MINUTES

CPE Meeting

February 3, 2011

AGENDA

Council on Postsecondary Education
Thursday, February 3, 2011
3 p.m. (ET)
CPE Meeting Room A, Frankfort, Kentucky

Welcome

Roll Call

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Other Business

Next Meeting – April 28, 2011, University of Kentucky

Adjournment

CPE meeting materials are available on the Council Web site at http://cpe.ky.gov/about/cpe/meetings/.

MINUTES
Council on Postsecondary Education
February 3, 2011

The Council on Postsecondary Education met Thursday, February 3, 2011, at 3 p.m. at the Council offices in Frankfort, Kentucky. Chair Paul Patton presided.

ROLL CALL

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

APPROVAL OF MINUTES

The minutes of the November CPE meeting were approved as distributed.

ELECTION OF CPE CHAIR AND VICE CHAIR

RECOMMENDATION: The Nominating Committee recommended that Paul Patton be elected as chair and Pam Miller be elected as vice chair to serve a term ending January 31, 2012.

MOTION: Mr. Denton moved that the recommendation be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

CPE PRESIDENT'S REPORT TO THE COUNCIL

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

- *Announcing the Launch of CPE's First SB1 Online Information Module*: The first online information module that provides an introduction to Senate Bill 1 (2009) and the Kentucky Core Academic Standards was launched January 31. This online module describes the main components of Senate Bill 1 (2009), explains the impact on postsecondary institutions, reviews the adoption process for the Kentucky Core Academic Standards, and identifies how the standards affect postsecondary instruction.
- *Virtual Library Membership and Budget Update*: KYVL's new funding model was announced last fall and invoices were sent to all existing and prospective members. At this time, KYVL has received over half a million dollars from 54 percent of the members, including over 50 public school districts. Another $900,000 must be collected from agencies and the remaining new and existing KYVL members.
- *Licensure Application System*: February 1 marked the release to institutions of a CPE created, web-based solution for the license or renewal of license pursuant to 13 KAR 1:020. The system provides online application submission, approval, and management processes. This year about 108 sites will submit an application online.

- *2011 Compact for Faculty Diversity Institute*: Council staff attended a meeting of the State Doctoral Scholars Regional Advisory Committee, January 27-28, 2011, to discuss the fall 2011 Compact for Faculty Diversity Institute on Teaching and Mentoring. The Kentucky program is implemented collaboratively by CPE, the University of Kentucky, and the University of Louisville to help students complete doctoral programs and encourage them to go into the professoriate.
- *HB160 General Education Transfer Work Completed*: Faculty from all public universities and KCTCS agreed on common general education learning outcomes that all Kentucky students should know and be able to demonstrate in the broad areas of Communication, Social and Behavioral Sciences, Arts & Humanities, Quantitative Reasoning, and Natural Science. KCTCS and each public university have identified their institution's general education coursework within the new state*wide classification system in CollegeSource's* Transfer Equivalency System (TES), the statewide transfer technology infrastructure.
- *Grant from the Lumina Foundation for Education:* The CPE has been awarded a $150,000 grant to participate in Tuning USA, a faculty-led pilot project designed to define what students must know, understand, and be able to demonstrate after completing a degree in specific fields. Kentucky joins Indiana, Minnesota, Texas, and Utah as the fifth Tuning USA state to adopt the process that involves students and employers in linking college degrees to workplace relevance and students' mastery of agreed-upon learning objectives.
- *Adult Education Finance Module*: The Adult Education Finance Module went live this past September as an addition to the Adult Education Reporting Information Network (AERIN) and is allowing us to operate with one less staff position in the business office. It provides a web-based tool for submission, approval, and management of financial information from the 120 county providers.
- *Kentucky Virtual Campus Makes the Cut*: KYVC is one of 50 organizations, from an original pool of 600, invited to submit proposals for one of 32 grants supporting innovative academic programming.
- *Senate Bill 1 Implementation: Assessment and Placement Activities*: As part of Senate Bill 1 implementation, the CPE received a state appropriation to develop and implement activities to improve postsecondary readiness, placement, and student success at the P-12, adult education, and postsecondary levels. The goal is to create a P-20 continuous assessment model. Institutions received guidelines for applications for $25,000 noncompetitive grants to implement Senate Bill 1 assessment and placement initiatives.

2011-15 STRATEGIC AGENDA

Governor Patton and President King thanked various groups for their work and dedication on time spent over the last year during the Strategic Agenda development process including the Strategic Agenda Work Group members, the Strategic Agenda Institutional Advisory Group members, the members of the focus area subgroups, the institutional chief budget officers, the institutional chief academic officers, the institutional research directors, and Council staff.

Ms. Osborne, Strategic Agenda Work Group chair, echoed the gratitude and compliments by Governor Patton and President King. Ms. Osborne said the best part of the Strategic Agenda development process was that various groups of people came together with common ideas.

Dr. Doug Whitlock, EKU's president and convener of the presidents, said that the institutions' presidents are supportive of the Strategic Agenda and appreciate the process and end product. The presidents feel the Strategic Agenda is true to the objectives set forth in HB 1 and SB 1.

Dr. John Hayek, CPE's senior vice president for budget, planning, and policy provided a presentation reviewing the 2011-15 Strategic Agenda.

MOTION: Ms. Osborne, on behalf of the Strategic Agenda Work Group, moved that the 2011-15 Strategic Agenda be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

COMMISSIONER OF EDUCATION REPORT

Commissioner Holliday reported on activities underway at the Kentucky Department of Education, including information on a white paper titled "Goals and Guiding Principles for Accountability in Kentucky's Public Education System." This paper will serve as the foundation for making specific decisions relative to the design of the new accountability system.

At its December 7 meeting, the Kentucky Department of Education staff presented an update on the status of Program Reviews written for three areas: arts and humanities, practical living, and career studies and writing.

IMPROVING TEACHER QUALITY IN KENTUCKY, DR. PHIL ROGERS, EPSB

Dr. Phil Rogers, Executive Director, Education Professional Standards Board, provided information to the CPE about Kentucky's efforts to improve the quality of K-12 teachers and school leaders.

2011-12 TUITION SETTING PROCESS

Dr. Hayek said the proposed tuition and fee policy is the same version that was submitted to the Council at its November 5 meeting and is the same one (with a few minor changes) that was used in 2010-11. The fundamental objectives of the tuition policy include funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and effective use of resources.

It is anticipated that the Council will review and approve tuition policy and process documents at the February 3 meeting, take action on recommended tuition parameters at the April 28 meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10 meeting.

Dr. Hayek said that during the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student approved fees from its mandatory fee definition, thus excluding consideration of such fees when assessing institutional compliance with Council approved rate ceilings. Based on feedback received from postsecondary institution chief budget officers (CBOs), there is general interest in treating student approved fees differently from other mandatory fees.

CPE staff will work with a Special Use Fee Work Group as well as the full CBO group regarding treatment of student approved fees. The product of these discussions will be a draft Special Use Fee Exception Policy.

MOTION: Dr. Wise moved that the proposed tuition and fee policy be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

FALL 2010 FINAL ENROLLMENT

Dr. Heidi Hiemstra, CPE's assistant vice president, information and research, reported on the fall 2010 final enrollment.

As predicted by the preliminary fall 2010 enrollment numbers released in September, Kentucky's public colleges and universities continue to grow in enrollment during the 2010-11 academic year. A total of 232,318 students enrolled, an increase of 4 percent over last year and 40 percent since 2000.

SACS-LIKE REVIEWS OF COLLEGES FOR KENTUCKY TUITION GRANT ELIGIBILITY

Dr. Aaron Thompson, CPE's senior vice president for academic affairs, reported on the SACS-like reviews of colleges for Kentucky Tuition Grant (KTG) eligibility. In 2008, the Kentucky General Assembly adopted legislation requiring out-of-state institutions operating in Kentucky that wish to have their students be eligible for the KTG Program to either be accredited by the Southern Association of Colleges and Schools (SACS) or undergo a review conducted by the CPE that mirrors a SACS accreditation process.

This legislation was codified as KRS 164.785(7)(c). The Council promulgated an administrative regulation, 13 KAR 1:050, that clarifies the review process. The legislation is effective with the 2011-12 academic year. Three institutions requested that the Council perform a SACS-like review so their students would remain eligible for KTG. A team of consultants completed reviews of Northwood University (main campus in Michigan, with a site in Louisville, Kentucky); Indiana Wesleyan University (main campus in Indiana, with several sites in Kentucky); and McKendree University (main campus in Illinois, with several sites in Kentucky).

The teams reviewed applications and supporting documents and visited each university at a site in Kentucky. In each case, the team produced a site visit report, which identified the criteria that each college failed to meet. A deficiency noted for all three universities was related to qualifications of some faculty who would not be eligible to teach under the current SACS-COC standards. Northwood University and Indiana Wesleyan University both remedied their deficiencies and were approved on December 17, 2010.

McKendree University was the last site visit conducted, and the university was given until January 28, 2011, to respond to the deficiencies identified. If McKendree University submitted evidence it has remedied the deficiencies, then it will be approved for the 2011-12 academic year as well.

Each approved university is required to submit a six-month monitoring report to CPE by August 1, 2011, to ensure continued compliance.

MASTER OF ARTS IN RELIGIOUS STUDIES, WKU

Dr. Thompson said that as the only state institution in Kentucky offering an undergraduate major in religious studies, Western Kentucky University is uniquely positioned to offer this graduate degree program.

The program will require a minimum of 35 graduate credit hours of which no more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete either a thesis or a culminating project.

MOTION: Ms. Miller moved that the master of arts in religious studies at WKU be approved. Ms. Call seconded the motion.

VOTE: The motion passed.

DIVERSITY POLICY ADMINISTRATIVE REGULATION

Mr. Sherron Jackson, CPE's assistant vice president for finance and EEO, reported that at its January 16, 2009, meeting, the Council directed the Committee on Equal Opportunities (CEO), in collaboration with the universities and the community and technical college system, to develop a state level diversity plan. At its April 23, 2010, meeting, the Council modified its earlier action and directed the CEO, in collaboration with the universities and the community and technical college system, to develop a state level policy to guide development of institutional diversity plans.

The Council approved the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development at its September 2010 meeting, and directed staff to revise the existing Kentucky Administrative Regulation (KAR) to comply with the new policy. This revised administrative regulation, as recommended by the CEO, complies with the requirements for policy implementation. The CEO reviewed and acted on the revised KAR at its January 24, 2011, meeting.

Following action by the Council, the regulation will be filed with the Legislative Research Commission Administrative Regulation Review Subcommittee. Institution draft diversity plans are to be submitted to CPE staff for review March 15, 2011, with anticipated CPE action in September 2011.

MOTION: Mr. Weis moved that the revised Kentucky Administrative Regulation be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

CEO REPORT

Dr. Rana Johnson, CPE's chief diversity officer, reported on the Committee on Equal Opportunities activities and its January 24 meeting. The report included the CEO's 2011 meeting schedule, the revised Kentucky Administrative Regulation Implementing Diversity Policy, 2011 Degree Program Eligibility, the Governor's Minority Student College Preparation Program, and the SREB Doctoral Scholars Program.

Revised Kentucky Administrative Regulation Implementing Diversity Policy: The CEO recommended the revised KAR to the Council for review and action and subsequent filing with the Legislative Research Commission. The process for revision entails review and action by CEO and CPE, public hearings and public comment period, evaluation of regulatory impact and fiscal impact, review by the Administrative Regulation Review Subcommittee, and review by the appropriate jurisdictional legislative subcommittee. The estimated timeframe to complete the entire approval process is five to six months.

2011 Degree Program Eligibility: All institutions are determined eligible to implement new academic programs in calendar year 2011. A status report will be shared with the institutional presidents regarding their institution's status for calendar year 2011. Following implementation of the revised administrative regulation implementing the diversity policy and institutional diversity plans, institutional status under KRS 164.020(19) will be established using the new race/ethnicity codes as reported in IPEDS.

Governor's Minority Student College Preparation Program: Planning is underway for the 11th Annual GMSCPP Statewide Conference, to be hosted by Western Kentucky University at the Bowling Green campus June 2011. Morehead State University will host the 24th Annual Academically Proficient African American High School Junior and Senior Conference June 2011.

SREB Doctoral Scholars Program: Planning for the fall 2011 Teaching and Mentoring Institute took place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 27-28. 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 go into the professoriate. As of January 19, 2011, 37 students are matriculating at Kentucky institutions, 33 percent of these students are in the STEM areas, and there are 56 graduates.

2011 LEGISLATIVE SESSION UPDATE

Mr. Ron Carson, CPE's senior fellow, and Ms. Lee Nimocks, CPE's chief of staff, provided a report on actions related to postsecondary education resulting from the 2011 legislative session.

CPE COMMITTEE APPOINTMENTS

Governor Patton appointed members to the Council's executive committee. The membership of this committee consists of the Council chair and vice chair plus three additional members appointed by the chair. The three appointed members serve one-year terms, ending January 31 of each year.

Governor Patton appointed Glenn Denton, Dan Flanagan, and Jim Skaggs.

Governor Patton reported that he has asked Dan Flanagan to serve another term on the Board of the Lung Cancer Research Project. Mr. Flanagan accepted.

REPORTS FROM INSTITUTIONS

Governor Patton called attention to the reports from the institutions included in the agenda book.

Ms. Ridings stated that she would like to see all the campuses become tobacco-free as reported by Morehead State University.

OTHER BUSINESS

Dr. McKenney reported on a resolution to the Kentucky legislature and the CPE by the Coalition of Senate and Faculty Leaders (COSFL) regarding university tuition rates.

The resolution reads:

"Therefore, be it resolved that any policy developed for the purpose of setting tuition rates for the universities within the oversight of the CPE be sufficiently flexible to allow adjustments of tuition rates to meet individual institutional roles including unfunded mandates such as higher graduation rates and research expectations, that only fees directly related to academic performance be considered in any formulation, and that extreme caution be urged when defining performance metrics as the individual schools are already outcome driven but resource limited."

NEXT MEETING

The next Council meeting is April 27-28 at the University of Kentucky in Lexington, Kentucky.

ADJOURNMENT

The meeting adjourned at 5:15 p.m.

Robert L. King
CPE President

Tammie L. Clements
Associate, Executive Relations

Council on Postsecondary Education
February 3, 2011

Election of CPE Chair and Vice Chair

The Nominating Committee will present the slate of officers to serve until January 31, 2012.

Staff preparation by Tammie Clements

President's Report to the Council on Postsecondary Education

Robert L. King – February 3, 2011

Announcing the Launch of CPE's First SB1 Online Information Module - The first online information module that provides an introduction to Senate Bill 1 (2009) and the Kentucky Core Academic Standards was launched January 31. This online module describes the main components of Senate Bill 1 (2009), explains the impact on postsecondary institutions, reviews the adoption process for the Kentucky Core Academic Standards, and identifies how the standards affect postsecondary instruction. The information in this online module incorporates reading material, videos and links to other Internet resources developed by the Council on Postsecondary Education, the Kentucky Department of Education, Kentucky Educational Television, the Southern Regional Education Board and the Common Core State Standards Initiative - a state-led effort coordinated by the National Governor's Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Postsecondary faculty can register for this online course or for the information workshops being developed by the Kentucky Center for Mathematics, Kentucky Association of Colleges of Teacher Education, the Collaborative Center for Literacy Development and the P20 College and Career Readiness Lab at the University of Kentucky through the kycorestandards.org Website.

Virtual Library Membership and Budget Update – KYVL's new funding model was announced last fall and invoices sent to all existing and prospective members. At this time, KYVL has received over half a million dollars from 54 percent of the members, including over 50 public school districts. Another $900,000 must be collected from agencies and the remaining 45 percent of new and existing KYVL members. When the remaining 68 school districts submit payment, KYVL will have close to two-thirds participation of the public school districts. KYVL staff members have continued training, outreach, and open communications with school districts to enrich and increase the K-12 partnership.

Licensure Application System – February 1 marked the release to institutions of a CPE created, Web-based solution for the license or renewal of license pursuant to 13 KAR 1:020. The system provides online application submission, approval and management processes. This year about 108 sites will submit an application online. Key benefits and features of the system include:

- Improves efficiency for the institution and CPE in managing the license application process.
- Includes work flow process for application submission and CPE review.
- Generates notifications for defined system events.
- Provides for retrieval of current and historical applications and supporting documentation.
- Provides access restrictions based on user's role and institution affiliation.
- Contains an area for frequently asked questions, topic search, issue tracking and communication with CPE licensure staff.
- Includes a user's manual and videos for user help.

2011 Compact for Faculty Diversity Institute - Council staff attended a meeting of the State Doctoral Scholars Regional Advisory Committee, January 27-28, 2011, to discuss the fall 2011 Compact for Faculty Diversity Institute on Teaching and Mentoring. The Kentucky program is implemented collaboratively by CPE, the University of Kentucky, and the University of Louisville to help students complete doctoral programs and encourage them to go into the professoriate. As of January 2011, 56 scholars graduated, 37 students are currently matriculating, and 33 percent of those students are in the STEM areas. The Committee on Equal Opportunities will host two important activities designed to assist minority students with entry into the postsecondary education pipeline. The first at Western Kentucky University, June 14-15, and the second at Murray State University, towards the end of June (date has not yet been confirmed). A more detailed summary is included in the information section of your agenda book.

HB160 General Education Transfer Work Completed - Faculty from all public universities and KCTCS agreed upon the common general education learning outcomes that all Kentucky students should know and be able to demonstrate in the broad areas of Communication, Social and Behavioral Sciences, Arts & Humanities, Quantitative Reasoning, and Natural Science. KCTCS and each public university have identified their institution's general education coursework within the new statewide classification system in CollegeSource's Transfer Equivalency System (TES), the statewide transfer technology infrastructure. Transcript evaluations of transfer students' records were also conducted at each of Kentucky's public two and four year colleges and universities this past fall to collect data that informs revisions to the General Education Transfer Policy.

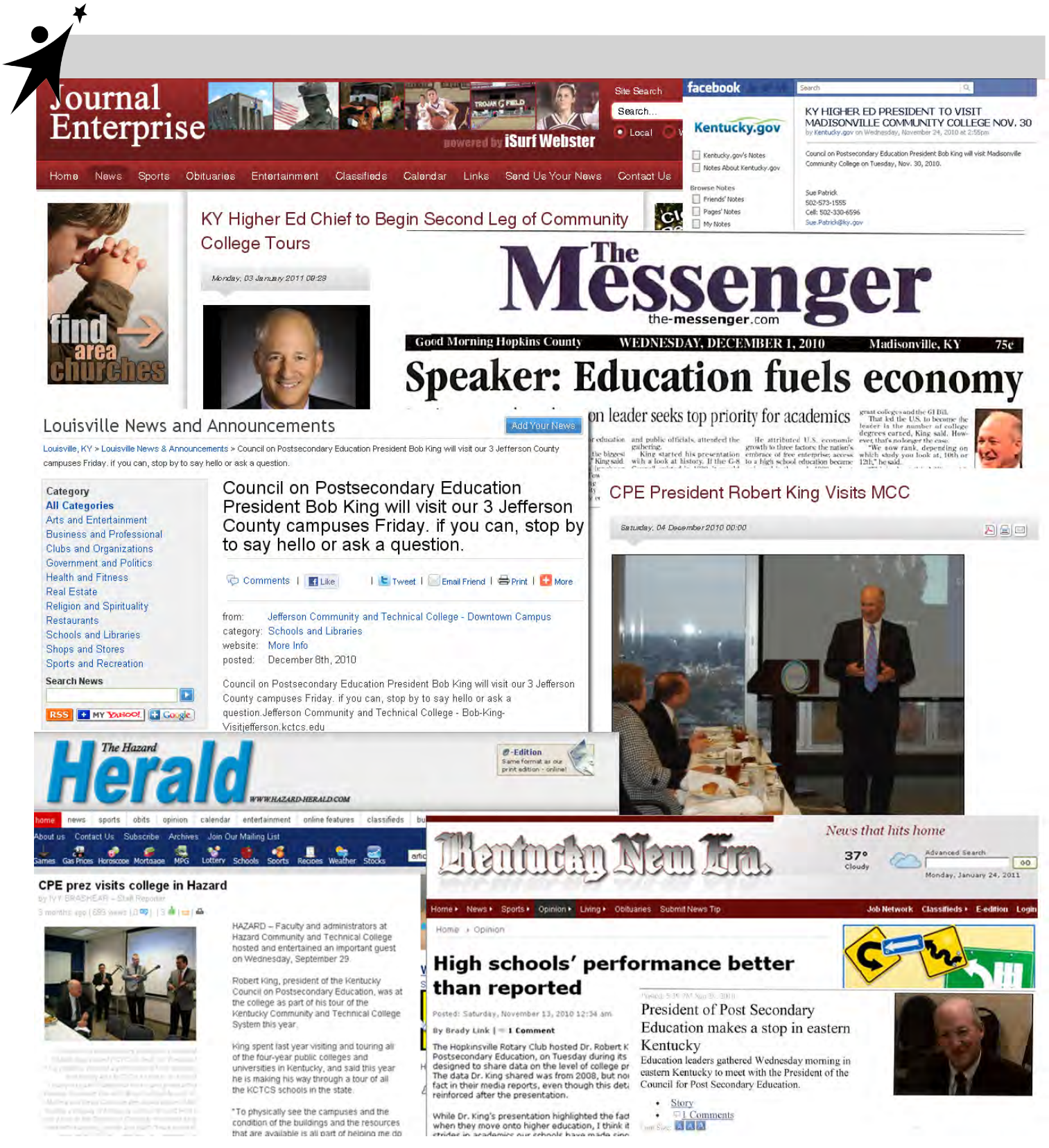
The CPE has been awarded a $150,000 grant from the Lumina Foundation for Education to participate in Tuning USA, a faculty-led pilot project designed to define what students must know, understand and be able to demonstrate after completing a degree in specific fields. Kentucky joins Indiana, Minnesota, Texas and Utah as the fifth Tuning USA state to adopt the process that involves students and employers in linking college degrees to workplace relevance and students' mastery of agreed-upon learning objectives. The grant provides stipend and travel expenses for faculty to meet over the next year to align student learning outcomes with employer and graduate school requirements in the five disciplines of biology, business, elementary education, nursing and social work. Sixty-five faculty representatives from Kentucky's two and four-year public and independent colleges and universities are participating in this part of HB 160 implementation. Tuning USA fits into Lumina's newly released Degree Profile (http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf), a framework that defines postsecondary learning and quality that college degrees should signify.

Adult Education Finance Module - The Adult Education Finance Module went live this past September as an addition to the Adult Education Reporting Information Network (AERIN) and is allowing us to operate with one less staff position in the business office. It provides a web-based tool for submission, approval and management of financial information from the 120 county providers. Designated staff at the provider sites submit their budgets, budget amendments and monthly invoices via the new system. Data is automatically fed into the state finance system to generate payment to the providers. Data is also provided automatically for federally mandated and management reports. Key benefits and features of the system include:

- Improved efficiency in managing budgets, invoices and reporting for 120 Adult Education providers.
- Increased staffing efficiencies.
- Capture of budget and monthly expenses of each KYAE program.
- Work flow process for financial data submission and approval.
- Notifications for defined system events.
- Access restrictions based on user's role and provider affiliation.
- Online storage and retrieval of current and historical system data.

Kentucky Virtual Campus Makes the Cut – KYVC is one of 50 organizations, from an original pool of 600, invited to submit proposals for one of thirty-two grants supporting innovative academic programming. Our pre-proposal, *Online On-demand: A Learning Environment Designed for the Student's Convenience and Productivity*, calls for this disruptive modularized delivery model that has proven successful for 2-year degrees at KCTCS to be transferred to a 4-year degree program at Morehead State University to prove its scalability. The *Next Generation Learning Challenges* grant program is funded by the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation, and sponsored by EDUCAUSE, CCSSO, the International Association for K-12 Online Learning and the League for Innovation in the Community College. Follow on awards of $5m are possible for those grants demonstrating particular effectiveness and scaling.

Senate Bill 1 Implementation: **Assessment and Placement Activities** - As part of Senate Bill 1 implementation, the Council on Postsecondary Education (CPE) received a state appropriation to develop and implement activities to improve postsecondary readiness, placement, and student success at the P-12, adult education, and postsecondary levels. The goal is to create a P-20 continuous assessment model. Institutions received guidelines for applications for $25,000 noncompetitive grants to implement Senate Bill 1 assessment and placement initiatives. These monies can be used for to support the implementation of the more rigorous systemwide standards of placement; developing and implementing a communication plan around the new common core standards and assessments for college and career readiness; supporting ongoing assessment and placement efforts for incoming students; collaborations between developmental/supplemental education efforts, or working with middle and high school or adult education intervention program efforts related to placement testing. Additionally, an RFP has been released for three $200,000 competitive grants with to promote college readiness and success through the development and implementation of collaborative activities with public universities and KCTCS institutions, P-12 schools, adult education programs, and independent colleges and universities. The monies will encourage the development of sustainable plans for promoting college and career readiness using placement and diagnostic assessments.



CPE President Bob King's KCTCS Campus Tours

Prepared by
CPE Communications Office
1/24/2011

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COUNCIL ON POSTSECONDARY EDUCATION

NEWS RELEASE

FOR IMMEDIATE RELEASE
Release Date: Jan. 3, 2011
Contact: Sue Patrick
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KY HIGHER ED CHIEF TO BEGIN SECOND LEG OF COMMUNITY COLLEGE TOURS

(FRANKFORT, Ky.)— The president of the Kentucky Council on Postsecondary Education will begin the second leg of his community college tours—more than a 16-city swing throughout the state—later this month.

President Bob King planned the tours to learn more about the campuses, including their academic programs of study and the condition of campus facilities. Another key priority is to meet with campus leadership, faculty and staff, students and community leaders to get a sense of what they think the needs of the campuses are.

“Staying in touch with the campuses is what these tours are all about,” King said. “I especially enjoy talking and listening to the students because that’s something I don’t get to do a lot.”

The second leg of the tours will include visits to nine colleges, including Ashland Community and Technical College, Big Sandy Community and Technical College, Elizabethtown Community and Technical College, Henderson Community College, Maysville Community and Technical College, Owensboro Community and Technical College, Somerset Community College, Southeast Kentucky Community and Technical College, West Kentucky Community and Technical College. A schedule for each visit will be announced as they become available.

The first leg of the community college tours included visits to Bluegrass Community and Technical College, Bowling Green Technical College, Gateway Community and Technical College, Hazard Community and Technical College with a stop at Lees College Campus, Hopkinsville Community College, Jefferson

Community and Technical College with stops at Southwest Campus, Tech Campus and Downtown Campus, and Madisonville Community College.

King earlier visited all the public four-year universities and has met with many of their boards. While in the area, he frequently meets with legislators, media and speaks to local civic organizations.

King said he is looking forward to the next round of visits.

“I can look at facts and figures all day long, but the campus tours add meaning to the numbers,” said King. “It’s an invigorating and rewarding experience to interact with the people who are serving our students.”

The Council on Postsecondary Education is the coordinating agency for postsecondary education. The Council sets tuition, submits the biennial budget request for colleges, universities and Kentucky Adult Education, approves all academic programs, administers adult education, and facilitates and guides postsecondary involvement in K-12, among other responsibilities.

###

Kentucky’s postsecondary and adult education system is improving the economic vitality of the Commonwealth and the lives of Kentuckians. By raising educational attainment, Kentucky will attract higher wage and knowledge-based business and industry. The overall quality of life for Kentuckians will also improve with higher incomes and levels of employment, better health, less obesity, more volunteerism, and lower crime and public assistance rates.

Sue Patrick
Director of Communications
Council on Postsecondary Education
Frankfort, KY 40601
502-573-1652, ext. 308
www.cpe.ky.gov
www.KnowHow2GoKY.org

"KY Higher Ed Chief to begin second leg of community college tours."CPE press release. Jan 3, 2011.

(Ashland Community and Technical College, Big Sandy Community and Technical College, Elizabethtown Community and Technical College, Henderson Community College, Maysville Community and Technical College, Owensboro Community and Technical College, Somerset Community College, Southeast Kentucky Community and Technical College, West Kentucky Community and Technical College)

Coverage:

- "KY Higher Ed Chief to begin second leg of community college tours." Journal Enterprise. Jan 3 2011.
- "KY Higher Ed Chief to begin second leg of community college tours." iSurfMuhlenberg. Jan 3 2011.
- "KY Higher Ed Chief to begin second leg of community college tours." iSurfPaducah. Jan 3 2011.
- "KY Higher Ed Chief to begin second leg of community college tours." iSurfHopkins. Jan 3 2011.
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- "Ky. education leader to continue college visits." Bowling Green Daily News. Jan 4, 2011.
- "Ky. education leader to continue college visits." NewChannel5.com. Jan 4, 2011.
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- "Ky. education leader to continue college visits." Kentucky.com. Jan 4 2011.
- "Ky. education leader to continue college visits." Beaumont Enterprise. Jan 4 2011.
- "Ky. education leader to continue college visits." All Voices. Jan 4 2011.
- "Education leader to continue college visits." Kentucky Post. Jan 4 2011.
- "Ky. education leader to continue college visits." Fox19.com. Jan 4 2011.
- "Education leader King to visit community colleges." West Kentucky Star. Jan 4 2011.
- "KY education leader to continue college visits." WAVE3.com. Jan 4 2011.
- "Ky. education leader to continue college visits." WKRN.com. Jan 4 2011.
- "Ky. education leader to continue college visits." WNCT Eyewitness News. Jan 4 2011.
- "Education leader to continue college visits." WLKY.com. Jan 4 2011.

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KY Higher Ed Chief to Begin Second Leg of Community College Tours

Monday, 03 January 2011 09:28

FRANKFORT, KY - The president of the Kentucky Council on Postsecondary Education will begin the second leg of his community college tours—more than a 16-city swing throughout the state—later this month.

President Bob King planned the tours to learn more about the campuses, including their academic programs of study and the condition of campus facilities. Another key priority is to meet with campus leadership, faculty and staff, students and community leaders to get a sense of what they think the needs of the campuses are.

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Information provided to iSurf News by Sue Patrick, Director of Communications for the Council on Postsecondary Education.
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KY Higher Ed Chief to Begin Second Leg of Community College Tours

Monday, 03 January 2011 09:23

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Associated Press - January 4, 2011 4:14 AM ET

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Posted 1/4/2011 4:04 AM ET

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Ky. education leader to continue college visits

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Published 03:00 a.m., Tuesday, January 4, 2011

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Ky. education leader to continue college visits

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Associated Press - January 4, 2011 4:14 AM ET

FRANKFORT, Ky. (AP) - Kentucky Council on Postsecondary Education President Bob King will be on the road again later this month, paying visits to community colleges around the state.

King has already visited colleges in Bowling Green, Edgewood, Hazard, Hopkinsville, Lexington, Louisville and Madisonville. Next he'll head to Ashland, Elizabethtown, Henderson, Maysville, Owensboro and Somerset, among others.

The council says King previously visited the state's public 4-year universities.

King says it's rewarding to meet with the people who make the colleges run and that personal visits give meaning to the information he must use every day.

King decided to visit each school to learn about academic programs and have a look at facilities. The council says he also likes to meet with campus leaders, faculty and staff, students and community leaders.

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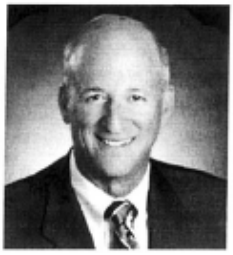

Education Leader King to Visit Community Colleges

By AP

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Published 03:22 AM, Tuesday Jan. 04, 2011
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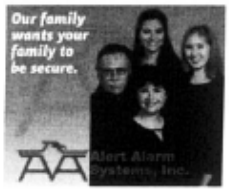

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KY education leader to continue college visits

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Posted: Jan 04, 2011 10:27 AM EST
Updated: Jan 04, 2011 10:27 AM EST

Posted by Paige Quiggins - email

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Associated Press - January 4, 2011 4:14 AM ET

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Ky. Education Leader to Continue College Visits

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By Associated Press Writer | (AP)
Published: January 04, 2011

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POSTED: 8:32 am EST January 4, 2011

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** NEWS OPPORTUNITY**

FOR IMMEDIATE RELEASE
Release Date: Dec. 8, 2010
Contact: Sue Patrick
Phone: 502-573-1652 ext. 308
Cell: 502-330-6596
Sue.Patrick@ky.gov

KY HIGHER ED PRESIDENT TO VISIT JEFFERSON COMMUNITY AND TECHNICAL COLLEGE DEC. 10

(FRANKFORT, KY.)--Council on Postsecondary Education President Bob King will visit Jefferson Community and Technical College where he will meet with campus leadership, faculty, staff and students on Friday, Dec. 10, 2010. Tours of the Southwest Campus, Tech Campus and Downtown Campus are planned during the daylong visit. A schedule appears below. The events are open to the media.

Friday - December 10, 2010

9:15 – 10:00 a.m.	Tour Southwest Campus
10:00 – 10:45 a.m.	Open Forum with CPE President King –Quinlan Seminar Hall, Social Science Bldg.
11:45 a.m.– 1:15 p.m.	Lunch with President King, JCTC Boards and selected others
1:30 – 2:30 p.m.	Tour Tech Campus
2:45 – 3:30 p.m.	Tour Downtown Campus
3:30 – 4:30 p.m.	Open Session for Faculty, Staff and Students

Sue Patrick
Director of Communications
Council on Postsecondary Education
Frankfort, KY 40601
502-573-1652, ext. 308
www.cpe.ky.gov
www.KnowHow2GoKY.org

"KY Higher Ed President to visit Jefferson Community and Technical College Dec. 10." CPE press release. Dec 8, 2010.

Coverage:

- "KY Higher Ed President to visit Jefferson Community and Technical College Dec. 10." Kentucky.gov. Dec 8 2010.
- "Kentucky Higher Education President to visit JCTC." JCTC News. Dec 8 2010.
- "Council on Postsecondary Education President Bob King will visit our 3 Jefferson County campuses Friday. If you can, stop by to say hello or ask a question." Louisville, KY. Dec 8 2010.

