nonprofit that provides education, access, and job training for low-income communities) and Jobs for the Future's Jobs to Career program in training low-skill individuals for IT jobs with strong job placement, retention rates, and wage gains.

In addition to KCTCS, the American Health Information Management Association (AHIMA) Foundation, a national industry association for Health Information Technology, as well as the Kentucky Workforce Development Cabinet and the Kentucky Chamber of Commerce will assist the EPIC consortium in these efforts.



SUPPLIER DIVERSITY FAIR

BRINGS VENDORS AND COMMUNITY TOGETHER

More than 400 guests and exhibitors participated in the Kentucky Community and Technical College System (KCTCS) Supplier Diversity Fair held October 22 at the Lexington Convention Center.

The event kicked off with remarks from KCTCS System Director of Business Services Wendell Followell, KCTCS Board of Regents Chair P.G. Peeples, University of Kentucky (UK) Supplier Diversity Business Enterprise Coordinator George Brown, and UK Chief Facilities Officer Mary Vosevich.

One participating vendor attended the fair last year and this year and has seen a difference in his bottom line. “My client base and profit margins have steadily increased since attending the Supplier Diversity Fair,” said Land Shark Shredding business owner Don Gerard, Jr. “It was the best decision ever to come to the fair.”

The Supplier Diversity Fair was a free, matchmaking event for diverse suppliers (minority-owned, women-owned, veteran-owned, and physically challenged) to meet



Top: The event kicked off with a ribbon-cutting. Pictured (l-r): UK Chief Facilities Officer Mary Vosevich, KCTCS Board of Regents Chair P.G. Peeples, UK Supplier Diversity Business Enterprise Coordinator George Brown, and KCTCS System Director of Business Services Wendell Followell. **Bottom Left:** Diverse suppliers (minority-owned, women-owned, veteran-owned, and physically challenged) were able to meet face-to-face with representatives from all of KCTCS' 16 colleges, the System Office, UK, and many more.



face-to-face with representatives from all KCTCS colleges and the KCTCS System Office as well as buyers from UK. Buyers and officials from other organizations included Commerce-Lexington, Kentucky Chamber of Commerce, Kentucky Finance and Administration Cabinet, Lexington-Fayette Urban County Government, Small Business Administration, Toyota, and many, many more.

For more information about the KCTCS Supplier Diversity Initiative, contact Brenda Nolan at (859) 256-3325 or visit KCTCS.edu.





Burse Named Permanent President

Raymond M. Burse was named as Kentucky State University's permanent president during the university's regular Board of Regents meeting on Oct. 24.

Burse had served as interim president since July 1, 2014. He made national headlines after giving up \$90,000 of his salary to increase the pay of the university's lowest-paid workers.

"What has become clear and obvious to me is that the job to be done is not a 12-month job," Burse said. "It requires a longer period of service, and I have committed to providing that longer period of service because I think this institution is worth it. I think the people are worth it. I think the students are worth it."

The board voted unanimously to name Burse as president. After board chair Karen Bearden congratulated the president, the audience exploded with applause.

"This institution is entirely too valuable and too important to this community for me to have walked away next June without the job being done," Burse said.

A native of Hopkinsville, Ky., Burse has a long record of achievement in academics and business. As president of KSU, from 1982 to 1989, he oversaw record enrollment, more than \$60 million in capital improvements and significant enhancements in the academic and financial opera-

tions of the institution, including the establishment of the Whitney M. Young College of Leadership Studies.

He later became an executive at General Electric Company, from which he retired in 2012 after 17 years. He initially served as GE Appliance's senior counsel and then became a corporate officer as vice president and general counsel. Before joining GE, he was a partner in the law firm of Wyatt, Tarrant & Combs in Louisville, Ky.

Burse received his law degree in 1978 from Harvard Law School. He received a bachelor's degree in chemistry and mathematics in 1973 from Centre College. He is also a Rhodes Scholar.



Raymond M. Burse (*far right*) receives congratulations after being named president of Kentucky State University.

Education Preparation Program Reaccredited By NCATE

Kentucky State University's School of Education recently received reaccreditation from the National Council for Accreditation of Teacher Education through 2020.

Accreditation signifies that the School of Education has met the most rigorous standards for preparing teachers. NCATE requires that all educator preparation programs undergo national peer review every seven years. Its last visit to KSU was in 2006. However, this visit had special significance as the School of Education not only received accreditation, but it was the first time in history the education preparation unit received a "perfect" visit, meaning all of the national standards were met with no areas for improvement.

KSU's School of Education prepares teachers within its conceptual framework, "Teachers as Liberators through Education," to enter P-12 schools. The mission of the school

is to use education as a tool for making a positive impact on P-12 children's learning outcomes. The Educator Preparation Program prepares about 48 percent of the minority teachers in Kentucky. The School of Education has nine full-time faculty and more than 50 classroom teachers, central office personnel and administrators who serve as clinical supervisors and mentors in P-12 schools.

"Our rigorous program is second to none and NCATE just affirmed that," Dr. Sylvia Mason, interim chair of the School of Education, says. "When I received the letter from NCATE indicating all standards were met with no areas for improvement, I was overjoyed and relieved. As an HBCU (historically black college/university), this is as good as it gets."

KSU And Its Louisville Partners Hold Grand Opening Of The Thorobred Nutrition Kitchen



Kentucky State University held a grand opening celebration for its Thorobred Nutrition Kitchen in Louisville on Oct. 23 with representatives from YouthBuild Louisville and members of the community attending. KSU President Raymond Burse and Louisville Mayor Greg Fischer were among the speakers scheduled for the event.

The new healthy food initiative is bringing fresh meals and nutrition education to Louisville neighborhoods. Increasingly across the United States, access to healthy food is becoming more challenging, especially in urban communities.

