

# STRONGER by DEGREES



## MEETING AGENDA

September 22, 2011  
Marriott Griffin Gate Resort  
Lexington, KY



### **Members, Council on Postsecondary Education**

Glenn D. Denton, Paducah  
Dan E. Flanagan, Campbellsville  
Joe Graviss, Versailles  
Terry Holliday, Commissioner of Education (*ex officio, nonvoting*)  
Dennis M. Jackson, Paducah  
Nancy J. McKenney, Lexington (*faculty member*)  
Pam Miller, Lexington (*vice chair*)  
Donna Moore, Lexington  
Kirby L. O'Donoghue, Murray (*student member*)  
Lisa F. Osborne, Carrollton  
Paul E. Patton, Pikeville (*chair*)  
Marcia Milby Ridings, London  
Jim D. Skaggs, Bowling Green  
Joseph S. Weis, Louisville  
Joseph B. Wise, Louisville  
  
Robert L. King, CPE President

See the back of this agenda book for directions and parking information.

# AGENDA

Council on Postsecondary Education

Thursday, September 22, 2011

9:00 a.m.

Marriott Griffin Gate Resort, Salons E & F, Lexington, Kentucky

Welcome

Oath of Office

Roll Call

Approval of Minutes ..... 1

## Strategic Agenda Focus Area - Research, Economic, & Community Development

1. Overview of NCHEMS Report - Realizing Kentucky's Educational Attainment Goal: A Look in the Rearview Mirror and Down the Road Ahead ..... 13
2. Overview and Update on State Level Objectives and Strategies ..... 37

BREAK

## Campus Performance Presentations

3. Eastern Kentucky University
4. Kentucky State University

LUNCH (provided for CPE members)

## Action and Information Items

5. CPE President's Report to the Council
6. 2011 AdvanceKentucky Results, Joanne Lang, Executive Director, AdvanceKentucky and Executive Vice President, Kentucky Science and Technology Corp ..... 39
7. ACTION: Strategic Agenda Performance Metrics ..... 41
8. ACTION: Institutional Diversity Plans ..... 47
9. ACTION: Alignment of CEO with Statewide Diversity Policy ..... 61
10. ACTION: New Academic Programs: Policy and Procedures..... 63
11. ACTION: Review of Existing Academic Programs: Policy and Procedures ..... 79
12. ACTION: Advanced Practice Doctorates, Report to the Legislature ..... 93
13. ACTION: New Academic Programs: B.A. in Traditional Music – Morehead State University and Ph.D. in Justice Administration – University of Louisville ..... 103
14. ACTION: 2011-12 CPE Work Plan ..... 105
15. 2012-14 Budget Recommendation Update ..... 107
16. 2011-12 Agency Operating Budget ..... 111
17. Report from the Committee on Equal Opportunities ..... 117
18. Commissioner of Education Report ..... 119
19. ACTION: 2012 CPE Meeting Schedule ..... 123

Resolutions – Ellen Call and Aaron Price

Reports from the Institutions ..... 125

Other Business

Next Meeting – November 9-10, 2011, Morehead State University

Adjourn

CPE meeting materials are available on the Council website at <http://cpe.ky.gov/about/cpe/meetings/>.



**MINUTES**  
**Council on Postsecondary Education**  
**June 10, 2011**

The Council on Postsecondary Education met Friday, June 10, 2011, at 9 a.m. at Transylvania University in Lexington, Kentucky. Chair Paul Patton presided.

**ROLL CALL**

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

**WELCOME**

President Owen Williams welcomed the Council to Transylvania University.

Governor Patton thanked President Williams and Transylvania University for hosting the Council.

**APPROVAL OF  
MINUTES**

The minutes of the April 28 CPE meeting were approved as distributed.

**STRATEGIC AGENDA  
FOCUS AREA –  
STUDENT SUCCESS**

Dr. Aaron Thompson, CPE's senior vice president for academic affairs, and Dr. Heidi Hiemstra, CPE's assistant vice president for information and research, provided an overview and update on the student success objectives and strategies. Dr. Adina O'Hara, CPE's senior associate for academic affairs, provided an update on progress toward implementation of House Bill 160 and the Kentucky Transfer Project.

**CAMPUS STRATEGIC  
AGENDA  
PRESENTATIONS –  
NORTHERN KENTUCKY  
UNIVERSITY, WESTERN  
KENTUCKY UNIVERSITY,  
AND AIKCU**

Dr. James Votruba, NKU's president, provided the Council an update on NKU's progress toward the Strategic Agenda.

Dr. Gary Ransdell, WKU's president, provided the Council an update on WKU's progress toward the Strategic Agenda.

Dr. Gary Cox, the AIKCU president, provided a report from the independent and private institutions to the Council including progress toward the Strategic Agenda.

**CPE PRESIDENT'S  
REPORT TO THE  
COUNCIL**

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

- *Project Graduate* - The public universities have graduated 492 former students through Project Graduate as of the fall 2010 term. The campus-based program provides former students with 90 or more credit hours special incentives such as free applications, priority enrollment, and academic and career advising. Project Graduate is a good example of the extra efforts the campuses make to raise educational attainment in the Commonwealth. A total of 898 students were in the pipeline in the fall 2010 term, and more than \$5 million in tuition revenue has been generated since inception.
- *CPE Reports All-Time High of 62,700 Graduates in 2010-11, Up 11 percent* - The colleges and universities conferred an all-time high of 62,700 degrees and credentials during the 2010-11 academic year, according to the preliminary annual degree report issued last month. That's an 11 percent increase over last year and includes gains across all levels, especially in workforce-oriented certificates, diplomas, and associate and professional-practice doctorate degrees.

- *24th Annual Academically Proficient African-American High School Junior and Senior Conference* - The Council on Postsecondary Education, in conjunction with the Kentucky Department of Education, will co-sponsor the 24th Annual Academically Proficient African-American High School Junior and Senior Conference on the campus of Morehead State University on June 17-18. The conference will acquaint students with a wide range of college planning topics including financial aid and scholarships, selecting a college and career, and developing skills for successful transitions to college. A college fair with campus representatives from across the state will follow.
- *Recent Presentations and Speaking Engagements* – Recent presentations and speaking engagements include:
  - Presentation on college readiness and the implementation of the Common Core State Standards at the James B. Hunt, Jr., Institute for Educational Leadership and Policy in May. Meeting participants included SHEEOs and leaders of national and regional higher education organizations and associations.
  - Spoke at a national symposium in Washington, D.C., sponsored by Marc Tucker’s group, the National Center on Education and the Economy. A new NCEE report, “Standing on the Shoulders of Giants: An American Agenda for Reform,” calls for a new U.S. education reform agenda based on strategies used by the top-performing nations.
  - Interviewed by a reporter from District Administration, a national K-12 publication which is the counterpart to University Business.
  - Presented on “Stronger by Degrees,” the 2011-15 Strategic Agenda for postsecondary and adult education, to the Eastern Kentucky University Board of Regents and the Marion County Industrial Foundation in Lebanon, Kentucky.
- *Lane Report* - The publication featured many of the college access and success initiatives in the *Lane One-On-One*. The *Lane Report* is distributed statewide to business owners, top executives and professionals, state policymakers, and the higher education community.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
EASTERN KENTUCKY  
UNIVERSITY

Dr. John Hayek, CPE’s senior vice president for budget, planning and policy, presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Eastern Kentucky University. The ECU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Eastern Kentucky University requested an exception to the nonresident rate floor for its undergraduate, nonresident targeted areas rate. The proposed 2011-12 targeted areas rate is \$11,016, or 1.58 times the resident rate.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for Eastern Kentucky University be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
KENTUCKY  
COMMUNITY AND  
TECHNICAL COLLEGE  
SYSTEM

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the Kentucky Community and Technical College System. The KCTCS proposal submitted to the Council is in compliance with the 4 percent ceiling.

Both KCTCS's nonresident, contiguous county rate and nonresident, other rate comply with the Council's floor for nonresident rates. The Council staff recommends approval of these rates as proposed by KCTCS.

MOTION: Mr. Flanagan moved that the 2011-12 tuition and mandatory fee recommendation for KCTCS be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
KENTUCKY STATE  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Kentucky State University. The KSU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Kentucky State University did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$581 per credit hour, which is 2.4 times the instate rate and exceeds the established floor. Furthermore, the university's proposed nonresident Destiny (targeted states) and nonresident Legacy rates are both two times the instate rate.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for Kentucky State University be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
MOREHEAD STATE  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Morehead State University. The MoSU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Morehead State University did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$645 per credit hour, which is 2.5 times the resident rate and exceeds the established floor.

MOTION: Mr. Price moved that the 2011-12 tuition and mandatory fee recommendation for Morehead State University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
NORTHERN  
KENTUCKY  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Northern Kentucky University. The NKU proposal submitted to the Council is in compliance with the 5 percent ceiling.

In line with what NKU proposed and the Council approved last year (i.e., 2010-11), Northern Kentucky University requested exceptions to the nonresident rate floor for their undergraduate Metropolitan rate and their Program for Adult-Centered Education (PACE) rate. The Council staff recommends approval of these nonresident rates as proposed by the university.

MOTION: Mr. Weis moved that the 2011-12 tuition and mandatory fee recommendation for Northern Kentucky University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
UNIVERSITY OF  
KENTUCKY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the University of Kentucky. The UK proposal submitted to the Council is in compliance with the 6 percent ceiling.

The University of Kentucky did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$18,865 (an average of upper- and lower-division nonresident rates), which is two times the resident rate and exceeds the established floor.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for the University of Kentucky be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
UNIVERSITY OF  
LOUISVILLE

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the University of Louisville. The UofL proposal submitted to the Council is in compliance with the 6 percent ceiling.

The University of Louisville did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$21,650, which is 2.4 times the resident rate and exceeds the established floor.