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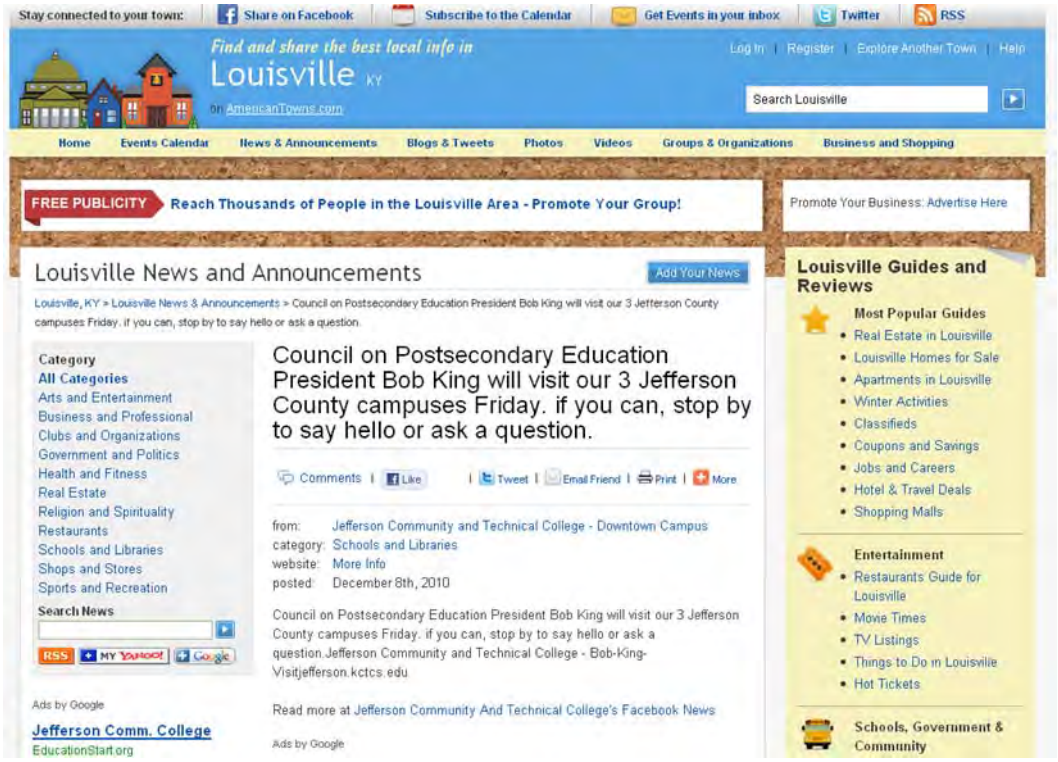
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COUNCIL ON POSTSECONDARY EDUCATION

** NEWS OPPORTUNITY**

FOR IMMEDIATE RELEASE
Release Date: Nov. 24, 2010
Contact: Sue Patrick
Phone: 502-573-1652 ext. 308
Cell: 502-330-6596
Sue.Patrick@ky.gov

KY HIGHER ED PRESIDENT TO VISIT MADISONVILLE COMMUNITY COLLEGE NOV. 30

(FRANKFORT, KY.)--Council on Postsecondary Education President Bob King will visit Madisonville Community College on Tuesday, Nov. 30, 2010. The schedule includes meeting with campus leaders from 9 to 10 a.m. CT and a tour of the campus at 10:30 a.m. CT. King will address local community leaders at a noon luncheon at the Trover Clinic Tower. At 2 p.m. CT, King will discuss key education issues with invited Madisonville Community College faculty, staff and students.

Madisonville Community College is located at 2000 College Drive, Madisonville.

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Director of Communications
Council on Postsecondary Education
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www.cpe.ky.gov
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"KY Higher Ed President to visit Madisonville Community College Nov. 30." CPE press release. Nov 24 2010.

Coverage:

- "KY Higher Ed President to visit Madisonville Community College." iSurfHopkins.com. Nov 25 2010.
- "Speaker: Education fuels economy: State's postsecondary education leader seeks top priority for academics." The Messenger. Dec 1 2010.
- "Speaker: Education fuels economy." Kentucky School Board Association News. Dec 1 2010.
- "CPE President Robert King visits MCC." iSurfhopkins.com. Dec 4 2010.

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Thursday, 25 November 2010 00:00
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Madisonville Community College is located at 2000 College Drive, Madisonville.
Information provided to iSurf News by Sue Patrick, Director of Communications for Council on Postsecondary Education.
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Good Morning Hopkins County | WEDNESDAY, DECEMBER 1, 2010 | Madisonville, KY | 75¢

Speaker: Education fuels economy

State's postsecondary education leader seeks top priority for academics

By Lori Harrison
Messenger Staff Writer
lharrison@the-messenger.com

An emphasis on education led to the United States' phenomenal economic growth in the past, according to Kentucky Council on Postsecondary Education President Robert L. King.

He thinks it's time for education to again be a top priority.

"This is truly, I think, the biggest issue facing our country," King said.

He spoke during a luncheon Tuesday at Trover Tower that was part of a daylong visit to Madisonville Community College. About 30 people, mostly educators and public officials, attended the gathering.

King started his presentation with a look at history. If the G-8 Council existed in 1820, it would have included nations such as England, Spain and France, he said.

"America would not have been in it," he added.

He attributed U.S. economic growth to three factors: the nation's embrace of free enterprise; access to a high school education became universal in the early 1900s, about 40 years before most other countries; and legislation that expanded access to higher education, such as the Morrill Act that created land-grant colleges and the GI Bill.

That led the U.S. to become the leader in the number of college degrees earned, King said. However, that's no longer the case.

"We now rank, depending on which study you look at, 10th or 12th," he said.

"Think about this," King said, "there are more students today attending college in China, enrolled

See **Education**/Page A2

Robert King

Education: Figures cited

From the **Front Page**

in highly credible honors programs, than we have students in all of our universities."

Since King became CPE president in 2009, he has often heard the excuse, "But we're a poor state."

"The 'but we're a poor state' has become a rationale for what we're doing," he said. "We don't have the money."

However, South Korea, which has a smaller economy, has seen growth in educational attainment.

"It's not the money," King said. "It is focus. It is prioritization of education."

During the 2000s, the state's economy grew 31 percent, and its budget increased 31 percent.

Within that budget, the largest growth was seen in funds for public employee health care (174 percent), Medicaid (67 percent) and corrections (44 percent). SEEK funding for public K-12 education increased 36 percent, slightly over the average, while non-SEEK funds for schools went up 13 percent.

"And look at higher education," King said, which saw a 21.9 percent increase. "We didn't keep up with any other part of the budget, or the economy.

"I'm making a pitch," he said. "Maybe we ought to think a little bit harder about how we spend our money."

Many changes are coming in education, as guidelines outlined in 2009's Senate Bill 1 are implemented. The public school testing system is being completely revamped.

There is also a new emphasis on college readiness, as well as increasing the number of college students earning credentials — and the speed with which they do so.

Just 25 percent of college students complete a bachelor's degree in four years, compared to 45 percent in five years, King said.

"That's not good enough," he said.

Local statistics from 2008 showed a graduation rate of 83 percent of Hopkins County Central High School, 90.4 percent at Madisonville-North Hopkins and 90.2 percent at Dawson Springs. The state average is 84.5 percent.

The percent of students who needed to take noncredit developmental level classes in one or more college subjects before being ready for credit-earning courses was 30.2 percent at HCCHS, 41.8 percent at MNHHS, 30.4 percent at DSHS, and 38.2 percent statewide.

"Even though the kids at Central High School actually are developmentally at the highest rate of college readiness, they're not going at the rate the other two are," King said.

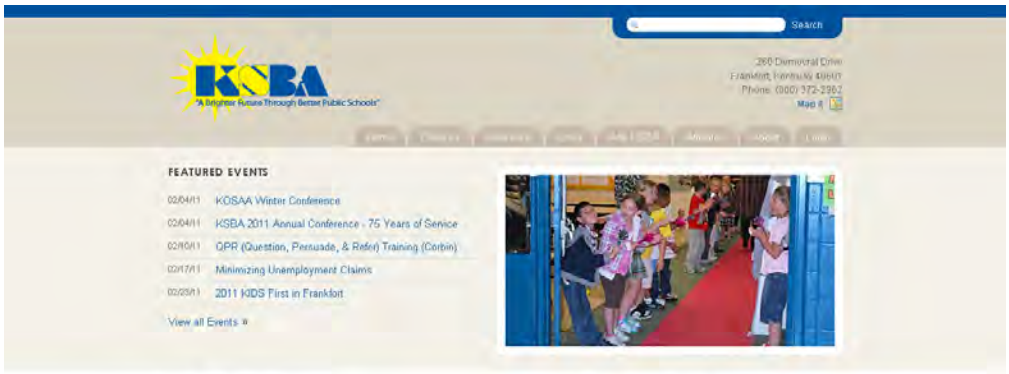
Just 60.7 percent of HCCHS graduates went on to college, which is lower than the 71 percent at MNHHS and 68.9 percent at DSHS. It's also below the state average of 63 percent.

There are several ways higher education can help K-12 schools reach their goals, such as revamping teacher education programs and offering professional development for classroom teachers.

The goals focus on college readiness; student success; research, economic and community competitiveness; and efficiency and innovation. Officials with CPE and the Kentucky Department of Education — as well as teachers and instructors from across the state — have been developing a plan to address these issues.

"We have been meeting over the last year-plus to bring about this alignment in what people should know to be successful in a freshman level course," King said.

"The most significant, in my view, is college readiness," he said. "It is in our best interest to have K-12 be successful."



NEWS HEADLINES

Source: Messenger, Madisonville, Dec. 1, 2010

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Each and every one of the 365 days of the year, KSBA staff search the Internet for the most interesting Kentucky and national education news. Most are posted Monday and Friday on the KSBA Web site. But because busy education leaders too often don't have time even to remember to click on the Web, KSBA created the eNews Service.

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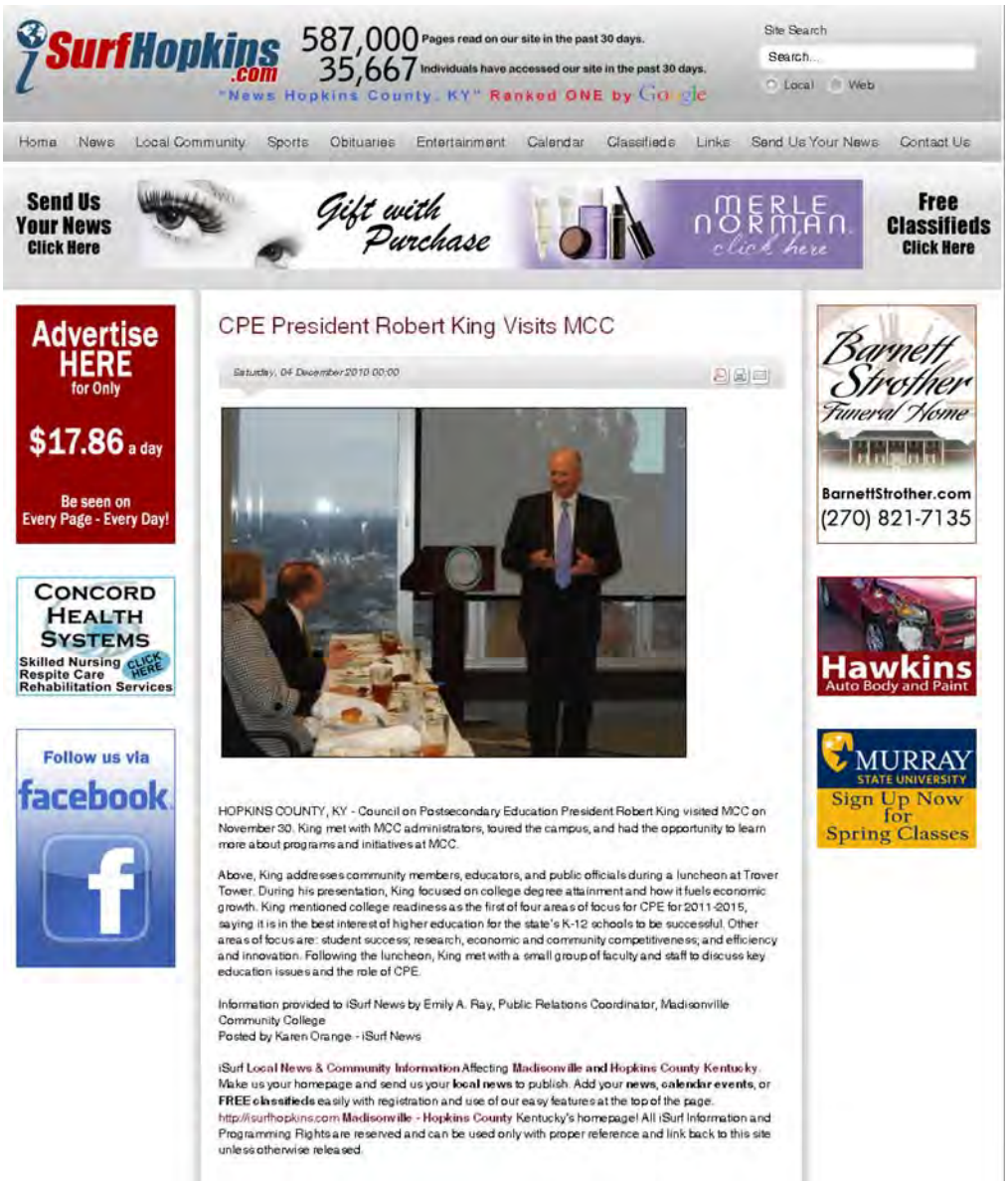
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CPE President Robert King Visits MCC
Saturday, 04 December 2010 00:00
HOPKINS COUNTY, KY - Council on Postsecondary Education President Robert King visited MCC on November 30. King met with MCC administrators, toured the campus, and had the opportunity to learn more about programs and initiatives at MCC.
Above, King addresses community members, educators, and public officials during a luncheon at Trover Tower. During his presentation, King focused on college degree attainment and how it fuels economic growth. King mentioned college readiness as the first of four areas of focus for CPE for 2011-2015, saying it is in the best interest of higher education for the state's K-12 schools to be successful. Other areas of focus are: student success; research; economic and community competitiveness; and efficiency and innovation. Following the luncheon, King met with a small group of faculty and staff to discuss key education issues and the role of CPE.
Information provided to iSurf News by Emily A. Ray, Public Relations Coordinator, Madisonville Community College
Posted by Karen Orange - iSurf News
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FOR IMMEDIATE RELEASE
Release Date: Nov. 4, 2010
Contact: Sue Patrick
Phone: 502-573-1652 ext. 308
Cell: 502-330-6596
Sue.Patrick@ky.gov

KY HIGHER ED CHIEF TO VISIT HOPKINSVILLE COMMUNITY COLLEGE AND BOWLING GREEN TECHNICAL COLLEGE

(FRANKFORT, KY.)--Council on Postsecondary Education President Bob King will continue his visits to Kentucky Community and Technical College campuses next week. King will visit Hopkinsville Community College on Tuesday, Nov. 9, and Bowling Green Technical College on Wednesday, Nov. 10.

The campuses have planned daylong sessions, which include campus tours, meetings with campus leadership, faculty, students, and community leaders. King will also address the Rotary Club in Hopkinsville.

Agendas for the campus visits are attached.

###

Sue Patrick, APR
Director of Communications
Council on Postsecondary Education
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www.cpe.ky.gov
www.KnowHow2GoKY.org

Council on Postsecondary Education
President Robert L. King
Hopkinsville Community College
Campus Visit

November 9, 2010

9:15 a.m.	CPE President Robert King arrives at Hopkinsville Community College campus (Administration Building)
9:30 – 10:00 a.m.	CPE President King addresses community leaders (Academic Building Conference Room 158)
10:00 – 10:45 a.m.	CPE President King meets with Dr. Selbe and Cabinet (Administration Building Conference Room 103)
10:50 – 11:30	Open Session for students (Academic Building Conference Room 158)
11:40 a.m. – 12:00 noon	Drive to Rotary Club meeting at Memorial Building (Dr. Selbe)
12:00 noon – 1:00 p.m.	Lunch with Rotary Club and CPE President King addresses Rotary Club members (Memorial Building, South Virginia Street, Hopkinsville, KY)
1:15 – 1:30 p.m.	Drive to Hopkinsville Community College (Dr. Selbe)
1:30 – 3:30 p.m.	Campus Tour
3:45 – 4:15 p.m.	Open Session for Faculty and Staff (Technology Center, Room 210)

Council on Postsecondary Education
President Robert L. King
Bowling Green Technical College
Campus Visit

Wednesday, November 10, 2010

9:00 – 9:15 a.m.	Meet with Senior Leadership Team	Transpark Campus
9:15 – 10:00 a.m.	College Presentation Senior Leadership Team	Transpark Conference Room
10:00 – 11:00 a.m.	Tour of Transpark Campus	
11:00 -11:30 a.m.	Travel to KATI Campus	
11:30-12:00 noon	Tour of KATI Campus	KATI Conference Room
12:00-1:00 p.m.	Lunch	KATI Round Room
1:00 -1:45 p.m.	Tour of IDC Center	
1:45 – 2:00 p.m.	Travel to Main Campus	
2:00 -3:00 p.m.	Tour of Main Campus	
3:00 – 4:00 p.m.	Meet and Greet/Forum • Faculty, Staff, and Students	Building F-Conference Room
4:00-4:30 p.m.	Summary visit with Dr. Hodges	Dr. Hodges' Office

"KY Higher Ed Chief to visit Hopkinsville Community College and Bowling Green Technical College." CPE press release. Nov 4 2010.

Coverage:

- "Education official to visit HCC, will speak at Rotary." Kentucky New Era, Hopkinsville, KY. Nov 6 2010.
- "CPE President's Tour of KCTCS schools." WKDZ.com Nov 8 2010.
- "KY Higher Ed. Chief to visit Bowling Green Technical College." WBKO.com. Nov 10 2010.
- "Education official: Students need more prep for college." Kentucky New Era, Hopkinsville, KY. Nov 9 2010.
- "CPE President talks about education in KY during HCC visit." WKDZ-FM. Nov 10 2010.
- "Education official: high school students need better college prep." Kentucky New Era, Hopkinsville, KY. Nov 10 2010.
- "High schools' performance better than reported." Kentucky New Era, Hopkinsville, KY. Nov 13, 2010.

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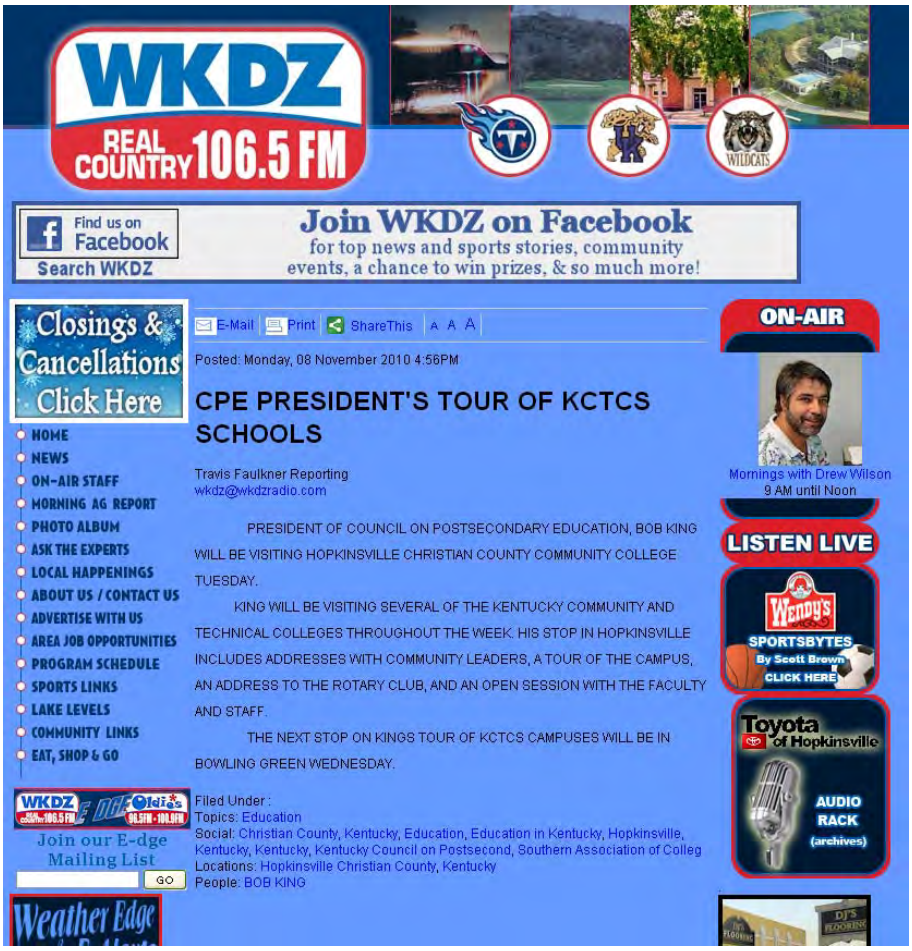
Education official to visit HCC, will speak at Rotary

Posted: Saturday, November 6, 2010 12:37 am

From New Era Staff Reports | 0 Comments

Robert L. King, president of the Kentucky Council on Postsecondary Education, will be at Hopkinsville Community College on Tuesday. His visit to Hopkinsville will include an address at the Hopkinsville Rotary Club meeting.

King is scheduled to arrive at HCC for a 9:30 a.m. address to community leaders in the Academic Building Conference Room 158, according to the schedule provided by the council. Later in the morning he will meet with HCC President Jim Selbe and will have an open session with students.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Posted: Monday, 08 November 2010 4:56PM
CPE PRESIDENT'S TOUR OF KCTCS SCHOOLS
Travis Faulkner Reporting
wkdz@wkdzradio.com
PRESIDENT OF COUNCIL ON POSTSECONDARY EDUCATION, BOB KING WILL BE VISITING HOPKINSVILLE CHRISTIAN COUNTY COMMUNITY COLLEGE TUESDAY.
KING WILL BE VISITING SEVERAL OF THE KENTUCKY COMMUNITY AND TECHNICAL COLLEGES THROUGHOUT THE WEEK. HIS STOP IN HOPKINSVILLE INCLUDES ADDRESSES WITH COMMUNITY LEADERS, A TOUR OF THE CAMPUS, AN ADDRESS TO THE ROTARY CLUB, AND AN OPEN SESSION WITH THE FACULTY AND STAFF.
THE NEXT STOP ON KINGS TOUR OF KCTCS CAMPUSES WILL BE IN BOWLING GREEN WEDNESDAY.
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Ky. Higher Education Chief to Visit Bowling Green Technical College
Kentucky's Higher Education Chief is scheduled to make a stop right here in Bowling Green.
Posted: 6:44 AM Nov 10, 2010
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Kentucky's Higher Education Chief is scheduled to make a stop right here in Bowling Green.
The Council on Post-secondary Education President, Bob King visited Hopkinsville Community College yesterday and will arrive at the Bowling Green Technical College this morning around nine-o-clock.
The visit includes campus tours, meetings with Campus Leadership, along with faculty, students and community leaders.
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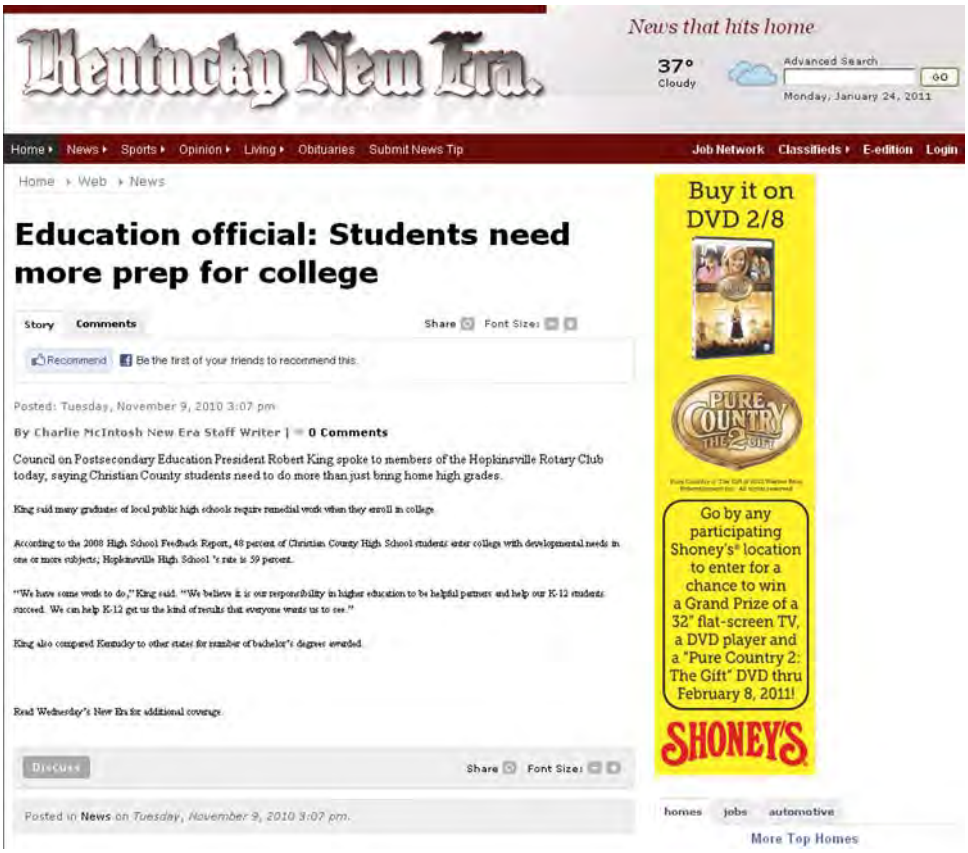

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Education official: Students need more prep for college

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Posted: Tuesday, November 9, 2010 3:07 pm

By Charlie McIntosh New Era Staff Writer | 0 Comments

Council on Postsecondary Education President Robert King spoke to members of the Hopkinsville Rotary Club today, saying Christian County students need to do more than just bring home high grades.

King said many graduates of local public high schools require remedial work when they enroll in college.

According to the 2008 High School Feedback Report, 48 percent of Christian County High School students enter college with developmental needs in one or more subjects; Hopkinsville High School 's rate is 59 percent.

"We have some work to do," King said. "We believe it is our responsibility in higher education to be helpful partners and help our K-12 students succeed. We can help K-12 get us the kind of results that everyone wants us to see."

King also compared Kentucky to other states for number of bachelor's degrees awarded.

Read Wednesday's New Era for additional coverage.

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Posted in News on Tuesday, November 9, 2010 3:07 pm.

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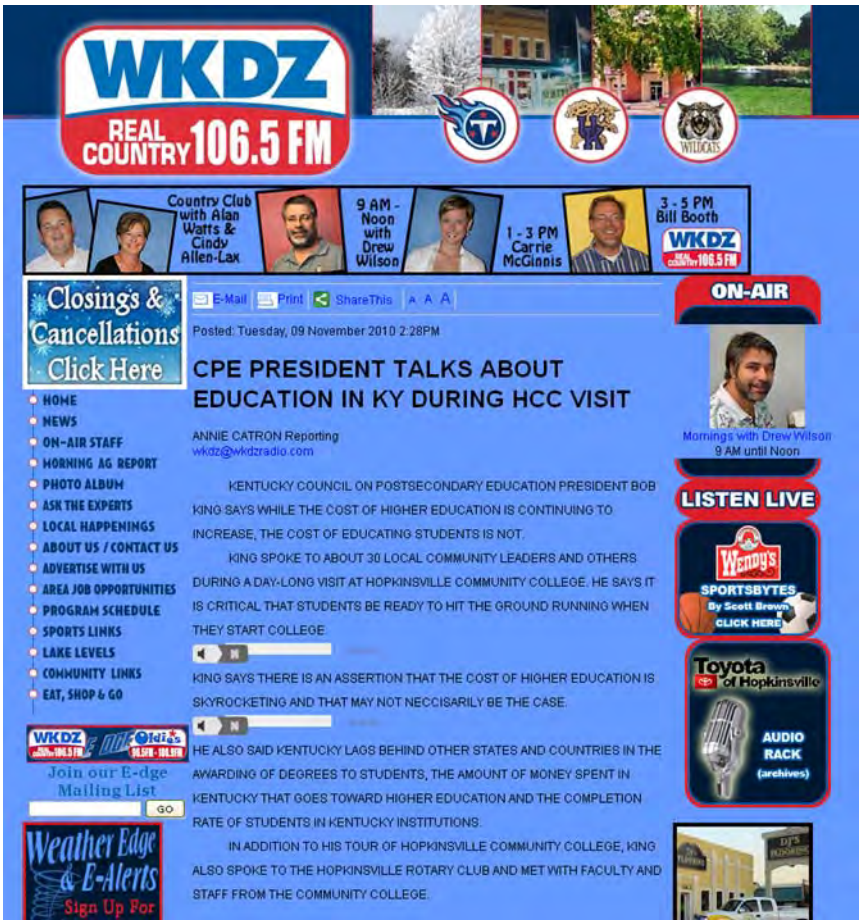
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Posted: Tuesday, 09 November 2010 2:28PM
CPE PRESIDENT TALKS ABOUT EDUCATION IN KY DURING HCC VISIT
ANNIE CATRON Reporting
wkdz@wkdzradio.com
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION PRESIDENT BOB KING SAYS WHILE THE COST OF HIGHER EDUCATION IS CONTINUING TO INCREASE, THE COST OF EDUCATING STUDENTS IS NOT.
KING SPOKE TO ABOUT 30 LOCAL COMMUNITY LEADERS AND OTHERS DURING A DAY-LONG VISIT AT HOPKINSVILLE COMMUNITY COLLEGE. HE SAYS IT IS CRITICAL THAT STUDENTS BE READY TO HIT THE GROUND RUNNING WHEN THEY START COLLEGE.
KING SAYS THERE IS AN ASSERTION THAT THE COST OF HIGHER EDUCATION IS SKYROCKETING AND THAT MAY NOT NECCISARILY BE THE CASE.
HE ALSO SAID KENTUCKY LAGS BEHIND OTHER STATES AND COUNTRIES IN THE AWARDING OF DEGREES TO STUDENTS, THE AMOUNT OF MONEY SPENT IN KENTUCKY THAT GOES TOWARD HIGHER EDUCATION AND THE COMPLETION RATE OF STUDENTS IN KENTUCKY INSTITUTIONS.
IN ADDITION TO HIS TOUR OF HOPKINSVILLE COMMUNITY COLLEGE, KING ALSO SPOKE TO THE HOPKINSVILLE ROTARY CLUB AND MET WITH FACULTY AND STAFF FROM THE COMMUNITY COLLEGE.
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Education official: High school students need better college prep

Posted: Wednesday, November 10, 2010 11:49 am | Updated: 12:49 pm, Wed Nov 10, 2010.

By Charlie McIntosh, New Era Staff Writer |

More than half of the students coming from Christian County Public Schools need remedial work when they arrive at a Kentucky college.

That was one of the messages Christian County educators and business leaders heard Tuesday from the president of the Kentucky Council on Postsecondary Education.

"The portion of students who need remediation in one or more subject is 47.6 percent for (Christian County High School) and 58.9 percent for (Hopkinsville High School)," Robert King said during a Hopkinsville Rotary Club luncheon. "We have some work to do."

"It is heartbreaking to me but it is sadly too typical," King said, citing figures from the Kentucky College and Career Readiness High School Feedback Reports. "You think as a parent that everything is fine because your son or daughter is coming home with A's or B's, then they take an SAT or an ACT and discover they need remediation."

King said it will take more teamwork between higher education and the K-12 system to solve the problem.

"We know that we need to produce teachers who are better prepared to meet all of the challenges that they face today with young people," King said. "We also will be developing a much greater system for college level faculty to work with teachers during their careers and to support them."

He reminded local business leaders and educators of higher education's importance, referring to education's role in the growth of the United States as an industrial superpower. He compared Kentucky to countries such as South Korea and Portugal.

"Other countries have surpassed Kentucky," King said.

Between 1968 and 2006, he said, South Korea passed Kentucky in the number of bachelor's degrees awarded when comparing the two countries on the basis of gross domestic product. King said that Kentucky being a "poor state" is no longer an excuse.

"South Korea is more poor than we are," King said. "Other countries have surpassed Kentucky. We could now rank 10th or 12th depending on whose assessment we look at."

"The world is improving faster than we are," King said.

Charlie McIntosh can be reached at 270-887-3262 or cmcintosh@kentuckynewsyn[illegible].

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High schools' performance better than reported

Posted Saturday, November 13, 2010 12:34 am

By Brady Link |

The Hopkinsville Rotary Club hosted Dr. Robert King, president of the Kentucky Council on Postsecondary Education, on Tuesday during its weekly meeting. He provided a presentation designed to share data on the level of college preparedness of our local high school graduates. The data Dr. King shared was from 2008, but none of our local media included that very important fact in their media reports, even though this detail was shared during the presentation and reinforced after the presentation.

While Dr. King's presentation highlighted the fact that many of our students require remediation when they move onto higher education, I think it is important to share with our public the great strides in academics our schools have made since 2008, the year he reflected in his presentation.

For example, both of our high schools have improved on the ACT exam — the most important indicator of college preparedness according to Dr. King himself. The district's junior ACT score has improved more than a half of one point in these last two years, a rate of improvement three times that of the state of Kentucky. The senior ACT score has also increased by nearly a half of one point in the last year, while the state senior ACT score did not improve at all during this last year and the national ACT score actually decreased. Even more significantly, the number of students scoring a 20 or greater on the ACT has also improved in the last few years. In 2008, 123 of our local students scored a 20 or above on the ACT. In 2010, that number jumped to 179. This data is clear evidence that our high schools are improving.

Our students have also made impressive gains on Advanced Placement exams. In 2008, we administered only 131 AP exams and there were only 39 scores of three or better, the score necessary to earn college credit for the course. In 2010, we administered 600 AP exams and there were 97 scores of three or better. Not only are more students taking AP classes and AP exams, more students are earning the score necessary to earn college credit for those courses.

Both of these sets of data show that we have improved the academic rigor of our high schools and more students are graduating from high school in Christian County better prepared to take on college-level course work. While I don't disagree with the validity of the data Dr. King presented on Tuesday, I do take issue with the fact that his presentation was based on two-year-old data. We have made great strides in those two years and we know we still have significant work to do.

Under my leadership, I have insisted that we eliminate all excuses for non-performance. As a result, we no longer allow high schools to blame the middle schools, middle schools to blame the elementary schools and elementary schools to blame the parents who send us their students for a quality education. I regret that post-secondary institutes are blaming high schools for not preparing graduates for college-level work.

I was glad to hear Dr. King acknowledge during his presentation the necessity of colleges and universities to better prepare teachers and administrators for public education. The teachers that work in our public schools are the product of higher education. It would be easy for us to place blame on those organizations for producing low-quality teaching candidates. Instead, we have put in place a program of remediation for those teachers who don't come to us fully prepared to teach. Through professional development we ensure that those ill-prepared teachers find success in their career as a public school teacher.

I encourage our community to seek out the most updated and accurate data on our academic performance. Much of this data is available on our website — www.christian.kyschools.us. A quick look at the most recent scores will reveal that nine of our 16 schools are scoring above the state average.

I'll be the first to admit that Christian County Public Schools has significant improvement yet to make. However, I am proud of the work we have done during the last two years, especially the effort of our teachers who are responsible for the gains in test scores. As we move forward and continue to find success, we hope our colleagues in higher education will work with us as we strive to meet the goal of educating all students at high levels.

Brady Link is the superintendent of Christian County Public?Schools.

Hazard Community College

Coverage:

- “CPE prez visits college in Hazard.” Hazard Herald. Oct 9 2010.
- “President of post secondary education makes a stop in eastern Kentucky.” WYMT News. Sep 29 2010.

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CPE prez visits college in Hazard

by IVY BRASHEAR – Staff Reporter

HAZARD – Faculty and administrators at Hazard Community and Technical College hosted and entertained an important guest on Wednesday, September 29.

Robert King, president of the Kentucky Council on Postsecondary Education, was at the college as part of his tour of the Kentucky Community and Technical College System this year.

King spent last year visiting and touring all of the four-year public colleges and universities in Kentucky, and said this year he is making his way through a tour of all the KCTCS schools in the state.

"To physically see the campuses and the condition of the buildings and the resources that are available is all part of helping me do my job better," King said.

That job is an important one for those involved with Kentucky colleges and universities, from administrators down to students. The Council on Postsecondary Education is responsible for developing policy and budgets for all public colleges and universities in the commonwealth.

King said these visits to schools are a way for him to better understand the kinds of budget recommendations the Council will need to make for each school.

Since King is not a native of Kentucky, the visits also help him become better acquainted with the state and the people working at and attending colleges and universities here.

"This (eastern Kentucky) is obviously a very important part of the state," King said. "There are a lot of challenges here, so we just want to understand them better so I can be more effective in what I do."

King said he was able to speak with some students at HCTC during his visit and said these interactions were very interesting and helpful to him.

"I really enjoy interacting with students because I don't get to do that enough," King said. He said the students he spoke with were more than willing to talk with him, ask questions and express their points of view.

"It was a nice cross-section of interests (from the students), and obviously very dedicated young people, so it was good to see," King said.