Consistent with these challenges is the rise of obesity and related adverse health effects. In an effort to address these challenges, KSU's College of Agriculture, Food Science and Sustainable Systems created the Thorobred Nutrition Kitchen, a 24-foot mobile commercial kitchen trailer. Its goals include providing nutrition and healthy cooking education to communities and families and helping to improve food access with fresh produce and ready-made, healthy meals while supporting the local food economy.

"Gaining access to healthy, affordable and local food is difficult for many families, especially in urban settings," says Dr. Kristopher Grimes, KSU state specialist for nutrition and nutrition education and assistant professor. "KSU's goal with this initiative, along with our partners, is to develop more efficient ways for families to gain access to these foods while also helping them achieve healthier lifestyles."

This initiative is a collaboration between the Louisville Metro Government, Louisville Mayor Fischer's Office, Farm Credit Mid-America, YouthBuild of Louisville and Kentucky State University.

Students Ready To Conquer The World After Pre-Law Conference

Junior Olivia Burkett says she looked at KSU senior Richard Jackson as they traveled from the National Black Pre-Law Conference and Law Fair, held Oct. 24-25 in Houston, Texas, and said, "Is it just me or do you feel like you could conquer the world right now?"

The students, both criminal justice majors who want to attend law school, met prominent black lawyers and attended panel discussions and workshops on a range of topics, including paying for law school, interviewing for jobs, dressing for the courtroom and overcoming racism in their field.

Burkett says she wrote a letter to President Raymond Burse asking for assistance for herself and Jackson to attend the weekend conference, and the president was able to help them with travel expenses.

"I want to make all the necessary preparations so that I'm able to get into the law school that I want to attend and succeed," Burkett says.

Both Burkett, who wants to become an international human rights attorney, and Jackson, who wants to become a civil rights or criminal law attorney, found mentors at the conference and have added these individuals to the list of mentors they have accumulated at KSU.

Jackson says giving back was discussed a lot at the conference, and he plans to give back to KSU and its students after he graduates.

"When I leave here, I'm going to be a part of this alumni, and I'm going to be a recruiter for KSU," Jackson says.



Cheaney Plaza Dedicated

Kentucky State University kicked off its 2014 Homecoming Weekend in October with a Founder's Day Convocation and a ribbon cutting for the Henry E. Cheaney Legacy Plaza (pictured). Cheaney, a native of Henderson, Ky., and a member of KSU's faculty beginning in 1936, is now deceased but is widely known in the region as a historian, author and civic leader. Engraved bricks and plaques as well as other features decorate the plaza.



Early College student makes rare pulsar discovery

In June, MSU Early College student and Rowan County Senior High School senior Sonny Ernst made a significant scientific discovery - a rare type of pulsar.

Ernst performed the research leading to this discovery through his participation in a project designed to involve high school students in research in astrophysics called the Pulsar Search Collaboratory (PSC). The PSC is a joint project of the National Radio Astronomy Observatory and West Virginia University, funded by a grant from the National Science Foundation. Morehead State collaborates with Rowan County Senior High School in implementing the program, and offers college credit to students involved.

“This is a significant discovery,” said Dr. Ben Malphrus, chair of the Department of Earth and Space Sciences. “Rare rotating radio transient (RRAT) pulsars are excellent laboratories for general and special relativity theory as well as being interesting in an astrophysical sense as extreme stellar endpoints.”

With the 2014 discovery, Ernst has become the first high school student from Kentucky to discover the rare rotating radio transient pulsar.



Office of the President

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MSU awarded challenge grant from James Graham Brown Foundation

MSU's Office of Alumni Relations and Development and Department of Applied Engineering and Technology (AET) have received a challenge grant from the James Graham Brown Foundation of Louisville to develop a state-of-the-art 21st Century Center for Manufacturing Systems. A first of its kind in the state, the center will allow students in AET access to hands-on learning opportunities with industry-leading technology.

"MSU is really excited to bring this type of initiative to Eastern Kentucky at a time when we are looking for ways to reshape the economy in the region. This will bring even better qualified graduates with 21st century skills into our workforce," said Dr. Wayne D. Andrews, MSU president.

The James Graham Brown Foundation's grant of \$497,505 matches gifts and pledges received through 2014. In addition to the University's initial commitment of \$500,000, MSU and private donors will be responsible for the remainder of the project. The anticipated total cost of the center is \$1.5 million. With financial support, MSU can make the concept a reality.

Office of Procurement Services wins Agency of the Year

MSU's Office of Procurement Services has been awarded the 2014 Agency of the Year award by the Kentucky Public Procurement Association. LaDonna Purcell, director of procurement services, also was elected for a three-year term as a member of the KPPA Board of Directors and won the scholarship essay competition.

MSU mourns loss of professor emeritus and music icon

A Virginia native, Jay Flippin earned a Bachelor of Music degree from Mars Hill College and a master's degree from MSU. He retired in 2001 after teaching full-time for more than 31 years but continued to teach one class while writing, keeping a vigorous performance schedule and pursuing other avenues in music.

An Emmy-Award winning musician, Flippin was an accompanist, arranger, composer and teacher. He provided more than four decades of service to the Lexington Singers and Lexington Philharmonic Orchestra. A well-known jazz pianist, he toured and performed with some of the biggest names in the entertainment business. He also enjoyed an active composing career, penning radio and TV jingles, arrangements for all kinds of musical ensembles, and numerous film scores, including the Emmy nominated music for the 1998 documentary Hearts of Glass.

For his varied accomplishments, Flippin received the MSU Distinguished Faculty Creative Productions Award, the Artist Award by the Kentucky Arts Council, and was inducted in 2009 into the MSU Alumni Hall of Fame.