MOTION: Mr. Weis moved that the 2011-12 tuition and mandatory fee recommendation for the University of Louisville be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

2011-12 TUITION  
AND MANDATORY  
FEE  
RECOMMENDATION,  
WESTERN KENTUCKY  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee rates for Western Kentucky University's Doctorate Nurse Practitioner program.

On April 28, 2011, the Council approved Western Kentucky University's application to begin offering a Doctorate of Nursing Practice degree program in accordance with KRS 164.295(5) adopted by the 2010 General Assembly. At that same meeting, the Council approved WKU's proposed 2011-12 tuition and fee rates. The tuition and fee rate schedule submitted for approval at that meeting did not include charges for the university's new Doctorate Nurse Practitioner program.

A revised tuition and fee schedule that includes rates for the Doctorate Nurse Practitioner program was submitted for Council consideration and action.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee rates for Western Kentucky University's Doctorate Nurse Practitioner program be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE  
EXCEPTION  
REQUEST,  
MOREHEAD STATE  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception, which would allow a \$5.00 per credit hour student-endorsed fee assessed by Morehead State University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling.

On May 19, 2011, Morehead State University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed project and student endorsed fee information submitted by Morehead State University students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee increase of \$5.00 per credit hour assessed by Morehead State University to exceed the ceiling by 1.9 percentage points.

MOTION: Ms. Miller moved that the student use fee exception request from Morehead State University be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE  
EXCEPTION  
REQUEST,  
NORTHERN  
KENTUCKY  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception, which would allow up to a \$16.00 per credit hour student-endorsed fee (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling, and any similar ceilings the Council may adopt over the subsequent three year period, by up to 1.3 percentage points per year.

On May 18, 2011, Northern Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed renovation/expansion project and student-endorsed fee information submitted by Northern Kentucky University students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, and to any similar ceilings it may adopt over the subsequent three year period, allowing a student endorsed fee of up to \$16.00 per credit hour (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the rate ceilings by up to 1.3 percentage points in each of those years.

Mr. Kevin Golden, NKU's student government association president, provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Mr. Weis moved that the student use fee exception request from Northern Kentucky University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE  
EXCEPTION  
REQUEST,  
UNIVERSITY OF  
LOUISVILLE

Dr. Hayek presented the staff recommendation that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent for resident undergraduates, allowing a student endorsed fee of \$98 per semester for full-time students (prorated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

On May 18, 2011, University of Louisville students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed project and student endorsed fee information submitted by University of Louisville students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent, allowing a student endorsed fee of \$98 per semester for full-time students (pro-rated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

Mr. Michael Mardis, UofL's dean of students and SGA advisor, and representatives from the University of Louisville student government association provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Mr. Flanagan moved that the student use fee exception request from the University of Louisville be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE  
EXCEPTION  
REQUEST, WESTERN  
KENTUCKY  
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated per credit hour for part-time students) assessed by Western Kentucky University to exceed the ceiling.

On May 6, 2011, Western Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed renovation project and student endorsed fee information submitted by Western Kentucky University students and administrators and determined that the request meets Council policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated for part-time students on a per credit hour basis) assessed by Western Kentucky University to exceed the ceiling.

Mr. Colton Jessie, WKU's outgoing student body president, and Mr. Billy Stephens, WKU's incoming student body president, provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Ms. Miller moved that the student use fee exception request from Western Kentucky University be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

NEW AGENDA ITEM -  
2011 KENTUCKY/  
OHIO TUITION  
RECIPROCI-  
TY  
AGREEMENTS

Dr. Hayek presented a new agenda item for the 2011 Kentucky/Ohio Tuition Reciprocity Agreements. Three Kentucky/Ohio tuition reciprocity agreements are up for renewal, covering the period July 1, 2011, through June 30, 2013. The staff recommended that the Council designate to President King authority to negotiate and enter into Kentucky/Ohio tuition reciprocity agreements on their behalf.

President King will provide copies of signed agreements to the Council chair when completed.

MOTION: Ms. Miller moved that the request to designate to President King authority to negotiate and enter into Kentucky/Ohio tuition reciprocity agreements on their behalf be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

RENOVATE SHIVELY  
SPORTS CENTER,  
UNIVERSITY OF  
KENTUCKY

Mr. Sherron Jackson, CPE's associate vice president for finance, presented the staff recommendation that the Council approve the request of the University of Kentucky to renovate Shively Sports Center using \$950,000 of private funds from the University of Kentucky Athletic Association. The total project cost is \$950,000. The University of Kentucky Board Of Trustees approved the project at its meeting May 3, 2011.

The Shively Sports Center has 25,529 gross square feet. This project will renovate 9,121 square feet of space, modernize the center's locker, shower, restroom, and lounge facilities for men's and women's track and baseball teams. Also, the project will modernize the existing hallways and lighting systems and enhance the overall functionality of the facility. The Shively Sports Center is located on the university's main campus. The project is scheduled to be completed in December 2011.

MOTION: Ms. Miller moved that the request of the University of Kentucky to renovate Shively Sports Center using \$950,000 of private funds from the University of Kentucky Athletic Association be approved. Dr. McKenney seconded the motion.

VOTE: The motion passed.

CONSTRUCT HYDRO  
THERAPY TRAINING  
ROOM ADDITION,  
UNIVERSITY OF  
LOUISVILLE

Mr. Sherron Jackson, CPE's associate vice president for finance, presented the staff recommendation that the Council approve the request of the University of Louisville to expand the Trager Indoor Practice Facility to construct a Hydro Therapy Training Room addition with \$1,000,000 of private funds from the University of Louisville Athletic Association.

This project was approved by the University of Louisville board June 9. The University of Louisville proposes to construct a Hydro Therapy Training Room addition using \$1,000,000 of private funds from the University of Louisville Athletic Association (ULAA). The total project cost is \$1,000,000.

The current training room is located in the Trager Indoor Practice Facility which has 94,712 gross square feet. This project will add 1,325 square feet of space for the training facility to facilitate a hydro therapy treadmill pool and two training table areas. The training room addition to the Trager Center will benefit all sports in the Athletic Department with the care and treatment of injuries. The hydro therapy pool will be critical for the rehabilitation of injured student-athletes to enable them to return to good health. The Trager Indoor Practice Facility is located on the university's Belknap campus. The project is scheduled to be completed in August 2011.

MOTION: Mr. Flanagan moved that the request of the University of Louisville to expand the Trager Indoor Practice Facility to construct a Hydro Therapy Training Room addition with \$1,000,000 of private funds from the University of Louisville Athletic Association be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

DOCTORATE OF  
NURSING PRACTICE  
PROPOSAL, MURRAY  
STATE UNIVERSITY

Dr. Thompson presented the staff recommendation that the Council approve the Doctorate of Nursing Practice degree program at Murray State University.

Murray State University proposes a Doctorate of Nursing Practice beginning in fall 2012. The program will have three concentrations: Clinical Nurse Specialist; Family Nurse Practitioner; and Nurse Anesthesia. All curricular concentrations will be full-time and three years in length. The clinical education will begin during the second year of the program. Students in each concentration will complete a minimum of 1,100 clinical hours in the post-BSN cohorts and up to 500 hours in the post-MSN cohorts.

Council staff members reviewed Murray State University's application and recommended it for approval. Implementation of this program is contingent upon approval by the Kentucky Board of Nursing.

MOTION: Ms. Miller moved that the request to approve the Doctorate of Nursing Practice degree program at Murray State University be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

KENTUCKY PUBLIC  
POSTSECONDARY  
EDUCATION  
ADMINISTRATIVE  
REGULATION 13:KAR  
2:020 REVISION

Dr. Thompson and Dr. Sue Cain, CPE's college readiness and developmental education staff support, presented the staff recommendation that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020.

The Council's Strategic Agenda directed the Council on Postsecondary Education staff to review and revise 13: KAR 2:020 to reflect the change in high school graduation requirements for the class of 2012, revised college readiness indicators, and transfer admission. Upon approval by the Council, it will be filed with the Legislative Research Commission. The revisions to the regulation will take effect fall 2012.

MOTION: Ms. Miller moved that the request to approve the revised Kentucky Administrative Regulation 13: KAR 2:020 be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

EDUCATION  
SPECIALIST DEGREE  
IN EDUCATIONAL  
LEADERSHIP,  
NORTHERN  
KENTUCKY  
UNIVERSITY

Dr. Thompson presented the staff recommendation that the Council approve the specialist degree program in Educational Leadership at Northern Kentucky University.

This program for P-12 principal certification was developed after consultation with Wallace Foundation experts, other institutions in Kentucky, the Kentucky Department of Education, and the Kentucky Education Professional Standards Board. The program is based on the Kentucky Redesigned Principal Preparation Program guidelines found in Kentucky Administrative Regulation 16: KAR 3:050.

The program will focus on the principal as an instructional leader and will replace the current Rank I program. It consists of 30 credit hours at the post-master's level and leads to Level I certification. The program's Advisory Council is comprised of superintendents, assistant superintendents, pupil personnel directors, P-12 principals and assistant principals, and NKU faculty. The Advisory Council co-designed each course, fieldwork assignment, and assessment.

The program requires a capstone experience in which students will conduct a year-long, school-based, action-research project that they will present and defend to a panel composed of faculty and the Advisory Council. Students will also be required to present the highlights of their capstone project to NKU faculty, Site Based Councils, and/or district level administrators.

NKU expects to graduate 40 students annually following the entry of the first cohort in fall 2011.

MOTION: Mr. Denton moved that the request to approve the specialist degree program in Educational Leadership at Northern Kentucky University be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

GENERAL  
EDUCATION  
TRANSFER POLICY  
REVISIONS

Dr. Thompson presented the staff recommendation that the Council approve the revisions to the General Education Transfer Policy.

The passage of House Bill 160 in the 2010 legislative session supports and enhances Kentucky's strategies for ensuring students can successfully transfer from the Kentucky Community and Technical College System to Kentucky's four-year universities and colleges. This goal is essential to improving the education pipeline and realizing the Commonwealth's educational attainment goals. The Kentucky Transfer Action Plan is the statewide implementation plan for HB160.