King said he enjoyed his trip to Hazard and has enjoyed visiting colleges and universities statewide, but that his larger mission with these visits is to communicate to people how important higher education really is.

"The world that our young people are growing up in really is global," King said. "It's competitive and the best jobs in the world are going to go where the best trained talent is."

He said countries that previously would not be able to compete with the United States in terms of educational attainment are now far surpassing the United States in this area.

"We can lament it, or we can chose to do something about it, and I chose to do something about it," King said.

He said he's doing something about it by trying to persuade parents to support their children throughout their educational career, from elementary school through high school, and then encourage them to attend college.

"Whether it's two years (of college) or four years, all of it helps," King said. He added that parents should help their children understand that education is "critically important."

He said his message is "more education for more people," and he's trying to stress that message through the work he does with the Council for Postsecondary Education.

"We'll expand the opportunities for our young people as they mature and get out into the workforce," King said.

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President of Post Secondary Education makes a stop in eastern Kentucky
Education leaders gathered Wednesday morning in eastern Kentucky to meet with the President of the Council for Post Secondary Education.
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Education leaders gathered Wednesday morning in eastern Kentucky to meet with the President of the Council for Post Secondary Education.
He says his goal is to help improve the education system throughout Kentucky.
"I learned a long time ago the best way to manage things is to get out and see them," Dr. Robert King, President of Post Secondary Education said.
And that is exactly what Dr. King did! He's meeting with education leaders and students at HCTC campuses to discuss ways to improve the overall education system.
"The curriculum that we have been offering throughout the country in the K-12 system is not aligned with expectations with performance when any of these students who chose to go to college get there," Dr. King said.
A new law called "Senate Bill One" is just one of steps officials have put in place to help the success rate of students.
"Essentially to redesign the entire K-12 curriculum so that it is directly aligned with what we expect students to know when they walk in their class as a freshman," Dr. King said.
King says parents taking an active role in their children's education at an early age can help establish a solid foundation for their future.
"If the parents don't have enough knowledge about a particular subject to be helpful, knowing that your son or daughter has got a problem then alerting your teacher to that can be helpful even if you can't help them yourself," dr. King said.
Doctor King says about 85 percent of students in Kentucky receive some sort of financial aid. That makes higher education more affordable.
Doctor King was at Hazard Community and Technical College as well as the other HCTC campuses throughout the day.
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Council on Postsecondary Education
February 3, 2011

2011-15 Strategic Agenda

ACTION: The CPE Strategic Agenda Work Group recommends that the Council approve the 2011-15 Strategic Agenda for Postsecondary and Adult Education.

KRS 164.020 lays out 37 distinct powers and duties for the Council on Postsecondary Education, the first of which is that the Council develop and implement a strategic agenda for postsecondary and adult education. KRS 164.0203 elaborates on the purpose of the agenda and its critical role in achieving the vision articulated in the Postsecondary Education Improvement Act of 1997 (HB1):

> *The purpose of the strategic agenda is to further the public purposes under KRS 164.003 by creating high-quality, relevant, postsecondary education and adult education opportunities in the Commonwealth. The strategic agenda shall:*
>
> 1. *Serve as the public agenda for postsecondary education and adult education for the citizens of the Commonwealth, providing statewide priorities and a vision for long-term economic growth;*
> 2. *State those important issues and aspirations of the Commonwealth's students, employers, and workforce reflecting high expectations for their performance and the performance of the educational institutions and providers that serve them; and*
> 3. *Sustain a long-term commitment for constant improvement, while valuing market-driven responsiveness, accountability to the public, technology-based strategies, and incentive-based motivation.*

The Council has embraced this charge, and since 1997 the strategic agenda has been reviewed and updated twice. The attached document represents the third iteration and is the result of over a year of work and numerous contributors including CPE members and staff, institutional planners, provosts, campus presidents, chief business officers, representatives from the business community, KDE, the Economic Development Cabinet, and other agencies and organizations.

The theme of the new agenda is Stronger by Degrees, which recognizes that increasing degree production and improving the educational attainment of the population is critical to Kentucky's economy and quality of life. The agenda highlights four key policy areas that will demand sustained attention over the next four to five years if Kentucky is to make significant progress toward the goals and vision articulated in the 1997 reform legislation. They are: college readiness; student success; research, economic, and community development; and efficiency and innovation.

The proposed agenda also includes updated mission, vision, and value statements for postsecondary and adult education, as well as performance metrics and statewide objectives and strategies to guide work in each of the four areas of policy focus.

While the Council is being asked to formally approve only the Strategic Agenda which includes the state, regional, and institutional performance metrics, other supporting documents will be available for review and discussion at the meeting, including:

- An overview of the proposed comprehensive accountability process.
- State level implementation plans for each of the strategies.

Over the next several months, CPE staff and institutional representatives will meet regularly to negotiate statewide and institution-level performance targets based on the metrics adopted at the February 3 meeting. The targets are scheduled for CPE approval in April 2011.

Staff preparation by Lee Nimocks and John Hayek

STRONGER by DEGREES

A STRATEGIC AGENDA

for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

2011-2015

Kentucky Postsecondary and Adult Education

Research Universities:

-University of Kentucky
-University of Louisville

Comprehensive Universities:

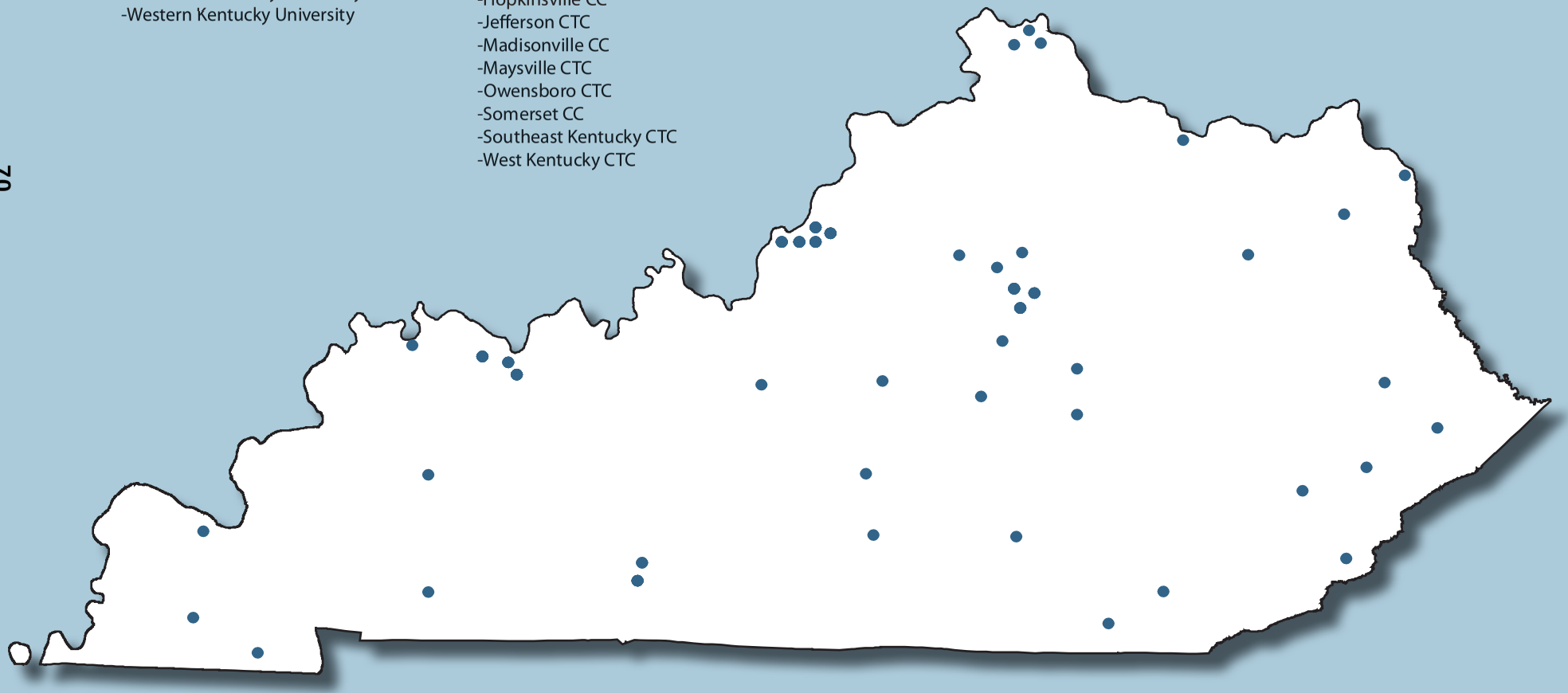
-Eastern Kentucky University
-Kentucky State University
-Morehead State University
-Murray State University
-Northern Kentucky University
-Western Kentucky University

The Kentucky Community and Technical College System:

-Ashland CTC
-Big Sandy CTC
-Bluegrass CTC
-Bowling Green TC
-Elizabethtown CTC
-Gateway CTC
-Hazard CTC
-Henderson CC
-Hopkinsville CC
-Jefferson CTC
-Madisonville CC
-Maysville CTC
-Owensboro CTC
-Somerset CC
-Southeast Kentucky CTC
-West Kentucky CTC

The Association of Independent Kentucky Colleges and Universities:

-Alice Lloyd College
-Asbury University
-Bellarmine University
-Berea College
-Brescia University
-Campbellsville University
-Centre College
-Georgetown College
-Kentucky Christian University
-Kentucky Wesleyan College
-Lindsey Wilson College
-Mid-Continent University
-Midway College
-Pikeville College
-Spalding University
-St. Catharine College
-Thomas More College
-Transylvania University
-Union College
-University of the Cumberlands



In addition to the colleges and universities listed above, the Council administers 120 adult education programs serving every county in Kentucky and reviews and licenses 45 proprietary and not-for-profit degree-granting institutions operating across the Commonwealth.

FROM THE PRESIDENT

I am pleased to introduce the 2011-2015 Strategic Agenda for Kentucky Postsecondary and Adult Education, which will guide statewide public policy priorities as we work together to fulfill the vision first articulated by Governor Paul Patton and the Kentucky General Assembly in the *Postsecondary Education Improvement Act of 1997* (House Bill 1). That legislation set out important challenges for the Commonwealth focused on elevating the standard of living of Kentuckians through postsecondary education.

Today, more than halfway to the 2020 goals in HB 1, Kentucky's colleges and universities have made impressive progress. Despite a more difficult fiscal environment than in 1997, campuses have done more with less. More people are more highly educated than at any time in Kentucky's history. Postsecondary institutions are more diverse, both in terms of enrollment and personnel. The quantity and quality of research vital to economic growth and our nation's health are world class. And the community engagement manifest at each campus is creating relationships and results that enhance quality of life and K-12 education across the Commonwealth.

This new Strategic Agenda builds on the decade of success encouraged by HB 1, and brings focus and renewed energy to our shared mission. The new Agenda is the product of hundreds of hours of work and thought from over a hundred contributors, including members of the Council on Postsecondary Education, campus presidents, chief academic and business officers, institutional research professionals, college and university faculty, as well as representatives from Kentucky's business community, the Department of Education, the Cabinets for Economic Development and Workforce Development, the Kentucky Higher Education Assistance Authority, the Education Professional Standards Board, and other organizations and state agencies.

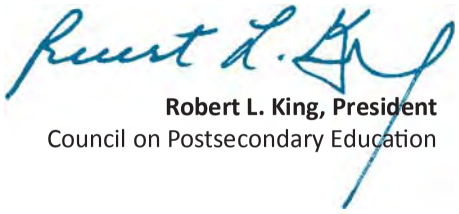
The finished product honors the autonomy and diverse missions of the campuses. It balances the advocacy, facilitation, and communications responsibilities of the CPE with its duty to develop public policy and monitor its execution and progress. This Agenda calls on Kentucky's rich array of postsecondary campuses and adult education providers to utilize their unique capabilities to give life to the four focus areas imbedded in this document.

- First, we are committing to use our resources to support K-12 colleagues' capacity to get every youngster college- or career-ready by the time they graduate from high school.
- Second, we are committing to do all that we can to assure students persist to graduation with the knowledge and skills to succeed in their lives and livelihoods.
- Third, we recognize that our mission includes the creation of new knowledge, applying new knowledge to improve the human condition, and strengthening Kentucky's economy. Our responsibility is to be active, engaged contributors to the well-being of our communities, our schools, and the public health.
- Finally, because all institutions benefit from varying forms of public support, we will constantly strive to do all that we do as efficiently as possible.

Moving forward, campus leaders, guided by institutional strategic plans that complement this Agenda, will continue to vigorously monitor progress toward our common goals. **At the state level, a new dashboard to gauge quantitative and qualitative progress, regular status reports to the Governor and legislature, and annual campus reports to the Council will form the core of the Council's accountability structure.**

While parts of the Agenda can be implemented within existing resources and other elements will actually generate new revenue or produce savings, some will require new resources. Future budget requests will, in significant part, be guided by the elements in the Strategic Agenda, and additional energy will be focused on securing funding from philanthropic and federal sources.

The current economic conditions notwithstanding, opportunities for significant progress are emerging. Kentucky's new Strategic Agenda for Postsecondary and Adult Education encourages broad collaboration and powerful partnerships among our campuses, our adult education system, our public schools, and the Commonwealth's business, philanthropic, and political leaders. The implementation of this Agenda will forge new, effectively aligned policies, actions, and resources that will enhance the likelihood of educating more Kentuckians to the high levels necessary to compete in the global economy of the 21st Century.



Robert L. King, President
Council on Postsecondary Education

STRONGER BY DEGREES

Kentucky's postsecondary and adult education system will build upon its work over the past decade to strengthen the Commonwealth by degrees.

Kentucky believes in the transformative power of postsecondary education. This belief rests on a simple, enduring premise—a higher level of education leads to a higher quality of life, both individually and collectively. In the world's most enterprising and prosperous societies, postsecondary education is the engine of economic growth and the foundation of democracy.

The Postsecondary Education Improvement Act of 1997 (HB 1) established the Council on Postsecondary Education, which has broad statutory authority to coordinate the state's system of postsecondary education. The legislation did not change the role of the institutional governing boards, who are the primary fiduciary agents for each campus.

HB 1 was a seminal piece of legislation that established six goals for raising Kentucky's standard of living and quality of life to at least the national average by the year 2020. These goals challenge the system to accelerate degree production, modernize workforce education and training, improve the health and well-being of communities, and produce world-class research that creates jobs and powers a knowledge-based economy.

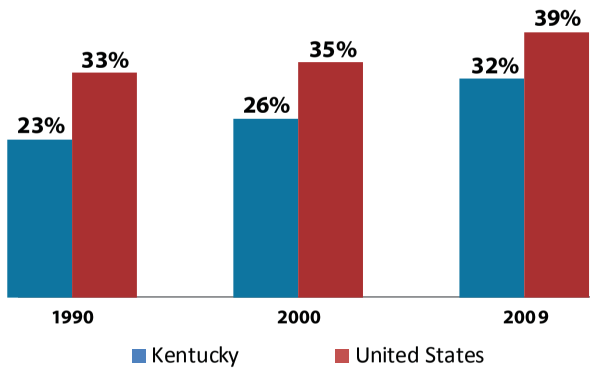
These goals are more important today than ever before. As Kentucky strives to reach the nation's level of educational attainment, the United States is losing ground to international competitors. Twenty years ago, America's young adults were the best-educated among member countries of the Organisation for Economic Cooperation and Development (OECD). In 2008, the U.S. had fallen to tenth place; now, it is tied for twelfth, behind nations as diverse as Korea, Japan, Finland, and Canada.

A 2010 study by Georgetown University's Center on Education and the Workforce predicts that by the year 2018, 54 percent of all jobs in Kentucky—over 1 million jobs—will require some level of postsecondary education or training. Currently, 32 percent of Kentuckians (25-44) have obtained at least an associate degree, compared to the national average of 39 percent.

The next generation of Kentuckians must be better educated than the one before it. The challenge is enormous, but Kentucky is achieving its goals through steady, incremental progress. **This strategic agenda calls upon Kentucky's postsecondary and adult education system to strengthen the Commonwealth by degrees.**

In carrying out this agenda, Kentucky's postsecondary and adult education system will focus on four urgent priorities—college readiness; student success; research, economic, and community competitiveness; and efficiency and innovation. Our actions will be guided by a shared purpose and common beliefs.

Kentucky's educational attainment is increasing, but still lower than the nation's



Population ages 25-44 with an associate degree or higher

Source: US Census, American Community Survey 2009 five-year estimates.

VISION:

All Kentuckians will be prepared to succeed in a global economy.

MISSION:

To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.

VALUES:

- The highest standards of excellence in teaching, research, and public service.
- Access for all who are committed to the pursuit of higher learning.
- Cooperation, teamwork, and mutual respect for the differing missions of institutions.
- A culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought.
- A postsecondary experience that prepares individuals to be informed, competent, knowledgeable, and engaged citizens and leaders.
- Prudent fiscal, intellectual, and environmental stewardship that employs resources effectively and efficiently.
- A commitment to the continuous monitoring and improvement of performance.
- Creative and innovative approaches, including the use of technology, in meeting the needs of the Commonwealth.
- Engagement with business, industry, and other community partners to improve economic vitality and quality of life.
- The promotion of education as a public good and an investment in Kentucky's future.

COLLEGE READINESS

Kentucky will be stronger by ensuring more high school graduates, GED® graduates, and working-age adults enter college prepared for credit-bearing work.

Progress

With the passage of *Senate Bill 1* in 2009, college readiness has been at the forefront of the postsecondary system's policy agenda. Collaboration between secondary and postsecondary educators has never been greater. These partnerships have contributed to significant improvements in college access and readiness.

Challenges

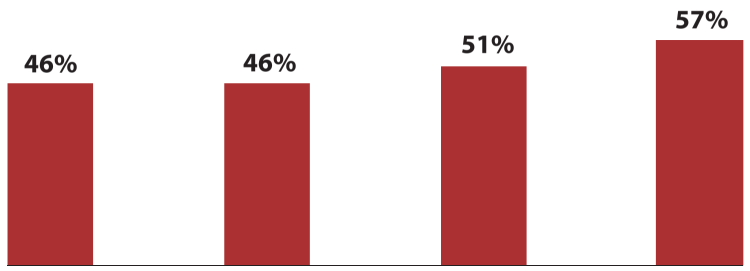
While progress has been significant, many Kentucky students who transition to college are not fully prepared for the rigors of postsecondary education. In 2010, 63 percent of recent high school graduates entering community and technical colleges and 27 percent entering public universities needed remediation in one or more subjects. Additionally, 90 percent of GED graduates were not ready for placement in credit-bearing courses.

Students who are not academically or financially prepared for college face greater obstacles to degree completion. Developmental education lengthens a student's time-to-degree, increases costs, and consumes institutional resources. Students need stronger academic and social supports and clear pathways to success.

The Department of Education, the Education Professional Standards Board, and Kentucky's K-12 educators are committed to creating "Next Generation" professionals and support systems to make "every child proficient and prepared for success." It is now clear that "prepared for success" means college- or career-ready.

Kentucky's postsecondary system will work hand-in-hand with K-12 and adult education providers to ensure students understand what they need to know and be able to do to succeed at the next level. Postsecondary institutions most directly affect K-12 student performance through the quality and effectiveness of the teachers they produce. Therefore, the system will focus on improving the quality of educator preparation programs and providing continuous growth and professional development opportunities for teachers and school leaders.

More students are meeting statewide college readiness standards



All undergraduate degree- and credential-seeking students who met statewide college readiness standards.

Source: CPE KPEDS

LEGISLATIVE MANDATES

HB 1 (1997) *states that "contributions to the quality of elementary and secondary education shall be a central responsibility of Kentucky's postsecondary institutions." Goal 1 envisions a "seamless, integrated" educational system.*

SB 1 (2009) *directs the elementary, secondary, and postsecondary systems to align revised K-12 academic standards with college readiness requirements and expectations. SB 1 declares that "schools shall expect a high level of achievement of all students."*

The Adult Education Act (2000) *calls on the postsecondary and adult education system to "significantly elevate the level of education of the adults of the Commonwealth."*

COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategies:

1.1. Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by *Senate Bill 1* (2009).

1.2. Support effective intervention strategies for underprepared students prior to postsecondary admission.

1.3. Strengthen the college-going and completion culture in Kentucky.

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategies:

2.1. Increase enrollment in Kentucky Adult Education programs and services.

2.2. Implement initiatives to increase the number of Kentucky Adult Education students advancing to postsecondary education.

2.3. Attract, retain, and prepare highly effective adult educators.

Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Strategies:

3.1. Ensure K-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

3.2. Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

PERFORMANCE METRICS

- READINESS OF COLLEGE ENTRANTS
- NUMBER OF GED® GRADUATES
- NEW TEACHER EXCELLENCE

STUDENT SUCCESS

Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Progress

Kentucky's colleges and universities have made dramatic improvements in enrollment and degree production over the last decade. Since 2001, total enrollment has increased 25 percent, and total degrees and credentials are up 84 percent.

Challenges

While completion rates at Kentucky colleges and universities are increasing, progress must accelerate. Half of first-year college students (50 percent) graduate from a public university within six years. The four-year graduation rate is only 18 percent. Less than a quarter of associate degree-seeking students (23 percent) graduate from community or technical college within three years.

Additionally, average completion rates mask performance gaps among various groups of students, a greater challenge as Kentucky grows more racially and culturally diverse. Lower-income, underprepared, and underrepresented minority students succeed at lower rates. Students from metropolitan areas outperform students from rural, underserved areas. These performance gaps must be narrowed.

Kentucky's future in large part depends upon helping more students advance through the educational system and graduate in less time—working-age adults as well as recent high school graduates. Financial barriers to accessing and completing college must be reduced.

Increases in degree production and completion rates, while critical, cannot be achieved at the expense of academic quality. Kentucky's colleges and universities will continue to uphold high academic standards and empower all students to meet them.

LEGISLATIVE MANDATES

Goal 6 of HB 1 (1997) *deals directly with educational attainment, challenging Kentucky to "deliver educational services to citizens in quantities and of a quality comparable to the national average."*

Goal 4 of HB 1 *requires regional universities to assure "statewide access to baccalaureate and master's degrees of a quality at or above the national average."*

Goal 5 of HB 1 *directs KCTCS to provide a pathway to bachelor's degree attainment through "a two-year course of general studies designed for transfer."*

HB 160 (2010) *calls for associate-level coursework at KCTCS to be accepted and credited to related bachelor's degree programs at public universities.*

STUDENT SUCCESS

Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategies:

4.1. Maximize KCTCS's role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

4.2. Provide institution and student incentives to increase high-quality degree production and completion rates.

4.3. Increase the use of data, information, research, and technology to improve student learning and outcomes.

4.4. Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.

4.5. Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

4.7. Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

Policy Objective 5: Decrease financial barriers to college access and completion.

Strategies:

5.1. Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult learners, as well as traditional students.

5.2. Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

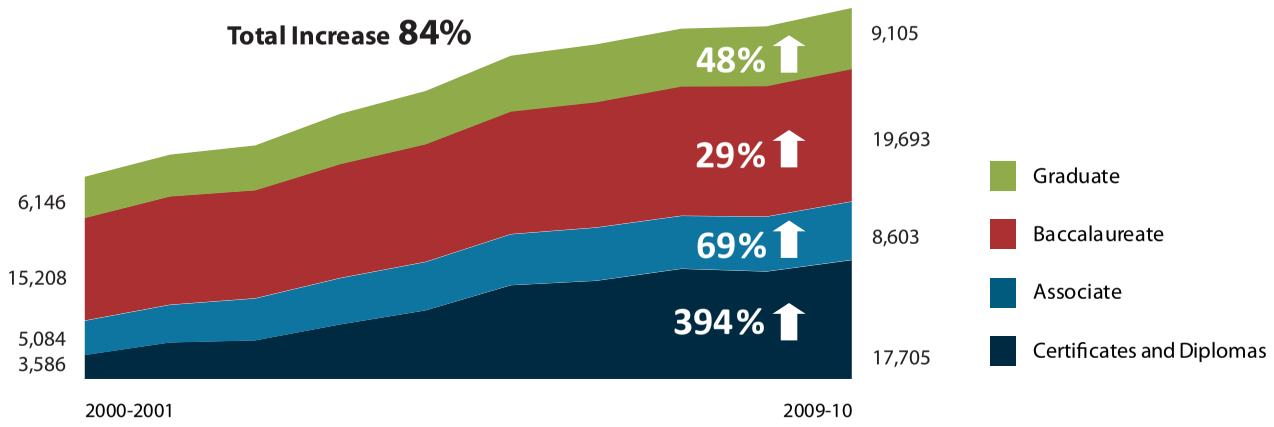
5.3. Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

5.4. Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

PERFORMANCE METRICS

- DEGREES & CREDENTIALS CONFERRED
- GRADUATION RATES
- ACHIEVEMENT GAPS
- STATE APPROPRIATIONS FOR PUBLIC HIGHER EDUCATION
- STATE FINANCIAL AID FUNDING DEFICIT

Degrees and credentials have increased dramatically



Includes only public and AIKCU independent colleges and universities

Source: CPE KPEDS

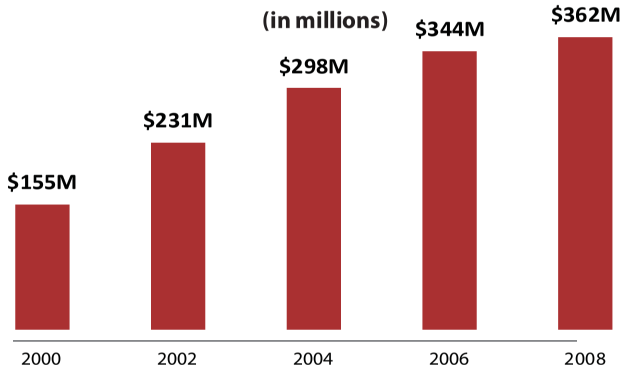
RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.

Progress

Over the last decade, Kentucky's universities attracted world-renowned researchers, more than doubled their collective federal research funding, and made large investments in public service. These efforts yielded new knowledge and applied and translational research that led to new products, businesses, and jobs. The campuses also have played an active role in supporting local schools, governments, economic development efforts, and the provision of healthcare.

Kentucky public universities are attracting more external R&D funding



Includes state, federal, and corporate research dollars and excludes university-funded research.

Source: National Science Foundation.

Challenges

While the achievements of Kentucky's postsecondary institutions have been impressive, the economy has been slow to transform. Kentucky currently ranks:

- 45th on the New Economy Index, which measures knowledge jobs, globalization, economic dynamism, the digital economy, and innovation capacity.
- 45th in the number of science, technology, engineering, and math (STEM) degrees awarded as a share of all degrees.
- 41st on annual per capita postsecondary research and development expenditures.

As Kentucky ramps up efforts to compete effectively in the global economy, degree production must be aligned with the current and projected workforce needs of the state. More students should be engaged in undergraduate research and encouraged to pursue STEM +H (science, technology, engineering, math, and health) and other high-demand fields.

At the same time, Kentucky's postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers.

LEGISLATIVE MANDATES

The Kentucky Innovation Act (2000) *calls for "a strong, entrepreneurial economy, characterized by knowledge, innovation, and speed" that can be promoted through research and high-technology enterprises.*

Goal 2 of HB 1 (1997) *directs UK to become "a major, comprehensive research university ranked nationally in the top 20 public universities."*

Goal 3 of HB 1 *directs UofL to become "a premier, nationally recognized metropolitan research university."*

Goal 5 of HB 1 *directs KCTCS to "develop a workforce with the skills to meet the needs of new and existing industries" and "improve the employability of citizens."*

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

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

Strategies:

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

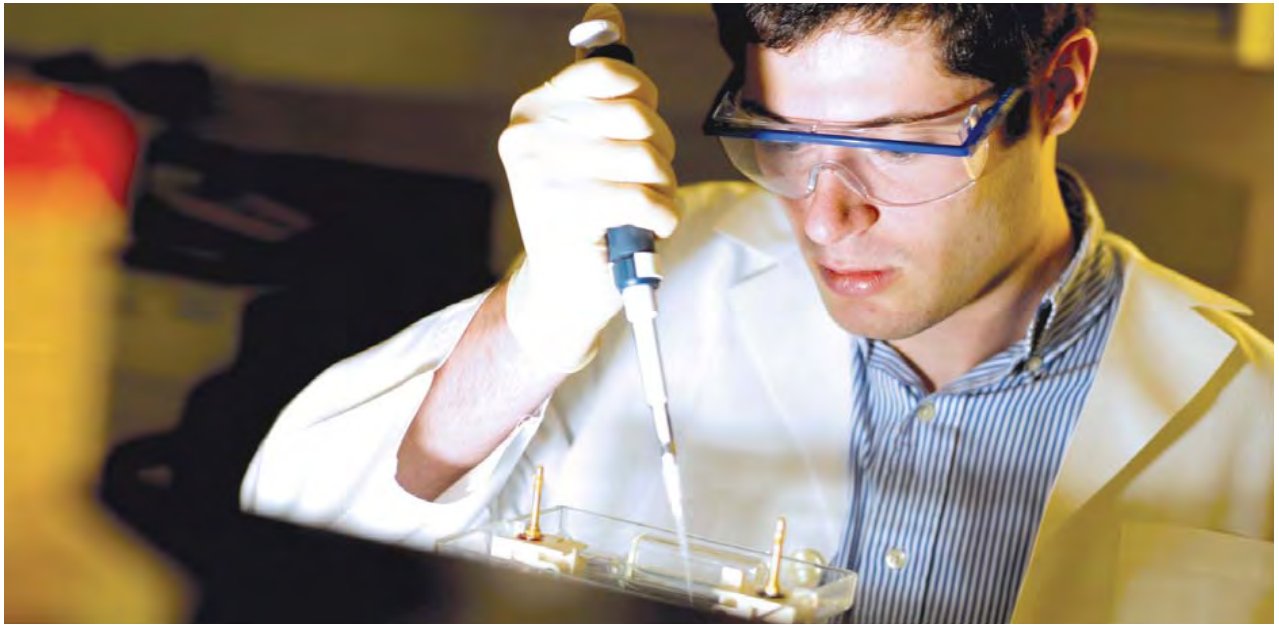
6.2. Support collaborative research efforts that leverage university expertise, lead to research investments and commercialization in high-growth or emerging areas, and are aligned with business and industry growth.

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

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

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

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



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

Strategies:

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

7.2. Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.

7.3. Maximize the impact of postsecondary education's contribution to improving the health of Kentucky's people.

PERFORMANCE METRICS

- RESEARCH & DEVELOPMENT FUNDING
- CREDENTIALS IN STEM+H FIELDS (SCIENCE, TECHNOLOGY, ENGINEERING, MATH, AND HEALTH)
- EDUCATIONAL ATTAINMENT

EFFICIENCY & INNOVATION

Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality in a challenging resource environment.

Progress:

Kentucky's public and independent institutions more than doubled the number of degrees and credentials produced over the past ten years. This has been accomplished in a challenging resource environment where state support per student, adjusted for enrollment growth and inflation, decreased by more than $3,000 per student. A portion of that funding loss was offset by tuition paid by students and families, as well as increased financial aid.

Aggressive cost containment, cost avoidance, and reallocation strategies—including the effective use of technology, renegotiating vendor contracts, outsourcing, and many other initiatives—have produced dramatic savings to the state and enabled postsecondary education to maintain quality and move forward on improvement efforts in a fiscally challenging environment.

Challenges:

As state revenues continue to be unpredictable and support for public services vacillates, postsecondary institutions will find ways to increase capacity and maintain quality while moderating tuition increases and containing costs. Meeting these challenges will require greater innovation and flexibility than ever before.

The "new normal," however difficult, provides a powerful incentive for continued change. Kentucky's postsecondary education institutions will continue to discover new approaches and revenue streams to improve quality and productivity. Offering academic programs and educational services in multiple formats that accommodate different learning styles makes education work for more students and increases capacity. Postsecondary institutions will continue to streamline administrative operations, improve space utilization and the use of technology, and maximize opportunities for joint purchases and contracts.

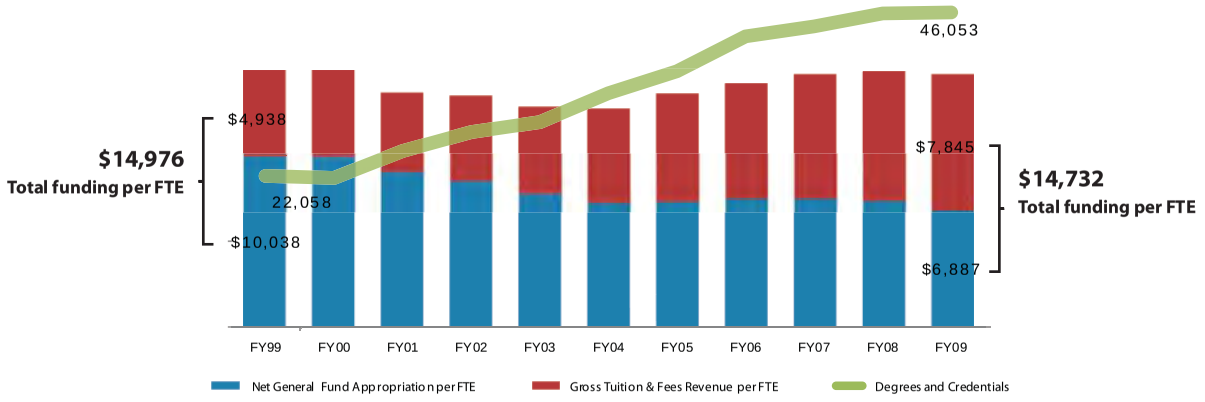
The system is continuously monitoring progress and using data to make effective, informed decisions that promote student success. Colleges and universities that rise to the challenge of improved performance deserve incentives and rewards. Higher education funding mechanisms will be reexamined to ensure state investments are maximizing desired results.

LEGISLATIVE MANDATES

HB 1 (1997) *envisions a postsecondary system with a single point of accountability to "ensure coordination of programs and efficient use of resources."*

The Governor's Higher Education Work Group (2009) *recommended several measures to increase the postsecondary system's efficiency, productivity, and financial transparency.*

Public degree and credential production doubled while state support declined



Funding amounts are adjusted for inflation.
Source: CPE KPEDS

EFFICIENCY & INNOVATION

Policy Objective 8: Increase academic productivity through program innovations.

Strategies:

8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.

8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.

8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

PERFORMANCE METRICS

- ONLINE LEARNING
- DEGREE PRODUCTIVITY

Policy Objective 9: Maximize the use of postsecondary and adult education resources.

Strategies:

9.1. Effectively integrate Kentucky's independent colleges and universities into efforts to achieve greater efficiencies and expand postsecondary opportunities.

9.2. Explore options for consolidating or outsourcing pertinent operations, as well as facilitating joint purchasing and contracts.

9.3. Develop statewide policies that promote the effective and efficient use of capital facilities and infrastructure.

IMPLEMENTING THE STRATEGIC AGENDA

Achieving the policy objectives and strategies outlined in the 2011-15 Strategic Agenda will make the Commonwealth grow "Stronger by Degrees." The following are critical to its successful implementation.

- **Adequate Funding.** Sustained, adequate funding in direct operating support to public postsecondary education institutions is vital to achieving statewide policy objectives and moving forward on the aggressive, long-term goals of HB 1 (1997). Increases in state funding, tuition revenue, and financial aid, as well as aggressive cost control, will be required to increase productivity and protect college access for low- and moderate-income students and families.

- **Accountability.** Accountability in higher education is a shared responsibility that includes common goals and objectives, a division of labor, measured results, and a focus on continuous improvement. It will take a common commitment between the Council; institutional governing boards, policy leaders, faculty, and staff; Kentucky's adult education system, students, and parents; the Governor and the General Assembly; the K-12 system; and key state agencies and stakeholders to demonstrate accountability at both the state and institution level.