SOAR names MSU grad founding executive director

Two-time MSU graduate Jared Arnett has been named the first executive director of Shaping Our Appalachian Region (SOAR). Arnett served as CEO of the Southeast Kentucky Chamber of Commerce based in Pikeville since June 2012. He has been involved with the SOAR initiative since it began last December and leads the business incubation working group.

SOAR co-chairs Gov. Steve Beshear and U.S. Rep. Hal Rogers (KY-05) cited Arnett's passion for the future of Eastern Kentucky, energy, vision and entrepreneurial business skills as key factors in his hiring.



MURRAY STATE UNIVERSITY

New Breathitt Veterinary Center will benefit ag industry, public health, homeland security, more

A groundbreaking ceremony for the new Breathitt Veterinary Center (BVC) began a project that will lead to increased opportunities for the facility to continue and expand its support of the agriculture industry in Kentucky, the region and the nation. Gov. Steve Beshear joined MSU President Bob Davies and Linda Breathitt, a member of the Kentucky Public Service Commission and a family member of former Gov. Ned Breathitt for whom the facility is named, at the event. The BVC is a nationally preeminent animal disease diagnostic laboratory dedicated to protecting the assets of Kentucky's equine, livestock and poultry industries by providing the fastest, most accurate and most dependable diagnostic service possible. The veterinary center is certified by the CDC to test for "high impact" and is the only BSL3 animal diagnostic lab in Kentucky.

Davies family gives symbolic gift to MSU

President Bob Davies, along with his wife, Cindy, and their daughter, Katie, made a \$117,000 gift to support student scholarships, academic enhancements and other student needs at Murray State. Dr. Davies was researching the university's history and learned that the founder, Dr. Rainey T. Wells, raised nearly \$117,000 to provide seed funds to found the university in 1922. Davies emphasized that the donation is a family gift, symbolizing the commitment and support of his family throughout the move to Murray.



MSU hits all-time high enrollment Fall 2014

MSU posted an all-time high enrollment for the third consecutive year. A 2.5 percent increase moved Murray's enrollment beyond the 11,000 figure for the first time in the school's history. Highest growth came from first-time transfers, new graduates (master's level), and international students.

Major donation from Burton for new Hall of Champions

Murray State announced a \$250,000 gift to complete the Hall of Champions, which will highlight the university's athletics history, scheduled to open in the summer of 2015. The proposed facility, *The Burton Family Hall of Champions*, will highlight men's and women's sports and will showcase championship teams, All-American players and Hall of Fame members. Robert G. Burton is a 1962 MSU graduate, captain of his football team and was drafted by the San Francisco 49ers. He is a Distinguished Alumnus, Golden Horseshoe recipient and member of the Racer Athletics Hall of Fame. Burton is the chairman and CEO of Cenveo Inc., a multi-billion dollar company and leader in the printing and publishing industries and lives in Connecticut.



24 years of high rankings

Murray has been ranked a top tier school by *U.S. News & World Report's Best Colleges* for the 24th consecutive year, placing 9th among the top public regional universities in the South. MSU was the top-ranked public regional university in Kentucky in the Regional Universities-South category, which contains both private and public schools. Also, Victory Media named Murray State University a 2015 Military Friendly School®.

Local students win national chemistry awards

Daniel Crouse, first-grade student from Concord Elementary School in Paducah, and Kaitlyn Steward, 12th-grade student from Union County High School in Morganfield, each won a second-place award at the national level in the Illustrated Poem Contest sponsored by the American Chemical Society (ACS) and the Kentucky Lake Section (KLS) of the ACS. Dr. Bommanna Loganathan, MSU professor of chemistry, is the chair of the KLS and the coordinator for yearly Chemists Celebrate Earth Day (CCED), a community-based event. CCED unites ACS local sections, businesses, schools and individuals in communicating the positive role of chemistry and raising environmental awareness. This year's theme was interpretations in the form of illustrated poems on "The Wonders of Water."

Porters to fund open access initiative

Murray State University alumni Lana Garner Porter and her husband, Dr. Michael Porter, will donate \$30,000 to the University Libraries to create an endowment fund to support the development of an Open Access Repository through the MSU Libraries. The Porters — Lana holds the B.S. (1965) and M.A.T. (1972) degrees and Michael earned a B.S. (1964) and an M.S. (1969) from Murray State — are long-time generous supporters of the university. Simply put, an Open Access Repository provides a way of self-archiving by "depositing" a free copy of a digital document on the web to provide open access to it. For researchers, this offers an opportunity for their findings to be more readily available to others. Porter's gift will specifically allow for Murray State to create its own repository to showcase both faculty and student work.

Murray State joins the Farm to Campus program

Under the Farm to Campus program, the Kentucky Department of Agriculture helps participating institutions locate and procure fresh Kentucky Proud products to serve in their food service systems and shelf-stable Kentucky Proud products to sell in their campus bookstores. Murray State will become the eighth of Kentucky's colleges and universities in the Farm to Campus program, joining Asbury, Campbellsville, Eastern Kentucky, Georgetown, the University of Louisville, Morehead and Pikeville.

B.S.N. at Murray State celebrates 50 years

The school of nursing and health professions celebrated 50 years since the first bachelor of science in nursing (B.S.N.) class was admitted in 1964 during the recent Homecoming Weekend. The B.S.N. program began with 32 students under the administration of Dr. Ruth E. Cole. Her impact on campus began in 1948 with the development of the nursing program at the university. The B.S.N. program now has about 214 students enrolled. Nearly 700 students claim nursing as their major. The employment rate shows nearly 100 percent of the school's graduates finding positions in acute care.