As a part of the Kentucky Transfer Action Plan, a statewide General Education Taskforce comprised of faculty leaders was formed to align the learning outcomes for the statewide general education core transfer component over the past year. In addition, Council staff conducted transcript evaluations of transfer students' records at all 16 community and technical colleges and the eight public universities to better understand how the current General Education Transfer Policy has been implemented. The student learning outcomes and the transcript evaluation findings have resulted in revisions to the statewide General Education Transfer Policy.

MOTION: Ms. Miller moved that the revisions to the General Education Transfer Policy be approved. Ms. Ridings seconded the motion.

VOTE: The motion passed.

2011-15 STRATEGIC  
AGENDA  
PERFORMANCE  
METRICS UPDATE

Dr. Hayek provided an update on the 2011-15 Strategic Agenda performance metrics. Council staff has been working collaboratively with institutional representatives, including presidents, chief academic officers, chief planning officers, and institutional research and effectiveness staff, over the past couple of months to set targets for the various institutional, regional, and state level performance metrics included in the new 2011-15 Strategic Agenda.

Initially, Council staff intended to bring targets to the Council for action at its June 2011 meeting. However, over the past several weeks, Council staff, in discussions with institutional presidents, agreed that the timeline between the April meeting and the June meeting was simply too compressed to provide meaningful discussion and debate on the new 2015 performance targets.

Consequently, Council staff is now working on bringing 2015 targets to the Council for action at the September 2011 Council meeting.

CEO REPORT

Mr. Weis, CEO chair, and Dr. Rana Johnson, CPE's chief diversity officer, reported on the Committee on Equal Opportunities activities and its June 9 meeting.

*Institutional Diversity Plan Submission and Review:* As required by the policy adopted by the CPE in September 2010, staff used a consensus review process to evaluate proposed plans prior to review by the CEO. In accordance with the policy, the review included acknowledgement of receipt of the plan, preliminary assessment of how well a plan addresses the areas outlined in the diversity policy, identification of revisions (if required), submission of plans to the institutional board for approval, and approval by CEO/CPE. Institutional plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and focused on four areas: student body diversity, student success, workforce diversity, and campus climate. Diversity plans will be brought before the Council for action at its September meeting.

The CEO appointed a committee to review its mission and role for the future in light of going from a diversity policy to a diversity plan. The committee will report back to the CEO at a later meeting. The CEO will report to the Council at its September meeting.

*Governor's Minority Student College Preparation Program:* The 11<sup>th</sup> Annual Governor's Minority Student College Preparation Program statewide conference will be hosted by Western Kentucky University, June 13-14, 2011. Morehead State University will host the 24<sup>th</sup> Annual Academically Proficient African American High School Junior and Senior Conference, June 17-18, 2011.

*SREB Doctoral Scholars Program:* The Council, the University of Kentucky, and the University of Louisville have reviewed the applications for the SREB Doctoral Scholars Program and identified potential scholars to be awarded a scholarship for fall 2011. Nineteen applications were submitted for the fall 2011 scholarship—eight at the University of Kentucky and 15 at the University of Louisville (several students applied at both UK and UofL). As a result of state agency budget cuts, the Commonwealth will support only three of the 19 scholars that applied, compared to five scholars in previous years.

The 2011 SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 20-23, 2011, in Atlanta, Georgia. All scholars are expected to participate.

As of May 24, 2011, 35 SREB Doctoral Scholars are matriculating at Kentucky institutions. Thirty-one percent of these students are enrolled in the STEM-H areas, and 58 students have graduated from the program.

COMMISSIONER OF  
EDUCATION REPORT

Commissioner Holliday was not available to attend the June 10 meeting but did provide a written report included in the agenda book.

EXECUTIVE  
COMMITTEE REPORT  
– PRESIDENT  
EVALUATION

Governor Patton reported on the Executive Committee meeting earlier in the morning. The committee has completed the 2010-11 president evaluation process. Governor Patton provided a summary of the survey responses to the Council. The summary results show that Mr. King has exceeded expectations. Governor Patton thanked Mr. King for his service and outstanding job.

Mr. King thanked the Council for the opportunity to serve Kentucky postsecondary education and its students.

2011-12 CPE WORK  
PLAN

Mr. King presented the 2011-12 CPE work plan to the Council.

The work plan provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

Staff will bring the 2011-12 CPE work plan before the Council for action at its September meeting.

RESOLUTION OF  
SERVICE

A resolution of service was offered recognizing the service and contributions of Lee T. Todd, University of Kentucky's president.

REPORTS FROM  
INSTITUTIONS

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

NEXT MEETING

The next Council meeting is September 22 at the Marriott Griffin Gate Resort in Lexington, Kentucky. The Governor's Conference on Postsecondary Education Trusteeship is September 22-23 at the Marriott Griffin Gate Resort in Lexington, Kentucky.

ADJOURNMENT

The meeting adjourned at 3:00 p.m.



Robert L. King  
CPE President



Tammie L. Clements  
Associate, Executive Relations

**Council on Postsecondary Education  
September 22, 2011**

**Overview of NCHEMS Report  
Realizing Kentucky's Educational Attainment Goal: A Look in  
the Rearview Mirror and Down the Road Ahead**

Over the past decade, Kentucky has improved faster than any state in the nation on key higher education performance measures, according to a report issued by the National Center for Higher Education Management Systems of Boulder, Colorado, in early September (see attached report).

Kentucky ranked second in the nation in the rate of improvement in the percentage of younger adults, ages 25 to 44, with college degrees, as well as in the rate of improvement in the three-year graduation rates at two-year institutions.

Further, total undergraduate credentials produced in the Commonwealth increased at a rate that surpassed all but four states.

President Bob King will brief the Council on these and other highlights in this important report and the implications of the findings for the Council's work in the coming years.

Staff preparation by Lee Nimocks





National Center for Higher Education Management Systems

# Realizing Kentucky's Educational Attainment Goal: A Look in the Rear View Mirror and Down the Road Ahead

Patrick J. Kelly

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## Table of Contents

Realizing Kentucky’s Educational Attainment Goal: A Look in the Rear View Mirror and Down the Road Ahead .....	2
Kentucky’s Progress Since 2000 .....	3
Closing the College Attainment Gap between Now and 2020.....	8
A Focus on Certain Types of Credentials and Degrees.....	10
Closing Racial/Ethnic and Regional College Attainment Gaps .....	11
The Translation of Educational Progress to Economic Growth and Better Lives.....	13
Conclusion .....	14
Appendix A. Percent Change in Completion Rates (2000 to 2009).....	15

## Table of Figures

Figure 1. Change in the Percentage of Adults with Associate Degrees and Higher (2000 to 2009) .....	3
Figure 2. Average Annual Net Migration of 22 to 44 Year Olds by Education Level (2005 to 2009) .....	4
Figure 3. Attrition: Adults Who Aged Out of the 25 to 44 Year Old Age-Group vs. Current 25 to 44 Year Olds (2000 to 2009).....	5
Figure 4. Undergraduate Degree Production (2000-01 to 2009-10) .....	6
Figure 5. Change on Key College Completion Metrics (2000 to 2009) .....	7
Figure 6. A Scenario for Kentucky to Reach the U.S. Average in College Attainment among 25 to 44 Year Olds by 2020.....	8
Figure 7. Undergraduate Degree Production Needed for Kentucky to Reach the U.S. Average in College Attainment Among 25 to 44 Year Olds by 2020.....	9
Figure 8. Median Annual Wages for Working Kentucky Residents by Level and Type .....	10
Figure 9. Racial/Ethnic Gaps: Educational Attainment of Whites and Minorities Aged 25 to 44 in 2009 (Minorities – Black, Hispanics, Native Americans) .....	12
Figure 10. Percentage of Adults Aged 25 to 44 with Associate Degrees and Higher by County (2005-09) ...	13

## Realizing Kentucky's Educational Attainment Goal: A Look in the Rear View Mirror and Down the Road Ahead

In 1997, policymakers in Kentucky enacted perhaps the most sweeping higher education reform legislation of any state in the past two decades. Kentucky's Postsecondary Education Improvement Act (House Bill 1) has been heralded by many higher education leaders across the U.S. as one of the great success stories – a rare instance when a state's governor, legislators, higher education leaders, college and university presidents, and business leaders collectively aligned to implement policies that better serve the residents of the state. The legislation immediately kicked off an agenda for Kentucky's higher education enterprise that is built on the public good rather than the individual needs of colleges and universities.

While House Bill 1 contains thoughtful goals (differentiated by mission) specific to research universities, regional universities, and community and technical colleges, it is most admired for its deliberate attention to the quality of life of all Kentuckians. It recognizes that “the achievement of these goals will lead to the development of a society with a standard of living and quality of life that meets or exceeds the national average” and that they “will only be accomplished through increased educational attainment at all levels.” It is not just education for education's sake, but the linkages between a more highly educated citizenry, economic prosperity, and better lives.

In the wake of House Bill 1, higher education leaders and stakeholders have diligently worked to implement more effective policies and to set specific targets for the higher education enterprise – in order to realize many of the broad goals identified in the legislation. In addition, a variety of accountability measures have been established at the system, sector, and institutional levels to ensure progress toward the overall goals. Many of the key measures have been revised and recalibrated through a series of three strategic plans led by the Kentucky Council on Postsecondary Education – *Key Indicators of Progress Toward Reform*, *Five Questions*, *One Mission*, and now *Stronger by Degrees*. But the unwavering goals that continue to guide nearly all of the strategic planning activities in Kentucky higher education are to substantially increase the education levels of working-age adults and increase the production rates of degrees and credentials; both to meet or exceed the national average and meet the future workforce/economic demands of the state.