- **Performance Metrics and Targets.** A select number of state and institutional performance metrics, with negotiated targets for 2015, will help guide progress on the 2011-15 Strategic Agenda, HB 1 mandates, and other reform legislation. Other data, including various leading and lagging indicators, will be monitored to gauge improvement and assist in policy development.

- **Implementation Plans.** The Council is directed by statute to draft an implementation plan that will be pursued collaboratively with institutional representatives and other key stakeholders over the next four years. This policy work is intended to complement, not supplant, the strategic plans approved by institutional governing boards that broadly align with the strategic agenda and allow postsecondary education institutions to achieve their unique missions.

- **Reporting and Benchmarking.** A new Web-based performance dashboard and improvements to the Council's accountability reports will provide easy access to the data and information needed to understand absolute and relative progress on key objectives and strategies. Council and other stakeholder meetings will allow for regular updates on progress.

- **Incentives.** As originally envisioned by HB 1, strategic trust funds and various incentive programs are crucial to stimulating increases in degree production, research activity, community outreach, and workforce development. Kentucky must continue to fund proven programs like "Bucks for Brains," Regional Stewardship, Workforce Development, Kentucky Innovation Funds, and EPSCoR, and provide new incentives directly related to improvements in degree production.

- **Balancing Quality and Quantity.** One of the key challenges is balancing the need for high-quality credentials that allow individuals to be successful in their work, life, and communities with the demand to increase degree production and educational attainment across the state. Strengthening current programs and expanding new ones will help the system control costs, both for students and the state.

PERFORMANCE METRICS

	Statewide	Institution	Region
College Readiness	Readiness of Kentucky high school graduates who enter college		Readiness of high school graduates in the region
	GED® Graduates		College-going rate of high school graduates in the region
	New teacher excellence (top 15% nationally)	New teacher excellence (top 15% nationally)	
Student Success	Degrees and credentials conferred	Degrees and credentials conferred	
	Graduation rates (bachelors' and associate)	Graduation rates (bachelors' and associate)	
	Graduation rate gaps of underrepresented minority, low income, and less-prepared students	Graduation rate gaps of underrepresented minority, low income, and less-prepared students	
	State appropriations for public higher education	Transfer from KCTCS to four-year colleges and universities	
	State financial aid funding deficit	Net price for low-income students	
Research, Economic and Community Development	Research and development funding	Research and development funding	
	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	Degrees and credentials in science, technology, engineering, mathematics, and health-related fields	
	Educational attainment at the associate degree level and higher, ages 25-44		Educational attainment at the associate degree level and higher in the region, ages 25-44
Efficiency and Innovation	Online learning	Online learning	
	Degree productivity (degrees produced per funding/expenditures)	Credits earned by degree graduates	

For more information on this Strategic Agenda, visit cpe.ky.gov

About the Council on Postsecondary Education

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* and the *Adult Education Act of 2000*. Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- monitoring and approving tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- administering adult education programs serving every county in Kentucky.

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STRONGER by DEGREES

A STRATEGIC AGENDA
for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

2011-2015

A Presentation to the Council on Postsecondary Education
February 3, 2011

DEVELOPING THE AGENDA

- Statute requires CPE to develop strategic agenda every four years
- Year-long process with CPE Work Group, Institutional Advisory Group, and Presidents
- Four subgroups of experts offered recommendations on focus areas
- Involved KDE, KHEAA, EPSB, Workforce & Economic Development, business leaders, other stakeholders

PROGRESS

- Total enrollment up 25% since 2001
- Degrees/credentials up 84% since 2001
- Total R&D funding more than doubled over the decade
- Degrees/credentials doubled over the decade despite $3,000 decline in state support per student

CHALLENGES

- Kentucky's educational attainment (32%) is lower than the nation's (39%)
- 57% of freshmen meet college readiness standards
- 50% of first-year students graduate in six years
- Low rankings on national measures of economic competitiveness
- Difficult fiscal environment

VISION:

All Kentuckians will be prepared to succeed in a global society.

MISSION:

To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.

FOUR AREAS OF FOCUS

COLLEGE READINESS

STUDENT SUCCESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

EFFICIENCY & INNOVATION

COLLEGE READINESS

Policy Objectives:

1) Increase college-ready Kentuckians entering postsecondary education.
2) Increase college-ready GED graduates.
3) Increase effectiveness of K-12 teachers and school leaders.

COLLEGE READINESS

Performance Metrics:

- Readiness of College Entrants
- Number of GED Graduates
- New Teacher Excellence

STUDENT SUCCESS

Policy Objectives:

4) Increase degree production and completion rates and close achievement gaps.
5) Decrease financial barriers to college access and completion.

STUDENT SUCCESS

Performance Metrics:

- Degrees & Credentials Conferred
- Graduation Rates
- Achievement Gaps
- State Appropriation for Public Higher Education
- State Financial Aid Funding Deficit

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objectives:

6) Increase basic, applied, and translational research.
7) Increase educational attainment and quality of through regional stewardship, public service, and community outreach.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metrics:

- Research & Development Funding
- Credentials in STEM+H (Science, Technology, Engineering, Math, and Health) Fields
- Educational Attainment

EFFICIENCY & INNOVATION

Policy Objectives:

8) Increase academic productivity through program innovations.
9) Maximize use of postsecondary and adult education resources.

EFFICIENCY & INNOVATION

Performance Metrics:

- Online Learning
- Degree Productivity

IMPLEMENTATION

- Adequate Funding
- Accountability
- Performance Targets
- Implementation Plans
- Reporting & Benchmarking
- Incentives
- Balancing Quality & Quantity

NEXT STEPS

- Negotiate & Approve Institutional & Regional Targets
- Build Web-based Dashboard
- Finalize State-Level Implementation Plan

STRONGER by DEGREES

2011-2015

STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

College Readiness

- Readiness of college
- College-going rate of high school graduates
- GED graduates
- College-going rate of GED graduates
- Licensure exam pass rate of teacher preparation students

Research, Econ. & Comm Dev.

- Extramural research and development funding per capita
- Degrees conferred in STEM+H fields
- Educational attainment of adults (percent of 25-44 year olds with at least an associate degree)

Student Success

- Degrees and Credentials
- Graduation rate
- Graduation rate gaps of underrepeperesented Minority, low income and less-prepared students
- State appropriation for public higher education
- State Financial aid funding deficit

Efficiency and Innovation

- Average credits to degree
- Percent of credits earned through distance education
- Total public funds per degree
- Classroom space

STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

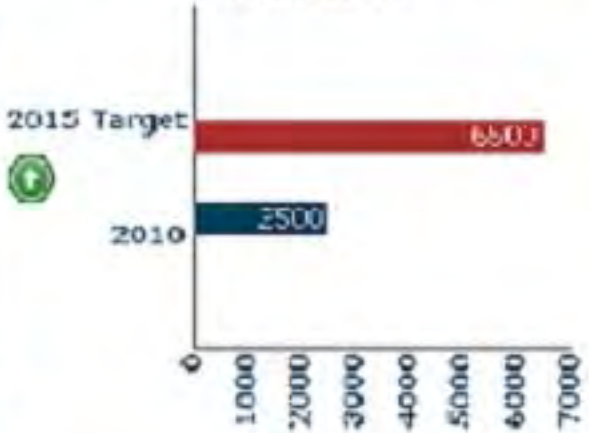
College Readiness | Student Success | Reseach, Econ. & Comm Dev. | Efficiency and Innovation

- State-level
- Institutional Metrics
- Regional Metrics
- Scorecard
- Contextual Metrics
- Technical Notes
- Strategies

Objective 4 : Increase high-quality degree production, and completion rates at all levels

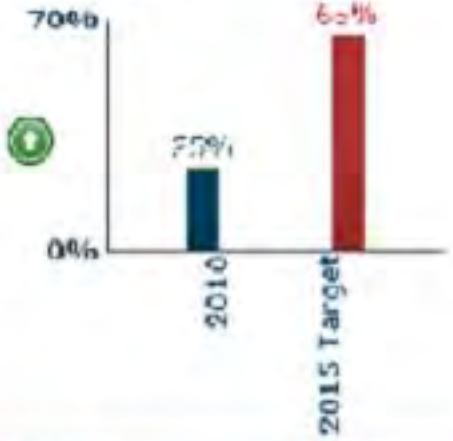
Strategies

Degrees and Credentials Conferred



Graduation rate

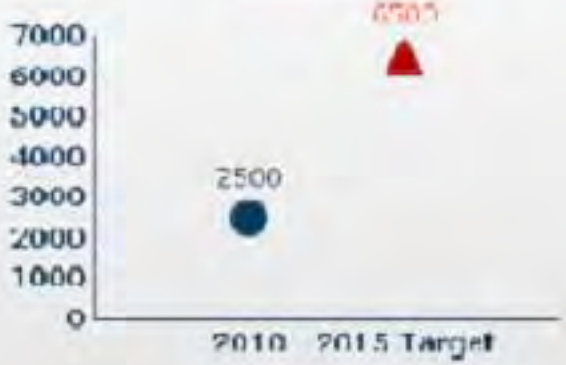
Graduation rate gaps of underreperesented Minority, low income and less-prepared students



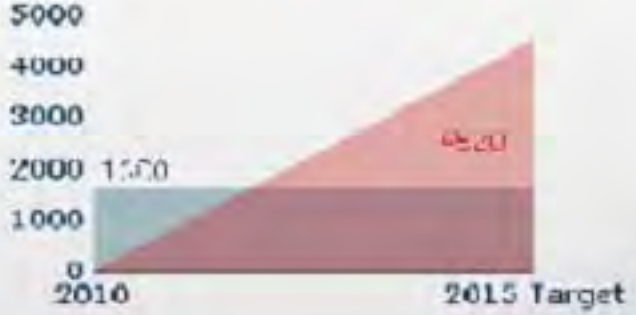
Objective 5 : Decrease financial barriers to college access and completion

Strategies

State appropriation for public higher education



State Financial aid funding deficit



2011-15 Strategic Agenda
State Level Implementation Plans

1/27/11

Highlighted on the following pages are draft implementation plans for the statewide strategies featured in the 2011-15 Strategic Agenda. The action steps listed for each strategy have been refined and modified over the past several months based upon feedback from college and university representatives and other key partners.

The draft implementation plans are intended to provide a general roadmap on the types of activities that Council members and staff will work on collaboratively with institutional representatives and other key stakeholders over the next four years to make progress on the key policy objectives outlined in the 2011-15 Strategic Agenda. These are intended to be statewide action steps that add value to and complement institutional strategies and action plans.

These statewide policy objectives, strategies, and action steps will be monitored on a regular basis in the Council's new Web-based dashboard using state and institutional performance metrics and other related data to track improvements. The strategies and plans will be modified or changed if they are not adding value or producing the desired improvements in the statewide performance metrics.

Key leaders and collaborators for the implementation plans include, but are not limited to:

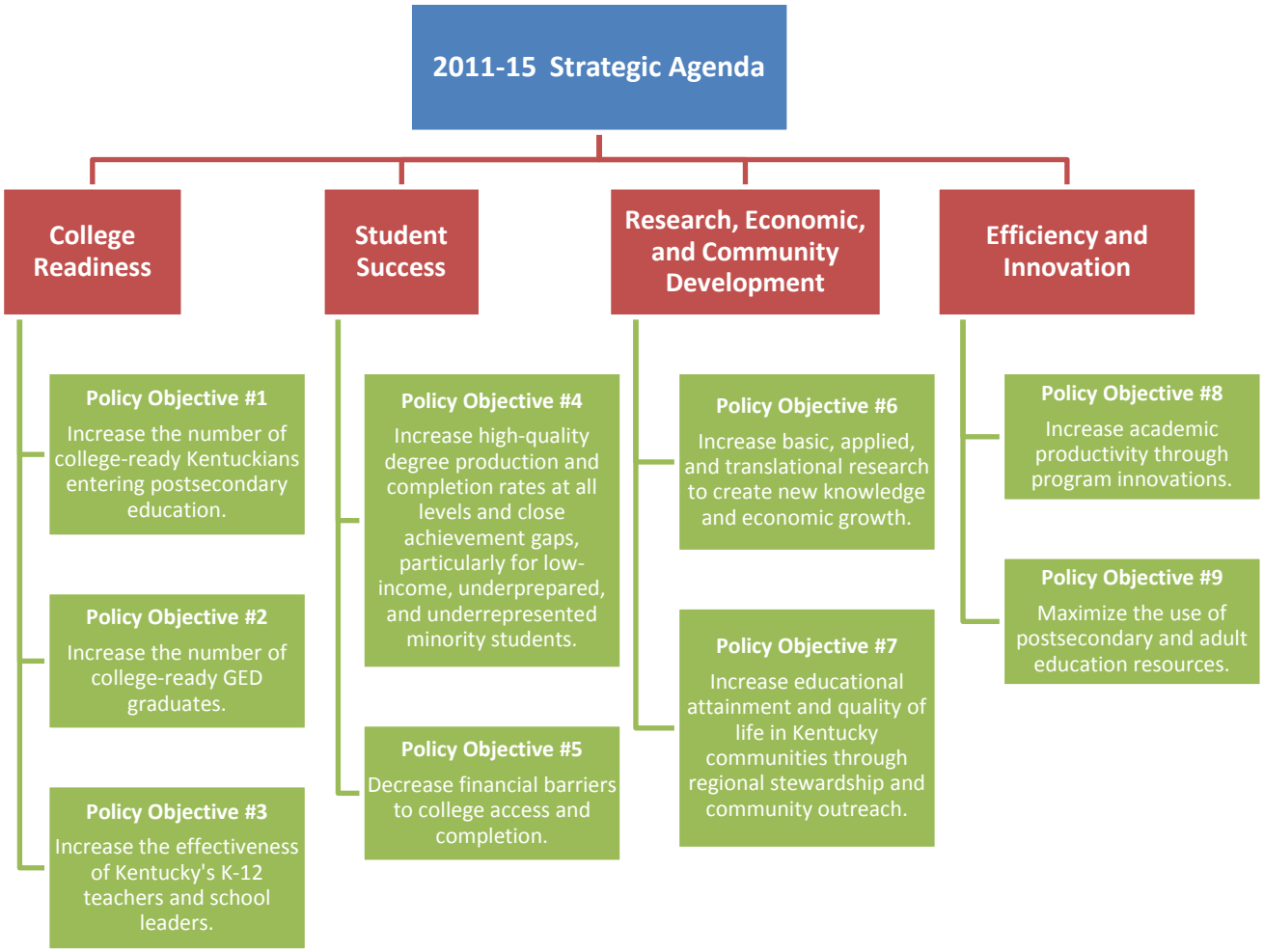
College Readiness
- College and university faculty, staff, and students
- K-12 educators
- Department of Education
- Education Professional Standards Board
- Kentucky Adult Education providers
- Education and Workforce Development Cabinet

Student Success
- College and university faculty, staff, and students
- Kentucky Higher Education Assistance Authority
- Committee on Equal Opportunities
- Education and Workforce Development Cabinet

Research, Economic, and Community Development
- College and university faculty, staff, and students
- Economic Development Cabinet
- Department of Commercialization and Innovation
- Education and Workforce Development Cabinet
- Business, industry, and community leaders

Efficiency and Innovation
- College and university faculty, staff, and students
- Kentucky Virtual Campus and Kentucky Virtual Library
- Distance Learning Advisory Committee

Figure 1: Diagram of 2011-15 Strategic Agenda



College Readiness

Goal: Kentucky will be stronger by ensuring more high school graduates, GED graduates, and working-age adults enter college prepared for credit-bearing work.

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.1. Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by Senate Bill 1 (2009).

Action Steps:

- 1.1.1 Develop online professional development modules around the Common Core standards in English/language arts, mathematics, science, and social studies for postsecondary and adult education instructors.
- 1.1.2 Participate in the development of the assessment and accountability system around the Kentucky Core Academic Standards.
- 1.1.3 Continue to work with institutions and their faculty to achieve collaboration on the use of Common Core assessments to inform student placement into entry-level, credit-bearing college courses.
- 1.1.4 Revise regulations to align the 2012 high school graduation requirements with pre-college curriculum and placement guidelines.
- 1.1.5 Collect, monitor, and report data pertinent to the goals established in Senate Bill 1.
- 1.1.6 Develop a budget for the 2012-14 biennium to implement revised standards in science, social studies, and other content areas.

Strategy 1.2. Support effective intervention strategies for underprepared students prior to postsecondary admission.

Action Steps:

- 1.2.1 Facilitate development and implementation of transition courses and ensure that all Kentucky secondary schools have fully operational intervention systems and targeted interventions.
- 1.2.2 Facilitate collaboration between K-12 schools and colleges and universities to develop bridge programming at appropriate grade levels.
- 1.2.3 Increase access to and quality of college and career readiness advising (e.g., Kentucky College Coaches Program).
- 1.2.4 Eliminate barriers to the college admission processes (e.g., financial assistance and placement exams).
- 1.2.5 Secure support from external partners to implement evidence-based, high impact intervention strategies (e.g., Kentucky GEAR UP).

Strategy 1.3. Strengthen the college-going and completion culture in Kentucky.

Action Steps:

- 1.3.1 Work with business, philanthropic, alumni, community, and education leaders to help generate sustained interest and support for the state's efforts to increase educational attainment.
- 1.3.2 Encourage baccalaureate degree granting institutions to set admission standards that, at minimum, align with college readiness standards.
- 1.3.3 Scale public awareness efforts to available resources and, to the extent possible, deliver the message through existing campus, business, and government marketing channels.

1.3.4 Support expansion of student outreach and effective advising in middle school and high school.
1.3.5 Develop Web-based resources related to educational attainment for students/families, regional/community leaders, educators, state policy leaders.
1.3.6 Promote programs like Advance Kentucky, Project Lead the Way, and other initiatives that help improve college readiness and generate college credit for high school students.
1.3.7 Maximize the use of KEES as an early financial aid commitment and college readiness tool (e.g., communications to students and parents).

Policy Objective 2: Increase the number of college-ready GED graduates.

Strategy 2.1. Increase enrollment in Kentucky Adult Education programs and services.

Action Steps:
2.1.1 Implement the Kentucky Core Expand outreach efforts to motivate adults to increase their educational attainment.
2.1.2 Fully implement managed program models to enhance retention in adult education programs.
2.1.3 Adopt common core standards and develop engaging, applied, and relevant curricula to support standards.
2.1.4 Continue implementation of college and career readiness initiatives, such as Skill Up, Kentucky's National Career Readiness Certificate (NCRC), and Integrated and Education Training (IET) models.

Strategy 2.2. Implement initiatives to increase the number of Kentucky Adult Education students advancing to postsecondary education.

Action Steps:
2.2.1 Enhance career counseling and advising of adult education students.
2.2.2 Coordinate the development of transition plans by each adult education provider to enhance college and career readiness.
2.2.3 Support efforts leading to higher GED scores to increase the potential that students will transition into postsecondary, credit-bearing work.

Strategy 2.3. Attract, retain, and prepare highly effective adult educators.

Action Steps:
2.3.1 Explore adult education credentialing models.
2.3.2 Enhance professional development opportunities that prepare highly effective adult educators.
2.3.3 Collaborate with Adult Education Academy, Kentucky Center for Mathematics (KCM), Collaborative Center for Literacy Development (CCLD), and National Center for Family Literacy (NCFL) to provide, high-quality research-based professional development.

Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Strategy 3.1. Ensure K-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

Action Steps:
3.1.1 Ensure the alignment of the K-12 educator preparation curriculum with Senate Bill 1 expectations and the Kentucky Core Academic Standards.

3.1.2 Work with campuses and EPSB to implement the redesign of the Teacher Leader master's degree programs to reflect a greater focus on assessment for learning, increased field experiences, and learner-focused strategies.

3.1.3 Support and help facilitate the redesign of principal and superintendent preparation programs to reflect a greater focus on assessment for learning, school culture, and learner-focused strategies.

3.1.4 Support campus efforts to implement the recommendations from the EPSB Committee on the Redesign of Admissions and Clinical Experiences that will increase the admission standards for teacher preparation programs.

3.1.5 Work with EPSB, KDE, and campuses to develop a systematic way to assess the effectiveness of Kentucky educator preparation programs that incorporates improvement in student learning outcomes.

Strategy 3.2. Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

Action Steps:

3.2.1 Maintain and expand postsecondary education involvement in the professional development for K-12 educators around the Kentucky Core Academic Standards being coordinated by the eight educational cooperatives in Kentucky.

3.2.2 Partner with institutions to create, develop, and implement professional development for postsecondary faculty around Senate Bill 1 and the Kentucky Core Academic Standards as outlined in university plans submitted to the Council.

3.2.3 Develop and monitor agreements with the Kentucky Center for Mathematics, the Collaborative Center for Literacy Development, the P-20 Innovation Lab, the Kentucky Association of Colleges of Teacher Education, and the Association of Independent Kentucky Colleges and Universities to provide professional development on Senate Bill 1 statewide.

3.2.4 Utilize the P-20 Evaluation and Assessment Lab at the University of Kentucky to ensure effective implementation of Senate Bill 1 K-12 and postsecondary professional development.

3.2.5 Develop online professional development modules around the Common Core standards in English/language arts, mathematics, science, and social studies for postsecondary and adult education instructors.

Student Success

Goal: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Policy Objective 4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategy 4.1. Maximize KCTCS's role as a high-quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

Action Steps:

4.1.1 Develop policies and funding recommendations that encourage the development of programs and services that cater to and encourage successful degree and credential completions of working adults.

4.1.2 Implement the Kentucky Transfer Action Plan and encourage students to take advantage of the benefits of its provisions.

4.1.3 Implement and promote the use of the College Source Transfer System at KCTCS and Kentucky colleges and universities.
4.1.4 Facilitate the process to identify common student learning outcomes for general education and pre-major requirements at the 100 and 200 levels to facilitate a seamless transfer experience for students, as directed by HB 160 (2010).
4.1.5 Support KCTCS efforts to expand high quality associate degree level programs.

Strategy 4.2. Provide institution and student incentives to increase high-quality degree production and completion rates.

Action Steps:
4.2.1 Develop a performance funding component in the biennial budget request that rewards improvement in degree and credential production for all students and students in target populations with historic achievement gaps.
4.2.2 Explore ways to provide tuition flexibility to institutions in exchange for improvements in degree and credential production.
4.2.3 Encourage the development of new and innovative state financial aid policies.
4.2.4 Support campus efforts to develop incentives that reduce time to degree and keep unnecessary credit accrual to a minimum.

Strategy 4.3. Increase the use of data, information, research, and technology to improve student learning and outcomes.

Action Steps:
4.3.1 Increase statewide capacity to analyze and disseminate data and information related to student success, with greater emphasis on Web-based reporting and action analytics.
4.3.2 Develop, assist with governance, and implement the P-20 Data Collaborative.
4.3.3 Develop a catalog of national best practices and successful practices and programs implemented by Kentucky's colleges and universities.
4.3.4 Pursue and encourage the development of new data sources that provide employer and alumni feedback on postsecondary education.

Strategy 4.4. Support new pathways for adult learners to enroll and complete postsecondary education degrees and credentials.

Action Steps:
4.4.1 Encourage the development of policy, funding recommendations, programs, and services that cater to and support successful degree and credential completions of working adults.
4.4.2 Promote or develop technology-enhanced systems that increase the delivery of high-demand academic programs to adult learners in a flexible and engaging manner using new or existing models (e.g., KCTCS Learning On-Demand and Western Governors University).
4.4.3 Promote the development and implementation of a prior learning assessment tool and a comprehensive credit for prior learning policy.
4.4.4 Work with one or more universities and KCTCS to focus increased attention on serving adult learners.

Strategy 4.5. Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

Action Steps:

4.5.1 Generate a long-term needs assessment and aligned funding request for postsecondary and adult education.

4.5.2 Develop materials, presentations, handouts, etc., to highlight funding needs with legislators and other government leaders.

4.5.3 Develop materials to clarify campus expenditures and revenues, priority budget areas, and areas of cost increases over the past decade.

4.5.4 Use state educational attainment campaign messaging to help communicate funding needs.

4.5.5 Build a coalition of representatives of institutions, partner agencies, and other stakeholder groups to advocate for adequate education funding.

Strategy 4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

Action Steps:

4.6.1 Analyze NSSE and CCSSE student engagement data to identify high-impact opportunities for change.

4.6.2 Work with institutions and other statewide partners, including civic and business leaders, to increase the number of enriching educational experiences for students, including undergraduate research, internships, service learning, work study, and study abroad options.

4.6.3 Encourage institutions to conduct campus-based climate and culture studies to identify opportunities to enhance a supportive campus environment for all students.

4.6.4 Coordinate statewide discussions of faculty, staff, and students on the effectiveness of recruitment and admission practices, active and collaborative learning techniques, student-faculty interaction, intrusive advising, and early warning systems.

4.6.5 Focus statewide faculty development conference and other CPE-led professional development offerings for faculty and staff members around effective "closing the gap" strategies.

Strategy 4.7. Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

Action Steps:

4.7.1 Coordinate the development of institution diversity plans consistent with the new statewide policy, focused on student diversity, student success, workforce diversity, and campus climate.

4.7.2 Align the mission and responsibilities of the CEO with the statewide diversity policy.

4.7.3 Evaluate success in implementing statewide diversity policy through the collection and dissemination of data, in addition to reports developed by the institutions.

Policy Objective 5: Decrease financial barriers to college access and completion.

Strategy 5.1. Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult learners, as well as traditional students.

Action Steps:

5.1.1 Develop reports on need-based aid program usage, additional funds required to fill unmet need, and any changes to increase program effectiveness (e.g., distribution criteria and timing).

5.1.2 Structure the state's existing need-based financial aid programs so they better address the needs of part-time, nontraditional students.
5.1.3 Explore and promote new sources of state need-based financial aid that encourage both student access and success.
5.1.4 Encourage the Governor and legislature to ensure that all net lottery revenues are directed to student financial aid.

Strategy 5.2. Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

Action Steps:
5.2.1 Produce an annual summary of tuition and other college going costs to assist in the tuition setting process.
5.2.2 Explore the possibility of reconnecting the tuition setting process with the budget recommendation process on a biennial basis.
5.2.3 Draft a long-term financial resource assessment to assist in the biennial budget recommendation process.
5.2.4 Secure adequate base operating funds for Kentucky's public postsecondary education institutions to provide appropriate balance between state share and student share of costs.

Strategy 5.3. Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

Action Steps:
5.3.1 Explore the development of a statewide policy that would require Kentucky students to complete the Free Application for Federal Student Aid (FAFSA) and state financial aid forms as part of high school requirements, with opt-out options if needed.
5.3.2 Assist with national efforts to simplify FAFSA and promote other financial assistance programs.
5.3.3 Review effectiveness of Kentucky's state education tax credit and other state programs designed to reduce financial barriers to college.
5.3.4 Encourage and enhance college work study opportunities for students to perform college and university services.

Strategy 5.4. Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

Action Steps:
5.4.1 Explore ways to leverage the KEES program as an effective early financial aid commitment program.
5.4.2 Work with institutions and other partners to contain textbook costs, monitor fees, and assess the impact of other indirect costs of going to college that may create barriers to student access and success.
5.4.3 Encourage families and students to plan and save more for college (e.g., 529 plans).

5.4.4 Encourage employers to offer Lifelong Learning Accounts or other educational assistance benefits and develop personnel policies that can help adults as they pursue postsecondary education.

Research, Economic, and Community Development

Goal: Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.

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

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

Action Steps:

- 6.1.1 Partner with institutions to better understand the most effective way for the state to support basic research and the creation of new knowledge and understanding.
- 6.1.2 Encourage new and innovative ways to recognize and reward research excellence.
- 6.1.3 Support institutional efforts to increase the number of undergraduate and graduate students involved in university research activities.

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

Action Steps:

- 6.2.1 Work with key stakeholders to identify best practices related to technology transfer centers and business incubators.
- 6.2.2 Survey private sector growth areas and align with related research strengths in order to build new or strengthen existing research centers (e.g., nanotechnology, energy, transportation, and agriculture) and incubator space.
- 6.2.3 Create statewide database of basic, applied, and translational research, sophisticated equipment, and faculty expertise that can be made available to Kentucky employers.

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

Action Steps:

- 6.3.1 Create a strategic communications workgroup of campus representatives, KSTC, and DCI and facilitate face-to-face meetings and virtual meetings.
- 6.3.2 Conduct an environmental scan of current communications around Kentucky's campus-based research and development initiatives.
- 6.3.3 Identify high-profile research initiatives with a special emphasis on collaborative research.
- 6.3.4 Identify goals, objectives, strategies, audiences, roles and responsibilities of partners, communications channels, deliverables, timeline, budget and in-kind resources, and evaluation measures for the plan.
- 6.3.5 Develop campaign deliverables and implement plan.

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

Action Steps:

6.4.1 Collaborate with institutions to identify and prioritize existing trust funds or funding programs that support research, economic development, and job creation.
6.4.2 Evaluate the utility of implementing a new research grant matching program that provides added incentives for faculty, departments, and institutions to generate an increased level of federal or extramural research grants.
6.4.3 Work with institutional representatives to identify program funding levels and draft guidelines to maximize return on the state's investment.
6.4.4 Secure funding for Kentucky Innovation Act investments and other knowledge-based economy programs sufficient to meet federal matching requirements and maximize economic and job growth.
6.4.5 Explore the possibility of a joint budget request with the Department of Commercialization and Innovation within the state's Cabinet for Economic Development, related to its high-tech construction pool and investment pool to support postsecondary institution research initiatives.

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

Action Steps:
6.5.1 Develop a STEM+H communications framework, creating awareness and encouraging involvement of all stakeholders.
6.5.2 Expand Kentucky's STEM+H talent through Project Lead the Way (PLTW), Advance Kentucky, Primary Mathematics Implementation Programs, and other programs that encourage student involvement and student success in STEM+H disciplines, particularly for minority students.
6.5.3 Expand successful programs currently in place in Kentucky (CINSAM, Teach Kentucky, SKYTeach) and work with local business and industries to increase student and teacher recruitment and retention in STEM+H disciplines.
6.5.4 Support campus efforts to align STEM+H curricula to core standards for K-12, incorporating teacher preparation and professional development agendas for current and future STEM+H educators.

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

Action Steps:
6.6.1 Encourage campuses to infuse entrepreneurship training across disciplines.
6.6.2 Encourage postsecondary institutions to develop courses and modules on economic and financial literacy needed to successfully manage and operate self-owned businesses.
6.6.3 Support undergraduate and graduate research opportunities that stimulate knowledge, service, and product development.
6.6.4 Support efforts to provide time and resources needed for faculty, staff, and students (e.g., business plan competitions) to pursue entrepreneurial opportunities that could lead to job growth and increased community competitiveness.

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

Strategy 7.1. Strengthen and expand partnerships with business, industry, government, nonprofit, and other educational entities to meet Kentucky's workforce and community needs.

Action Steps:

7.1.1 Identify and report on current and projected labor market needs compared with degrees produced, especially in high-wage and high-demand fields and other areas linked to economic growth and community competitiveness.

7.1.2 Continue to follow-up and support Regional Stewardship plans developed by institutions.

7.1.3 Solicit advice from various business and industry groups on the creation of new postsecondary education and business forums and how they can be used to increase the global competitiveness of Kentucky's workforce.

7.1.4 Implement the new Lumina funded grant that provides Kentucky an opportunity to participate in Tuning USA, a faculty-led pilot project designed to define what students must know, understand, and be able to demonstrate after completing a degree in a specific field.

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

Action Steps:

7.2.1 Develop regional educational profiles that highlight trends, challenges, and attainment targets through 2015.

7.2.2 Identify effective regional strategies in Kentucky and in other states to raise educational attainment (e.g., Northern Kentucky Vision 2015 and Louisville's 55,000 Degree initiative) and encourage their proliferation.

7.2.3 With campuses, host a planning event (or regional events) for regional education and economic development/business leaders to showcase strategies, share regional profiles, discuss progress and challenges, and identify strategies to increase attainment.

7.2.4 Develop an educational attainment toolkit (speeches, op-eds, FAQs, etc.), speakers/consultants bureau, and other resources that can be shared as needed across the state to support regional efforts.

7.2.5 Highlight regional successes at the Trusteeship Conference, legislative meetings, and other events that bring together state and regional leaders.

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

Action Steps:

7.3.1 Secure funding to assess the current impact of Kentucky's postsecondary education institutions on the state's healthcare system including training of current and future healthcare workers, medical research, and healthcare delivery.

7.3.2 Support medical research and collaborations that align with critical Kentucky health problems.

7.3.3 Support evidence-based practice and postsecondary education initiatives intended to significantly improve the health of Kentuckians.

7.3.4 Enhance the reporting and dissemination of information (e.g., sources and uses of funds and research findings) from health-related Council pass-through funding programs intended to increase the health of Kentuckians.

Efficiency and Innovation

Goal: Kentucky will be stronger by creating new ways of serving more postsecondary students at a high-quality in a challenging resource environment.

Policy Objective 8: Increase academic productivity through program innovations.

Strategy 8.1. Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.

Action Steps:

- 8.1.1 Provide planning grants to stimulate and encourage course redesign efforts at Kentucky postsecondary education institutions, such as the methodology used by the National Association of Academic Transformation.
- 8.1.2 Promote modular postsecondary education programs that allow for exit and reentry and create transparent pathways among certificates, industry-based certifications, and degrees.
- 8.1.3 Expand adult completion programs, such as "Project Graduate," that incorporate compressed schedules, provide credit for prior learning, and lead to postsecondary credentials and degrees.
- 8.1.4 Encourage postsecondary education institutions to increase the number of courses and program offerings that blend various forms of instruction, such as online, work-based, and classroom learning.
- 8.1.5 Support successful programs like UPS's Metropolitan College and the University Center of the Mountains that meet business and community needs in other regions of the Commonwealth, and encourage their replication where appropriate.

Strategy 8.2. Build upon the success of Kentucky's Virtual Campus and Virtual Library to maximize the use of technology in implementing academic innovations.

Action Steps:

- 8.2.1 Promote or develop technology-enhanced systems that increase the delivery of high-demand academic programs to adult learners in a flexible and engaging manner using existing models (e.g., KCTCS Learning On-Demand and Western Governors University).
- 8.2.2 Increase the effectiveness of the Kentucky Virtual Campus, the Kentucky Virtual Library, and participatory organizations.
- 8.2.3 Examine the current "textbook" business model and recommend alternatives to increase efficiency, increase cost savings, and promote student success.
- 8.2.4 Encourage policies that increase the number and percent of students earning distance education credits.
- 8.2.5 Advocate for adequate technology funding to meet the increasing demand for online learning, technology enhanced services, and campus administrative functions.

Strategy 8.3. Redesign approval and review processes for new and existing academic programs to ensure alignment with state needs.

Action Steps:

- 8.3.1 Aggregate all existing state level policies and procedures related to academic programming into a central, automated system.
- 8.3.2 Work with institutional representatives to revise policies and procedures to strengthen alignment with statewide programmatic needs.

8.3.3 Communicate new policies and procedures and educate appropriate personnel at each institution.
8.3.4 Determine if any other policies related to academic programming should be developed or revised.

Policy Objective #9: Maximize the use of postsecondary and adult education resources.

Strategy 9.1. Effectively integrate Kentucky's independent colleges and universities into efforts to achieve greater efficiencies and expand postsecondary opportunities.

Action Steps:
9.1.1 Secure adequate funding for state student financial aid programs, including the Kentucky Tuition Grant program.
9.1.2 Partner with independent higher education in efforts to improve college readiness, improve college completion, increase adult learners, and other initiatives that enhance the strategic agenda.
9.1.3 Enhance licensing and oversight capabilities of CPE related to independent colleges.
9.1.4 Review public and private higher education partnerships in other states that achieve economies of scale and improve opportunities for students for possible implementation in Kentucky.