MSU recipient of U.S. President's Volunteer Service Award

Junior Achievement (JA) of West Kentucky presented a national award to Murray State University for volunteer service during the 2013-14 school year. Murray was awarded the United States President's Volunteer Service Award, a national honor offered in recognition of volunteer service hours with JA in local and area schools.

Students will benefit from Edward Jones gift support

The recently dedicated Edward Jones Student Boardroom in the Arthur J. Bauernfeind College of Business will be used for student presentations as well as small conferences for student organizations. Sixteen Edward Jones financial advisers from Kentucky, Missouri, Tennessee and Illinois made gifts and pledges totaling \$25,000 to support scholarships, research and equipment updates for the boardroom.

Professor presents paper at Zoological Society of London Symposium

Dr. Kate He, an associate professor in the department of biological sciences, presented a paper at the Zoological Society of London Symposium — Remote Sensing For Conservation: Uses, Prospects And Challenges. Her paper, "Benefits of Hyperspectral Remote Sensing for Tracking Plant Invasions," made impacts in the fields of biological invasion and remote sensing. It was ranked in the top 10 most read papers after its publication in the *Journal of Diversity and Distributions*.

Recognition for promotion of taking responsibility

The American College Health Association recognized Murray State's Man Up Mondays campaign in its *College Health in Action* newsletter. The article, "Getting Your Male Students Tested: Why Students Pay More Attention on Mondays," featured a Man Up Mondays photo taken on Murray State's campus and information about the university's successful campaign.

**TAKE YOUR
PLACE** *in*
**THE MURRAY STATE
TRADITION**



GOLD RUSH

NOVEMBER 2014 NORTHERN KENTUCKY UNIVERSITY

GO FIGURE



➔ **3M**

Recent grant funding for NKU partnership to support elementary and secondary school counseling

24:26:43

Winning 8K time for defending A-Sun cross country champion J.J. Weber, who won the league title by 36 seconds

➔ **800+**

Members of NKU community to receive Green Dot violence prevention training this semester



PRESIDENT MEARNS BRINGS SIMPLE MESSAGE TO COMMONWEALTH TOUR: SOMETHING SPECIAL IS HAPPENING AT NKU

NKU is taking its vision, its programs, and its people on the road to communities across Kentucky during this fall's Road to NKU Commonwealth Tour.

The tour began in September with a stop in Somerset and has continued through Pikeville, Bowling Green, Owensboro, Paducah, and Ashland. It will conclude with stops in Louisville (Nov. 18) and Lexington (Dec. 4).

"The Road to NKU tour is providing us the opportunity to visit prospective students, parents, community leaders, and alumni from across the state to share with them that something special is happening at NKU," President Geoffrey Mearns said. "It also provides us the opportunity to listen to the communities across the state to ensure that NKU is serving them."

Participants meet President Mearns; learn about NKU programs and services; discuss campus scholarships, financial aid, and housing; and interact with current NKU students.

"Regional economists tell us that the fastest job growth for the foreseeable future will be in the areas of information and health care," said Mr. Mearns. "This is true throughout the state. We intend to provide the best education and applied research opportunities possible at the intersection of informatics and population health disciplines."

As part of the statewide tour, NKU will also honor math teachers and informatics leaders from across the state with the inaugural Trailblazer Award."

READ MORE: <http://roadto.nku.edu>

COLLEGE CORNER

The American Association of State Colleges and Universities (AASCU) recently presented NKU with the inaugural Excellence and Innovation Award. NKU was one of only two universities nationally to receive the honor for regional and economic development.

The NKU Center for Applied Informatics Virtual Co-op Program was honored for its success in adapting the traditional co-op education model, offering paid internships to students, into an initiative that provides almost all services virtually. The program now serves more than 120 students per year, and students develop mobile apps, websites, and similar products for more than 200 companies and non-profits, as well as providing services to 50 start-ups.

COLLEGE OF INFORMATICS

"NKU is proud to be recognized with an inaugural AASCU excellence and innovation award for regional and economic development," said President Geoffrey Mearns. "Our Virtual Co-op Program allows us to better serve our students and our region. It provides important experiential learning that complements what our students are studying in the classroom while at the same time offering business solutions to large companies, startups, nonprofits, and other organizations both locally and around the world. To have this important work recognized by the AASCU speaks volumes about NKU's commitment to a culture of innovation.

READ MORE: http://nku.edu/news/_141002aascu.html

NKU HOSTS YOUNG WOMEN LEAD CONFERENCE



NKU hosted the fourth annual Young Women LEAD Conference, presented by Toyota, last month at The Bank of Kentucky Center.

The conference is for local high school girls and focuses on leadership, education and development. The all-day conference features interactive breakout sessions, keynote speakers, and lunch. It is free to all participants, with registration limited to 1,000 students.

"The purpose of the conference is to empower high school girls to embrace their strengths and to reach their full potential," said YWL Project Manager Deanna Bowden of Duke Energy.

"At this year's conference, we are excited to have an Olympian and other nationally recognized speakers who will share their insights on real life issues and how they overcame them to achieve success. The conference will also provide an opportunity for teens to connect to and learn from female business leaders."

LEARN MORE ABOUT THE IPP: http://nku.edu/news/_141007ywl.html



THE SCOREBOARD

The women's soccer team won NKU's first Atlantic Sun Tournament game earlier this month with a 2-0 victory over North Florida. The Norse are seeking NKU's first A-Sun conference championship since being declared for conference postseason play earlier this year. The volleyball team has a record of 16-8 heading into the A-Sun Tournament and is a No. 5 seed. The men's soccer team will attempt to secure a spot in the tournament with a win in its final regular season matchup.