Now more than halfway to the year 2020, it is important to pause and gauge the progress that Kentucky has made during the past decade, and the gains that need to be made between now and 2020 for Kentucky to realize its college attainment and degree production goals. This brief documents Kentucky's movement on a number of key indicators since 2000 and identifies the additional number of college degree-holders needed between now and 2020. While issues of college preparation, developmental education, retention of college students, and student learning (for example) are critical for Kentucky to reach its overall goals, this report focuses largely on measures directly associated with college completion, the educational attainment of the population, and the impact on the state's economy.

## Kentucky's Progress Since 2000

Given the intentional brevity of this report, the many changes in (and additional) postsecondary policies and practices over the past decade are not documented – just several of the key outcomes associated with Kentucky's college attainment and production goals. With all of the efforts policymakers have poured into postsecondary education reform in Kentucky over the past decade, it would be a shame if progress was not reflected in return. It is fairly easy to set a strategic agenda, but much more difficult to carry it out. How has Kentucky fared since the passage of House Bill 1, and the subsequent persistent work among education leaders, policymakers, the state's postsecondary education coordinating board, and institutional presidents and staffs?

Since the year 2000, Kentucky's college attainment rate (associate degrees and higher) among working-aged adults 25 to 64 years old has improved by six percentage points – from 24.5 to 30.5 percent. While Kentucky still lags many states on this measure (currently ranked 45<sup>th</sup>), it has moved two positions closer to the U.S. average, and the actual percentage change from 2000 to 2009 was the largest of any state in the nation (see Figure 1).

More remarkable, the percentage of college degree-holders among the younger adults – those most likely impacted by many of the recent reform efforts – has improved by more than six percentage points (from 27.3 to 33.7 percent). The most notable change with respect to this age-group is the change in Kentucky's state ranking from 44<sup>th</sup> in 2000 to 36<sup>th</sup> in 2009. Over this time period, Kentucky moved more positions in the positive direction than any state in the U.S. Adults in this age-group represent the future of the state's workforce, and are the target population of the college attainment goal set forth by the Council on Postsecondary Education's most recent strategic plan, *Stronger by Degrees*. These data, along with those in Figure 5 below, are displayed for all 50 states in the Appendix A.

Figure 1. **Change in the Percentage of Adults with Associate Degrees and Higher from 2000 to 2009**

College Attainment and Completion Metrics	Kentucky Change from 2000 to 2009					
	Percent Change	Change Ranked Among States	2000	2009	State Rank in 2000	State Rank in 2009
Adults Aged 25 to 64 with College Degrees (Associate and Higher)	24.4	1	24.5	30.5	47	45
Adults Aged 25 to 44 with College Degrees (Associate and Higher)	23.6	2	27.3	33.7	44	36

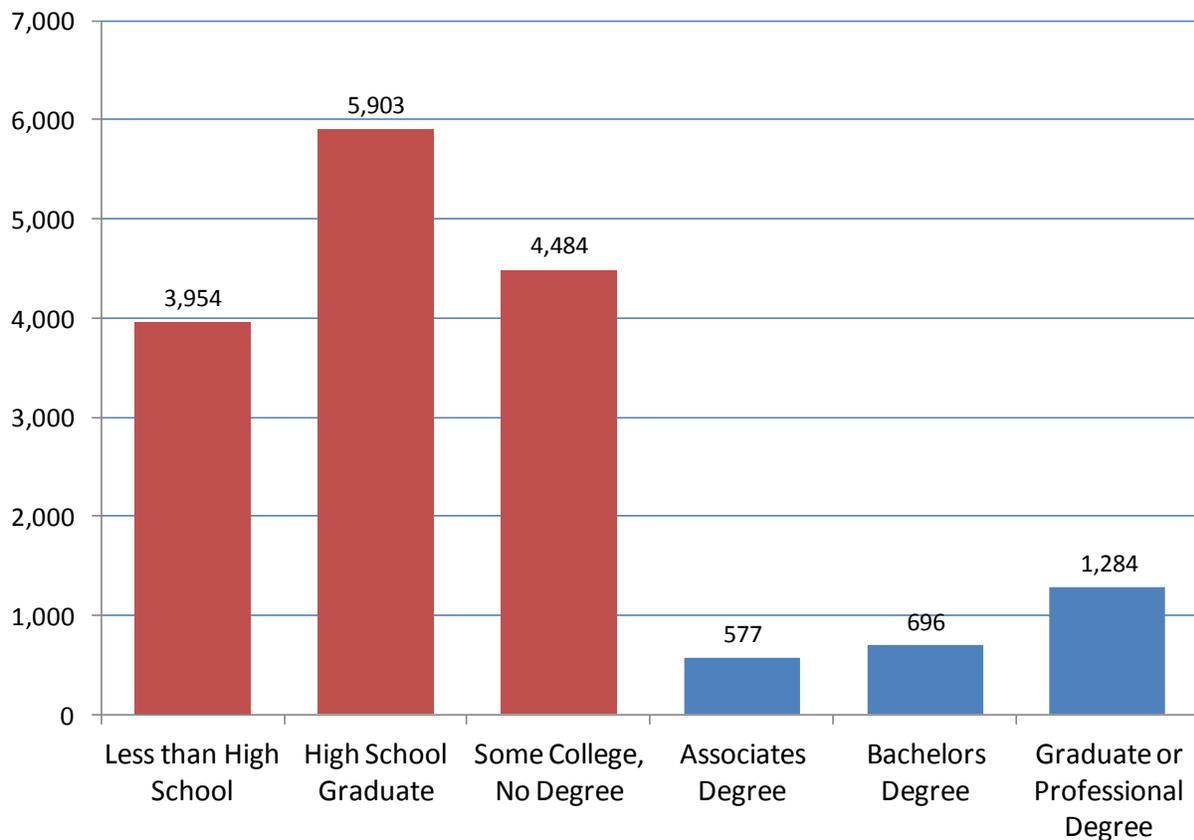
Source: U.S. Census Bureau; 2009 American Community Survey (Public Use Microdata Sample), 2000 Decennial Census

While these movements are impressive, the accumulation of educational capital in states is more complicated than just improving the state's education enterprise. Ultimately, there are three ways to increase educational attainment in a state: importation, attrition, and degree production. More specifically, the state imports more college-educated residents than it exports, undereducated adults age out of the target age-group, and the state increases college degree production. A state can fare well on the first two of these – with little or no attention paid to its postsecondary enterprise – while substantially improving its levels of educational attainment.

Several states – e.g. Colorado, Massachusetts, and Washington – are in enviable positions because of their ability to import substantially more college-educated residents from out-of-state than they export. This phenomenon leads to fairly high levels of educational attainment regardless of the performance of their systems of postsecondary education. This is largely due to strong economic conditions that attract highly-skilled workers from out-of-state, as well as (in some cases) quality of life conditions that are deemed attractive among those considering relocation.

Figure 2 displays the annual net migration of residents aged 22 to 44 in Kentucky from 2005 to 2009. Kentucky is certainly not a “brain-drain” state that loses more college-educated residents than it retains or attracts. It is a slight net-importer of college-degree holders at all levels. However, it has experienced a larger net gain of residents without high school credentials or college degrees. Therefore, Kentucky’s recent boost in college attainment has not been the result of importing talent from out-of-state. These data also highlight the need for a strong, effective system of adult education. If Kentucky can strengthen its economic conditions in addition to improving its system of education, it would fare much better in its ability to retain and attract college-educated residents.

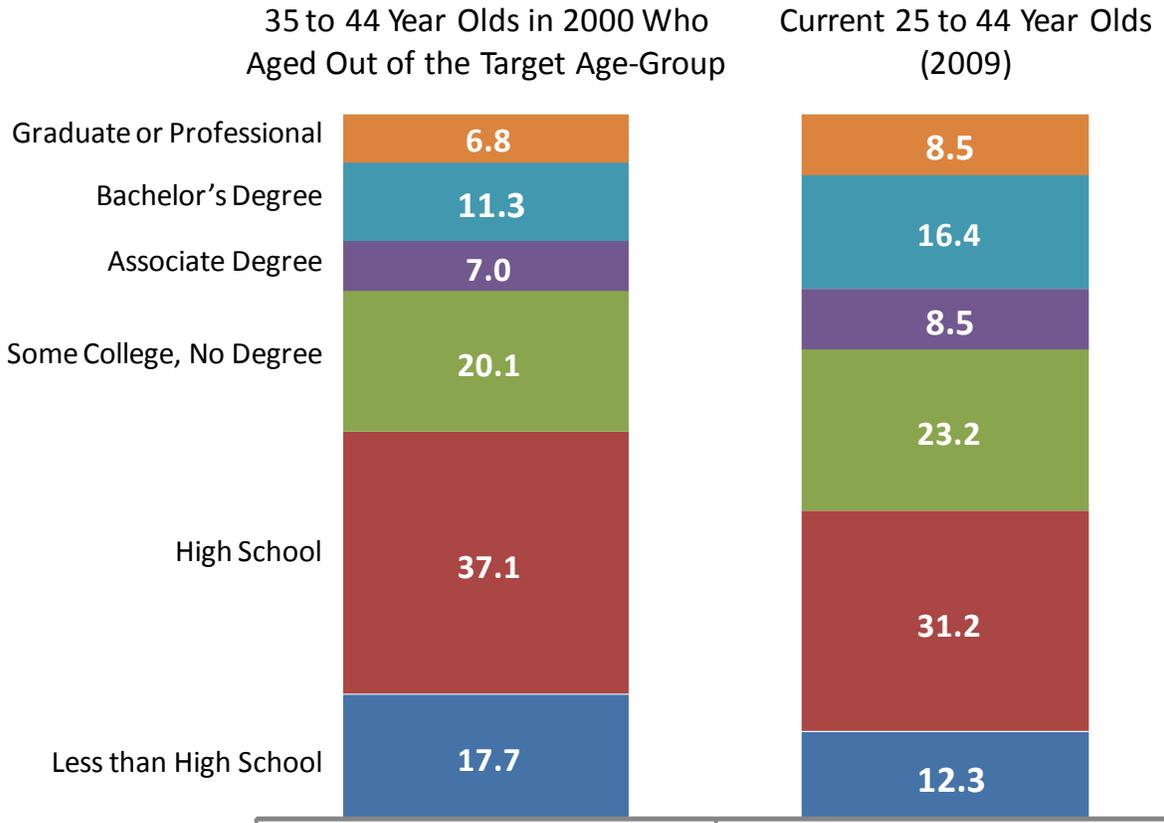
Figure 2. **Average Annual Net Migration of 22 to 44 Year Olds by Education Level 2005 to 2009**



Source: U.S. Census Bureau, 2005-09 American Community Survey (Public Use Microdata Sample)

States that have historical conditions of undereducated adult populations (like Kentucky) tend to improve on the measure of college attainment, in part, as a result of attrition – adults who age out of the cohort are less educated than those that age into it. This is certainly the case in Kentucky (Figure 3).