Strategy 9.2 Explore options for consolidating or outsourcing pertinent operations, as well as facilitating joint purchasing and contracts.

Action Steps:
9.2.1 Develop a statewide efficiency and effectiveness work group to help indentify low-cost, high-impact strategies for current and future cost savings (e.g., energy usage, insurance, technology, and business operations such as payroll, legal services, and endowment management).
9.2.2 Improve the collection and reporting of financial, efficiency, and cost savings data to better inform statewide policymakers on the sources and uses of postsecondary education funding.
9.2.3 Explore the use of technology innovations as a way to generate additional savings and efficiencies from common business practices.
9.2.4 Provide regular updates on improvements stemming from the 2010 Summit on Productivity, Efficiency, and Cost Containment as a way to assess progress on related best practices.

Strategy 9.3. Develop policies that promote the effective and efficient use of capital facilities and infrastructure.

Action Steps:
9.3.1 Develop a multi-year, balanced approach to funding asset preservation, deferred maintenance, renovation of existing facilities, and expansion and new space.
9.3.2 Increase the use and reporting of statewide space utilization data and establish statewide guidelines to strengthen capital funding requests.
9.3.3 Advocate for additional flexibility for institutions to fund, initiate, and implement major capital projects.
9.3.4 Develop a model to assess the return on investment of increased use of information technology and online learning as compared to traditional classroom space, to help offset current and future demand for new space.

9.3.5 Refine and implement stronger facilities maintenance standards that encourage asset preservation.

9.3.6 Encourage public universities and KCTCS institutions to continue to work with business and civic leaders on innovative and cost effective ways to address space and capital improvements.

Draft Revisions to Selected Components of the
Kentucky Postsecondary Education Accountability System
January 27, 2011

Reporting

An accountability system to track progress on the selected state, regional, and institutional performance metrics with regular reporting and updates to Council members and other key stakeholders will be critical to successful implementation of the 2011-15 Strategic Agenda.

Highlighted below is a brief list of the types of reporting being considered.

- Web-based Dashboard
  - CPE staff members are designing a new Web-based dashboard to serve as the primary, up-to-date, source of data and information that will track progress on the 2011-15 Strategic Agenda and provide other key contextual data.
  - The Web-based dashboard will have multiple dimensions:
    - It will include a high-level dashboard with statewide performance metrics/targets.
    - It will be drillable at the institution and student demographic level on most of the state, regional, and institution level performance metrics.
    - It will include a summary table ("scorecard") and links to contextual data, leading/lagging indicators, and other data related to postsecondary reform legislation.
    - It will include information related to progress on statewide strategies and implementations plans.
  - The dashboard will be generated using Business Objects software and it will allow for Web-only displays, as well as options to print selected results.

- Annual Accountability Reports
  - Components:
    - Executive Summary (high level report featuring statewide performance metrics that track the key objectives outlined in the Strategic Agenda).
    - State Report (review of state level performance metrics similar to current accountability report).
    - Institution Reports (review of institution performance metrics aligned with the Strategic Agenda).
  - CPE staff will provide regular updates on progress being made on each strategy featured in the Strategic Agenda.

- Link to institution Web pages that highlight institution strategic plans and the institution's performance tracking systems.

Meetings/Performance Updates

A number of meetings with Council members, institutional representatives, legislative and executive leadership, and other key stakeholders will be regularly scheduled during the year to discuss progress on the Strategic Agenda.

- Council meetings
  - Annual updates/reports provided by each institution to the Council.
  - General updates will also be provided by CPE staff related to Strategic Agenda objectives, statewide performance, and progress on strategies.
  - Each Council meeting will address one of the four focus areas with the final meeting reserved for an annual review.

- Legislative and executive meetings
  - Provide updates during regular and interim sessions to appropriate committees and staff members.
  - Provide more detailed information during one-on-one or small group sessions.

- Other meetings and updates as needed

Incentives

The following incentive ideas are included as potential action steps to help move a number of the 2011-15 Strategic Agenda objectives forward.

- Biennial budget request process
  - Include performance funding in new funding approach for 2012-14.
  - Performance components are to be worked on with institutions but, possible metrics for improvement could include items such as degrees, transfers, graduation rates, closing achievement gaps, and/or research.
  - Other performance funds that have been looked at in recent years are associated with endowment match, regional stewardship, and capital renewal, among others.

- Tuition setting flexibility
  - Explore idea of providing greater tuition flexibility to institutions that demonstrate improvements in performance above the base year.
  - Increased flexibility would likely be at the margin (e.g., a couple of percentage points difference).
  - Possible performance metrics similar to those being looked at for state appropriation performance funding including degrees, graduation rates, transfers, and closing achievement gaps.

- Student incentives
  - Encourage the development of new and innovative financial incentives that reward students for reducing time to degree and keep unnecessary credit accrual to a minimum.
  - Encourage possible links between state or campus-based financial incentive programs (e.g., financial aid, student discounts) and time to degree or degree and credential completion.

- New and innovative performance incentive systems
  - Work with public universities and KCTCS to develop new and innovative incentive systems.
  - Encourage recognition or rewards for improved performance on performance metrics or related improvements (e.g., new series of institutional performance awards, faculty and staff honors).

Timeline

Highlighted below is a general timeline over the next several years related to the 2011-15 Strategic Agenda.

December 2010 – January 2011	Finalize all aspects of state-level Strategic Agenda
February 2011	CPE takes action on new Strategic Agenda
March 2011	Finalize statewide and institutional performance targets
April 2011	CPE takes action on statewide and institutional performance targets
June – November 2011	Performance updates to Council, Legislature, and Governor's Office
November 2011	CPE takes action on 2012-14 budget recommendation aligned with SA
February 2012	Review annual accountability report
Spring 2012	Regular session legislative performance updates
Summer – Fall 2012	Performance updates to Council, Legislature, and Governor's Office
February 2013	Review annual accountability report
February 2013	Review statewide implementation plan and modify strategies

UPDATE ON ACTIONS OF THE KENTUCKY BOARD OF EDUCATION
FROM COMMISSIONER TERRY HOLLIDAY
FOR THE
FEBRUARY 3, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING

Highlights of the December 7-8 Kentucky Board of Education meeting were as follows:

COMMENTS FROM DAVID KAREM, KENTUCKY BOARD OF EDUCATION CHAIR

The board continued its discussion of the new accountability model required by Senate Bill 1 (2009) at the December meeting. This was a much more in-depth session where we provided guidance to department staff on components within the model. Major areas of discussion included school and district classification, weights, achievement, gap, college- and career-readiness, definition of full academic year and program reviews.

If you were not able to view the board's study session on accountability, I urge you to view the recording of it at: mms://video1.education.ky.gov/On-Demand2010/KBE_Meetings/kbemtg_12-07-2010.wmv

In February, we will do the first review of the regulations that will define the accountability model with the goal of giving final approval at the April meeting.

I urge you to keep informed as the model progresses through the board's process and to offer any input to department staff and/or us during this time as the decisions are being shaped.

Input should be forwarded to Ken Draut at (502) 564-2256 or via e-mail at Ken.Draut@education.ky.gov.

BOARD ADOPTS WHITE PAPER ON ACCOUNTABILITY SYSTEM

At the December 7 study session on the new accountability model, the Kentucky Board of Education adopted a white paper titled "Goals and Guiding Principles for Accountability in Kentucky's Public Education System". This paper will serve as the foundation for making specific decisions relative to the design of the new system.

Amendments were made to the white paper related to the importance of attaining national and international benchmarks, reinforcing differentiated teaching and learning and transitioning to postsecondary education. The white paper can be found at:

http://www.education.ky.gov/Users/spalmer/December%202010%20accountability%20white%20paper%20AMENDED.pdf

Questions on the paper can be directed to Ken Draut at (502) 564-2256 or via e-mail at Ken.Draut@education.ky.gov.

UPDATE PROVIDED ON PROGRAM REVIEWS

Kentucky Department of Education staff presented an update on the status of Program Reviews at the December meeting. Staff noted that these have been written for three areas: arts and humanities, practical living and career studies and writing.

It was shared with the board that the Program Reviews have been piloted in 48 schools in 34 districts, with the goal of looking at the effectiveness of school-wide programs. Due to feedback from the pilot schools, a rubric is under development that will help schools and districts rate a program as to its degree of proficiency to provide information for and stimulate improvement.

A fourth area came forward at the December meeting for consideration as a Program Review, world language. Several constituent groups urged the board to make world language a separate Program Review rather than part of the arts and humanities area. No final decision was made on this at the December meeting and the specific weights for the Program Reviews in the accountability system must also be determined.

For more information on Program Reviews, contact Felicia Smith at (502) 564-9850 or via e-mail at Felicia.smith@education.ky.gov.

Next Meeting: February 2, 2011, Frankfort

Council on Postsecondary Education
February 3, 2011

Improving Teacher Quality in Kentucky

Dr. Phil Rogers, Executive Director, Education Professional Standards Board, will provide information to the CPE about Kentucky's efforts to improve the quality of K-12 teachers and school leaders.

Staff preparation by Tammie Clements

Educator Preparation in Kentucky: Collective Change and Improvement

Council on Postsecondary Education
February 3, 2011

Education Professional Standards Board

- One of 13 independent standards boards across the nation
- 17 board members, majority are practicing teachers
- Responsible for teacher preparation, certification, prosecution of educator misconduct, programs mandated by the legislature

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Education Professional Standards Board

- 30 institution-based teacher preparation programs in Kentucky
- Eight alternative routes to teacher certification (since 1995)
- Option 8 is the newest: Teach for America
- 42,796 practicing teachers in 2009-2010 (44,790 in 2005-2006 school year)
- 2,168 persons currently hold the position of principal or assistant principal

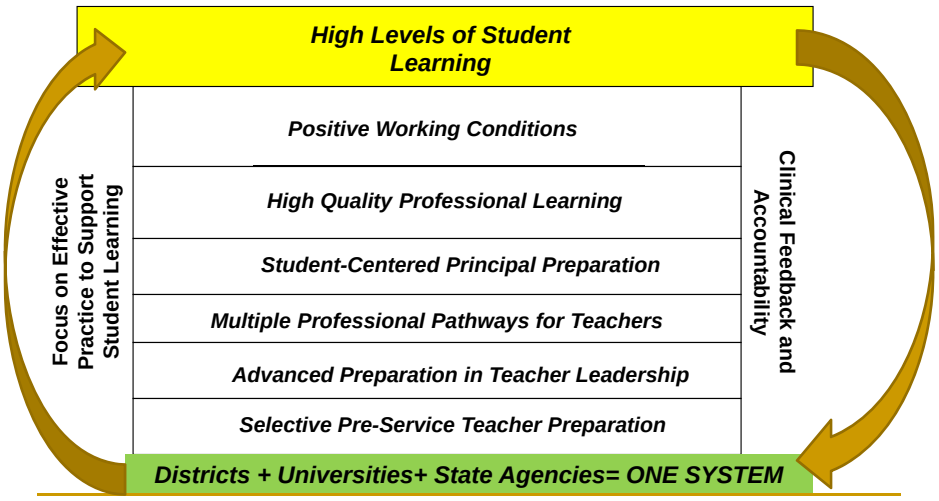
Teacher Preparation in Kentucky: A Model for Collective Change and Improvement

"70% of all change initiatives fail. But the odds turn in your company's favor once you understand that change is a multi-stage process--not an event--and that persuasion is key to establishing a sense of urgency, winning support, and silencing naysayers."

--- Harvard Business Review

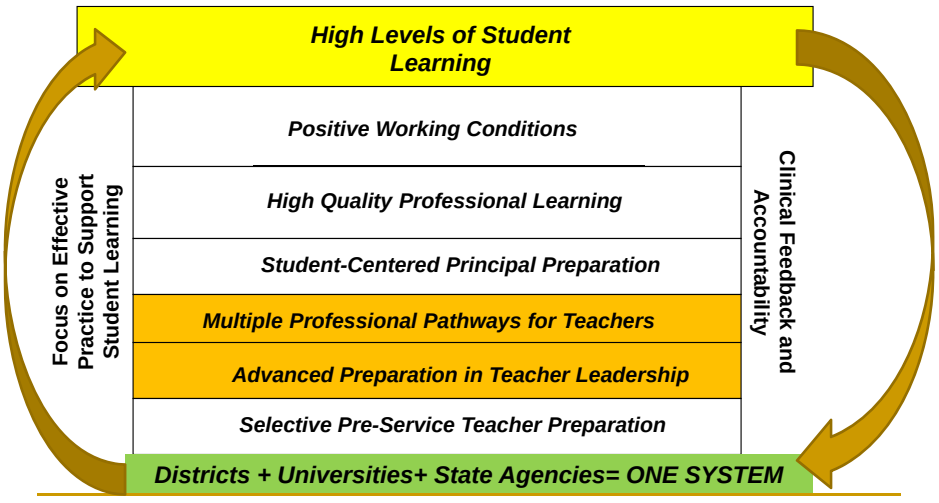
June 7, 2010

Model for Improving P-12 Student Achievement



Step I: Redesign of Master's Programs

Work started Summer 2005



Why Redesign is Necessary

- EPSB requirement for Rank II
- Research on value of having a Master's degree
- Need for additional professional pathways
- Need for advanced skills
  - New Teacher Survey results
    - Assessment of student learning
    - Use of technology
    - Differentiated instruction

Redesign of Master's Degree Programs

I. Program Design

- Collaboration with districts in design of programs
- Focus on student achievement
- Differentiated program based upon candidate interests and needs
- Endorsements and enriched permissions
- Professional learning communities
- Utilization of assessment data
- Job-embedded professional experiences for candidates
- Multiple career pathways
- Ease of transferability across institutions

Redesign of Master's Degree Programs

II. Program Curriculum

- Evaluate high-quality research on student learning
- Emphasize differentiated learning and classroom management
- Provide opportunities for candidates to increase content knowledge
- Emphasize reflections that inform practice
- Emphasize leadership development

Redesign of Master's Degree Programs

II. Program Curriculum (cont'd)

- Provide clinical experiences that enhance student achievement
- Align curriculum with state and national standards
- Utilize mixed delivery methods that might include:
  - Face-to-Face
  - Workshops/seminars/symposia
  - On-line or distance learning
  - Practicum
  - Weekend/night
  - District locations

Redesign of Master's Degree Programs

III. Continuous monitoring and evaluation of candidate progress in demonstrating the ability to affect P-12 student learning

- Evaluate the candidate's practicum/clinical experiences
- Evaluate the candidate's ability to design and conduct action research projects
- Administer a culminating performance-based assessment prior to making recommendation to the EPSB for rank change

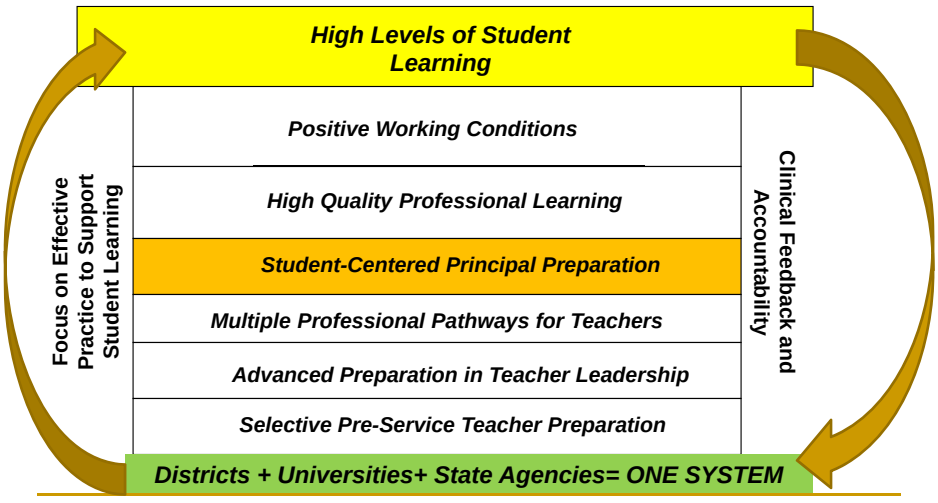
Redesign of Master's Degree Programs

Implementation Update:

- Master's Degree Program Committee has proved to be a good model and will be used for follow-up evaluations.
- 10 universities have received EPSB approval for teacher leader master's degree programs.
- All existing programs sunset on December 31, 2010.
- Currently four universities do not have approved teacher leader master's degree programs and cannot admit students.
- All principal preparation programs are now post-master's.

Step II: Redesign of Principal Preparation Programs

Work Started Spring 2006



Why Redesign is Necessary

- The need for effective 21st century school leaders is critical.
- The 21st century school leader is being held to a different standard.
- The 21st century school leader requires an additional skill set.

Principal Preparation Program Redesign

I. Collaborative Selection of Program Applicants

- Demonstrated ability to do graduate level work
- Three years of teaching experience and evidence of success in improving P-12 student learning
  - Evidence of instructional leadership skills and experience in current position
  - Professional teacher work sample (observations, professional development and leadership, and an instructional unit)
- Demonstrated proficiency in use of technology
- Demonstrated proficiency in oral and written communication skills
- Demonstrated dispositions of a successful school leader

Principal Preparation Program Redesign

II. Program Design

- Two-tiered certificate model
- Program focus: instructional leadership, student achievement, gap closure
- Structure that provides curriculum coherence across institutions
- Co-design and co-delivery of instruction
- Access to ongoing mentoring services from successful school leaders

Principal Preparation Program Redesign

II. Program Design (Cont'd)

- Continuous monitoring and evaluation of candidate's progress
- A culminating performance-based assessment
- Inclusion of successful school and district practitioners as faculty members
- Ongoing professional development plan for program faculty

Principal Preparation Program Redesign

III. Program Delivery

- Co-design and co-teaching of courses with successful district practitioners
- Emphasis on research-based best practices
- Agreement between universities and district partners to provide candidates with release time for clinical experiences
- On-site visits, observations, and evaluation of fieldwork

Principal Preparation Program Redesign

IV. Program Review

- Universities will provide a structure for continuous program review and monitoring of graduates' success as school leaders.

Update on Redesign of Principal Preparation Programs

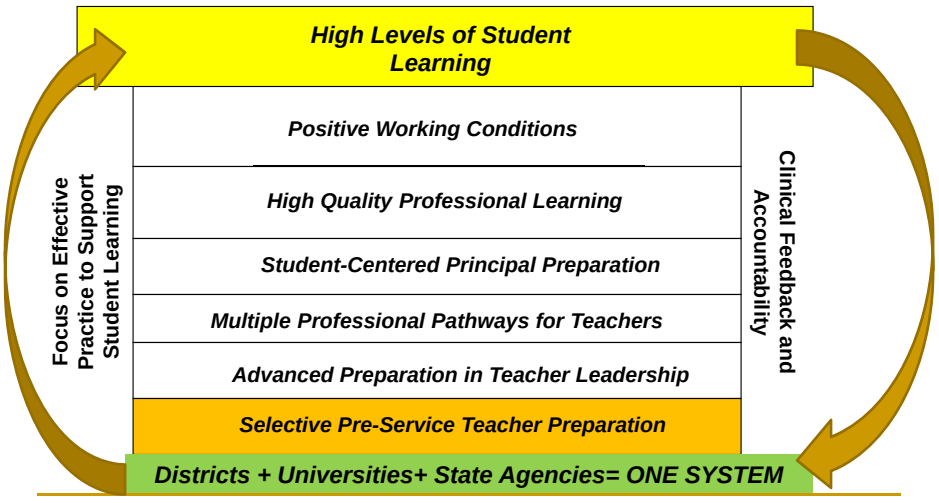
- The Committee for Review of Redesigned Principal Preparation Programs has approved four proposals:
  - Asbury University (Approved January 2010)
  - Spalding University (Approved May 2010)
  - Western Kentucky University (Approved January 2011)
  - Murray State University (Approved January 2011)
- All current principal preparation programs will sunset on December 31, 2011.

Redesign of Superintendent Preparation

- January 11, 2011 EPSB received final report on recommendations to update superintendent preparation programs.

Step III: Selective Admission Standards

Work Started January 2010



Raising Admission Standards to Teacher Preparation Programs

- Require that all new teacher candidates pass a rigorous basic skills test in math, reading, and writing
- Raise the required GPA
- Require teacher candidates to demonstrate the essential teacher dispositions and 21st Century Skills, including critical thinking, collaboration, creativity, and communication
- Ensure that all new teachers have the benefit of a supportive induction into the teaching profession by adequately funding the Kentucky Teacher Internship Program (KTIP)

Raising Admission Standards to Teacher Preparation Programs (Continued)

- Ensure a sufficient number of high-quality clinical experiences across the program (earlier the better)
- Document during student teaching candidate's ability to increase K-12 student learning.
- Offer high quality mentoring for those entering the teaching profession via an alternative pathway.
- Explore how to expand paid, year-long pre-teaching residency experiences such the SKY-Teach model at Western Kentucky University.

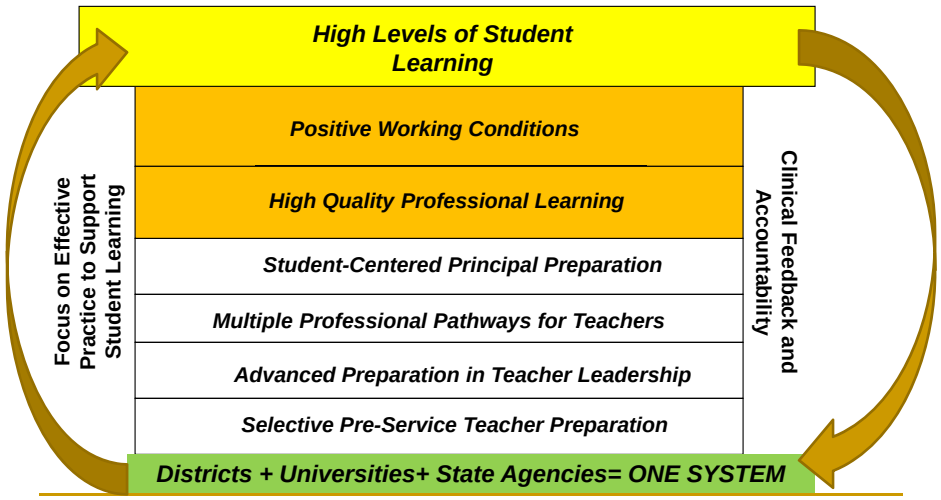
Step IV: Supporting Continuous Improvement of Teacher Preparation Programs

Work to Start Spring 2011

Supporting Continuous Improvement of Teacher Preparation Programs

- Redesign the current seven-year cycle of accreditation and program review to provide a continuous electronic program review and approval of all preparation programs.
- Develop and publish a Quality Performance Index (QPI) for all of Kentucky's teacher preparation programs.
- Include in the QPI a value-added measure of teacher preparation programs that uses K-12 student performance data.
- Evaluate the effectiveness of Teacher Leader and principal preparation programs.

Working Conditions and Professional Learning



Thanks

Phillip S. Rogers
phillip.rogers@ky.gov
502.564.4606

Council on Postsecondary Education
February 3, 2011

2011-12 Tuition Setting Process

ACTION: The staff recommends that the Council approve the attached Tuition and Mandatory Fee Policy and 2011-12 Tuition Setting Process documents that provide a framework for establishing public postsecondary tuition and fees for AY 2011-12.

At the November 5, 2010, Council meeting, staff submitted draft Tuition and Mandatory Fee Policy and 2011-12 Preliminary Tuition Setting Timeline documents to Council members for review and discussion. Since that time, staff has continued to work with institutional chief budget officers to finalize the tuition policy, process, and timeline documents.

Attached for Council review and action are recommended Tuition and Mandatory Fee Policy (Attachment A) and 2011-12 Tuition Setting Process (Attachment B) documents that, once approved, will be used to guide the 2011-12 tuition and fee setting process.

The proposed tuition and fee policy is the same version that was submitted to the Council at its November 5 meeting and is the same one (with a few minor changes) that was used in 2010-11. The fundamental objectives of the tuition policy include funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and effective use of resources.

The process for determining tuition and fee parameters and bringing rate proposals for Council approval will be similar to the process used in 2010-11. A major goal of the process is to provide ample time for stakeholder discussion and for exchange of policy relevant information among Council staff, institutional presidents, chief budget officers, and Council members. This exchange of data and information will lead to a better understanding of key tuition issues and provide increased opportunity for feedback and direction, before taking final action on tuition rates.

A revised timeline of activities and anticipated completion dates for the 2011-12 tuition setting process is attached (Attachment C).

At this time, it is anticipated that the Council will review and approve tuition policy and process documents at the February 3 meeting, take action on recommended tuition parameters at the April 28 meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10 meeting.

Special Use Fee Exception Policy Update

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student approved fees from its mandatory fee definition, thus excluding consideration of such fees when assessing institutional compliance with Council approved rate ceilings. Based on feedback received from postsecondary institution chief budget officers (CBOs), there is general interest in treating student approved fees differently from other mandatory fees.

A Special Use Fee Workgroup comprised of CPE staff and CBOs has been formed to discuss issues related to development of a Special Use Fee Exception Policy, including defining characteristics of student approved fees, extent of student involvement in endorsing a fee, types of facilities that qualify for an exemption, possible limits on the magnitude and frequency of exemptions, acceptable uses of fee revenue, and conditions for fee reduction upon debt retirement.

CPE staff is continuing discussions with Special Use Fee Workgroup members as well as the full CBO group regarding treatment of student approved fees. The product of these discussions will be a draft Special Use Fee Exception Policy.

Staff preparation by John Hayek and Bill Payne

Council on Postsecondary Education
Tuition and Mandatory Fee Policy

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced in the context of current needs, effective use of resources, and economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

Fundamental Objectives

- Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of the state and federal government, students and families, and postsecondary education institutions.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low and moderate income backgrounds. The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance, including tuition and mandatory fees, room and board, books, and other direct and indirect costs, with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2020 postsecondary education attainment goals by focusing on Kentucky residents alone. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities. In fact, according to the Council's 2007 Brain Gain report, four out of every ten (37 percent) out-of-state graduates were still in Kentucky five years after receiving their degrees.

The Council and the institutions are committed to making Kentucky's institutions financially attractive to nonresident students while recognizing that nonresident undergraduate students should pay a significantly larger proportion of the full cost of their education. Any proposed policy on nonresident tuition and mandatory fees should also be evaluated based on its potential impact on attracting and retaining students which directly enhance diversity and Kentucky's ability to compete in a global economy.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. The Council's performance metrics shall be used to monitor both statewide and institutional performance toward HB 1 and Strategic Agenda goals.

The institutions also recognize their responsibility to demonstrate that they are good stewards of limited public resources by providing annual reports to their governing boards and the Council on their efforts to contain costs, improve efficiencies and productivity, and reallocate existing resources to high priority activities.

Council on Postsecondary Education
2011-12 Tuition Setting Process

Determining public postsecondary institution tuition and mandatory fees for academic year 2011-12 will be a collaborative process in which all stakeholders participate. The process began with review and discussion of the Council's 2010-11 tuition policy and process documents and a preliminary tuition-setting timeline for 2011-12 at meetings and during conference calls involving CPE staff, institutional presidents, and chief budget officers in November and early December. The Council was provided with draft policy and timeline documents at its November 5, 2010, meeting. It is anticipated that the Council will approve any revisions to these documents at the February 3, 2011, meeting, take action on recommended tuition parameters at the April 28, 2011, meeting, and approve each institution's proposed tuition and mandatory fee rates at the June 10, 2011, meeting.

- CPE staff and institutional representatives reviewed and discussed tuition policy, process, and timeline documents during the months of November and December, and began gathering information relevant to the tuition-setting process in December and January.

- The CPE president will report to the Council on the status of these discussions and the data collection effort throughout the process.

- The Council may, by direct action or by consensus, convey general direction to CPE staff or the institutions throughout the process.

- Council staff and institutional representatives will work collaboratively during February, March, and April 2011 toward the goal of developing consensus on recommended tuition and mandatory fee parameters.

- CPE staff will provide the Council with policy relevant information related to funding adequacy, affordability, access, financial aid, and productivity in April 2011.

- The Council expects that nonresident undergraduate tuition and mandatory fee charges shall <u>not</u> be less than two times higher than Council approved resident rates for the 2011-12 academic year. Any institution desiring to assess a nonresident rate that is less than two times the resident rate should request an exception to this policy.

- CPE staff will recommend tuition and mandatory fee parameters to the Council for approval in April 2011.

- CPE staff will recommend tuition and mandatory fee rates for each public postsecondary institution to the Council for approval in June 2011.

The Council and the institutions are committed to engaging in a process that is rational, transparent, fair, and evidence-based.

- A rational approach is one that is well aligned with state goals for public postsecondary education in Kentucky.

- A transparent approach is one that clearly articulates the rationale for its selection, is explicit about any underlying assumptions related to its function, and provides ample opportunity for stakeholder comment during its development.

- A fair approach is one that is impartial and recognizes that tuition rates and rate increases need not be the same for all institutions.

- An evidence-based approach is one that considers both relevant historical information as well as prospective institutional strategies for addressing fundamental tuition objectives set forth in the Council's tuition and mandatory fee policy.

Relevant information to be reviewed and discussed throughout the tuition-setting process may include, but is not limited to, the following:

- Historical and comparative funding patterns and tuition and fee rates.

- Effective use of institutional resources.

- College affordability, financial aid, student debt, and ability to pay.

- Student access, enrollment patterns, impact on academic quality, and other market factors.

- Fixed costs and priority strategic investments.

- Funding adequacy and tuition revenue estimates.

Council on Postsecondary Education
2011-12 Tuition Setting Timeline

Nov 5, 2010 CPE Meeting – The staff provides Council members an update regarding the 2011-12 tuition setting process. Council staff shared the Tuition and Mandatory Fee Policy and the Preliminary 2011-12 Tuition Setting Timeline with the Council.

Nov-Dec 2010 Initiate discussions with institutions and generate draft tuition policy and tuition setting process documents for 2011-12.

Jan-Feb 2011 Council staff begins collecting data and generating information related to funding adequacy, affordability, access, financial aid, and productivity.

Institutional staffs begin collecting data and generating information related to fixed cost increases, potential impacts of tuition increases, anticipated uses of additional tuition revenue, financial aid, and student debt.

Feb 3, 2011 CPE Meeting – The Council takes action on Tuition and Mandatory Fee Policy and 2011-12 Tuition Setting Process and Timeline documents.

Feb-Apr 2011 Council and institutional staffs exchange information from respective data collection efforts and work together to finalize for distribution to Council members.

The staff provides Council members with policy relevant information related to funding adequacy, affordability, access, financial aid, and productivity. Institutions share information regarding potential impacts of tuition increases and anticipated uses of additional tuition revenue.

Council and institutional staffs discuss policy relevant information and preliminary tuition parameters. The Council president updates Council members regarding these discussions.

Apr 28, 2011 CPE Meeting – The Council takes action on recommended tuition and mandatory fee parameters.

May 2011 Institutional staffs share proposed 2011-12 tuition and mandatory fee rates with the Council president. The Council president updates Council members regarding the proposed rates.

Jun 10, 2011 CPE Meeting – The Council takes action on each institution's proposed 2011-12 tuition and mandatory fee rates.

Council on Postsecondary Education
February 3, 2011

Fall 2010 Final Enrollment

As predicted by the preliminary fall 2010 enrollment numbers released in September, Kentucky's public colleges and universities continue to grow in enrollment during the 2010-11 academic year. A total of 232,318 students enrolled, an increase of 4 percent over last year and 40 percent since 2000.

- KCTCS led the public sector with growth of 6 percent in one year, for a total of 106,664 students. Over the past 10 years, KCTCS enrollment has grown by 80 percent.
- Public universities experienced modest total enrollment growth of 2 percent over last year. The University of Kentucky and Murray State University are currently pursuing a growth strategy, and both institutions saw overall enrollment increases of 3 percent – the largest of the public universities.
- At the graduate level, Kentucky State University and Murray State University experienced the largest one-year growth in enrollment among public universities.
- The Universities of Kentucky and Louisville expanded their research programs with 17 percent growth in post-doctoral students over last year.
- Western Kentucky University, Northern Kentucky University, and Kentucky State University reported the largest enrollment growth over the past 10 years.

Staff preparation by Heidi Hiemstra

Total Headcount Enrollment by Level

Kentucky Public Institutions
Fall 2000 - Fall 2010

Institution/Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	One Year (09-10) Percent Change	Ten Year (00-10) Percent Change
Universities													
Eastern Kentucky University													
Undergraduate	12,909	13,023	13,053	13,567	13,837	13,942	13,623	13,659	13,839	13,991	14,396	2.9	11.5
Graduate	1,748	1,890	2,195	2,384	2,346	2,277	2,140	2,180	2,192	2,277	2,171	(4.7)	24.2
Total Headcount	***14,657***	***14,913***	***15,248***	***15,951***	***16,183***	***16,219***	***15,763***	***15,839***	***16,031***	***16,268***	***16,567***	1.8	13.0
Kentucky State University													
Undergraduate	2,129	2,165	2,107	2,138	2,183	2,228	2,341	2,510	2,497	2,638	2,606	(1.2)	22.4
Graduate	125	149	146	168	152	158	159	186	162	196	245	25.0	96.0
Total Headcount	***2,254***	***2,314***	***2,253***	***2,306***	***2,335***	***2,386***	***2,500***	***2,696***	***2,659***	***2,834***	***2,851***	0.6	26.5
Morehead State University													
Undergraduate	6,755	7,268	7,712	7,929	7,762	7,549	7,515	7,625	7,487	7,550	7,399	(2.0)	9.5
Graduate	1,572	1,759	1,678	1,580	1,531	1,513	1,510	1,441	1,494	1,496	1,443	(3.5)	(8.2)
Total Headcount	***8,327***	***9,027***	***9,390***	***9,509***	***9,293***	***9,062***	***9,025***	***9,066***	***8,981***	***9,046***	***8,842***	(2.3)	6.2
Murray State University													
Undergraduate	7,492	7,776	8,088	8,385	8,371	8,585	8,607	8,361	8,179	8,249	8,429	2.2	12.5
Graduate	1,649	1,872	1,832	1,715	1,757	1,689	1,697	1,795	1,843	1,829	1,987	8.6	20.5
Total Headcount	***9,141***	***9,648***	***9,920***	***10,100***	***10,128***	***10,274***	***10,304***	***10,156***	***10,022***	***10,078***	***10,416***	3.4	13.9
Northern Kentucky University													
Undergraduate	10,859	11,288	12,164	12,223	12,070	12,107	12,668	12,725	13,030	13,206	13,517	2.4	24.5
Graduate	1,242	1,260	1,579	1,722	1,851	1,918	1,970	2,082	2,079	2,199	2,231	1.5	79.6
Total Headcount	***12,101***	***12,548***	***13,743***	***13,945***	***13,921***	***14,025***	***14,638***	***14,807***	***15,109***	***15,405***	***15,748***	2.2	30.1
University of Kentucky													
Undergraduate	16,899	17,284	17,878	18,190	18,492	18,732	19,328	18,830	18,988	19,217	19,988	4.0	18.3
Graduate	6,217	6,764	7,155	7,289	7,252	6,970	7,090	7,086	7,112	7,112	7,181	1.0	15.5
Post-Doctoral	256	240	232	284	295	224	282	228	248	257	309	20.2	20.7
House Staff	480	503	476	497	506	513	509	504	565	585	559	(4.4)	16.5
Total Headcount	***23,852***	***24,791***	***25,741***	***26,260***	***26,545***	***26,439***	***27,209***	***26,648***	***26,913***	***27,171***	***28,037***	3.2	17.5
University of Louisville													
Undergraduate	14,477	14,131	14,475	14,724	14,933	15,057	15,103	15,125	15,495	15,619	15,818	1.3	9.3
Graduate	5,627	5,573	5,958	6,101	6,103	5,996	6,005	5,841	5,557	5,704	5,757	0.9	2.3
Post-Doctoral	84	136	87	90	124	126	145	149	118	117	127	8.5	51.2
House Staff	580	554	569	549	565	581	588	574	591	591	588	(0.5)	1.4
Total Headcount	***20,768***	***20,394***	***21,089***	***21,464***	***21,725***	***21,760***	***21,841***	***21,689***	***21,761***	***22,031***	***22,290***	1.2	7.3

Total Headcount Enrollment by Level
Kentucky Public Institutions
Fall 2000 - Fall 2010 (continued)

Institution/Level	2,000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	One Year (09-10) Percent Change	Ten Year (00-10) Percent Change
Western Kentucky University													
Undergraduate	13,272	14,135	15,234	15,798	15,846	15,978	16,067	16,508	16,966	17,645	17,827	1.0	34.3
Graduate	2,244	2,444	2,584	2,593	2,667	2,667	2,597	2,757	2,795	3,067	3,076	0.3	37.1
Total Headcount	***15,516***	***16,579***	***17,818***	***18,391***	***18,513***	***18,645***	***18,664***	***19,265***	***19,761***	***20,712***	***20,903***	0.9	34.7
Total Universities													
Undergraduate	84,792	87,070	90,711	92,954	93,494	94,178	95,252	95,343	96,481	98,115	99,980	1.9	17.9
Graduate	20,424	21,711	23,127	23,552	23,659	23,188	23,168	23,368	23,234	23,880	24,091	0.9	18.0
Post-Doctoral	340	376	319	374	419	350	427	377	366	374	436	16.6	28.2
House Staff	1,060	1,057	1,045	1,046	1,071	1,094	1,097	1,078	1,156	1,176	1,147	(2.5)	8.2
Total Headcount	***106,616***	***110,214***	***115,202***	***117,926***	***118,643***	***118,810***	***119,944***	***120,166***	***121,237***	***123,545***	***125,654***	1.7	17.9
Kentucky Community and Technical College System	**59,415**	**70,913**	**76,082**	**80,695**	**81,990**	**84,931**	**86,475**	**92,828**	**89,942**	**100,348**	**106,664**	6.3	79.5
Total Public Institutions													
Undergraduate	144,207	157,983	166,793	173,649	175,484	179,109	181,727	188,171	186,423	198,463	206,644	4.1	43.3
Graduate	20,424	21,711	23,127	23,552	23,659	23,188	23,168	23,368	23,234	23,880	24,091	0.9	18.0
Post-Doctoral	340	376	319	374	419	350	427	377	366	374	436	16.6	28.2
House Staff	1,060	1,057	1,045	1,046	1,071	1,094	1,097	1,078	1,156	1,176	1,147	(2.5)	8.2
Total Headcount	***166,031***	***181,127***	***191,284***	***198,621***	***200,633***	***203,741***	***206,419***	***212,994***	***211,179***	***223,893***	***232,318***	3.8	39.9

NOTE: Graduate data include doctoral and first-professional students.