FACULTY FOCUS

Dr. Carol Medlicott has been honored with the 2014 Best Book in the Field of Communal Studies Research award by the Communal Studies Association for her book, "Isaachar Bates: A Shaker's Journey." Dr. Medlicott is an associate professor of geography at NKU. She has been studying the Shakers for 10 years. She is a historical geographer and not a historian, so she said she never really intended to write a biography. "Rather, I set out to tell a story about geographical connections," she said. "The story of the Shakers' expansion across the American frontier and how the Shakers managed to create a coherent cultural system spread over a thousand miles of the American frontier."

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

BRIEFS

NKU AGAIN NAMED A MILITARY FRIENDLY SCHOOL

For the fifth consecutive year, NKU has been awarded the designation of Military Friendly School by Victory Media, the premier media entity for military personnel transitioning into civilian life. As a 2015 Military Friendly School, NKU is ranked in the top 15 percent of colleges, universities, and trade schools in the country that are working to embrace military service members, veterans, and spouses as students and ensure their success on campus.

READ MORE:

http://nku.edu/news/_141003military.html

NKU LOG SCHOOLHOUSE GETS HIGH-TECH MAKEOVER

Atop a hill near a busy entrance to the Northern Kentucky University campus stands an 1850s log cabin given to the university library decades ago by Kentucky's Gosney family. The cabin, moved from Grants Lick to A.J. Jolly Park before it was gifted to NKU, is a symbol of how far education has come in Kentucky, from a one-room school house to a major university. And it's about to get a high-tech makeover.

READ MORE:

http://nku.edu/news/_141023cabin.html

NKU HISTORY HONOR SOCIETY HONORED FOR 19TH CONSECUTIVE YEAR

The NKU Alpha Beta Phi chapter of Phi Alpha Theta National History Honor Society has won the Best Chapter Award, Division V universities (15,001 to 23,000 students), for 2014. This is the chapter's 23rd Best Chapter award and 19th in a row. NKU's PAT students earned the honor through their participation in many campus activities, involvement in multiple volunteer activities across the region, and numerous field trips to regional historical sites and events.

READ MORE:

<http://tinyurl.com/nkuhistory>

GRANT WILL BENEFIT TRAUMA-FOCUSED CHILD CARE

Faculty in the NKU Department of Counseling, Social Work, and Leadership have been awarded a \$1.5 million grant from the Health Resources and Services Administration that will provide students with specialized skills while filling an important regional need. It will focus on a behavioral health workforce training program in trauma care for children, adolescents, and transition-age youth, or CAT.

READ MORE:

http://nku.edu/news/_141009grant.html

ALUMNI NEWS



When Sandra Forman, NKU professor of theatre, is asked what students can achieve with a theatre degree, she needs exactly zero time to come up with an answer. "I say you can be a vice president at Nickelodeon," she says. She looks no further than her own daughter, Regan Forman, who graduated from NKU in 1993 with a BFA in Theatre. When Regan came to NKU on a full drama scholarship, her talent quickly set her apart in her classes and productions. She graduated and went on to work in New York and North Carolina before landing in Los Angeles. She appeared in "Grey's Anatomy" and in movies such as "Enough," and also worked for Disney, Pixar, and now Nickelodeon.

READ MORE ABOUT REGAN IN THE FALL EDITION OF NORTHERN MAGAZINE



A Message from President Capilouto

This September, I shared with our Board of Trustees exciting news regarding preliminary enrollment figures for this fall.

What they heard — in every aspect and in every number — was a reflection of our incredible work and the allure of the University of Kentucky.

In short, we announced preliminary numbers indicating a first-year class of 5,188, the largest in our history. As importantly, it is among the most diverse and academically prepared we have ever brought to campus. And, for the first time, our total enrollment is more than 30,000 as well. Additional highlights of the class and overall preliminary enrollment include:

- Average ACT scores that increased to 25.5, up from 25.3 last year. The average high school GPA was 3.63.
- 113 National Merit, National Achievement and National Hispanic Finalists, up from a record 105 last year that placed UK among the Top 10 of public institutions.
- 10 first-year students with perfect ACT/SAT scores, up from 9 last year, and 2,402 first-year students with ACT/SATs of between 26 to 36.
- 20,677 applied to UK — the first time applications exceeded 20,000. Applications are up 70 percent since 2009.
- New highs in undergraduate African-American enrollment (2,107), Hispanic enrollment (849) and international enrollment at 807.
- Number of students participating in new Living/Learning programs at 1,734, up from 960 last year.

- Resident/non-resident mix of 62 percent, 38 percent — a continuation of a planned growth in non-resident population to diversify the campus and help ensure that continued investments can be made in university faculty and staff

More students throughout the region are making the University of Kentucky their first choice. In part, they are drawn by news of the massive revitalization of our campus core — more than \$1.3 billion of construction underway or about to begin, and nearly all of it self-financed. As importantly, though, they have heard that this institution is the place to continue their education, to find their passions, to realize their potential. They understand that the University of Kentucky puts students first.



“When there is need in our state, we are there.”

Now, of course, the hard work begins — the work of educating students and continuing our efforts to conduct research, render service and provide health care across our Commonwealth.

Where there is need in our state, we are there. It's a value we've honored for nearly 150 years. It's a value that Kentucky needs to keep for generations to come. 🇺🇸

Sincerely,

Eli Capilouto
President

UK Announces Largest Gift in its History

The University of Kentucky recently announced the largest gift in UK's history — a \$20 million commitment and lead gift by UK graduate and Trustee Carol Martin (Bill) Gatton toward the construction of the university's new 330,000-square-foot Student Center.

The new Student Center — a \$175 million, self-financed renovation and expansion scheduled to open in 2017 — was authorized by the Kentucky legislature during its 2014 session. It is part of more than \$1 billion in campus transformation projects being self-financed by the university.