Figure 3. **Attrition: Adults Who Aged Out of the 25 to 44 Year Old Age-Group vs. Current 25 to 44 Year Olds (from 2000 to 2009)**

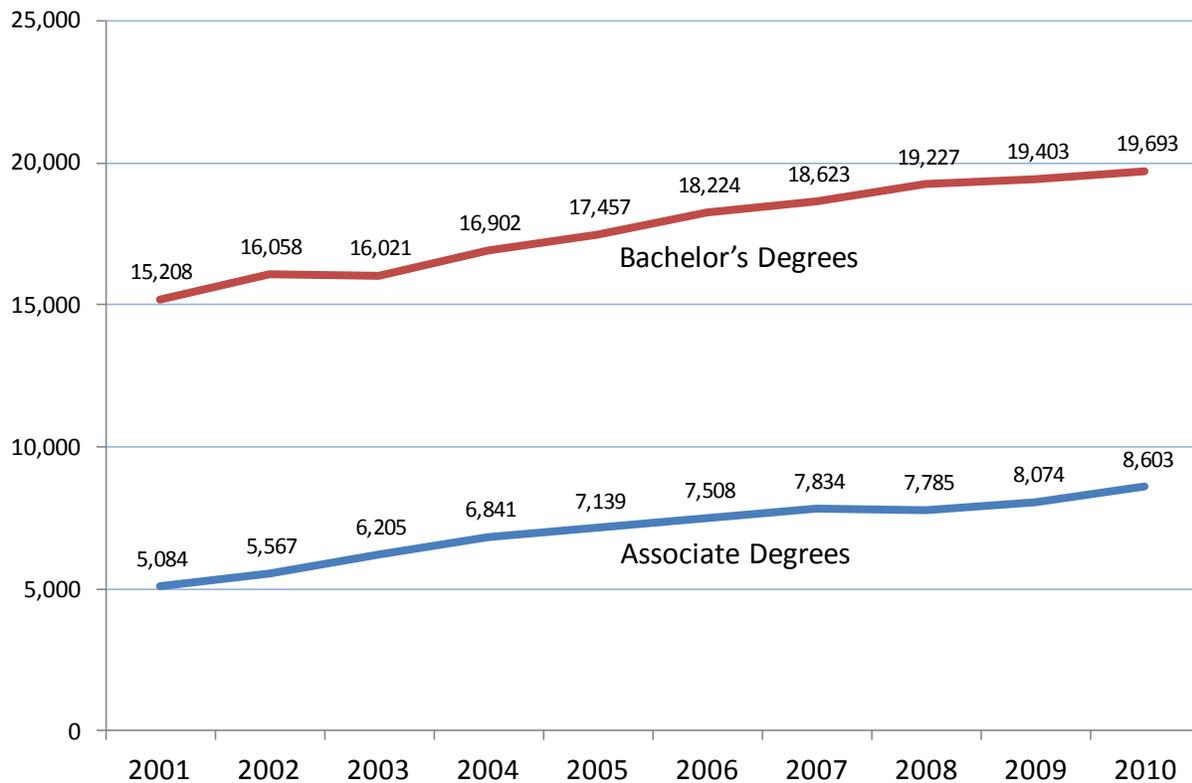


Source: U.S. Census Bureau; 2009 American Community Survey (Public Use Microdata Sample), 2000 Decennial Census

The group of 35 to 44 year olds in 2000 who aged out of the target age-group by 2009 were much less educated than those who aged into it – at all levels of college attainment. Other states that historically have had undereducated adult populations experienced a similar phenomenon – e.g. West Virginia, Mississippi, Arkansas, and Louisiana.

In addition to attrition, improvements in college attainment can also be the result of increased degree production among young working aged adults. In fact, the overall production of associate and bachelor's degrees has increased substantially in Kentucky since 2000 – from 15,000 to nearly 20,000 bachelor's degrees, and 5,000 to nearly 9,000 associate degrees (Figure 4).

Figure 4. Undergraduate Degree Production from 2000-01 to 2009-10



Source: Kentucky Council on Postsecondary Education

While only associate and bachelor's degrees are directly tied to the college attainment target, less than two-year certificates awarded largely at the Kentucky Community and Technical College System (KCTCS) grew from 1,977 in 2000-01 to 15,767 in 2009-10 – in large part due to the creation of shorter-term “stackable” certificates. Over the same period, master's degrees increased from 4,984 to 7,329, doctoral degrees from 318 to 512, and professional degrees from 824 to 939.

Given the impressive growth in college attainment rates, credential and degree production, and all of the efforts to reform postsecondary education in Kentucky over the past decade, one would hope to be able to identify more specific areas of improvement that have led to its success. Figure 5 displays Kentucky's change from 2000 to 2009 (relative to other states) on a number of key indicators related to college completion. The results are quite remarkable:

- Six-year graduation rates at four-year institutions (public and private) improved nearly nine percentage points from 2000 to 2009. This is the largest percentage change of any state in the U.S., and Kentucky moved nine positions among the states – from 44<sup>th</sup> to 35<sup>th</sup>.
- Three-year graduation rates at two-year institutions increased by roughly the same amount. It was the third highest percentage point change in the U.S., and Kentucky moved from 38<sup>th</sup> among states to 16<sup>th</sup>. Some of this improvement, however, might be the result

of more students earning “less than one-year” certificates at KCTCS – a policy that was implemented in 2002 to provide students opportunities to earn short-term stackable certificates in route to longer-term credentials. These students are counted as completers even if they do not earn credentials of one-year or more in length.

- Kentucky had the 5<sup>th</sup> highest percentage point change in total undergraduate credential and degree production (one year or more in length) of any state in the U.S. This is even more impressive considering that the states ahead of Kentucky (AR, FL, NV, and VA) benefited on this measure largely because of shifting demographics. Unlike Kentucky, each had substantial growth in their college-aged populations – where status quo performance would still have led to increased degree production.
- Finally, the percentage change in the number of undergraduate credentials awarded per 1,000 adults with no college degree was the largest in the U.S. This is a measure of how well states are awarding college credentials relative to the population in need (market penetration). On this metric, Kentucky jumped nine positions from 45<sup>th</sup> among states in 2000 to 36<sup>th</sup> in 2009.

Figure 5. **Change on Key College Completion Metrics from 2000 to 2009**

College Attainment and Completion Metrics	Kentucky Change from 2000 to 2009					
	Percent Change	Change Ranked Among States	2000	2009	State Rank in 2000	State Rank in 2009
Six-Year Graduation Rates at Four-Year Institutions (Public and Private)	21.7	1	39.3	47.8	44	35
Three-Year Graduation Rates at Two-Year Institutions (Public and Private)	42.7	3	21.4	30.5	38	16
Undergraduate Credentials (One-Year or More in Length)	55.7	5	23,115	35,999	NA	NA
Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree	63.0	1	18.4	29.9	45	36

Sources: NCES: IPEDS Graduation Rate and Completion Surveys; U.S. Census Bureau 2009 American Community Survey and 2000 Decennial Census (Public Use Microdata Samples)

For these measures of change, as well as the college attainment measures above, Kentucky is the only state in the U.S. that is ranked in the top five on each. Pure coincidence (like population growth or cohort attrition) might explain a state’s high ranking on one or two of these measures. However, Kentucky’s “across the board” success on all of them points to the likelihood that the reform efforts are indeed paying off.

The impressive changes in overall credential and degree production and graduation rates, however, have not been uniform across all institutions. The percent change in bachelor’s degree production at the public four-year institutions in the past decade ranges from -0.1 percent to 67.6 percent. Kentucky’s public institutions increased bachelor’s degree production by 30.1 percent, independent colleges and universities increased bachelor’s degree production by 27.1 percent, and KCTCS increased associate degree production by 93.1 percent. In addition, the changes in institutional graduation rates range from -8 percent to 18 percent.

## Closing the College Attainment Gap between Now and 2020

It may be a good time to acknowledge success as a result of hard work, but the time to declare victory is still on the horizon. Kentucky has to close more ground to realize its college attainment goal. Despite the progress made from 2000 to 2009, there is still a sizable gap in college attainment between Kentucky and the U.S. Figure 6 below displays NCHEMS' estimation of what it will take (by way of increased college degree production) for Kentucky to reach the national average in college attainment among 25 to 44 year olds by the year 2020.

Figure 6. **A Scenario for Kentucky to Reach the U.S. Average in College Attainment among 25 to 44 Year Olds by 2020**

2020 Degree Gap Scenario	United States	Kentucky
Current College Attainment of 25 to 44 Year Olds (2007-09)	39.1%	32.0%
Average Annual Change from 1990 to 2007-09	0.32%	0.47%
Projected College Attainment in 2020 with Annual Change Carried Out	42.6%	37.1%
Percentage College Attainment Gap		5.5%
Projected 25 to 44 Year Olds in 2020		1,210,027
Degree Gap: Additional Degree-Holders Needed to Reach U.S. Average*		66,825
Current Annual Degree Production (2009-10)		28,296
Additional Degree-Holders Needed Annually to Reach U.S. Average by 2020**		1,215
Average Annual Percent Change Needed to Reach U.S. Average by 2020		3.82%
Average Annual Percent Change from 2001 to 2010		3.78%

\*  $5.5\% \times 1,210,027$

\*\* Assumes Linear Progress Towards Goals

The most recent three years of data from the American Community Survey (2007-2009) indicate that 32.0 percent of adults aged 25 to 44 in Kentucky have an associate degree or higher – compared to 39.1 percent for the U.S. The three-year data are used to smooth out much of the statistical error associated with the one-year ACS samples.