Source: Council on Postsecondary Education Comprehensive Database.
January 24, 2011

Council on Postsecondary Education
February 3, 2011

SACS-like Reviews of Colleges for Kentucky Tuition Grant Eligibility

In 2008, the Kentucky General Assembly adopted legislation requiring out-of-state institutions operating in Kentucky that wish to have their students be eligible for the Kentucky Tuition Grant Program (KTG) to either be accredited by the Southern Association of Colleges and Schools (SACS) or undergo a review conducted by the Council on Postsecondary Education that mirrors a SACS accreditation process.

This legislation was codified as KRS 164.785(7)(c). The Council promulgated an administrative regulation, 13 KAR 1:050, that clarifies the review process. The legislation is effective with the 2011-12 academic year. Three institutions requested the Council perform a SACS-like review so their students would remain eligible for KTG.

The team of consultants has completed reviews of three universities:

1. Northwood University (main campus in Michigan, with a site in Louisville, Kentucky)
2. Indiana Wesleyan University (main campus in Indiana, with several sites in Kentucky)
3. McKendree University (main campus in Illinois, with several sites in Kentucky)

The teams reviewed applications and supporting documents and visited each university at a site in Kentucky. The site visits included interviews with key university administrators and faculty. In each case, the team produced a site visit report, which identified the criteria that each college failed to meet. The site team reviewed with CPE staff the content of the report and the levels of deficiencies. CPE sent a letter to each university identifying the deficiencies along with a copy of the site visit report. A deficiency noted for all three universities was related to qualifications of some faculty who would not be eligible to teach under the current SACS-COC standards.

Each university was given approximately one month to remedy the deficiencies and remain eligible for the KTG program for the 2011-12 academic year. Northwood University and Indiana Wesleyan University both remedied their deficiencies and were approved on December 17, 2010. McKendree University was the last site visit conducted, and the university has been given until January 28, 2011, to respond to the deficiencies identified. If McKendree University submits evidence it has remedied the deficiencies, then it will be approved for the 2011-12 academic year as well.

Each approved university is required to submit a six-month monitoring report to CPE by August 1, 2011, to ensure continued compliance.

Staff preparation by Sarah Levy

Council on Postsecondary Education
February 3, 2011

Master of Arts in Religious Studies
Western Kentucky University

ACTION: The staff recommends that the Council approve the Master of Arts in Religious Studies (CIP 38.0201) proposed by Western Kentucky University.

As the only state institution in Kentucky offering an undergraduate major in Religious Studies, Western Kentucky University is uniquely positioned to offer this graduate degree program.

The program will require a minimum of 35 graduate credit hours, of which no more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete either a thesis or a culminating project.

All students are required to complete RELS 500 (Theory and Method in the Study of Religion, four credit hours), two offerings of RELS 601 (Graduate Seminar in Religious Studies, four credit hours), RELS 602 (Thesis and Project Development Seminar, one credit hour), and RELS 603 (Thesis and Project Colloquium, one credit hour). These required courses total 14 credit hours. Students on the thesis track may take up to six credit hours of Thesis Writing (RELS 599). Students completing an alternative project will take additional coursework in lieu of RELS 599. The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments.

Appropriate language work in the student's area of emphasis is recommended. Graduate level language courses may count for as many as six credits toward completing the degree. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.

Staff preparation by Melissa Bell

Council on Postsecondary Education
February 3, 2011

2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development Revised Kentucky Administrative Regulation13 KAR 2:060

The Council directed the Committee on Equal Opportunities to develop a diversity policy and to revise the existing administrative regulation to implement the policy. The institutions and organizations within the public arena have reviewed and support the Kentucky Administrative Regulation (KAR) that is recommended by the Committee on Equal Opportunities for Council review and action. Upon approval by the Council, the KAR will be filed with the Legislative Research Commission. Upon approval by the LRC, the KAR will be effective until a new policy is adopted or another event occurs that requires modifications.

ACTION: The CEO and staff recommend that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:060 implementing the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

At its January 16, 2009, meeting, the Council directed the Committee on Equal Opportunities (CEO), in collaboration with the universities and the community and technical college system, to develop a state level diversity plan. At its April 23, 2010, meeting, the Council modified its earlier action and directed the CEO, in collaboration with the universities and the community and technical college system, to develop a state level policy to guide development of institutional diversity plans.

The Council approved the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development at its September 2010 meeting, and directed staff to revise the existing Kentucky Administrative Regulation (KAR) to comply with the new policy. This revised administrative regulation, as recommended by the CEO, complies with the requirements for policy implementation.

The CEO reviewed and acted on the revised KAR at its January 24, 2011, meeting. The CEO action is attached and provides additional background related to the new policy, the process for institutional plan development, and next steps for completion of the process. The Council staff recommends approval of the revised administrative regulation as adopted and submitted by the CEO.

Administrative Regulation

The proposed revised regulation focuses on numerous factors that should be considered by institutions in establishing their student diversity goals. The regulation does not authorize, and in fact rejects, any attempt to allow special consideration for race or ethnicity. It does recognize race as an existing diversity factor, but treats it only as one factor that may be present. It recognizes that student body diversity is important to the student, the institution, the Commonwealth, and the area served by the institution. The CPE's interest in student diversity, embraced in the diversity policy and the proposed regulation, is a compelling one for Kentucky.

Diversity Policy

Diversity planning allows the Commonwealth to take a new approach to a decades-old challenge of how best to make the postsecondary education system more appealing to more people from varying backgrounds and ethnicities. Successful implementation of the institutional plans will help make a compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments.

Revised Kentucky Administrative Regulation (KAR)

The revised KAR provides clear guidance for developing an institutional diversity plan, the accountability standards, metrics to determine progress, and requirements to obtain a waiver.

Changes to the KAR include:

- Requiring postsecondary institutions to develop and maintain institution diversity plans.
- Setting out the process for goal setting, measurement of progress, and securing a temporary waiver.
- Defining the diversity policy as the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.
- Defining institution diversity plans as plans developed by institutions in conjunction with the CPE to achieve diversity in student enrollment and the campus workforce and to eliminate gaps in retention and graduation rates.
- Requiring postsecondary institutions to set and attempt to meet their goals.
- Providing five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.

Next Steps

Following action by the Council, the regulation will be filed with the Legislative Research Commission Administrative Regulation Review Subcommittee. Institution draft diversity plans are to be submitted to CPE staff for review March 15, 2011, with anticipated CPE action in September 2011.

Staff preparation by Sherron Jackson and Rana Johnson

13 KAR 2:060. Degree program approval; equal opportunity goals.

RELATES TO: KRS 164.001, 164.020

STATUTORY AUTHORITY: KRS 164.020(19) [~~(18)~~]

NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the Council on Postsecondary Education to postpone the approval of new academic programs for those institutions who fail to meet equal opportunity goals established by an institution and approved by the Council. The statute further requires that institutions be able to secure a temporary waiver, if an institution has made substantial progress toward meeting goals. This administrative regulation sets out the process for goal setting, measurement of progress, and how to secure a temporary waiver.

[~~Responsibility for the development of a system-wide equal opportunity plan is assigned to the Council on Postsecondary Education pursuant to KRS 164.020(18). The statute connects an institution's eligibility for new academic programs to its performance in implementing equal opportunity objectives. The Council on Postsecondary Education approves the offering of academic programs at each state-supported postsecondary education institution pursuant to KRS 164.020(14) but an institution's eligibility for new academic programs is limited by the requirement of KRS 164.020(18) that an institution meet its equal opportunity objectives. The statute does grant the Council on Postsecondary Education authority to grant a temporary waiver if an institution demonstrates progress in meeting equal opportunity objectives. This administrative regulation establishes the criteria used to determine an institution's compliance with equal opportunity objectives, and for the granting of a temporary waiver to a state-supported postsecondary education institution which has not met its objectives~~].

Section 1. Definitions. (1) "Continuous progress" means that an institution shows an increase in the

number of students or employees over the previous year for a category.

(2) "Council" is defined by KRS 164.001(7).

(3) “Diversity Policy” means The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

[~~"Goal" or "objective" means a flexible target in enrollment retention, graduation or employment developed by the Council on Postsecondary Education and the state-supported postsecondary education institutions and included in the Kentucky Plan~~].

[~~(4) "Kentucky Plan" means the "Kentucky Plan for Equal Opportunities" which is a five (5) year plan developed by the Council on Postsecondary Education.~~

~~(5)~~ ~~"State-supported~~] (4) “Institution" means a state-supported postsecondary education [~~an~~] institution listed in KRS 164.001(17) [~~within the postsecondary education system as defined by KRS 164.001(15)~~].

(5) Institution Diversity Plan” means a plan developed by an institution in conjunction with the Council on Postsecondary Education to achieve diversity in student enrollment, to eliminate gaps in retention and graduation rates, and to achieve workforce diversity.

Section 2. Creation of Institution Diversity Plan [~~Scope~~]. (1) The Council on Postsecondary Education shall maintain The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development to provide a framework and guidelines to assist an institution in developing an institution diversity plan. [~~a Kentucky Plan for Equal Opportunities to assist in ensuring equal opportunity of access to higher education for all citizens of Kentucky. The Kentucky Plan establishes flexible objectives for each state-supported postsecondary education institution in broad categories of student enrollment, retention, graduation and employment of African-Americans~~].

(2) A four-year institution shall develop an institution diversity plan that includes goals for these areas of interest:

(a) Student enrollment;

1. Undergraduate;

2. Graduate students at the four-year institutions;

(b) Student success including;

1. First year to second year retention of undergraduate students;

2. Second year to third year retention of undergraduate students;

3. Associate and baccalaureate degrees and credentials awarded; and

4. Graduation rates for undergraduate students:

(c) Achievement gap closure for undergraduate students including:

1. First year to second year retention rate:

2. Second year to third year retention rate; and

3. Graduation rate.

(d) An institution shall include a workforce diversity component in its institution diversity plan using these employment categories:

1. Executive managerial;

2. Faculty;

3. Other professional;

4. Secretarial/clerical;

5. Technical/paraprofessional;

6. Skilled crafts; and

7. Service/maintenance.

(e) An institution shall develop a campus climate component in its institution diversity plan including:

1. Creation of a campus environment team;

2. A comprehensive report on strategies and best practices implemented; and

3. A review of the effectiveness of employment, retention, and promotion policies.

(3) An institution, in developing an institution diversity plan, shall consider the institution's service region or statewide demographic data. This provision shall not apply to Kentucky State University.

(4) An institution, in developing goals for areas of interest in Section 2(2) of this administrative regulation, shall reference the racial and ethnic groups listed in the U. S. Census and the U. S. Department of Education's Integrated Postsecondary Education Database System (IPEDS)

[~~Five (5) categories of African-American, resident students are included in the Kentucky Plan and in Section 3 of this administrative regulation with objectives established and measured for each category:~~

~~(a) Undergraduate enrollment;~~

~~(b) Retention of first-year undergraduate enrollment;~~

~~(c) Retention of total undergraduate enrollment;~~

~~(d) Award of baccalaureate degrees; and~~

~~(e) Graduate enrollment.~~

~~(3) Seven (7) categories of African-American employment are included in the Kentucky Plan.~~

~~(a) Objectives are established and measured for three (3) of those categories in the Kentucky Plan and in Section 4 of this administrative regulation:~~

~~1. Executive, administrative and managerial;~~

~~2. Faculty; and~~

~~3. Professional nonfaculty.~~

~~(b) The four (4) categories of African-American employment included in the Kentucky Plan that are not measured are:~~

~~1. Secretarial/clerical;~~

~~2. Technical/paraprofessional;~~

~~3. Skilled crafts; and~~

~~4. Service/maintenance.~~

~~(4) The Kentucky Plan includes enhancement provisions for Kentucky State University including the following categories which shall be reported on by the university:~~

~~(a) Identification by the university, subject to agreement by the council, of new and continuing academic programs which promote and build on the university's strength as a historically black institution;~~

~~(b) Evidence of marketing or showcasing programs which are developed and implemented as part of paragraph (a) of this subsection;~~

~~(c) Evidence of funding by the university of programs identified in paragraph (a) of this subsection including identification of private funding; and~~

~~(d) Identification of quality assurance assessment activities for programs identified in paragraph (a) of this subsection.~~

~~(5) The council may substitute objectives contained in subsection (4) of this section for objectives contained in Sections 3 and 4 of this administrative regulation based on a plan submitted by Kentucky State University, reviewed by the Committee on Equal Opportunities, and approved~~

~~by the council.~~

~~(6) The Council on Postsecondary Education shall evaluate institutional progress in implementing the flexible objectives established in the Kentucky Plan in order to determine:~~

~~(a) An institution's automatic eligibility for a new academic program; or~~

~~(b) An institution's eligibility for a waiver~~].

Section 3. Measurement Of An Institution’s Performance In Demonstrating Continuous Progress, and Automatic Eligibility For New Academic Programs. (1)(a) A four-year institution shall demonstrate continuous progress or meet the goals established for the eight (8) areas of interest described in Section 2(2)(a), (b)1.,2.,and 3, and (d)1., 2,. and 3.; or

(b) The Kentucky Community and Technical College System (KCTCS) shall demonstrate continuous progress or meet the goals established for the seven (7) areas of interest described in Section 2(2)(a)1., (b)1., 2., and 3., and (d) 1., 2., and 3.

(2) An institution shall submit a written report annually to the Council or its designee describing the institution’s progress in meeting goals set forth in the Institution Diversity Plan, and describing whether an institution has demonstrated continuous progress in the areas of interest described in Section 2(2) of this administrative regulation.

(3) To be automatically eligible for new academic programs:

(a) A four-year institution shall meet the goal or demonstrate continuous progress in six (6) of the eight (8) areas of interest or meet the goal listed in Section 2 of this administrative regulation; or

(b) A community college shall meet the goal or demonstrate continuous progress in five (5) of the seven (7) areas of interest listed in Section 2 of this administrative regulation and selected by the Kentucky Community and Technical College System.

(4) For the campus climate component, an institution shall demonstrate continuous progress by completing a report addressing the issues described in Section 2(2)(e) of this administrative regulation. [~~Enrollment, Retention and Graduation Objectives. (1)(a) An institution's objective for the enrollment of undergraduate, Kentucky resident African-American students shall be the percentage of African-American high school graduates within the institution's market area.~~

~~(b) The market area shall be the geographic area of Kentucky contributing ninety (90) percent of the entering Kentucky resident undergraduate enrollment at an institution as measured by the base year of the Kentucky Plan.~~

~~(2)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for retention of first-year undergraduate Kentucky resident African-American students shall be equal to the institution's retention rate for first-year undergraduate Kentucky resident white students as measured by the base year of the Kentucky Plan.~~

~~(b) The community colleges shall be exempt from the requirement established in paragraph (a) of this subsection.~~

~~(3)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for the retention of total undergraduate Kentucky resident African-American undergraduate students shall be equal to the institution's retention rate for all Kentucky resident white undergraduate students as measured by the base year of the Kentucky Plan.~~

~~(b) The community colleges shall be exempt from the requirement established in paragraph (a) of this subsection.~~

~~(4)(a) Except as provided in paragraphs (b) and (c) of this subsection, an institution's objective for the awarding of baccalaureate degrees to Kentucky resident African-American students shall be equal to the institution's rate for awarding baccalaureate degrees to Kentucky resident white~~

~~students.~~

~~(b) For Kentucky State University, the institution's objective shall be that the rate of award of baccalaureate degrees to Kentucky resident white students be equal to that of Kentucky resident African-American students as measured by the base year of the Kentucky Plan.~~

~~(c) The community colleges shall be exempt from the requirements established in paragraphs (a) and (b) of this subsection.~~

~~(5)(a) Except as provided in paragraph (b) of this subsection, an institution's objective for the enrollment of Kentucky resident African-American graduate students shall be the same proportion as the institution's percentage of enrollment of Kentucky resident white graduate students expressed as a proportion of total resident white undergraduate degrees awarded.~~

~~(b) Kentucky State University and the community colleges shall be exempt from the requirement established in paragraph (a) of this subsection.~~

~~Section 4. Employment Objectives. (1) Pursuant to Section 2(3) of this administrative regulation, the Kentucky Plan provides for the measurement and evaluation of each of the three (3) following categories of employment:~~

~~(a) Executive, administrative, and managerial;~~

~~(b) Faculty; and~~

~~(c) Professional nonfaculty.~~

~~(2) Employment objectives for an institution shall be based on an institution's plan developed in compliance with the U.S. Department of Labor or the U.S. Department of Education as appropriate for that institution.~~

~~Section 5. Evaluation of Annual Progress. (1) Progress toward achievement of an objective shall be measured annually for the purpose of determining an institution's eligibility to submit a request~~

~~for a new academic program or for a waiver.~~

~~(2) An institution shall have met its annual plan implementation objective for undergraduate enrollment if the following conditions have been fulfilled:~~

~~(a) For Kentucky State University:~~

~~1. The university maintains the current level of Kentucky resident African-Americans as a percentage of total enrollment; and~~

~~2. The university increases the number of entering Kentucky resident freshmen with ACT scores at or above the statewide average.~~

~~(b) For all other institutions:~~

~~1. Enrollment of African-American students within the system of state-supported higher education is .073 percent or greater excluding African-American students enrolled at Kentucky State University; and~~

~~2. An institution's enrollment of Kentucky resident African-American students is greater than the actual enrollment of African-American students in the prior year.~~

~~(3) An institution shall have met its annual plan implementation objectives for:~~

~~(a) Retention of first-year undergraduate students;~~

~~(b) Retention of total undergraduate students;~~

~~(c) Award of baccalaureate degrees;~~

~~(d) Enrollment of graduate students; and~~

~~(e) In employment of African-Americans by demonstrating continuous progress each year in each category or by meeting the plan objectives in each category. The council may, upon request by an institution, determine that an employment category has too few positions in order to evaluate continuous progress, and may indicate that the institution has met its annual implementation plan~~

~~objectives for the year.~~

~~Section 6. Automatic Eligibility. (1) An institution shall be eligible for the consideration of a new academic program if:~~

~~(a) For Kentucky State University, the institution exhibits continuous progress:~~

~~1. In five (5) of seven (7) annual plan implementation objectives established in Sections 3 and 4 of this administrative regulation; or~~

~~2. As required by Section 2(4) of this administrative regulation, if substituted by the council in accordance with Section 2(5) of this administrative regulation;~~

~~(b) For a community college, the institution exhibits continuous progress in three (3) of four (4) annual plan implementation objectives established in Sections 3 and 4 of this administrative regulation; and~~

~~(c) For other institutions, an institution exhibits continuous progress in six (6) of the eight (8) annual plan implementation objectives established in Sections 3 and 4 of this administrative regulation.~~

~~(2) Automatic eligibility for a new academic program shall be for the calendar year immediately following the certification of eligibility.~~

~~(3) Certification of automatic eligibility and for a quantitative or qualitative waiver shall occur prior to the end of each calendar year and shall be reported to the Council on Postsecondary Education and the Committee on Equal Opportunities.]~~

Section 4 [~~7~~]. Waivers. (1) If an institution is not automatically eligible under Section 3 [~~6~~]of this administrative regulation [~~and is eligible for a quantitative or qualitative waiver,~~] the institution may request a one (1) year waiver [~~which shall be either:~~

~~(a) Quantitative; or~~

~~(b) Qualitative~~].

(2) A waiver request by an institution shall include a resolution submitted to the Council on Postsecondary Education approved by the institution's governing board describing [~~and shall include either a quantitative or qualitative assessment, as appropriate, of~~]the institution's efforts to achieve the institution's diversity goals [~~objectives as set forth in the Kentucky Plan~~].

(3) A four-year [~~An~~] institution shall be eligible to receive a [~~quantitative~~] waiver if:

(a) a the institution demonstrates continuous progress or meets the goals in five (5) of the eight (8) areas of interest listed in Section 2(2) of the this administrative regulation; or

(b) Where an institution demonstrates continuous progress or meets the goals in less than five (5) of the areas of interest shows in a written report that:

1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be successful; or

2. Extraordinary circumstances precluded success; and

3. How the institution's revised plans for recruitment and retention of a diverse student body, and workforce diversity show promise of future success.

(4) A community college shall be eligible for a waiver if:

(a) The community college demonstrates continuous progress or meets the goals in four (4) of the seven (7) areas of interest listed in Section 2(2) of the this administrative regulation; or

(b) Where a community college has achieved continuous progress or meets the goals in less than four (4) of the areas of interest, the community college shows in a written report that:

1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be successful; or

2. Extraordinary circumstances precluded success; and

3. How the institution's revised plans for recruitment and retention of a diverse student body, and workforce diversity show promise of future success.[~~:~~

~~(a) For Kentucky State University, the institution exhibits continuous progress:~~

~~1. In four (4) of seven (7) annual plan implementation objectives established in Sections 3 and 4 of this administrative regulation; or~~

~~2. As required by Section 2(4) of this administrative regulation, if substituted by the council in accordance with Section 2(5) of this administrative regulation;~~

~~(b) For a community college, an institution exhibits continuous progress in two (2) of four (4) objectives established in Sections 3 and 4 of this administrative regulation;~~

~~(c) For an institution other than Kentucky State University or a community college, if an institution exhibits continuous progress in five (5) of eight (8) annual plan implementation objectives established in Sections 3 and 4 of this administrative regulation.~~

~~A qualitative waiver may be approved for the institution failing to meet annual objectives if an institution can demonstrate~~]:

[~~(a)~~1. a.~~Outstanding efforts that were attempted which have not yet proven to be successful; or~~

~~2. Extraordinary circumstances that precluded success; and~~

~~3.~~[~~(b)~~] ~~How the institution's revised plans for recruitment and retention of African-American students or employees show promise of future success.~~

~~(5)~~ ~~The written request for a qualitative waiver shall include specific and quantifiable aspects of the institution's efforts to meet equal opportunity objectives including:~~

~~(a) Commitment of funds to equal opportunity related activities;~~

~~(b) Financial aid distribution;~~

~~(c) Student services activities;~~

~~(d) High school visitations and results;~~

~~(e) Academic support services;~~

~~(f) Number of interviews granted to African-American applicants for a position;~~

~~(g) Offers of employment made that are accepted or rejected;~~

~~(h) Utilization of funds to stimulate a unit to improve its employment data;~~

~~(i) Special actions for a unit within an institution if additional efforts are required; and~~

~~(j) An evaluation of long-range data trends for those objectives that fell below expectations.~~

~~(6)~~] (5) An institution's written request for a [~~qualitative~~] waiver shall be reviewed by the Council on Postsecondary Education's Committee on Equal Opportunity which shall make a recommendation to the council on whether to grant a [~~qualitative~~] waiver.

[~~(7) The council shall consider an institution's request for a qualitative waiver at a subsequent meeting of the council:~~

~~(a) Following submission of the information by the institution in support of its request; and~~

~~(b) After a recommendation is forwarded from the Committee on Equal Opportunities.~~]

(6) [~~(8)~~] An institution shall not be eligible for a waiver in consecutive years [~~regardless of the type of waiver~~].

Section 5. Action Following Receipt of Institution Report. The Council, or its designee shall upon receipt of an institution’s annual report described in Section 3(2) of this administrative regulation:

(1) Review the report in public session;

(2) Recommend, as appropriate, that an institution modify its diversity plan goals; or

(3) Recommend, as appropriate, that an institution modify strategies and activities to better ensure success in meeting goals.

[~~(9)(a) Except as provided in paragraph (b) of this subsection, an institution that has received a quantitative or qualitative waiver shall submit a new academic program under the waiver provision in the calendar year for which the waiver is granted. An institution's request for a new academic program, advanced under authority of an approved waiver, shall be considered at the next regularly scheduled meeting of the council after an institution has submitted a complete program application.~~

~~(b) If the council postpones or delays action on an academic program approval, it may extend the period of consideration of a new academic program.~~

Section 6 [~~8~~]. Incorporation by Reference. The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development [~~(1) "The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education", Council on Postsecondary Education,~~] is incorporated by reference.

(2) It may be inspected, copied, or obtained at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

_____ _____

Date Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

_____ _____

Date Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on March 21, 2011 at 10:30 a.m. at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until March 31, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 320
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 224
Fax: 502.573.1535
Email: sherron.jackson@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:060. Degree program approval; equal opportunity goals.*

Contact person: Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
502.573.1555 ext. 224
sherron.jackson@ky.gov
FAX: 502.573.1535

(1) Provide a brief summary of:

(a) What this administrative regulation does: Sets out the requirements for institutions in regard to equal opportunity goals, and establishes the basis for compliance with KRS 164.020(19).

(b) The necessity of this administrative regulation: This administrative regulation because KRS 164.020(19) requires that the Council on Postsecondary Education not approve new academic programs for institutions that fail to meet equal opportunity goals. The statute requires implementation to be through an administrative regulation.

(c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: The Commonwealth of Kentucky has been released from the requirements of a U. S. Department of Education finding that it maintained the vestiges of a de jure segregated system of higher education. The current administrative regulation was designed to assist the Council with its oversight of the required statewide remedial plan. Now that the Commonwealth has been released by the U. S. Department of Education from further remedial action, the administrative regulation needs to be updated to recognize the

standard for equal opportunity goals, a diversity-based effort.

(b) The necessity of the amendment to this administrative regulation: The Commonwealth of Kentucky has been released by the U. S. Department of Education from further remedial efforts in regard to equal opportunity. The administrative regulation needs to be altered to accommodate a diversity-based standard.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statute.

(d) How the amendment will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the Kentucky Community and Technical College System (KCTCS) are affected.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions, by Council policy, are required to develop and implement a campus diversity plan that contains measurable goals. The administrative regulation provides for a means of determining whether an institution qualifies each year for new academic programs.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No additional costs are anticipated as a result of the change in the administrative regulation.

(c) As a result of compliance, what benefits will accrue to the entities identified in question3: the institutions will be in compliance with state law and will be able to develop new academic programs.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: Some of the affected institutions currently receive funds that can be applied to the implementation of this regulation. The Council does not anticipate requesting additional

state funds to assist in the implementation of this regulation.

(b) On a continuing basis: See (5)(a) above.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Institutions have general fund appropriations to assist with implementation of this regulation.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No fees or revenue are associated with this regulation.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.

(9) TIERING: Is tiering applied? Tiering is not appropriate in these circumstances.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No._13 KAR 2:060. Degree program approval; equal opportunity goals. Contact Person: Sherron Jackson

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X____ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? State-supported colleges and universities.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(19)

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This change will have minimal impact.
(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None

(c) How much will it cost to administer this program for the first year? Institutions have previously received appropriations to implement equal opportunity activities; the Council does not anticipate requesting new funds.

(d) How much will it cost to administer this program for subsequent years? See 4.(c) above.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-): This is a revenue neutral proposal
Expenditures (+/-):
Other Explanation: N/A

Council on Postsecondary Education
Committee on Equal Opportunities
January 24, 2011

2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development Kentucky Administrative Regulation13 KAR 2:060

ACTION: The staff recommends that the revised Kentucky Administrative Regulation 13 KAR 2:060 implementing the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development be approved and forwarded to the Council on Postsecondary Education for review and action.

The 1992 Session of the General Assembly enacted KRS 164.020(19) which requires the Council on Postsecondary Education to postpone the approval of new academic programs for those institutions who fail to meet equal opportunity goals established by an institution and adopted by the Council. The 1997 Special Session of the General Assembly which reorganized postsecondary education left unchanged the authority of the Council related to implementation of new academic programs. The Kentucky Revised Statutes establish the Council's responsibility to approve the offering of new academic degree programs, KRS 164.020(15) and also limits an institution's eligibility for new academic degree programs, KRS 164.020(19) by the requirement that an institution meet its equal opportunity goals.

Adoption of the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development by the Council, September 2010, requires revision of the Kentucky Administrative Regulation 13 KAR 2:060. (See Attachment 1A)

Legal Considerations

It is the opinion of outside legal counsel that the proposed administrative regulation and the policy adopted by reference are so narrowly tailored as to withstand constitutional scrutiny under existing laws.

Following adoption of the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development by the Council, Council staff sought confirmation of the CPE position that the policy, KRS 164.020(19), and subsequent administrative regulation could pass constitutional scrutiny. CPE sought outside review of the policy and proposed administrative regulation. Also, included in the inquiry was whether a race conscious policy is necessary to allow an institution to garner a critical mass of diversity among the student body.

Findings of outside counsel:

- Will the proposed regulation pass constitutional scrutiny? Their answer, yes.
- The regulation proposed by the CPE is narrowly tailored to focus on numerous factors that should be considered by institutions in establishing goals to achieve diversity of the student body. The regulation does not authorize, and in fact rejects, any attempt to allow special consideration for race or ethnicity. It does recognize race as an existing factor, but treats it only as one factor that may be present. It recognizes that student body diversity is important to the student, the institution, the Commonwealth, and the area served by the institution.
- CPE has legal authority to establish equal opportunity educational goals for public postsecondary education in Kentucky. A diversity policy requiring measurable goals associated with institutional demographics and the institutional service area does not amount to the imposition of racial quota or racial balancing.
- The CPE's interest in student body diversity, embraced in the diversity policy and the proposed regulation, is a compelling one for Kentucky, capable of supporting narrowly-tailored means, i.e., diversity plans.
- Neither the diversity policy nor the proposed regulation contain any language where the CPE fixes, reserves, or guarantees a specified percentage of the student body for members of a select ethnic group.

Background

The Council's decision to advocate student body diversity at public postsecondary institutions in Kentucky is consistent with the practices and policies around the country. The authority of CPE to engage in diversity planning is also derived from KRS 164.003 which describes the legislative findings and goals for achievement by 2020, including a well educated and highly trained workforce and development of a society; KRS 164.0203(5) which grants CPE authority to develop and implement a strategic agenda (strategic implementation plan, benchmarks, and review goals and plan) in furtherance of the long-term goals established in KRS 164.003(2) (the CPE strategic agenda includes the statewide diversity policy); and KRS 164.095(3) which outlines the postsecondary education accountability process calling for an ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions and provides a method for evaluating each institution's progress toward meeting specific goals, principles, strategies, objectives, and benchmarks as set forth in the strategic agenda.

The statutory requirement imposed by KRS 164.020(19) is implemented by Kentucky Administrative Regulation 13 KAR 2:060 which establish criteria for determining an institution's compliance with equal opportunity goals and for the granting of a temporary waiver to a state-supported postsecondary education institution that has not met its equal opportunity goals. The statutory provision presupposes that equal opportunity goals exist and that there is a means to measure those goals.

The diversity policy and framework guide development of institution plans and the revision of the Kentucky Administrative Regulation that implements those plans. The KAR is revised to reflect the requirements for diversity planning, will be reviewed and acted on by CPE, will be subjected to a public hearing and public comment period, will provide information relative to the regulatory impact and the fiscal impact, will be reviewed by the Administrative Regulation

Review Subcommittee, and, finally, will be heard by the appropriate jurisdictional legislative subcommittee.

Revised Kentucky Administrative Regulation (KAR)

The Council's interest in student body and workforce diversity is compelling and capable of supporting narrowly-tailored means, i.e., institution diversity plans. To the extent possible, the revised KAR provides clear guidance for developing an institutional diversity plan, the accountability standards, metrics to determine progress, and requirements to obtain a waiver. The following changes are incorporated to implement the statewide diversity policy and framework:

- The KAR requires an institution to develop and maintain an institution diversity plan.
- The KAR sets out the process for goal setting, measurement of progress, and how to secure a temporary waiver.
- The KAR defines the diversity policy as the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.
- The KAR defines an institution diversity plan as a plan developed by an institution in conjunction with the CPE to achieve diversity in student enrollment and in the workforce and to eliminate gaps in retention and graduation rates.
- The KAR requires a postsecondary institution to set and attempt to meet their goals.
- The KAR provides five areas of goal development: student body diversity, student success, achievement gaps, workforce diversity, and campus climate.
- The KAR retains the metrics currently used to establish progress for each goal.
- The KAR retains the criteria for an institution (two-year or four-year) to achieve automatic eligibility for new academic programs.
- The KAR defines the period of waiver eligibility as one year.
- The KAR defines the time frame for a waiver as one year.

Process

The Legislative Research Commission established a model administrative regulation drafting and process requirements that must be adhered to when creating or revising an administrative regulation. After action by the CPE the KAR will be filed with the Legislative Research Commission. The process for KAR approval is approximately six months from beginning to conclusion.

Next Steps

Following action by the Committee on Equal Opportunities, staff will forward the recommendation to the Council on Postsecondary Education for review and action at its meeting February 3-4, 2011. Upon review and action by CPE the regulation will be filed with the Legislative Research Commission and appropriate hearings will be held as required by current procedures. Institution draft diversity plans are to be submitted to CPE staff for review March 15, 2011, and are projected to be acted on by the CPE at the September 2011 meeting.