The new Student Center will include state-of-the-art student activity and study spaces, dining and retail operations; parking; a bookstore; a health, fitness and recreation center; and other amenities that support student success. It will also serve as the new home for the UK Visitor

Center upon its completion. It will be designed to serve the entire campus by providing shared space for student, faculty, staff and community engagement. Ground-breaking is scheduled for June 2015, with completion anticipated in 2017.

Gatton made another record-breaking gift to the university in 1995 when he committed \$14 million for the UK College of Business and Economics. At the time, the gift to the college was the largest one in the university's history. The college was later named in Gatton's honor.

Gatton's total philanthropy to UK is now more than \$45 million, and his total gift impact upon the university is nearly \$57 million, with some of his gifts having been matched by the state's "Bucks for Brains" program. He is the single largest donor in UK's history.



Numbers That Tell a Story of Transformation

Executive Vice President for Finance and Administration Eric Monday regularly blogs about UK's campus transformation. In October, Monday presented to the UK Board of Trustees about the University's transformational impact; telling a story with numbers:

- 40 months.
- 84 projects.
- \$1.36 billion.

Over the last 40 months, the UK Board of Trustees has authorized 84 construction projects, each totaling more than \$600,000. Those projects, in total, represent nearly \$1.36 billion in investment — investment in quality of life, investments

in academics and research, investments in health care, and investments in infrastructure.

Consider the breadth and depth of the investment that is taking place across our campus. It's authorization for more than \$1 million in construction each and every day and more than \$33 million a month — all on this campus. It's nearly 4.4 million square feet of space. The total investment represents roughly one-third of the value of UK's current total physical plant and is greater than our endowment, which at about \$1.2 billion is the largest among Kentucky's colleges and universities.

But more important than sheer volume, square footage and space is what those numbers mean in terms of impact on this campus and for our Commonwealth. New residence halls, with collaborative, high-tech learning spaces, are allowing faculty and students to work more closely together than ever before. Additional space in

the Chandler Hospital is further extending the network of specialized, complex care we offer to more Kentuckians throughout our state. New classroom space affords us the opportunity to teach and learn with Kentucky's best and brightest in a setting that enhances learning and scholarship.

All of the investment means that we can extend and enhance the work we do for Kentucky ... with Kentucky. And these numbers — 40 months; 84 projects; \$1.36 billion in infrastructure — tell a story about steadfast commitment to making the future for Kentucky and the communities that we partner with even brighter.



UK Approved to Lead \$14.9 Million Research Project to Study Care Transitions

The University of Kentucky has been approved to lead a \$14.9 million project from the Patient-Centered Outcomes Research Institute (PCORI) to identify the most effective approaches for patient care transitions as they move between hospitals, nursing homes and their own homes.

PCORI, an independent, non-profit organization authorized by Congress as part of the Patient Protection and Affordable Care Act, approved a recommendation for UK's Dr. Mark V. Williams, director of the Center for Health Services Research, to lead a three-year contract for one of PCORI's priority projects, "Effectiveness in Transitional Care."

Poorly managed patient care transitions between hospitals, clinics, home or

nursing homes can lead to worsening symptoms, adverse effects from medications, unaddressed test results, failed follow-up testing, and excess rehospitalizations and ER visits, said Williams, who is also professor of internal medicine and health policy and management at UK.

Patients in the U.S. suffer harm too often as they move between sites of health care, and their caregivers experience significant burden, he said. Unfortunately, the usual approach to health care does not support continuity and coordination during such "care transitions" between hospitals, clinics, home or nursing homes.

The study, Project ACHIEVE (Achieving Patient-Centered Care and Optimized Health In Care Transitions by Evaluating the Value of Evidence), combines the expertise of patients, caregivers and stakeholders with national leaders in care transition research.

It will identify which combination of transitional care services improve outcomes that matter most to patients and their caregivers as they leave the hospital and return to their homes. Patient characteristics, care settings, and other fac-

tors will be incorporated in the analysis to determine which transitional care services work best for whom and under what circumstances.

The goal is for Project ACHIEVE to determine which transitional care services most effectively produce patient and caregiver desired outcomes among diverse patient and caregiver populations in different health care settings, Williams said. Using the results, the project team will develop concrete, actionable recommendations regarding how best to implement strategies and provide tools for hospitals, community-based organizations, patients, caregivers, clinicians and other stakeholders to help them make informed decisions about which strategies are most effective and how best to implement them in their communities.

This collaborative team includes experts in statistics, surveys, implementation science, and quality improvement from 14 organizations including UK, University of Pennsylvania, Boston Medical Center, Telligen, Westat and Kaiser Permanente.

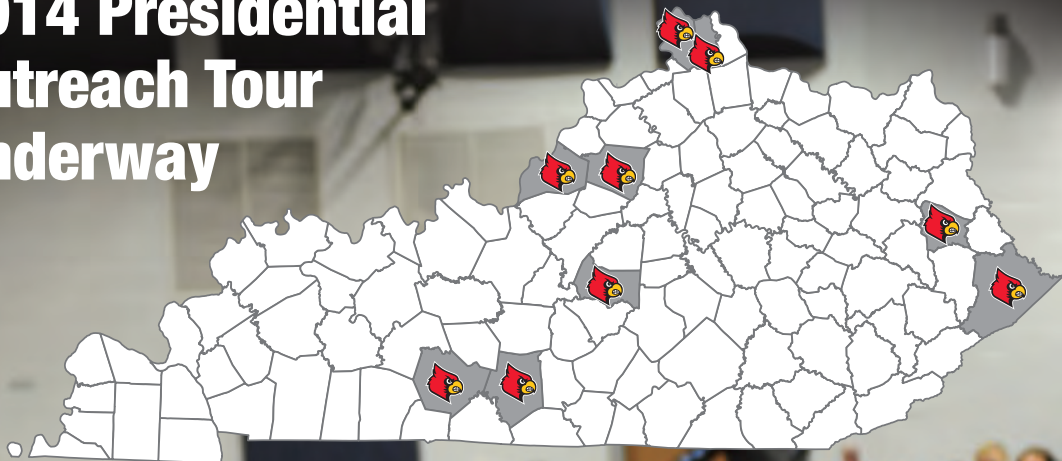




The President's Report

Issue 61 October 2014

2014 Presidential Outreach Tour Underway



President Ramsey encourages students, such as those at Martha Layne Collins High in Shelbyville, to continue their education and consider UofL as their college of choice.