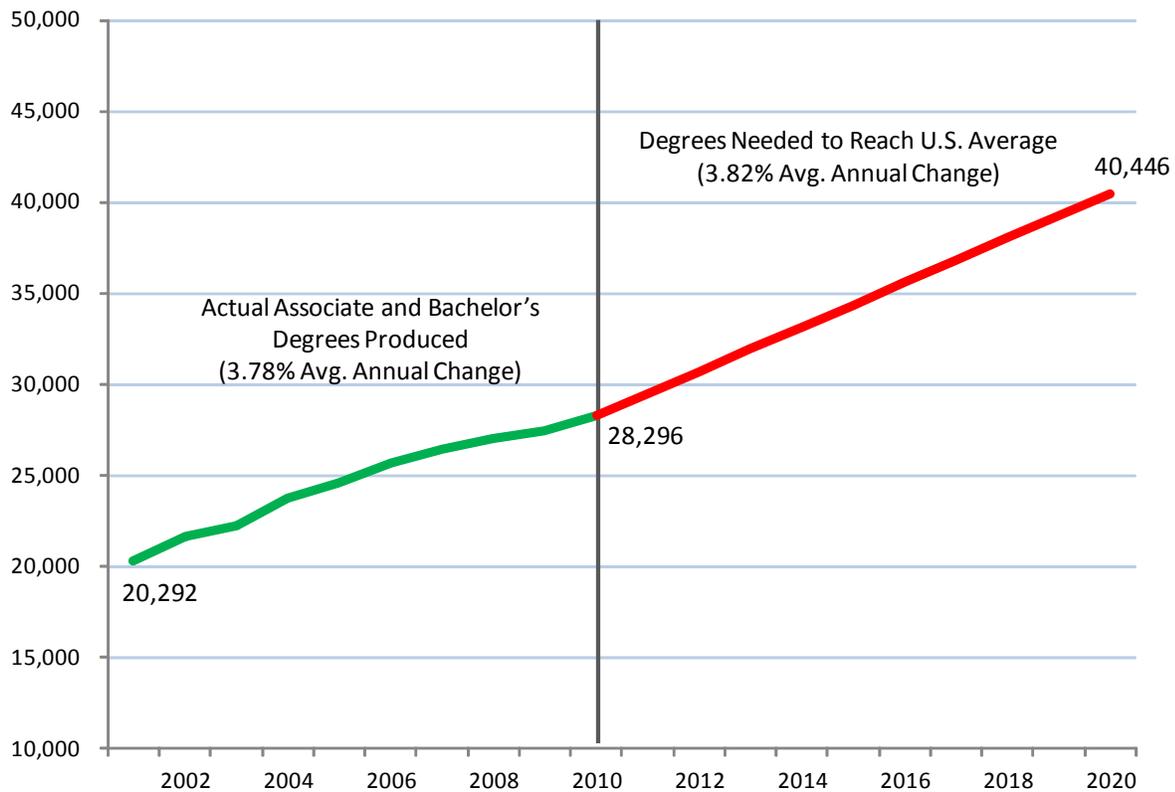
1. To account for natural increases in college attainment rates due to attrition and interstate migration, average annual increases are used to estimate the percentages in 2020. Kentucky's average annual increase has been larger than the U.S. (0.47 vs. 0.32 percentage points annually). With these annual changes are carried out, it is estimated that the college attainment rates will be 37.1 percent in Kentucky compared to 42.6 percent in the U.S. – a gap of 5.5 percent.
2. Recent projections provided by the Kentucky State Data Center estimate that there will be 1.21 million 25 to 44 year olds in the year 2020. The additional 5.5 percent of 25 to 44 year olds needed to close the attainment gap equates to 66,825 additional college degree-holders.
3. The postsecondary education system in Kentucky produced 28,296 associate and bachelor's degrees in 2009-10. In order to close the gap between Kentucky and the U.S. by 2020, the education enterprise would need to produce 1,215 more degrees every year (assuming linear progress toward the goal). This means 1,215 additional degrees in 2010-

11, 2,230 additional degrees in 2011-12, 3,345 additional degrees in 2012-13, etc. This equates to a 3.82 average annual percent change between now and 2020.

While the level of increased performance may seem challenging, it is not unlike what Kentucky experienced during the past decade (Figure 7). From 2000-01 to 2009-10, the average annual percent change in undergraduate degree production was 3.78 percent. The system of postsecondary education in Kentucky must at least maintain (or slightly improve) its past performance to realize its goal.

It should be noted, however, that the 2020 U.S. college attainment estimate is conservative compared to Lumina Foundation’s and the Obama Administration’s national goals for postsecondary attainment that aspire to move the U.S. toward the most educated countries in the world by 2020 and 2025. In addition, several states have followed suit with similar college attainment goals – e.g. Arkansas, Louisiana, Massachusetts, Mississippi, Oregon, Texas, Utah, and Virginia. These state goals vary depending on their current positions among states – e.g. the average of the Southern Regional Education Board states by 2025 in Mississippi and Louisiana to 66 percent college attainment in Massachusetts. As with any goal, it is important to establish one that is both aspirational and achievable, but acknowledge that it is likely a moving target.

**Figure 7. Undergraduate Degree Production Needed for Kentucky to Reach the U.S. Average in College Attainment Among 25 to 44 Year Olds by 2020**



Source: Kentucky Council on Postsecondary Education, NCHEMS

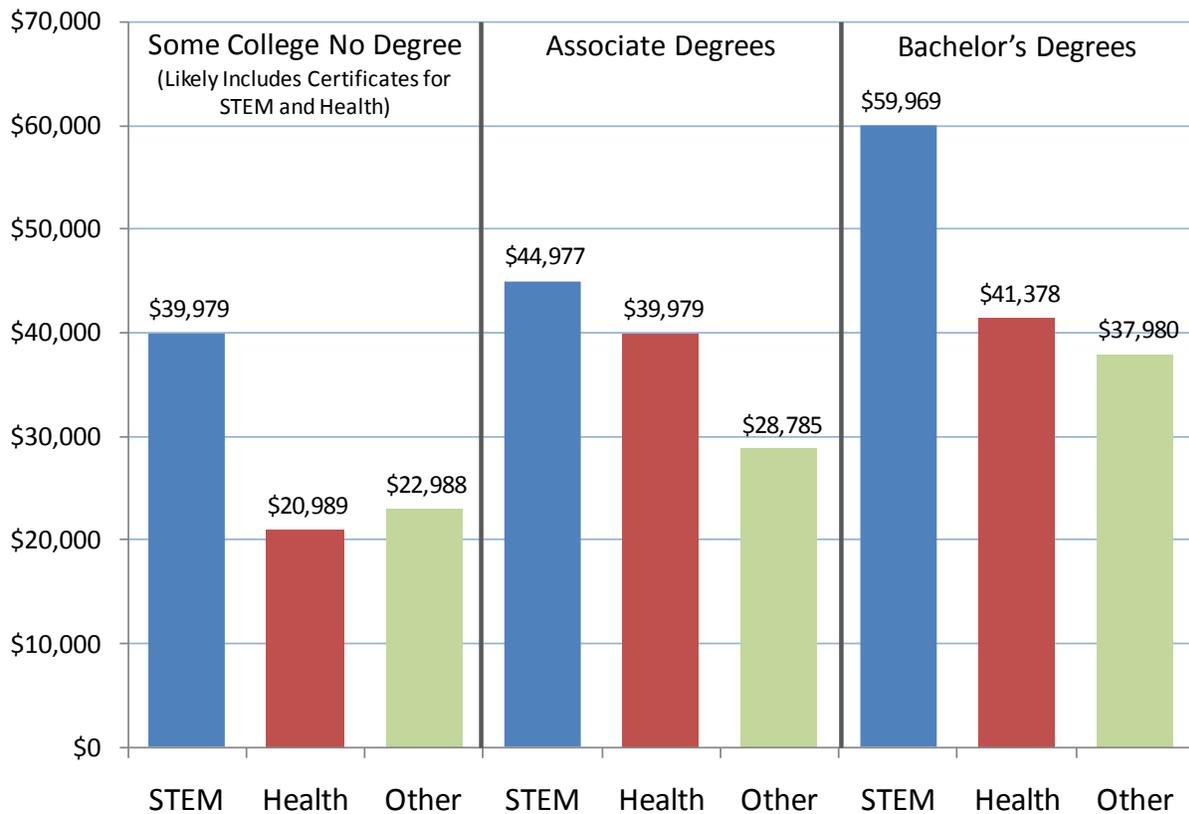
## A Focus on Certain Types of Credentials and Degrees

It would be short-sighted to set a target for increasing the numbers of college graduates without any attention paid to the types and levels of credentials produced. In its recent strategic agenda *Stronger by Degrees*, the Council on Postsecondary Education focuses on the production of credentials in science, technology, engineering, and mathematics (STEM) and health. In Kentucky, as in nearly all states, credentials in many health fields are in high demand and provide direct employment opportunities for graduates.

STEM credentials are especially desirable because they are associated with high-paying jobs and the emergence of a high-tech, globally competitive economy. In Kentucky, not unlike many other states, STEM graduates earn substantially more than their peers at all levels of education. Figure 8 displays the median annual earnings in Kentucky of those employed in STEM, health, and other fields. Of note are the high earnings among workers in STEM fields with two-year and less credentials – much higher annual wages than workers in non-STEM fields.