Staff preparation by Rana Johnson and Sherron Jackson

13 KAR 2:060. Degree program approval; equal opportunity goals.

RELATES TO: KRS 164.001, 164.020

STATUTORY AUTHORITY: KRS 164.020(19)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(19) requires the Council on Postsecondary Education to postpone the approval of new academic programs for those institutions who fail to meet equal opportunity goals established by an institution and approved by the Council. The statute further requires that institutions be able to secure a temporary waiver, if an institution has made substantial progress toward meeting goals. This administrative regulation sets out the process for goal setting, measurement of progress, and how to secure a temporary waiver.

Section 1. Definitions. (1) "Continuous progress" means that an institution shows an increase in the number of students or employees over the previous year for a category.

(2) "Council" is defined by KRS 164.001(7).

(3) "Diversity Policy" means The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.

(4) "Institution" means a state-supported postsecondary education institution listed in KRS 164.001(17).

(5) Institution Diversity Plan" means a plan developed by an institution in conjunction with the Council on Postsecondary Education to achieve diversity in student enrollment, to eliminate gaps in retention and graduation rates, and to achieve workforce diversity.

Section 2. Creation of Institution Diversity Plan. (1) The Council on Postsecondary Education shall maintain The Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development to provide a framework and guidelines to assist an institution in developing an institution diversity plan.

(2) A four-year institution shall develop an institution diversity plan that includes goals for these areas of interest:

(a) Student enrollment;

1. Undergraduate;

2. Graduate students at the four-year institutions;

(b) Student success including;

1. First year to second year retention of undergraduate students;

2. Second year to third year retention of undergraduate students;

3. Associate and baccalaureate degrees and credentials awarded; and

4. Graduation rates for undergraduate students:

(c) Achievement gap closure for undergraduate students including:

1. First year to second year retention rate:

2. Second year to third year retention rate; and

3. Graduation rate.

(d) An institution shall include a workforce diversity component in its institution diversity plan using these employment categories:

1. Executive managerial;

2. Faculty;

3. Other professional;

4. Secretarial/clerical;

5. Technical/paraprofessional;

6. Skilled crafts; and

7. Service/maintenance.

(e) An institution shall develop a campus climate component in its institution diversity plan including:

1. Creation of a campus environment team;

2. A comprehensive report on strategies and best practices implemented; and

3. A review of the effectiveness of employment, retention, and promotion policies.

(3) An institution, in developing an institution diversity plan, shall consider the institution's service region or statewide demographic data. This provision shall not apply to Kentucky State University.

(4) An institution, in developing goals for areas of interest in Section 2(2) of this administrative regulation, shall reference the racial and ethnic groups listed in the U. S. Census and the U. S. Department of Education's Integrated Postsecondary Education Database System (IPEDS)

Section 3. Measurement Of An Institution's Performance In Demonstrating Continuous Progress, and Automatic Eligibility For New Academic Programs. (1)(a) A four-year institution shall demonstrate continuous progress or meet the goals established for the eight (8) areas of interest described in Section 2(2)(a), (b)1.,2.,and 3, and (d)1., 2,. and 3.; or

(b) The Kentucky Community and Technical College System (KCTCS) shall demonstrate continuous progress or meet the goals established for the seven (7) areas of interest described in Section 2(2)(a)1., (b)1., 2., and 3., and (d) 1., 2., and 3.

(2) An institution shall submit a written report annually to the Council or its designee describing the institution's progress in meeting goals set forth in the Institution Diversity Plan, and describing whether an institution has demonstrated continuous progress in the areas of interest described in Section 2(2) of this administrative regulation.

(3) To be automatically eligible for new academic programs:

(a) A four-year institution shall meet the goal or demonstrate continuous progress in six (6) of the eight (8) areas of interest or meet the goal listed in Section 2 of this administrative regulation; or

(b) A community college shall meet the goal or demonstrate continuous progress in five (5) of the seven (7) areas of interest listed in Section 2 of this administrative regulation and selected by the Kentucky Community and Technical College System.

(4) For the campus climate component, an institution shall demonstrate continuous progress by completing a report addressing the issues described in Section 2(2)(e) of this administrative regulation.

Section 4. Waivers. (1) If an institution is not automatically eligible under Section 3 of this administrative regulation the institution may request a one (1) year waiver.

(2) A waiver request by an institution shall include a resolution submitted to the Council on Postsecondary Education approved by the institution's governing board describing the institution's efforts to achieve the institution's diversity goals.

(3) A four-year institution shall be eligible to receive a waiver if:

(a) a the institution demonstrates continuous progress or meets the goals in five (5) of the eight (8) areas of interest listed in Section 2(2) of the this administrative regulation; or

(b) Where an institution demonstrates continuous progress or meets the goals in less than five (5) of the areas of interest shows in a written report that:

1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be successful; or

2. Extraordinary circumstances precluded success; and

3. How the institution's revised plans for recruitment and retention of a diverse student body,

and workforce diversity show promise of future success.

(4) A community college shall be eligible for a waiver if:

(a) The community college demonstrates continuous progress or meets the goals in four (4) of the seven (7) areas of interest listed in Section 2(2) of the this administrative regulation; or

(b) Where a community college has achieved continuous progress or meets the goals in less than four (4) of the areas of interest, the community college shows in a written report that:

1. Outstanding efforts to achieve diversity were attempted which have not yet proven to be successful; or

2. Extraordinary circumstances precluded success; and

3. How the institution's revised plans for recruitment and retention of a diverse student body, and workforce diversity show promise of future success.

(4) An institution's written request for a waiver shall be reviewed by the Council on Postsecondary Education's Committee on Equal Opportunity which shall make a recommendation to the council on whether to grant a waiver.

(5) An institution shall not be eligible for a waiver in consecutive years.

Section 5. Action Following Receipt of Institution Report. The Council or its designee shall upon receipt of an institution’s annual report described in Section 3(2) of this administrative regulation:

(1) Review the report in public session;

(2) Recommend, as appropriate, that an institution modify its diversity plan goals; or

(3) Recommend, as appropriate, that an institution modify strategies and activities to better ensure success in meeting goals.

Section 6. Incorporation by Reference. The Kentucky Public Postsecondary Education

Diversity Policy and Framework for Institution Diversity Plan Development is incorporated by reference.

(2) It may be inspected, copied, or obtained at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

_____	_____
Date	Paul E. Patton, Chair Council on Postsecondary Education

APPROVED AS TO FORM:

_____	_____
Date	Dennis L. Taulbee, General Counsel Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on March 21, 2011, at 10:30 a.m. at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until March 31, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 350
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 224
Fax: 502.573.1535
Email: sherron.jackson@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:060. Degree program approval; equal opportunity goals.*

Contact person: Sherron Jackson, Assistant Vice President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 350
Frankfort, KY 40601
502.573.1555 ext. 224
sherron.jackson@ky.gov
FAX: 502.573.1535

(1) Provide a brief summary of:

(a) What this administrative regulation does: Sets out the requirements for institutions in regard to equal opportunity goals, and establishes the basis for compliance with KRS 164.020(19).

(b) The necessity of this administrative regulation: This administrative regulation is required because KRS 164.020(19) requires that the Council on Postsecondary Education not approve new academic programs for institutions that fail to meet equal opportunity goals. The statute requires implementation to be through an administrative regulation.

(c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: The Commonwealth of Kentucky has been released from the requirements of a U. S. Department of Education finding that it maintained the vestiges of a de jure segregated system of higher education. The current administrative regulation was designed to assist the Council with its oversight of the required statewide remedial plan. Now that the Commonwealth has been released by the U. S. Department of Education from further remedial action, the administrative regulation needs to be updated to recognize the

standard for equal opportunity goals, a diversity-based effort.

(b) The necessity of the amendment to this administrative regulation: The Commonwealth of Kentucky has been released by the U. S. Department of Education from further remedial efforts in regard to equal opportunity. The administrative regulation needs to be altered to accommodate a diversity-based standard.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statute.

(d) How the amendment will assist in the effective administration of the statutes: The public postsecondary education institutions need information on how the Council on Postsecondary Education will implement KRS 164.020(19) and how they can continue to be eligible to receive approval for new academic programs.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the Kentucky Community and Technical College System (KCTCS) are affected.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions, by Council policy, are required to develop and implement a campus diversity plan that contains measurable goals. The administrative regulation provides for a means of determining whether an institution qualifies each year for new academic programs.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No additional costs are anticipated as a result of the change in the administrative regulation.

(c) As a result of compliance, what benefits will accrue to the entities identified in question3: the institutions will be in compliance with state law and will be able to develop new academic programs.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: No additional cost for administration of the administrative regulation is

anticipated.

(b) On a continuing basis: No additional cost for implementation is anticipated.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No additional fees or revenue are necessary.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.

(9) TIERING: Is tiering applied? Tiering is not appropriate in these circumstances.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No._13 KAR 2:060. Degree program approval; equal opportunity goals. Contact Person: Sherron Jackson

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X____ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? State-supported colleges and universities.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(19)

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This change will have minimal impact.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None

(c) How much will it cost to administer this program for the first year? Some of the institutions affected by this regulation currently receive funds that can be applied to the implementation of this regulation. The Council anticipates that no additional appropriations will be required as a result of these changes.

(d) How much will it cost to administer this program for subsequent years? Some of the institutions affected by this regulation currently receive funds that can be applied to the implementation of this regulation. The Council anticipates that no additional appropriations will be required as a result of these changes.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-): This is a revenue neutral proposal
Expenditures (+/-): Institutions currently conduct these activities.
Other Explanation: N/A

Council on Postsecondary Education
February 3, 2011

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, January 24, 2011, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the Committee on Equal Opportunities.

2011 Meeting Schedule: The Committee adopted the following schedule of meetings: January 24, March 28, May 26, and October 17, 2011. It may be necessary to hold a special meeting of the Committee to take action on the institution diversity plans.

Revised Kentucky Administrative Regulation Implementing Diversity Policy: The Council adopted the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The diversity policy establishes guidelines for development of institutional diversity plans that contain goals that are to be measured for compliance under KRS 164.020(19). The CEO recommended the revised KAR to the Council for review and action and subsequent filing with the Legislative Research Commission. The process for revision entails review and action by CEO and CPE, public hearings and public comment period, evaluation of regulatory impact and fiscal impact, review by the Administrative Regulation Review Subcommittee, and the appropriate jurisdictional legislative subcommittee. The estimated timeframe to complete the entire approval process is five to six months.

2011 Degree Program Eligibility: All institutions are determined eligible to implement new academic programs in calendar year 2011. A status report will be shared with the institutional presidents regarding their institution's status for calendar year 2011. Following implementation of the revised administrative regulation implementing the diversity policy and institutional diversity plans, institutional status under KRS 164.020(19) will be established using the new race/ethnicity codes as reported in IPEDS. The assessment protocol remains unchanged and is described in the revised administrative regulation.

Governor's Minority Student College Preparation Program: Planning is underway for the 11th Annual GMSCPP Statewide Conference, to be hosted by Western Kentucky University at the Bowling Green campus June 2011. Morehead State University will host the 24TH Annual Academically Proficient African American High School Junior and Senior Conference June 2011.

SREB Doctoral Scholars Program: Planning for the fall 2011 Teaching and Mentoring Institute will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 27-28, 2011. 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 go into the professoriate. As of January 19, 2011, 37 students are currently matriculating at Kentucky institutions, 33 percent of these students are in the STEM areas, and there are 56 graduates.

Staff preparation by Rana Johnson

POSTSECONDARY SYSTEM SUMMARY
INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY STATUS
CALENDAR YEAR 2011

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

Postsecondary System Status

Eligibility Category	Universities		Community & Technical Colleges		Total	
	2011	2010	2011	2010	2011	2010
Automatic	8	7	16	13	24	20
Quantitative Waiver	0	0	N/A	2	N/A	2
Qualitative Waiver	0	0	N/A	1	N/A	1
Not Eligible	0	1	N/A	0	N/A	1
Total	8	8	16	16	24	24

Status of Universities

Institution	Objectives Showing Continuous Progress	Total Objectives	Degree Program Eligibility Status	
			2011	2010
Eastern Kentucky University	7	8	Automatic	Automatic
Kentucky State University	5	7	Automatic	Automatic
Morehead State University	6	8	Automatic	Not Eligible
Murray State University	7	8	Automatic	Automatic
Northern Kentucky University	7	8	Automatic	Automatic
University of Kentucky	8	8	Automatic	Automatic
University of Louisville	8	8	Automatic	Automatic
Western Kentucky University	8	8	Automatic	Automatic

Notes:

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

Automatic eligibility equals continuous progress in at least six of eight objectives. KSU is at least five of seven objectives.

Quantitative waiver equals continuous progress in five of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2011. KSU is four of seven objectives.

Qualitative waiver equals continuous progress in four or fewer of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2011. KSU is three or fewer of seven objectives.

INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY
CALENDAR YEAR 2011

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

Status of KCTCS Colleges

Institution	Objectives Showing Continuous Progress	Total Objectives	Degree Program Eligibility Status	
Kentucky Community and Technical College System			2011	2010
Ashland Community & Technical College	3	4	Automatic	Automatic
Big Sandy Community & Technical College	4	4	Automatic	Quantitative
Bluegrass Community & Technical College	4	4	Automatic	Automatic
Bowling Green Technical College	4	4	Automatic	Automatic
Elizabethtown Community & Technical College	4	4	Automatic	Automatic
Gateway Community & Technical College	4	4	Automatic	Automatic
Hazard Community & Technical College	3	4	Automatic	Qualitative
Henderson Community College	4	4	Automatic	Automatic
Hopkinsville Community College	4	4	Automatic	Automatic
Jefferson Community & Technical College	4	4	Automatic	Automatic
Madisonville Community College	3	4	Automatic	Automatic
Maysville Community & Technical College	3	4	Automatic	Quantitative
Owensboro Community & Technical College	4	4	Automatic	Automatic
Somerset Community College	4	4	Automatic	Automatic
Southeast KY Community & Technical College	3	4	Automatic	Automatic
West KY Community & Technical College	4	4	Automatic	Automatic

Notes:

The community and technical colleges have four equal opportunity objectives.

Automatic eligibility equals continuous progress in at least three of four objectives.

Quantitative waiver equals continuous progress in two of four objectives. New degree programs must be implemented under the waiver provisions during the 2011 calendar year.

Qualitative waiver equals continuous progress in zero or one of four objectives. New degree programs must be implemented under the waiver provisions during the 2011 calendar year.

January 14, 2011

Council on Postsecondary Education
February 3, 2011

2011 Legislative Session

A report on actions related to postsecondary education resulting from the 2011 legislative session will be available at the February 3 meeting. The Council staff will be available for discussion.

Staff preparation by Ron Carson and Melissa Young

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Kentucky General Assembly
2011 Regular Session
Key Postsecondary Legislation Summary

Postsecondary Education Residency Requirements—HB 112 (Lee) would prohibit postsecondary education institutions from admitting anyone who is not a U.S. citizen, national, or permanent resident, and would limit state scholarships to citizens, national, or permanent residents.

Regulation of For-Profit Institutions—HB 125 (Meeks) would transfer supervision of any private for-profit postsecondary educational institution offering an associate degree or higher from the State Board for Proprietary Education to the CPE and changes the make-up of the Proprietary Education.

College Student Financial Awareness—HB 133 (Glenn) would require public postsecondary institutions to provide new undergraduates with information regarding credit cards and debt management and encourage them to conduct informational sessions.

Postsecondary Capital Projects—HB 198 (Damron, Flood) would provide an interim process for the approval of certain cash-funded capital projects, subject to approval by the governing board and the Council on Postsecondary Education and other restrictions.

Doctoral Programs in Physical Therapy—HB 209 (Richards) would permit Western Kentucky University to offer doctorates in physical therapy with the approval of the Council on Postsecondary Education.

School Dropout Prevention—HB 225 (Greer) would require compulsory attendance for children ages 6 to 17 by July 1, 2015, and for children ages 6 to 18 by July 1, 2016.

Amendment to the 2010-12 Executive Branch Budget – HB 305 (Rand) addresses the Medicaid funding gap and also addresses the federal Education Jobs maintenance of effort requirement regarding postsecondary education institutions.

Academic Achievement of African-American Male Students—HCR 15 (Rollins) would direct the LRC to study the factors affecting the academic achievement of African-American male students in the public schools of the Commonwealth and the characteristics of schools that are effective in producing high levels of achievement for this population.

Career and Technical Education—SB 36 (Westwood) would express legislative goals for secondary career and technical education; require KDE to issue core content standards, assess student progress, and develop new courses relevant to college and career readiness; provide for the creation and use of evidence-based models assessing the needs of at-risk students; establish a career and technical education accessibility fund; address unmet needs for career and technical education; and add criteria to the assessment of technical education students.

University Undergraduate Completion—SB 37 (Shaughnessy) would create in statute goals, strategies, timelines, and reporting requirements for postsecondary education institutions around the enrollment, retention, and completion of postsecondary students.

Early High School Graduation—SB 69 (Winters) would establish the option for early high school graduation beginning in the 2012-13 school year; define the curriculum requirements for early graduation and admission into a Kentucky public two-year institution or four-year university; and establish the Early Graduation Scholarship Certificate and scholarship fund to be administered by KHEAA.

Council on Postsecondary Education
February 3, 2011

CPE Committee Appointments

Governor Patton will appoint members to the Council's Executive Committee. The membership of this committee consists of the Council chair and vice chair plus three additional members appointed by the chair. The three appointed members serve one-year terms, ending January 31 of each year.

Staff preparation by Tammie Clements

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education February 2011

1,202 Degree Candidates Honored at Fall Commencement

U.S. Secretary of Veterans Affairs Eric Shinseki, above, and former EKU football coach Roy Kidd addressed 1,202 degree candidates at Eastern Kentucky University's annual fall commencement on Saturday, Dec. 18.

EKU Works with Local Schools to Offer English Transition Course

A collaborative project to offer an English transition course with area school districts continues EKU's commitment to developing high school partnerships to promote the college and workforce readiness of Kentucky's youth.

Four schools are participating with EKU's College of Education and Department of English and Theatre in the pilot year of a three-year project that will offer both reading and composition instruction designed to promote college and career readiness to high school seniors who did not meet ACT benchmarks for college freshman English.

High school teachers determine course design with the assistance of postsecondary faculty and the guidance of core standards released by the Kentucky Department of Education. This year, the course is offered at Madison Central, Madison Southern, Berea Independent and Somerset Independent High Schools.

Members of EKU's Department of English and Theatre are working as Professional Education Fellows with participating schools. The College of Education is providing funding assistance, as well as guidance, for the three-year project.

Economic Education Program Shows Positive Results in Local Schools

An economic education program established to help Madison County schoolchildren learn how to make wise financial decisions has proven successful in its inaugural year.

EKU's Center for Economics Education, Central Bank, the Kentucky Council on Economic Education and Madison County Schools partnered to implement "Economics: Math in Real life" in grades K-5 throughout the local school district. The initiative included economics and finance curriculum training for K-5 teachers throughout the local school district, and lessons then were integrated into mathematics and social studies content areas so students could learn real-life applications of the subjects.

A comparison of test scores before and after implementation shows that both teachers and students benefited from the curriculum. According to Dr. Cynthia Harter, director of EKU's Center for Economics Education, students in grades 2-5 performed better on economics post-tests after teachers taught the relevant lessons than they had on economics pre-tests. Also, students in grades 3-5 performed better on math post-tests after the lessons than they had on math pre-tests.

"So, teachers learned economics, and students learned both economics and math," Harter concluded. "We were able to provide teachers not only with training but also with a superb set of curriculum and materials not only to use in teaching the lessons we presented but to keep in the classroom and use for other lessons and activities in the future. This is the most effective teacher program we have implemented in terms of training, test scores, community involvement, and resources provided to the teachers."

Kathie Hickey, president and chief executive officer of the Kentucky Council on Economic Education, called "Economics: Math in Real Life" a "model for the state and nation to follow."

Bechtel Parsons Assists Student Veteran Relief Fund

EKU has received more than $7,000 in employee donations and matching funds from Bechtel Parsons Blue Grass for the University's Student Veteran Relief Fund endowment project.

The Fund is being developed as part of Operation Veteran Success, a series of initiatives designed to make Eastern an even more veteran-helpful campus.

The goal for the endowed fund project is to generate enough annual revenue to provide short term loans to student veterans who find themselves in a financial crisis through no fault of their own.

"Through the generous donation of $1,000, Bechtel Parsons Blue Grass helped us kick off the fundraising drive to create the endowment," explained Lt. Col. Brett Morris, Ret., associate director of veterans affairs in the University's Student Outreach and Transition Office. "The employees decided to kick in with their own fund raising effort, so they created a challenge to raise $3,000 for the endowment drive and to get their corporate offices to match those funds."

In less than three months, the employees exceeded their goal and, with the company's matching funds, donated $6,102 to EKU's initiative.

EKU Joins "Best Should Teach" Initiative

EKU has become only the fourth educational institution in the nation to join the "Best Should Teach" initiative.

The College of Education received, and matched, a $5,000 grant from the program, which promotes teaching as the highest profession because it nourishes all other professions and human endeavors, according to Dr. Sherwood Thompson, assistant dean of the College and principal investigator for the grant.

The grant will enable EKU's College of Education to:

- present an annual "Best Should Teach" lecture featuring a well-known speaker. The audience would be composed of high school teachers, graduate student teaching assistants, and faculty selected from the College of Education, College of Arts and Sciences, and Graduate School.
- sponsor a "Best Should Teach" Award in recognition of outstanding teaching ability. Awardees will be selected by faculty committees from the College of Education, College of Arts and Sciences and Graduate School and by local school districts. Gold Flame of Enlightenment lapel pins will be awarded to University recipients as well as local K-12 teachers. The honorees will be recognized at the lecture.
- place a bronze plaque outside the Combs Building featuring a "Best Should Teach" poem by the noted teacher educator/author who coined the phrase, the late Dr. Lindley Stiles, and a representation of the Best Should Teach Flame of Enlightenment.

"The 'Best Should Teach' program highlights our efforts to seek high-ability students who are capable of meeting the highly rigorous standards of our teacher education program," Thompson said, noting the many hurdles pre-service teachers must clear before even entering the classroom as full-time teachers. "This is one way to combat the perception that students only look at education because their other goals aren't working out. 'Best Should Teach' seeks individuals who list teaching as their primary interest and who have passion to serve in our nation's schools."

Home School Choir Program Established

EKU's Stephen Collins Foster Academy for Musical Excellence (FAME) has created a Home School Choir program, which is open to home school students at elementary school-level (grades 4-8) throughout the central Kentucky region.

"We are very excited about the Home School Choir," said Dr. Rachel Taylor, who coordinates FAME programs and activities. "This program will provide an important resource to the home school community by offering an excellent musical experience for the students."

The mission of FAME, an outreach program of EKU's Department of Music, is to provide high-quality musical education to pre-college age students in Eastern's service area.

Eastern Plays Role in Selection of National Historic Site in Journalism

The Society of Professional Journalists has named White Hall State Historic Site, home of newspaper publisher Cassius Marcellus Clay, as the 2011 National Historic Site in Journalism thanks in large part to the efforts of EKU's Department of Communication, which nominated Clay's historic home for the honor.

Clay published an anti-slavery newspaper, The True American. He began printing in June 1845 in the heart of pro-slavery Kentucky despite threats to his life and business. Clay's objective was "to use a state and National Constitutional right – the freedom of the press – to change national and state laws, so as, by a legal majority, to abolish slavery."

On Tuesday, April 12, a year after the bicentennial of Clay's birth, EKU's Department of Communication and the University's campus chapter of SPJ will host a special recognition ceremony at White Hall. National SPJ President Hagit Limor will speak at the 11 a.m. event, followed by a reception.

Through the paper, printed in Lexington, Clay anticipated the reaction anti-slavery editorial matter in his paper would bring. He fortified the newspaper office with Mexican lances, guns and two brass cannons. He continued to publish the newspaper from Cincinnati after a mob seized his press, type and equipment.

SPJ's Historic Sites in Journalism program honors the people and places that have played important roles in U.S. journalism history. White Hall becomes only the second site in Kentucky, following the 1965 honor in Louisville for Henry Watterson.

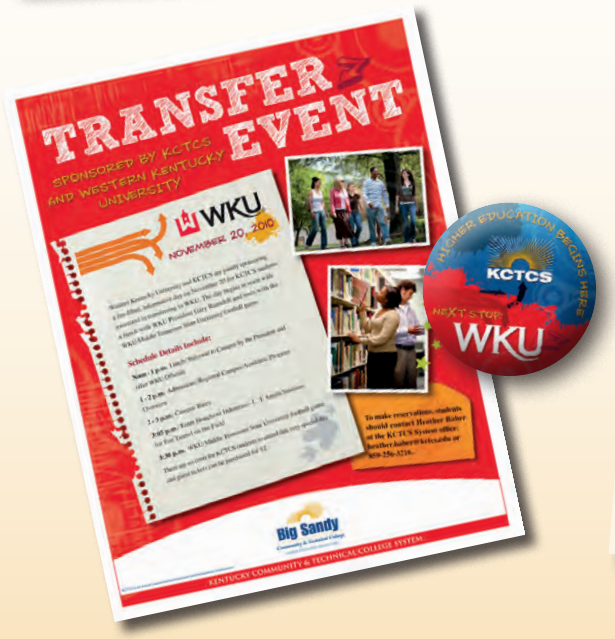
KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE JANUARY 2011

WKU Hosts Potential KCTCS Transfer Students

Sixty KCTCS students attended a transfer event at Western Kentucky University (WKU) Saturday, November 20 that featured a welcome from WKU President Gary Ransdell, an admissions workshop, campus tour and the WKU/Middle Tennessee State University football game. The university's admission staff escorted the group throughout the entire day ensuring everyone received a real Hilltoppers welcome.

The WKU athletic staff extended their own unique welcome to the group by inviting them to participate in the football game's opening ceremony and featuring KCTCS signage on the stadium video board. One student was so impressed with the campus he asked if could transfer in January.



KCTCS
HIGHER EDUCATION BEGINS HERE

Kentucky State University **January 2011**

KSU School of Business Receives Reaffirmation of Accreditation

Dr. Gashaw Lake

Kentucky State University's School of Business recently received reaffirmation of its accreditation by the Accreditation Council for Business Schools and Programs. KSU's undergraduate business programs are accredited through 2020.

"I am happy because we have continued the legacy here. We have not failed the students," says Dr. Gashaw Lake, dean of the College of Professional Studies, where the School of Business resides.

KSU was accredited in November by the ACBSP to offer the Bachelor of Arts in Business degree specializing in the following programs: accounting, finance, general business, management, management information systems and marketing.

ACBSP is one of two major accrediting organizations that support and reward teaching excellence in business programs. Its mission is to develop, promote and recognize best practices that contribute to continuous improvement of business education and accredit qualified business programs.

Led by assistant professor of accounting Kim Sipes and School of Business interim chair Dr. Stephen Graham-Hill, the team of business professors began working earnestly toward ACBSP reaffirmation since the 2008-2009 school year. Lake says the business school is continuing to assess its programs with plans to add more faculty, online courses and smart classrooms.

The improvement plans include applying for accreditation of the business school's Master of Business Administration program for the first time. The university also will add an executive MBA program.

"We plan to be more competitive, and we plan to put the School of Business on the map," Lake says. "Accreditation helps us to recruit and retain good students and faculty. It helps us to continue our heritage of excellence."

Lake says he appreciates the leadership and support of KSU President Mary Evans Sias and interim Provost James Chapman for the success of the school's reaffirmation efforts.

"Business has been one of the strongest areas because of the number of students it attracts," Sias says. "This affirms our desire to produce professionals who will be leaders in a global society."

"It is clear that the faculty in the School of Business take a lot of pride in what they do and how they do it. That was evident in the outstanding job done on the reaffirmation visit," she says further.

"This is a major milestone," Chapman said when thanking the business faculty. "Thank you all for your diligence and hard work in making this happen. I applaud Dean Lake's leadership along with the faculty and staff who participated."

The business school's reaccreditation comes in addition to reaffirmation of the university's overall accreditation in 2009 by the Southern Association of Colleges and Schools.

Kentucky State University President Assumes Chair of APLU Board of Directors

President Mary Evans Sias

During the 2010 annual meeting of the Association of Public and Land-grant Universities, Dr. Mary Evans Sias, president of Kentucky State University, officially assumed the role of chair of the association's Board of Directors. Upon accepting her new role on Nov. 15 in Dallas, Texas, Sias challenged APLU members to be instruments for change.

APLU is a non-profit association of public research universities, land-grant institutions and state university systems with member campuses in all 50 states, U.S. territories and the District of Columbia. The association is governed by a chair and a board of directors elected from the member universities and university systems.

The association's membership comprises 218 institutions, consisting of state universities, land-grant universities and state-university systems. The total includes 76 U.S. land-grant institutions, of which 18 are the historically black institutions. In addition, APLU represents the interests of the nation's 33 American Indian land-grant colleges.

Sias has served on the executive committee for the APLU Commission on Access, Diversity and Excellence, whose primary focus is to develop a comprehensive agenda regarding the relationships between public higher education and the issues of human resources and social change.

KSU Celebrates International Education Week With Cultural Events

Kentucky State University's Office of Global Programming, the International Student Association and the Scholarships for Education and Economic Development program hosted a number of events in November in honor of International Education Week.

The celebration is an initiative of the U.S. Department of State and the U.S. Department of Education to show the importance and benefits of international education and exchange. It is also part of a national effort to prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences in the United States.

The celebration included a Parade of Flags, which proceeded down the campus' main drive, showing the community the various countries and ethnicities represented on campus. The week also included Latin cultural presentations and a series of lectures and discussions, engaging the campus and general public in discussion about diversity.

Famed Baritone William Ray Holds Vocal Master Class At KSU

William Ray has traveled throughout the United States and Europe headlining operas and orchestras, but he returned home to Kentucky State University in November to give a vocal master class to aspiring musicians.

He began his musical training in his hometown of Lexington. There he studied music and furthered his training at KSU, Oberlin College, where he earned his bachelor's degree, Case Western Reserve, Boston University, where he earned his master's, the Academy of Music in Vienna, Austria, and Heidelberg University in Germany.

His professional career spans more than 25 years, beginning at the Karamu Theater in Cleveland, Ohio, with the majority of his time spent in Austria and Germany singing for opera houses and orchestras. His knowledge of various languages helped win him roles as an actor and singer in German and Austrian theatrical productions as well as radio and television work. He also has performed in Italy, France, Scandinavia, the Netherlands and Russia.

Baritone William Ray stands with (from left) Brandi Bonner, Qiana Younge and Arielle Crosby, the three sopranos he evaluated during his master class.

Bob Twiggs

MSU to be tobacco-free

MSU announced that it will become tobacco-free July 1, 2011, joining more than 400 colleges and universities throughout the country that have similar polices. Chewing and smokeless tobacco products also will be included in the ban.

"It is the policy of this University to promote the health, well-being and safety of our students, faculty and staff, as well as visitors to the campus. The University has an opportunity to dramatically impact the health and welfare of the members of our community and guests by making a change in the current campus tobacco practices," said Dr. Andrews.

Students, faculty and staff will be offered help to quit smoking before the new policy goes into effect. Students can contact the Caudill Health Clinic to begin a cessation program while faculty and staff will be able to receive information on smoking cessation assistance from MSU's Office of Human Resources.

MSU Professor, Twiggs, named Space News' top 10 who made a difference

The international Space News authority "Space News" has named the top 10 space professionals in the world. On the list, President Barack Obama and Paypal/SpaceX founder Elon Musk along with Morehead State University's Space Science professor Bob Twiggs.

"It is unbelievable," said Twiggs. "To be ranked among those professionals, who are on the list, it is very humbling."

President Obama's national space policy is transforming NASA by revamping the manned spaceflight program and moving a significant portion of the U.S. space services component to private industry. SpaceX,called the "poster child for the Obama plan," has won the largest private contract from NASA to develop its commercial orbital transport system—the Falcon 9 rocket and Dragon capsule that will ultimately ferry astronauts to the International Space Station and beyond.

"Professor Twigg's recognition as one of the top 10 space professionals by Space News is a remarkable achievement. When Bob invented the CubeSat in 2001, I do not believe anyone imagined that it would revolutionize the small satellite industry--but it certainly has. Advances in micro-miniaturization and MEMS devices have driven the evolution of satellite systems to smaller but very capable form factors and the CubeSat has dominated," said Dr. Ben Malphrus, chair of the Department of Earth and Space Science and director of the Space Science Center.

Twiggs, according to Space News, has witnessed a big development on the realm of small satellites. "After years of gestation, CubeSats—standardized space platforms measuring 10 centimeters on a side and weighing all of 1 kilogram—are being embraced like never before."

Twiggs helped found the Kentucky Space Program in 2004 and became a professor at MSU in 2009. Hehas helped lead the Space Science program in its goal of becoming a nationally recognized center for education and research in space systems development and operation.

The Kentucky Space program, of which MSU is a lead institution (along with the University of Kentucky), has developed its own CubeSat, KySat-1 which will fly as a secondary payload on NASA's Glory mission on Feb. 23.

MSU announces Eagle Excellence Award

Morehead State University announced a new scholarship program that will enable Kentucky first time freshmen to get "much more" from their Kentucky Education Excellence Scholarship (KEES) monies. The Eagle Excellence Award will begin in Fall 2011 and provide students the opportunity to double their earned KEES value.

"We are very excited to be able to offer this new award to Kentucky students who have worked hard in high school to earn valuable KEES money to attend college," said MSU President Wayne D. Andrews.

"At MSU, we believe the KEES scholarship program established in 1998 by the General Assembly continues to be an excellent investment made by the Commonwealth to support Kentucky students and we are willing to match that investment by doubling the KEES award for qualifying students enrolling at Morehead State University. This new scholarship is an example of MSU's strong commitment to maintaining access to higher education for all Kentucky students."

MSU at Mt. Sterling host celebration to honor Billy Joe Hall

Morehead State University at Mt. Sterling recently held a celebration in honor of MSU alumnus and Montgomery County businessman Billy Joe Hall.

Hall was an avid supporter of MSU and its Mt. Sterling campus. He worked with former MSU president Dr. C. Nelson Grote during the initial planning phases of establishing regional campus locations. According to many, he was instrumental in bringing the campus to the community.

After Hall passed away in spring 2010, his family approached MSU about starting a fundraising campaign in his memory. They pledged to be lead supporters of the fundraising efforts. Several individuals and business also contributed lead gifts ranging from $1,000 to $10,000.

A total of $60,000 has been pledged or contributed in Hall's memory.

The proceeds raised will be used to support MSU Mt. Sterling and MSU's College of Business and Public Affairs.

MSU President Wayne D. Andrews, left, signed the documents Nov. 1 to acquire the old Rowan County library building from the library board. Also taking part in the ceremony were Helen Northcutt, library board president, and Kay Freeland, board secretary.

MSU acquires old library for KCTM

MSU will have a new home for its Kentucky Center for Traditional Music. MSU has agreed to acquire the old Rowan County Public Library, located at 185 E. Main Street, from the Library Board.

"The Traditional Music Program is among the fastest growing academic traditional music programs at any school of higher education. We are fortunate here that MSU wants to support a dynamic environment in which students have an exceptional opportunity to study this aspect of our cultural traditions. The right time is now and the place is MSU for this remarkable program," said Raymond W. McLain, director.

Funding for the acquisition was made possible by a $1 million matching grant commitment from the W. Paul and Lucille Little Foundation that was received in 2009 to support the Kentucky Center for Traditional Music's and its "Classroom to the Community" program. The grant was matched dollar-per-dollar by the state from the Regional University Excellence Trust Fund.