President James Ramsey has kicked off his annual outreach tour to Kentucky high schools. The president prioritized visits to Bowling Green, Lebanon and Barren and Shelby counties, as well as Paintsville and Pikeville. Other stops include Nashville, Tenn., northern Kentucky and southern Indiana.

"We want the very best students to keep coming to the University of Louisville," Ramsey said. "It's important that we tell as many of them as possible, face-to-face, about the opportunities we can offer at a great university in a dynamic city and encourage them to visit us."

OUTREACH TOUR BY THE NUMBERS

1,580
MILES TRAVELED

4,204
STUDENTS MET

16 
HIGH SCHOOLS VISITED

7 **RECEPTIONS/LUNCHEONS**
with Alumni, High-Achieving Students & School Administrators



A Letter from the President

Dear Friends,

For the 13th straight year, we're traveling the state of Kentucky, and beyond, on our Fall Presidential Outreach Tour. We're visiting hundreds of high school students, urging them to continue their education which will prepare them for the best graduate and professional programs as well as the workplace in this rapidly changing, global economy. We also explain the incredible opportunities offered by the University of Louisville with current UofL students and UofL alumni helping us describe the upward trajectory we're on. Our outreach tour takes a lot of planning and hard work. But there's no better way for us to spend our time than talking with high school students, one-on-one, about the importance of a college degree. Because of our efforts, many of the top students we visit choose to attend UofL. That's rewarding, but it's even more rewarding when we see those same students, five years later, walking across the stage at the KFC Yum! Center with a college degree in their hand.

James R. Ramsey
President, University of Louisville



President James Ramsey celebrated Halloween with 80 Governor's Scholars – and prospective UofL students – at Amelia Place. Pictured with Ramsey are students from the Murray group.

UofL Med Students in National Spotlight

Two students at the UofL School of Medicine were recently recognized nationally for their contributions to the medical profession. One led and presented research on effective treatment of pediatric patients, while the other works to develop new medical devices and therapies.

Alexander Thai led a group of researchers from five universities that found using a bedside ultrasound machine can shorten ER stays, avoid exposing children to potentially harmful radiation and be just as cost-effective as other options. With his colleagues, Thai presented the study results at the American Academy of Pediatrics National Conference and Exhibition in San Diego.

"It's highly unusual for a medical student to be presenting a platform presentation," said In K. Kim, MD. "I can't remember seeing a medical student on the platform in the past 15 years,

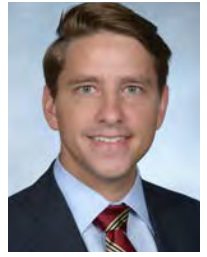


Alexander Thai is a third-year medical student and second lieutenant in the U.S. Air Force.

and I don't think a medical student has ever presented who is leading a multi-center collaboration."

Mickey Ising, a student at the School of Medicine and a two-time graduate of the J.B. Speed School of Engineering, is one of 21 fourth-year medical students nationally to earn an American Medical Association (AMA) Foundation Physicians of Tomorrow Award.

Ising, who received a \$10,000 national scholarship in recognition of his academic achievement, earned both bachelor's and master's degrees in bioengineering. He also works at UofL's Cardiovascular Innovation Institute developing and evaluating medical devices and novel therapeutic techniques.



Mickey Ising has authored eight manuscripts published in peer-reviewed journals and is vice president of the School of Medicine Class of 2015.

Harlan Sands Hired as UofL's First CFO/COO

The University of Louisville has hired Harlan Sands, JD, as senior vice president for finance and administration and chief operating officer. The new position is a merger of two vice president positions and is one recommendation which grew out of UofL's 21st Century University initiative.

"I'm very excited about joining the senior leadership team at the University of Louisville," Sands said. "Dr. Ramsey has laid out an ambitious vision for UofL, and I believe my skills will be helpful at this critical point in the university's trajectory."

Sands currently is vice provost for administration and quality improvement at the University of Alabama at Birmingham (UAB), where he oversees financial, personnel and administrative operations of academic units.



Harlan Sands, JD, accepted the newly created chief operating officer position, effective Jan. 1, 2015.

UofL Helps Establish Counseling Program at The Academy @ Shawnee

Faculty and graduate students from the College of Education and Human Development's Educational and Counseling Psychology, Counseling and College Student Personnel Department will offer counseling services to students and their families through the Cardinal Success Program @ Shawnee.

CEHD Dean Ann Larson said the center will bring counseling services to an underserved area of the community. "This is a great way for the university to share its expertise with the community," Larson said.

The Cardinal Success Program @ Shawnee is part of the Signature Partnership, an initiative to improve the education, health and social status of individuals and families who live in Louisville's urban core.



Personnel from Jefferson County Public Schools, the Academy @ Shawnee and UofL celebrate the announcement of the Cardinal Success Program.