Bachelor’s degree-holders in STEM fields earn a great deal more than their counterparts. Associate degree-holders in health fields (most likely nurses) also earn a great deal more than those in non-STEM and non-health fields.

Figure 8. **Median Annual Wages for Working Kentucky Residents by Level and Type**



Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Sample)

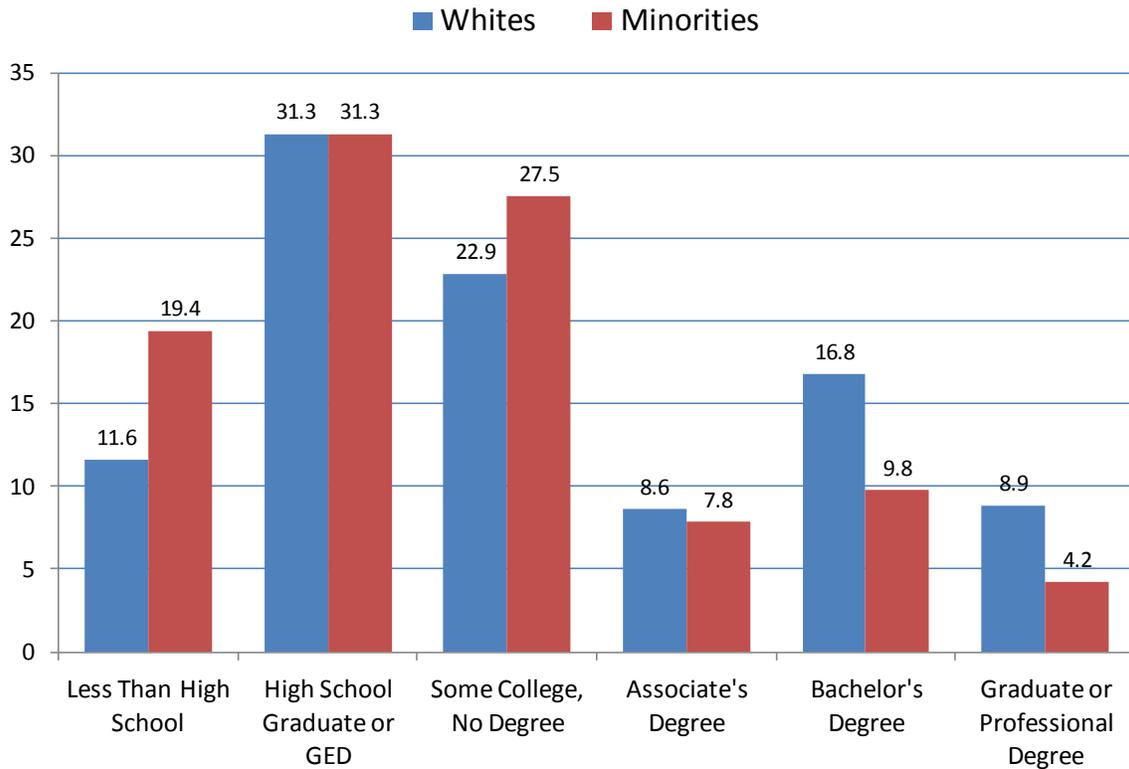
It should be noted, however, Kentucky's focus on STEM production should be accompanied with efforts to increase in-state job opportunities for graduates. Currently, Kentucky ranks 5<sup>th</sup> among the 50 states in the number of STEM credentials awarded per 1,000 STEM employees. Therefore, STEM credential and degree production relative to the employment base is very high. Only the Dakotas, Mississippi, and Louisiana produce more STEM graduates relative to STEM employment. On the flip-side, Kentucky ranks 43<sup>rd</sup> among states in the percentage of all jobs in STEM fields, indicating a mismatch between supply and demand. The role of Kentucky's colleges and universities is crucial for the state's economic prosperity; not only to produce more STEM graduates, but to help create an economy that retains them (and even attracts them from out-of-state).

When setting the overall completion targets for the year 2020, it is also useful to address the mix between associate and bachelor's degrees. Between the academic years 2000-01 and 2009-10, the percentage change in associate degrees was 69 percent compared to 29 percent for bachelor's degrees. While completion of any credential is preferable to non-completion, Kentucky already has nearly the same percentage of associate degree-holders as the U.S. (8.2 vs. 8.4 percent). But a large gap still exists between Kentucky and the U.S. among residents with bachelor's degrees and higher. (23.8 vs. 30.7 percent).

### Closing Racial/Ethnic and Regional College Attainment Gaps

Also in the *Stronger by Degrees* agenda for postsecondary education, higher education leaders are attentive to closing the education gaps between Whites and minorities, and upper- and lower-income residents. The later is difficult to measure with publicly available data, but the college attainment gaps between Whites and minorities are displayed in Figure 9. White students are much more likely to have completed high school than minority students in Kentucky, and much more likely to have completed a college degree – particularly at the bachelor's level and higher.

Figure 9. **Racial/Ethnic Gaps: Educational Attainment of Whites and Minorities Aged 25 to 44 in 2009 (Minorities – Black, Hispanics, Native Americans)**

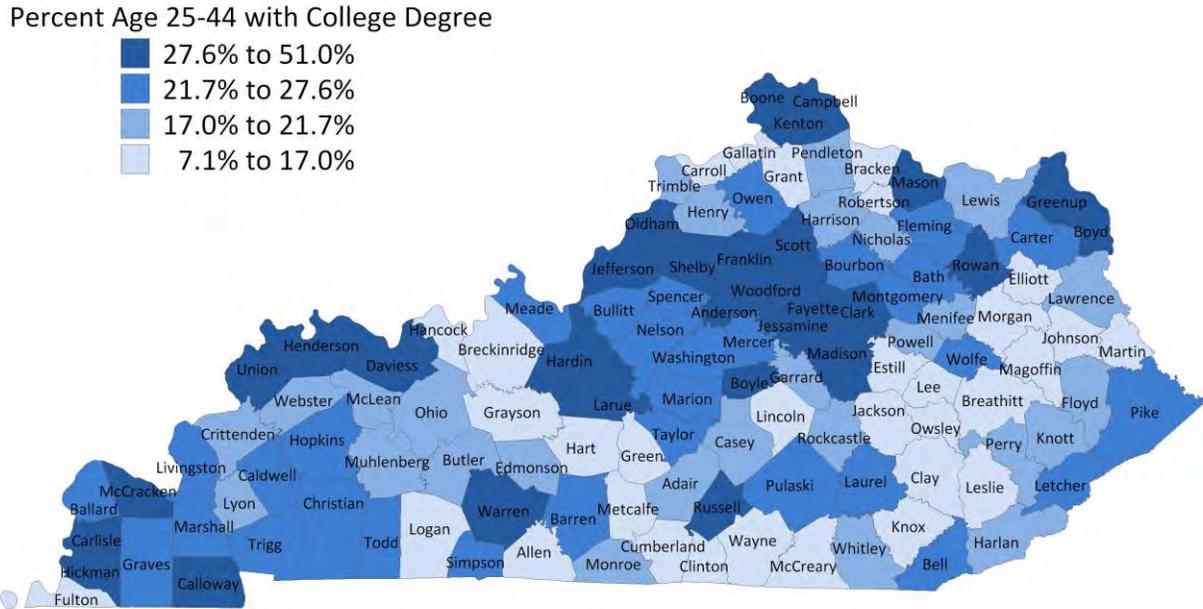


Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Sample)

Moreover, the gap in college attainment between Whites and minorities aged 25 to 44 has actually widened since the year 2000. In 2000, 26.3 percent of Whites had attained a college degree compared to 16.8 percent of minorities (U.S. Census Bureau, 2000 Decennial Census). By 2009, 34.3 percent of White citizens had attained college degrees compared to 21.8 percent of minorities. While improvements have been made with both populations, the racial/ethnic gap has actually grown from 9.5 percent to 12.5 percent. Efforts to improve high school graduation, college participation and completion rates among minorities in Kentucky are critical for the state to achieve its overall goal.

Like many states, Kentucky also has vast regional disparities in college attainment. The percentage of adults aged 25 to 44 with college degrees varies substantially from county to county and region to region as the following map indicates. (Figure 10)

Figure 10. **Percentage of Adults Aged 25 to 44 with Associate Degrees and Higher by County (2005-09)**



Source: U.S. Census Bureau, 2005-09 American Community Surveys

In addition, only nine of 120 counties in Kentucky have higher rates of college attainment than the U.S. average. For Kentucky to achieve its goals of educational attainment and increased rates of degree production, more successful localized strategies are needed.

### The Translation of Educational Progress to Economic Growth and Better Lives

The levels of college attainment continue to rise in Kentucky – moving closer to the national average – but there is a lag in the benefits experienced by Kentuckians in the form of increased personal incomes and economic growth. During the same decade Kentucky gained eight positions among states in college attainment (from 44<sup>th</sup> to 36<sup>th</sup> in the nation), it lost four positions in personal income per capita (from 40<sup>th</sup> to 44<sup>th</sup>). It also lost four positions among states in the State New Economy Index (from 39<sup>th</sup> in 1999 to 43<sup>rd</sup> in 2010). The New Economy Index measures the degree to which state economies are knowledge-based, globalized, entrepreneurial, IT-driven, and innovation-based.

Finally, from 2000 to 2009 Kentucky just maintained its 42<sup>nd</sup> ranking among states in total research and development expenditures per capita, and gained little ground in competitive (federal) R&D expenditures per capita – ranked 45<sup>th</sup> in among states 2000 and 43<sup>rd</sup> in 2009. In addition to continued improvement on key educational outcomes, more effective strategies must be developed and implemented to ensure globally-competitive economic growth, and that Kentucky's college graduates are, in-turn, rewarded with high-paying jobs.