Dr. John P. Ernst named chair

Dr. John P. Ernst has been named chair of MSU's Department of History, Philosophy, Religion and Legal Studies. He had served as the department's interim chair since March 2008. A Louisville native, Dr. Ernst first came to Morehead State in 1994 as a fixed-term instructor of history. He earned his doctorate from the University of Kentucky, where he worked with Dr. George C. Herring, the leading Vietnam War scholar in America.

Dr. Ernst is an expert on the Vietnam War with two book authorships, including "Forging a Fateful Alliance: Michigan State University and the Vietnam War" and "The War that Never Ends: New Perspectives on the Vietnam War" co-edited with Dr. David L. Anderson.

MURRAY STATE UNIVERSITY

Six-year graduation rates lead Kentucky public regionals

A recently published report on six-year graduation rates found that Murray State University scored high marks when comparing its six-year graduation rates to other public institutions in Kentucky. The Integrated Postsecondary Education Data System (IPEDS) used federal data as its source. The most recent IPEDS (2008-09) reported Murray State with the highest six-year graduation rate of the regional public universities in the Commonwealth. The data also tracked the university's success in the past 10 years, showing Murray with the highest six-year graduation rate increase among the regional publics since the year 2000.

School of Agriculture gets new name

Murray State University recently changed the name of its School of Agriculture to the Hutson School of Agriculture, marking the first time in the university's history that an MSU school or college was named for an individual or family. The school was named in recognition of the Hutson family's support of, and contributions to, agriculture in western Kentucky and the surrounding region, and for the Hutsons' substantial financial support of the university and, specifically, its school of agriculture. Cumulative gifts from the Hutson family total $3 million.

Invention by MSU alumna Lisa Crites easing recovery trauma for women

MSU alumna Lisa Crites appeared on Lifetime Television to talk about her invention aimed at easing recovery trauma for breast cancer mastectomy patients. Crites' "Shower Shirt" is the first FDA-approved post-mastectomy garment that is used during showering to prevent post-surgical infections.

Johnson selected to participate in special Korean festival

Dennis L. Johnson, director of bands and symphony orchestra at Murray State, was invited to give master classes and serve as the principal guest conductor for the first Korean International Wind Band Festival in Seoul in commemoration of the 60th anniversary of the Korean War and the celebration of the recapture of the city during that conflict.

Flying squid caught in the act by Murray alumnus

Photos taken by Murray State alumnus Bob Hulse were featured in Scientific American. Hulse captured 14 photos in burst mode of flying squid while aboard the National Geographic Explorer cruise ship with his wife, Deb. His are the first photos of the squid actually flying to be taken in the past 35 to 40 years; they were circulated throughout the scientific community.

RBIC client receives top honor

StarGaze Energy, a client of the Murray State University Regional Business and Innovation, received the 2010 Micro-Enterprise Business Center of the Year award in Kentucky. The award was presented by the Partners for Entrepreneurial Advancement in Kentucky. StarGaze Energy provides clean energy solutions to commercial and industrial businesses with a high energy demand, both locally and nationwide.

Miller publishes book, receives international award

Dr. Fred Miller, Hutchens Distinguished Professor of Marketing and Business GIS (Geographic Information Systems) in Murray State University's college of business, received two recognitions. First, ESRI Press has just published *Getting to Know ESRI Business Analyst*, his second book dealing with GIS applications in business. Miller's *GIS Tutorial in Marketing* was the first text designed to integrate GIS applications into business decision-making. His second recognition came at the opening day (Academic Day) ceremonies at the University of Regensburg in Germany. Miller received the Bene Merenti Award for outstanding contribution to internationalization at the University of Regensburg. He has been Murray State's director of Regensburg programs since the partnership was formed in 1991.

Carter named executive committee officer for Friends of KET

Jim Carter, MSU vice president for institutional advancement, was named president-elect of the Friends of KET board of directors. A volunteer network, the board assists in the advancement of KET's mission in a number of ways, including advocacy on behalf of KET's programs and services, promotion of KET in their own communities, and strengthening KET's financial support.

Murray State MBA program enjoys enrollment record

The fall semester 2010 marked the highest enrollment ever for the Murray State University college of business master of business administration (MBA) degree program. Several factors contributed to the 16.7 percent increase, including a highly ranked online MBA program and a new PMBA course of study at the university's Henderson campus.

National student enrollment record set by MSU program

The American Humanics/Youth and Nonprofit Leadership program at Murray State set a national student enrollment record for 2009-10 with 514 students, and has led the nation in student enrollment for 19 consecutive years. AH/YNL is the recipient of 35 local awards and 10 national awards, and has generated more than $1,744,000 through fundraising, grants and scholarships to address campus and community needs.

Student wins national award with "freedom of speech" PSA

Murray student Christopher Bryant won second place from the National Association of Broadcasters Education Foundation competition for his television public service announcement on "What freedom of speech means to me." His winning entry can be viewed online at www.nabef.org/initiatives/2010FOS.asp.

Wallace & Gromit and MSU professor test local invention

Dr. Bob Lochte's research on Nathan B. Stubblefield's invention from 100-plus years ago was featured on a an episode of *Wallace & Gromit's World of Invention*. Lochte, chair of the department of journalism and mass communications, is a noted expert on the experiments of Stubblefield and aided a production crew from Aardman Animations, the British company that produces *Wallace & Gromit*, in building and testing a replica of Stubblefield's 1902 earth conduction wireless telephone system. End result: it worked.

MSU student wins big with his word skills on *Wheel of Fortune*

Murray State University student Hunter York from Hardin, Ky., showed off his skill with words and phrases on the long-running TV game show *Wheel of Fortune*. He was the big winner, earning $24,000+ and a trip to Hawaii. York is a junior chemistry/pre-medicine major.

NKU NORTHERN KENTUCKY UNIVERSITY

Northern Kentucky University *Report to the Kentucky Council on Postsecondary Education* Vol. 3, Issue 4

NKU Institute for Talent Development and Gifted Studies Will Help Local Students, Teachers and Parents

NKU recently announced the establishment an Institute for Talent Development and Gifted Studies that will seek to maximize learning opportunities for gifted and talented students in the region and beyond.

To achieve this mission, the institute will offer a quality gifted and talented education program that focuses on talent identification, talent development, research and advocacy. The institute will increase local preparedness for postsecondary education, increase the number of Kentuckians with certificates and degrees, prepare graduates for life and work in Kentucky and benefit the Kentucky economy.

One of the institute's most popular activities is the ExploreMore! enrichment program, which offers opportunities for gifted K-8 students a broad range of enrichment courses. Students have an opportunity to select interactive, hands-on courses that match their interests and abilities.

In addition to providing services for youth, the institute offers a master's degree in gifted education, professional development workshops to area teachers and educational resources to local educators.

The institute will also serve as an advocate, hosting a Parent Lecture Series which will help parents of gifted children as they navigate through the experiences of raising a gifted and talented youth.

NKU men's soccer wraps up historic season

The NKU men's soccer team had a historic season in 2010.

The year started with the grand opening of a new campus soccer stadium.

Throughout the season, NKU was led by senior forward Steven Beattie, who posted a school record 26 goals in leading the Norse to a 20-2-3 record and a Division II national championship.

Along the way, head coach John Basalyga was named national coach of the year and Beattie was named national player of the year.

Beattie was then selected by Toronto FC in January's MLS draft.

NKU Partnership to Engage Public in Dialogue on Growing Obesity Problem in Northern Kentucky

The NKU Wellness Center and the NKU Scripps Howard Center for Civic Engagement have partnered to engage public dialogue and feedback on a number of influencing factors and proposed strategies to address the growing obesity problem in Northern Kentucky. The initiative, titled "Healthy Monday: Let's Talk," invites members of the NKU community to engage in weekly discussions on a variety of issues related to obesity.

Specifically, through utilization of both Facebook and NKU's existing Democracy Square (a large whiteboard located on campus soliciting public feedback on various issues), the campus community will be encouraged every Monday to share ideas and opinions on obesity-related issues that have received recent attention in the national press.

The goal for Healthy Monday: Let's Talk is to develop a vast and local repository of grassroot suggestions and opinions that can be utilized to support the efforts of those actively involved in working toward finding and implementing solutions to curb the obesity epidemic throughout the region, along with raising the community's overall awareness to the issue of obesity itself.

Over the past four years, the NKU Wellness Center has been a strong advocate of the Healthy Monday campaign and is currently promoting a number of initiatives on campus, including both Meatless Monday and The Monday Mile. These NKU initiatives were recently highlighted on National Public Radio.

Recently, with the formation of the NKY Healthy Monday coalition, a number of Healthy Monday programs have been launched throughout the community involving schools, neighborhood associations, restaurants and worksites. Community partners such as the NKHD and the City of Covington have been involved in these efforts.

Healthy Monday: Let's Talk will also include a classroom component designed to engage students in a setting in which they can exchange their ideas and discuss how their field of study can directly and indirectly affect the issue of obesity. For example, a construction management class might discuss how a lack of sidewalks affects obesity.

DID YOU KNOW?

The NKU Mayerson Student Philanthropy Project recently reached a milestone, topping the half-million dollar mark for grants awarded during the programs 10.5 years. The project turns NKU classes from various disciplines into boards of philanthropy that evaluate local nonprofit need and award real money to worthy agencies.

UK Honors, Partners with Civil Rights Leader

Georgia Powers, the pioneering Kentucky State Senator who fought for civil rights for all Kentuckians, was recognized on campus during the fall semester. The University of Kentucky announced that it will house important papers and interviews related to Powers' extraordinary career. UK also will endow a chair in the name of this trailblazing legislator as part of UK's Center for Research on Violence Against Women.

Powers became the first African-American and woman to hold a seat in the Kentucky State Senate in 1968. Starting with her first bill - a statewide fair housing law - Powers carved out a 21-year career fighting for civil rights legislation that prohibited sex, job, and age discrimination.

Researchers for years to come will be able to study the impact Powers had not only in Louisville and her home state of Kentucky, but as a leader in the nation's Civil Rights Movement through two new collections being donated to the UK Libraries consisting of the legislator's papers and a selection of oral history interviews.

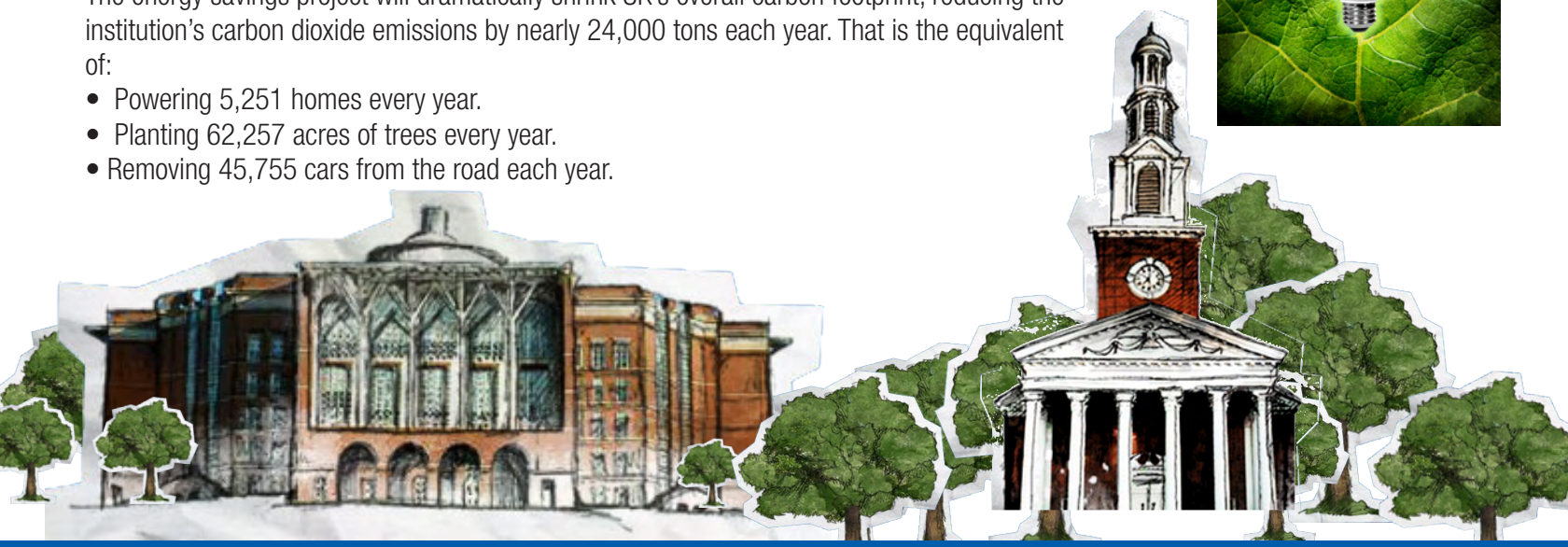
In addition to the donation of materials to UK Libraries, the University also will be home to the Georgia Davis Powers Endowed Chair. This is the fourth chair created by the Center for Research on Violence Against Women and will focus on multicultural studies of violence against women and the unique experiences of women of color.

University Launches $25 million Energy Savings Project

UK recently unveiled a University-wide energy savings plan that will conserve energy and improve the efficiency of 61 campus buildings. The project will install a wide variety of technologies that focus on lighting, mechanical systems, and water usage. When completed in about a year, this $24.6 million project will save the University about $2.4 million annually.

The energy savings project will dramatically shrink UK's overall carbon footprint, reducing the institution's carbon dioxide emissions by nearly 24,000 tons each year. That is the equivalent of:

- Powering 5,251 homes every year.
- Planting 62,257 acres of trees every year.
- Removing 45,755 cars from the road each year.



UK's Bestselling Author Releases Second Novel

UK writing professor and ***New York Times*** No. 1 bestselling author Kim Edwards received some press about the release of her second novel, "The Lake of Dreams." Edwards' first novel, "The Memory Keeper's Daughter," was a worldwide phenomenon. It spent 122 weeks on the NY Times bestseller list, including a whopping 23 weeks in the number one spot, and was even turned into a television movie. Her new work was featured in the ***Courier-Journal***, the ***Lexington Herald-Leader***, and several other regional and national publications.

Campus Called Upon to "Think" About UK's Future

thinkUK 2.0

The University of Kentucky executive administration recently unveiled the ThinkUK 2.0 Initiative.

The Initiative is viewed as a unique opportunity to redesign UK as a flagship university for the future, and in doing so to address the budget constraints the University continues to face. It is an opportunity to exert more control over the institution's destiny rather than being forced solely to react to the fluctuations of the state and national economies. More specifically, the near-term goal is to generate resources for UK's highest priorities.

The ThinkUK 2.0 Initiative is designed to generate ideas from across the campus community. Faculty, staff, and students are asked to suggest both major reconfigurations and modest innovations, all with an eye toward improving effectiveness, reducing costs, and generating additional revenue.

UK Student Government Launches Campus Safety Initiative

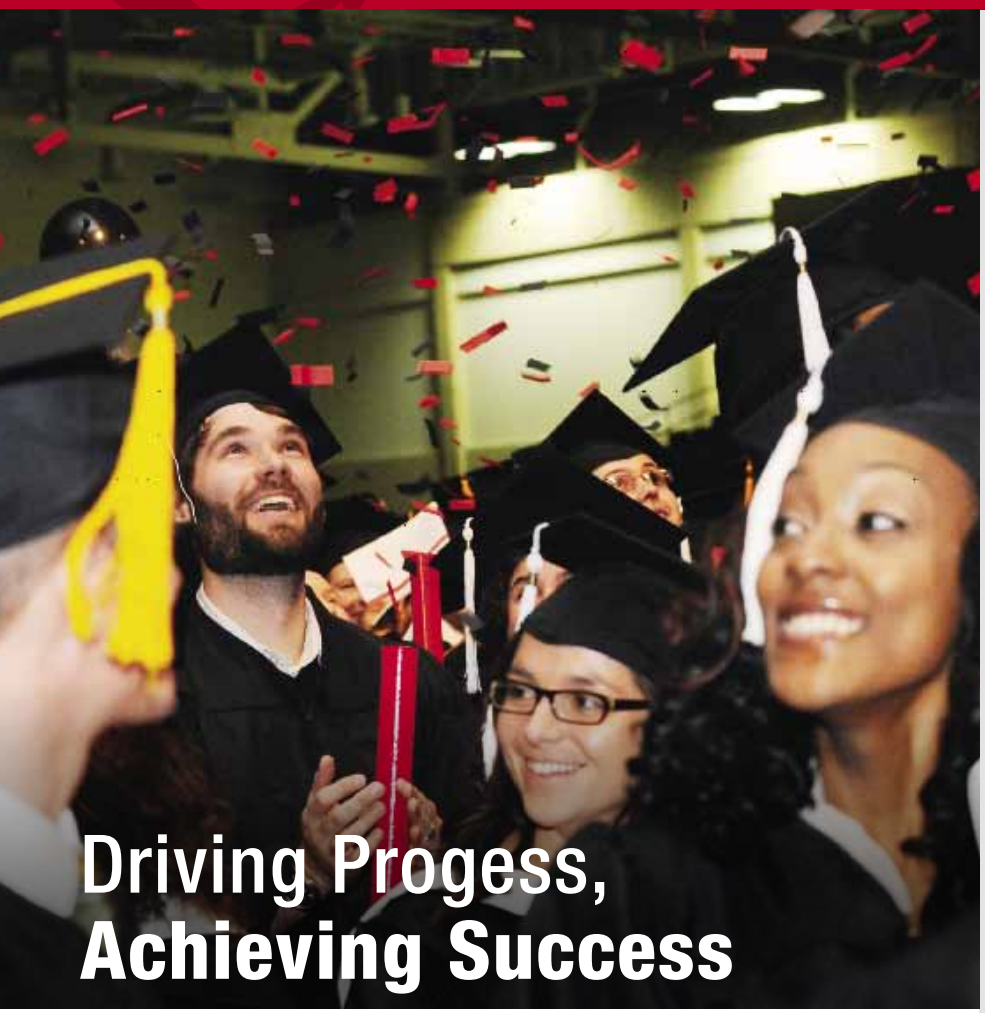
UK Student Government, LexTran officials, and Lexington city government leaders announced an exciting new downtown transportation option in early January. Cats Cruiser, a late night transportation service, will enhance safety efforts of the University and surrounding community.

Cats Cruiser was created by the Student Government, who collaborated with a variety of groups both on and off campus to make this project a reality. The program was initiated following student comments and concerns regarding transportation during high-risk weekend times. After researching UK's benchmark institutions, Student Government quickly realized it was an important part of many benchmark institution's student service offerings.

The service consists of four, fixed-stop bus routes. Buses will circulate approximately every 20-30 minutes at select downtown locations. Students will be allowed to utilize this service for free by presenting a valid UK student ID. Non-students also can take advantage of this service for $1 per ride. The service will run throughout campus and surrounding neighborhoods on Thursday, Friday, and Saturday nights from 9 p.m. to 3 a.m.

The President's **Report**

Issue 19 January 2011



Driving Progess, **Achieving Success**

Despite a tough economy we are achieving success at UofL.

In order to stay on this successful path we need to maintain base funding.

- We cannot cut any more without hurting our students' education.
- Tuition is directly connected to the state's support of higher education; as state support declines, it becomes tougher for students to afford and attend college.

We are meeting you in the middle to ensure we continue to be successful.

- We have kicked off the university's largest fundraising campaign EVER.
- We are implementing cost-savings measures wherever we can – more than $100 million in cost savings or avoidance.
- We are turning under-performing assets like our Shelby campus into revenue and job creators for Kentucky. For example, 9,800 jobs were created from direct and indirect effects of the university between FY03 and FY09.

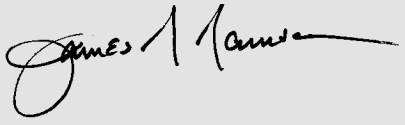
A Letter from the President

From my days as State Budget Director, I remember when Kentucky legislators would arrive in Frankfort for the beginning of a legislative session. They were exciting times and were a lot of fun as I got to renew old friendships, and had the pleasure of talking to state lawmakers about policy and the economic future of our state. As always, I looked forward to walking the hallways and talking with members of the General Assembly.

However, in recent sessions of the legislature, the discussions haven't been nearly as much fun, for me or for our state lawmakers. The state of Kentucky, like many other states, has faced tough financial times – the worst economic downturn since World War II. While we are beginning to see an economic turnaround, it will be several years before Kentucky is able to replace the 100,000 jobs lost in the state since December 2007. As a result, state universities, along with other state agencies, have experienced budget cuts to balance the state budget. As a matter of fact, the University of Louisville is in the midst of its 11th budget cut in 11 years.

We understand the Commonwealth's financial situation. In response, our faculty, staff and administrators have rolled up our sleeves and recommitted ourselves to building on the incredible progress that's been made over the past decade. We've kicked off our largest fundraising campaign EVER. We've led all state universities in virtually every significant academic measure of progress over the past ten years. Among those measures – increase in graduation rate, number of baccalaureate and doctoral degrees and increase in ACT scores of incoming freshmen – all while squeezing our own budget. We know that lawmakers recognize the value of higher education and the importance it has on economic development for the entire Commonwealth. Given this, I am certain that as the state's economy slowly improves we will be able to look to Frankfort for additional help. We appreciate the Governor and General Assembly's efforts to refrain from cutting us any more because of the impact it will have on our progress.

I look forward to reminiscing with my friends in the legislature over the next several weeks. But more importantly, I look forward to talking to them about Kentucky's future and the impact that only education can have on the economic strength of our state.



With over 750 student veterans on campus, UofL continues the dialogue to support students on campuses nationwide.

UofL hosts **Veteran Symposium for Higher Education**

Employees from universities nationwide will gather in Louisville next month to discuss the future of veterans in higher education. The University of Louisville will be host to the 3rd Annual Veteran Symposium for Higher Education, Feb. 21-22 at the Brown Hotel in downtown Louisville.

The conference is designed to help universities become more veteran-friendly. More than a dozen presenters, including student veterans, will discuss best practices, research and experiences. This is the third veteran symposium UofL has hosted.

"The Symposium is an opportunity for scholars and practitioners to share how they are engaging students that are also military veterans," said Tom Jackson, vice president for student affairs. "Participants truly learn from the various experiences other campuses are having in these efforts. Ultimately, it is the student and the university that benefits because the outreach to students, and the services universities are able to provide are improved."

Dean Terry Singer announces the largest grant in history for the Kent School of Social Work.

Kent School program aims to **reduce teen pregnancy,** disease risk

The University of Louisville's Kent School of Social Work will work with several community youth-serving organizations to help teenagers avoid unhealthy relationships and risky behavior, thanks to a five-year, $4.8 million grant from the U.S. Department of Health and Human Services.

The federal grant from the department's Office of Adolescent Health will be used to test the impact of two teaching programs about teen risky sexual behavior, with the intent to reduce teen pregnancy, violence and transmission of sexually transmitted diseases.

Details of the program called CHAMPS, for Creating Healthy Adolescents through Meaningful Prevention Services, were announced January 5 at a news conference at Americana Community Center, one of the partner organizations.

"This is a project that really will make a difference," President James Ramsey said at the announcement. "This is a big day for us, a big day for the community."

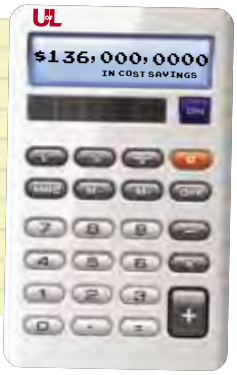
▶ Learn more about this phenomenal program at **louisville.edu/uofltoday**

Education Is King

Hundreds of Kentuckians celebrated historically black Simmons College and its new relationship with the University of Louisville at a Martin Luther King, Jr. Day event titled "Education is King." Simmons President Rev. Dr. Kevin Cosby and UofL President James Ramsey spoke about the importance of cooperation between Simmons College and UofL to make college degrees more accessible to African Americans in Louisville. The two leaders also presented the first Charles H. Parrish, Jr. Achievement Award to David and Betty Jones for their work and philanthropy involving higher education. The community event was held at St. Stephen Church and was attended by Gov. Steve Beshear, U.S. Senator Rand Paul, Congressman John Yarmuth and Louisville Mayor Greg Fischer.

UofL Savings Calculator

$136,000,0000 in cost savings and avoidances since 2002



UNIVERSITY OF LOUISVILLE
It's Happening Here.

The University of Louisville is an equal opportunity institution.
The delivery of this publication is carbon neutral. It is printed on 100% post-consumer waste recycled paper. It was produced by the University of Louisville and printed using nonstate funds.

From left are Professor Li Jianping, Vice President of Sichuan International Studies University; Madam Xu Lin, Director-General of Hanban and Chief Executive of Confucius Institute Headquarters; WKU President Gary A. Ransdell; Dr. Wei-Ping Pan, Director of WKU's Confucius Institute and WKU's Institute for Combustion Science and Environmental Technology.

Continued growth, impact expected for WKU's Confucius Institute

After spending a week in China and attending a Confucius Institute conference, WKU President Gary Ransdell expects continued growth for WKU's Chinese programs. "Building a significant Chinese relationship for our faculty, staff and students is critically important," he said. "The Chinese economy is second only to the U.S. economy and closing fast. The Chinese education systems are quickly becoming as strong as any nation's. And with China's incredible population, they are quickly becoming a major cultural, educational and economic influence across the globe."

The primary focus for Dr. Ransdell was an international conference at the Confucius Institute Headquarters in Beijing. The conference attracted presidents and Confucius Institute directors from more than 300 universities worldwide.

"Specifically we were able to learn what other CI's are doing with language, culture, programming and arts and really get a feel for the potential for a Confucius Institute," he said. WKU's Confucius Institute, the first in Kentucky, was established last spring.

World Council for Gifted and Talented Children moving office to WKU

The World Council for Gifted and Talented Children is relocating its international headquarters to WKU from the University of Winnipeg in Canada. A generous gift from Dixie and Pete Mahurin of Bowling Green makes the move possible.

Founded in 1975, the Council's purpose is to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind. In addition to holding a biennial conference, the Council publishes the journal *Gifted and Talented International* and a newsletter *World Gifted*. The relocation kicks off The Center for Gifted Studies' 30th year celebration of providing opportunities to children who are gifted and talented, their educators, and their parents. Participants in The Center's programs have come from all 50 states and 33 countries representing six continents.

WKU, Greater Owensboro EDC announce partnership

WKU and the Greater Owensboro Economic Development Corporation recently announced an economic development partnership creating Owensboro-based applied research programs in plant biotechnology and food science. The partnership includes lab space at the Owensboro Centre for Business and Research where full-time WKU-Owensboro faculty can interface with existing companies and help foster startup companies.

Nick Brake, President/CEO of Greater Owensboro Economic Development Corp., announces WKU's partnership in Owensboro.

Dr. Ransdell said the partnership is part of the Memorandum of Agreement between WKU, Daviess County Fiscal Court, and GO-EDC committed to exploring opportunities for applied research programs that fit the Owensboro economy and can positively impact economic development.

The Centre is a 38,000 square-foot business incubation and research center located in a newly renovated 100-year-old tobacco warehouse converted into office and research space supporting high tech development in food science, plant biotechnology, and life sciences. The Centre will officially open in March when science wet lab space is completed.

3 selected for Teacher Hall of Fame

Three outstanding educators have been selected for the fourth class of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame. The three chosen by a statewide selection committee are the late Artie Johnson Hankins, Patricia J. Morris and Deidra Hylton Patton. They will be inducted during a ceremony at 1 p.m. (ET) March 1 at the State Capitol.

The newest members of the Gov. Louie B. Nunn Kentucky Teacher Hall of Fame are (from left): Artie Johnson Hankins, Patricia J. Morris and Deidra Hylton Patton.

Hankins, a native of the Big Hill community, taught in Butler County schools for 44 years. Between 1933 and 1954, she taught at rural one-room schools at Limestone, Youngtown, Greenwood, Science Hill, Big Muddy and Hickory Stand. From 1954 to 1977, she taught third grade at Morgantown Elementary.

Morris, a native of Louisville, has taught history for 30 years. Since 1986, she has taught American history and Advanced Placement classes at Ballard High School. She taught at Jeffersontown High from 1967 to 1971 and at Sacred Heart Model School from 1984 to 1986.

Patton, a native of Hazard who grew up in Hindman, has been a teacher for 28 years. Since 1999, Patton has been gifted and talented coordinator at Boyd County schools and K-5 gifted education teacher at Cannonsburg Elementary.

WKU student awarded Clinton Scholarship to study at the American University in Dubai

Michael Marcell, a WKU student from Louisville with a double major in International Affairs and Journalism, has been awarded a William Jefferson Clinton Scholarship to study at the American University in Dubai during the Spring 2011 semester.

The William Jefferson Clinton Scholarship is offered through the Clinton Presidential Foundation and the American University in Dubai. The goal of the scholarship is to give American students the opportunity to study in the Arab world. The Clinton Scholarship will pay for Marcell's tuition, room and board while he is studying in Dubai.

Marcell was first introduced to the Middle East and Islamic cultures through his year-long deployment as a sergeant in the U.S. Marine Corps in Iraq and the United Arab Emirates. His experience made him realize that he would like to return to learn about the beauty and sophistication of the Arab world outside a combat theatre.

Michael Marcell

WKU reduces energy use during break

WKU realized a significant reduction in energy usage during the two-week winter break. According to Christian Ryan-Downing, WKU's sustainability coordinator, electricity usage was reduced by 34.5 percent and natural gas usage was reduced by 16.39 percent. The savings of more than 950,000 kilowatt hours also resulted in a reduction of 682 metric tons of carbon dioxide equivalent in WKU's carbon footprint while the lower natural gas usage saved an additional 161 metric tons.

"That's like eliminating the pollutants of 160 automobiles for one year," Ryan-Downing said. "This amount of electricity is equivalent to the average annual electrical consumption for 86 U.S. homes and would have needed about 403 tons of coal to generate." The University was closed from Dec. 20 through Jan. 2. Faculty, staff and students were asked to unplug appliances while the Energy Management team reset thermostats and took other measures to reduce energy consumption during that period.

For more WKU news, go to http://wkunews.wordpress.com/.

News from the Association of Independent Kentucky Colleges and Universities

February 2011

AIKCU interns serving in state agencies this spring (including two at CPE)

Eleven students from six AIKCU institutions – **Alice Lloyd College, Berea College, Campbellsville University (5), St. Catharine College (2), Union College and University of the Cumberlands** – will spend the spring semester interning in state agencies as part of AIKCU's Frankfort Semester Internship Program. During their internship in the state capital students work 30 hours per week in their assigned agencies and complete two academic seminars focusing on state government issues and policy-making. The program is tailored to give college upper-classmen an up-close look at state government and to encourage students to consider public service as a career. Two interns are assigned to the Council on Postsecondary Education this semester.

AIKCU kicks off Senate Bill 1 Faculty Development Initiative

Nearly 30 representatives from 19 AIKCU campuses, along with representatives from the Kentucky Council on Postsecondary Education (CPE) and the Kentucky Educational Professional Standards Board (EPSB) and other key partners, gathered in Frankfort on January 10 to discuss the opportunities, expectations, and responsibilities facing the group under the terms of AIKCU's $100,000 Senate Bill 1 implementation grant from the Commonwealth of Kentucky. AIKCU has hired Dr. Pam Rogers, former superintendent of the Boyle County public schools and KDE Associate Commissioner, to oversee the project.

Campuses celebrate Martin Luther King Day with service

Several AIKCU member campuses embraced the nationwide call to make the Martin Luther King holiday "a day on, not day off." Students, faculty and staff participated in of service projects to celebrate King's legacy of service and commitment to peace and justice. The wide variety of MLK Day service projects ranged from creating cards for cancer patients and overseas troops (**Bellarmine University**) to working side-by-side with local high school students to decorate t-shirts for abused children (**Lindsey Wilson College**) to making sandwiches for homeless shelters and knitting blanket squares for Project Build-a-Bed (**Transylvania University**). These are just a sample of service projects that took place at campuses across the state. Additionally, many AIKCU campuses held events to celebrate the legacy of Martin Luther King Jr. More: http://www.aikcu.org/2011/01/24/campuses-celebrate-martin-luther-king-day.

SACS approves new advanced degrees at St. Catharine College and Midway College

St. Catharine College and Midway College both received approval from the Southern Association of Colleges and Schools (SACS) Commission on Colleges to offer advanced degrees at the SACS annual meeting in Louisville in early December.

St. Catharine College was approved to move from a SACS Level II to Level III status. St. Catharine's initial graduate offerings will be master's degrees in Health Leadership and Promotion and Community and Regional Leadership beginning in January 2012. More: http://www.aikcu.org/2010/12/13/st-catharine-college-to-offer-masters-degrees-in-2012/

Midway College received approval to move from a SACS level III to a level V (doctoral degree granting) institution to offer the Doctor of Pharmacy degree. The SACS approval is the first of two steps necessary for Midway to gain full accreditation for the Midway College of Pharmacy, slated to open in Paintsville this fall. Midway's pharmacy program is currently under review by the Accreditation Council for Pharmacy Education (ACPE). More: http://www.aikcu.org/2011/01/06/midway-college-gains-approval-from-sacs-to-offer-doctoral-degrees/

84 year-old finally receives degree after chance meeting with Bellarmine president

A random encounter with Bellarmine University president Joseph J. McGowan put 84-year-old Robert Striebich back on the path to graduate. The retired insurance agent, who works part-time as a security guard at the Kentucky Center for African American Heritage in Louisville, mentioned to McGowan during a conversation at the Center that he had attended Bellarmine in the 1950s but left just short of earning his degree. McGowan asked his staff to check into Striebich's records, and discovered that the military veteran and former transfer student had actually accumulated enough credits to graduate from Bellarmine with a degree in sociology. Striebich received his degree to a standing ovation during Bellarmine's December commencement. More: http://www.aikcu.org/2010/12/16/84-year-old-finally-gets-his-bellarmine-degree-after-chance-meeting-with-president-mcgowan/

A Resolution by the Coalition of Senate and Faculty Leaders (COSFL)on University Tuition Rates

Offered to
Members of the Commonwealth of Kentucky Legislature

and to
Members of the Council on Postsecondary Education

Whereas, the Council on Postsecondary Education has the statutory responsibility to set tuition for the state's universities, the CPE has traditionally worked with general guidelines in which universities made proposals for increased tuition rates with explanatory justifications that were often centered around decreased funding from the Commonwealth. This practice has resulted in significant disparities in tuition rates over the past 12 years;

Whereas, the Kentucky universities were broadly categorized in HB-1 as having three distinct missions, it must be recognized that each institution has its own strategic plan and associated goals which may or may not overlap with other state institutions;

Whereas, it is being suggested that tuition be tied to performance funding using one-size-fits all metrics or an umbrella overview; the Regents and Trustees of the individual universities have already set applicable metrics for their respective university based on the institutional goals; these differences are valuable to the citizens of the state and the future of Kentucky higher education;

Whereas, affordability of higher education is a very complex issue it can be argued that tuition increases may limit access to higher education for some; it must be remembered that a concomitant increase in the available student financial aid occurs; thus, the **net cost** of higher education is the most relevant fact to be considered;

Whereas, student fees have been considered in the tuition formula, there are two distinct uses for the fees: 1) Academic support and 2) Student environment or activity fees which are often student initiated;

Whereas, the mission of the state's comprehensive universities includes a research agenda which is cost driven and rarely, if ever, is the research entirely covered by extramural funds; the benefits of the research are far reaching as the work improves the academic profile of the institutions, enhances community engagement, engenders economic development and brings money into the state.

Therefore, be it resolved that any policy developed for the purpose of setting tuition rates for the universities within the oversight of the CPE be sufficiently flexible to allow adjustments of tuition rates to meet individual institutional roles including unfunded mandates such as higher graduation rates and research expectations, that only fees directly related to academic performance be considered in any formulation, and that extreme caution be urged when defining performance metrics as the individual schools are already outcome driven but resource limited.