Ramsey Named a Health HERO

President James Ramsey tours the Humana Gym with Patricia Benson, director of the Get Healthy Now program at UofL.



President James Ramsey recently won a national award from the Health Enhancement Research Organization (HERO). Ramsey is credited with driving year-over-year success for the University's employee wellness program, "Get Healthy Now," which has more than 4,000 participants and served as a model for the statewide initiative "Get Healthy Kentucky."

"Our job as leaders is to do what is

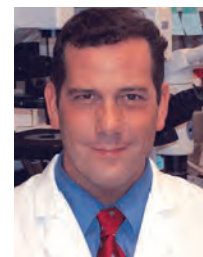
right for our employees," Ramsey said in his acceptance speech. "Regardless of what our financial statements say, our employees are our most valuable assets."

Under Ramsey's leadership, "Get Healthy Now" has helped the university reduce health care claims by \$4.3 million, with program participants realizing an average claims savings of \$1,300 per person in 2012.

Cancer Center First in Kentucky to Offer Melanoma Drug

The James Graham Brown Cancer Center is providing the drug Keytruda to patients with advanced or inoperable melanoma who no longer respond to other drugs. Given accelerated approval by the FDA earlier this month, Keytruda helps the body's immune system attack melanoma cells.

"Keytruda shows greatest promise as a combination therapy, and this approval, handed down almost two months ahead of schedule, clears the drug for use on patients with advanced skin cancers," said Jason



Jason Chesney, MD, PhD, is deputy director of the James Graham Brown Cancer Center.

Chesney, MD, PhD.

Melanoma accounts for approximately 5 percent of all new cancers nationally and occurs when cancer forms in cells that make skin pigment. According to the National Cancer Institute, an estimated 76,100 Americans will be diagnosed with melanoma and 9,710 will die from the disease this year.

Western Kentucky University news for the Council on Postsecondary Education, November 2014
For more WKU news, visit www.wku.edu/news.



Students, alumni and community partners gathered in August to celebrate the reopening of the Downing Student Union. Originally opened in 1970, DSU has undergone a two-year, \$58 million renovation that includes a complete update of meeting and office space, dining facilities and student recreation and study space. DSU serves as the primary gathering space for students on campus and houses a number of student services functions as well as the WKU Store. It is also home to the first Steak 'n Shake restaurant on university campus in the country.

NASA administrator helps dedicate plane in honor of WKU alumnus, astronaut Wilcutt

NASA Administrator Gen. Charles Bolden helped honor WKU alumnus, astronaut and U.S. Marine Col. Terry Wilcutt as the Aviation Heritage Park in Bowling Green dedicated a NASA T-38 Talon in October.

The fifth plane in the exhibit honors Wilcutt, '74, who is now the Director of the Safety and Mission Assurance Directive at Johnson Space Center. Additionally, the T-38 memorializes David H. Finney, from Auburn, who was the Chief of the Johnson Space Center Aircraft Operations Division in the Flight Crew Operations Directorate until his retirement from NASA in July 2008.

Gen. Bolden said the aircraft on display should serve as a piece of living history to inspire young visitors who may not know about the community's ties to the space program. He also spoke to the students of The Gatton Academy of Mathematics and Science in Kentucky and other WKU students and faculty.



Astronaut and WKU alumnus Terry Wilcutt speaks at the dedication of a NASA T-38 Talon at Bowling Green's Aviation Heritage Park. Wilcutt is one of the astronauts who flew the plane in training. NASA Administrator Gen. Charles Bolden (seated) also spoke at the ceremony.

Gatton students earn honors from National Merit Scholarship, Siemens Competition

Several students from The Carol Martin Gatton Academy of Mathematics and Science in Kentucky have been recognized by two organizations for their work in the classroom.

The National Merit Scholarship Corporation recognized 11 Gatton Academy students as commended students. This brings the total number of Gatton Academy students recognized by the National Merit Scholarship Corporation to 22, as 11 students were recognized as semifinalists. Kentucky had 207 semifinalists representing 68 schools and 192 commended students representing 92 schools.

The Siemens Foundation recognized six students as national semifinalists in the 2014 Siemens Competition in Math, Science & Technology.

The Siemens Competition in Math, Science & Technology is known as the nation's premier research program for high school students. This year the competition received a record 1,780 projects for consideration. Approximately 400 were named semifinalists. All semifinalists advance for consideration to be regional finalists.



WKU named a Military Friendly School for the sixth year

For the sixth consecutive year, WKU has been named to Military Friendly Schools® list by Victory Media, the leader in successfully connecting the military and civilian worlds.

The 2015 list honors the top 15 percent of colleges, universities and trade schools in the country that are doing the most to embrace America's military students and to dedicate resources to ensure their success in the classroom and after graduation.

Scholarships available to help community college students transfer to WKU

Community college students wanting to transfer to WKU may be eligible for up to \$4,000 in scholarship assistance. Renewable Kentucky Community and Technical College System Transfer Scholarship scholarships range from \$1,500 to \$4,000, depending on GPA. Transfer students from KCTCS institutions with an associate degree and full-time enrollment are eligible.

Students transferring from non-KCTCS community colleges are eligible for scholarships of \$1,500 per year for up to two years. Awards are based on college academic achievement. Other factors considered are earned hours, college and community activities, community college attended and college major.

The admissions application serves as the scholarship application.



WKU honors high school scholars during luncheons

WKU has recognized almost 500 high school seniors for their academic achievements during eight luncheons this fall. In addition to the recognition, the students receive information about WKU scholarships and the Honors College at WKU.

This year luncheons were held for students from Bowling Green/Warren County, five counties surrounding Warren County, and areas surrounding Glasgow, Elizabethtown, Owensboro, Louisville, Lexington and Northern Kentucky.