There are few stronger relationships than the one between education and personal income. States with high levels of educational attainment have high personal incomes per capita. Given the economic recession of the past decade, it has been difficult for many states to gain recent ground in economic prosperity. The gap between Kentucky's recent improvements in K-12 and postsecondary education and the income experienced by its residents is likely to close over time. However, in order to attract more knowledge-based industries into the state, and to spur business development from within the state, it is important that stakeholders in Kentucky better promote the state as one that is developing a more highly-educated workforce – at a pace that exceeds any other state in the nation. The long-held perception of Kentucky as a state with a poor system of education needs to somehow be shed.

## Conclusion

The improvements Kentucky has made over the past decade on several key postsecondary outcomes – through the hard work of policymakers, the CPE, and institutional leaders – are nothing short of impressive. For Kentucky to realize its goal to improve economic opportunity and the quality of life of all Kentuckians through increases in college attainment and rates of degree production, it must at least experience the same trajectory of progress in the coming decade. Credential and degree completion targets set for the state and the institutions should match or exceed the additional completions estimated by the scenario outlined in Figure 6. While this level of continued progress is aspirational, it is certainly achievable.

Kentucky's new Strategic Agenda *Stronger by Degrees* lays out clear strategies and measures of progress for the state's system of postsecondary education. It identifies four key areas for attention – (1) College Readiness, (2) Student Success, (3) Research, Economic, and Community Development, and (4) Efficiency and Innovation. Undoubtedly, Kentucky has gained some momentum in the first two of these focus areas. It is a leader in the nation in its efforts to align standards and expectations between K-12 and postsecondary education. It has also made substantial progress on many measures of student success – specifically retention and graduation rates.

The third focus area, however, is just as crucial for Kentucky to realize the full intent of House Bill 1 – that increased educational attainment is the means for achieving the overall goal of the “development of a society with a standard of living and quality of life that meets or exceeds the national average.” In the coming decade, higher education leaders and policymakers must work even harder to more clearly define postsecondary education's role in community and economic development, ensure greater success in the transformation of research into high-skill job creation, and build more effective relationships between the postsecondary education enterprise and the entities charged with workforce and economic development.

With all the attention paid to Kentucky by policymakers and higher education leaders across the U.S., it is especially rewarding to discover that good policy and practice pay off. While governors, legislators, and higher education leaders come and go, the passage of House Bill 1 and the important work that followed leave a lasting legacy – an example of a state that has largely done it right. However, to stop and rest now would only get Kentucky roughly half way to its 2020 goal.

## Appendix A. Percent Change in Completion Rates, 2000 to 2009

### Adults Aged 25 to 64 with College Degrees

Source: U.S. Census Bureau; 2000 Decennial Census, 2009 American Community Survey

State	Percent Change	2000	Rank	2009	Rank
Kentucky	24.4	24.5	47	30.5	45
West Virginia	21.5	21.7	50	26.4	50
Iowa	20.9	33.2	25	40.1	17
South Carolina	19.5	29.2	40	34.9	34
North Carolina	18.7	32.0	33	37.9	27
Nevada	18.5	25.6	45	30.4	46
Tennessee	18.5	26.9	44	31.8	42
Arkansas	17.6	23.0	49	27.0	49
North Dakota	17.3	37.2	14	43.7	10
Indiana	17.0	28.2	42	33.0	41
Louisiana	16.8	24.1	48	28.1	48
Alabama	16.6	27.1	43	31.7	44
Mississippi	16.4	24.8	46	28.9	47
South Dakota	16.3	33.1	26	38.6	23
New York	16.3	38.3	10	44.6	6
Missouri	16.0	30.1	39	34.9	33
Pennsylvania	15.9	32.7	28	37.8	28
Maine	15.4	33.4	24	38.6	22
Oregon	15.1	34.5	20	39.8	19
Illinois	15.0	36.0	16	41.4	15
Nebraska	14.9	35.9	17	41.2	16
Minnesota	14.8	39.4	7	45.2	4
Ohio	14.5	30.3	38	34.7	37
Montana	14.3	33.5	23	38.3	25
Rhode Island	14.2	37.3	13	42.6	13
Virginia	13.8	38.1	12	43.4	11
Georgia	13.3	31.9	34	36.2	30
New Jersey	13.3	39.3	8	44.5	7
Wisconsin	13.1	33.8	22	38.2	26
Nation	12.8	33.8		38.1	
Kansas	12.5	35.5	19	40.0	18
Oklahoma	12.4	28.2	41	31.7	43
Hawaii	12.4	38.2	11	42.9	12
Florida	12.3	32.4	30	36.4	29
Delaware	12.1	34.4	21	38.6	24
Michigan	11.7	32.0	32	35.8	31
Maryland	11.6	39.8	6	44.4	8
Massachusetts	10.9	45.3	1	50.2	1
New Hampshire	10.1	40.5	4	44.6	5
Connecticut	9.9	42.2	3	46.4	2
Washington	9.9	38.5	9	42.3	14
Vermont	9.4	40.4	5	44.2	9
Texas	8.8	30.5	37	33.2	40
California	8.5	35.7	18	38.7	21
Idaho	8.5	31.6	35	34.3	38
New Mexico	8.3	31.3	36	33.9	39
Utah	8.3	36.2	15	39.2	20
Colorado	8.0	42.4	2	45.8	3
Arizona	7.7	32.3	31	34.8	36
Wyoming	7.2	32.5	29	34.9	35
Alaska	5.9	33.1	27	35.1	32

## Adults Aged 25 to 44 with College Degrees

Source: U.S. Census Bureau; 2000 Decennial Census, 2009 American Community Survey

State	Percent Change	2000	Rank	2009	Rank
Nevada	24.7	23.3	50	29.0	48
Kentucky	23.6	27.3	44	33.7	36
West Virginia	23.3	24.0	48	29.6	47
Louisiana	21.1	25.6	47	31.1	44
Montana	20.6	34.5	24	41.7	18
Arkansas	19.2	24.0	49	28.6	50
Rhode Island	18.1	38.4	15	45.3	10
South Carolina	17.9	30.3	37	35.7	32
Iowa	17.4	39.0	14	45.7	9
New York	16.5	42.3	6	49.3	4
Pennsylvania	15.9	37.5	19	43.4	14
Tennessee	15.8	28.9	41	33.4	37
Missouri	15.6	33.4	29	38.6	23
California	15.4	32.9	32	38.0	25
North Dakota	15.3	43.8	3	50.5	2
Maine	15.2	32.5	34	37.5	29
Hawaii	15.0	36.4	22	41.8	17
Maryland	14.4	40.3	10	46.1	6
Illinois	13.9	39.7	12	45.2	11
Indiana	13.8	31.1	35	35.5	35
Mississippi	13.1	26.4	46	29.9	45
Oregon	13.0	33.3	30	37.6	27
North Carolina	12.9	34.1	26	38.5	24
Ohio	12.2	33.5	28	37.6	28
New Hampshire	12.1	40.9	9	45.9	7
Virginia	11.7	39.3	13	44.0	13
New Jersey	11.7	41.3	7	46.2	5
Nation	11.3	35.0		39.0	
Oklahoma	11.3	28.3	43	31.5	42
Alabama	10.3	29.1	40	32.1	40
Kansas	10.2	37.3	20	41.1	19
Minnesota	9.4	45.2	2	49.4	3
Massachusetts	9.2	49.2	1	53.8	1
Florida	8.6	32.7	33	35.5	34
Nebraska	8.2	40.1	11	43.4	15
Arizona	8.0	30.0	38	32.4	39
Vermont	7.8	41.0	8	44.2	12
Texas	7.7	29.3	39	31.6	41
Connecticut	7.7	42.5	4	45.8	8
Utah	7.1	35.3	23	37.8	26
Washington	6.4	38.1	18	40.5	20
Georgia	6.3	33.6	27	35.7	33
New Mexico	6.0	27.3	45	28.9	49
Wisconsin	5.9	38.2	17	40.5	21
Michigan	5.1	34.4	25	36.1	31
Alaska	3.5	28.6	42	29.6	46
Idaho	3.4	30.4	36	31.4	43
South Dakota	3.2	38.4	16	39.6	22
Wyoming	1.1	32.9	31	33.3	38
Delaware	0.0	36.9	21	36.9	30
Colorado	-0.5	42.4	5	42.2	16

## Six-Year Graduation Rates - Four Year Institutions

Source: NCES, IPEDS Graduation Rate Survey

State	Percent Change	2000	Rank	2009	Rank
Kentucky	21.7	39.3	44	47.8	35
Alaska	20.7	22.3	50	26.9	50
Arkansas	18.8	34.7	48	41.2	46
Nebraska	18.7	46.4	33	55.1	25
Louisiana	17.8	34.5	49	40.7	47
Oklahoma	17.2	37.6	46	44.1	42
Georgia	15.7	41.1	41	47.5	36
Idaho	14.1	37.2	47	42.4	44
West Virginia	13.7	38.5	45	43.8	43
Montana	13.0	40.0	42	45.2	40
Mississippi	12.8	45.7	37	51.5	32
Missouri	11.7	50.0	29	55.8	23
Minnesota	11.6	53.9	21	60.2	13
Connecticut	10.4	59.7	10	65.9	3
Kansas	10.2	48.3	31	53.2	30
Tennessee	10.1	46.8	32	51.5	33
Oregon	9.3	51.7	26	56.5	21
Massachusetts	9.1	63.4	3	69.2	1
Arizona	9.0	49.6	30	54.1	28
California	8.9	58.7	12	63.9	6
South Carolina	8.7	53.0	23	57.6	19
New York	7.8	54.9	18	59.2	15
Virginia	7.7	58.7	13	63.2	9
Ohio	7.5	50.9	27	54.7	27
Vermont	6.5	60.0	9	63.9	7
Wisconsin	6.4	54.5	19	58.0	18
Wyoming	6.3	52.1	25	55.4	24
North Dakota	6.2	44.2	38	46.9	39
New Jersey	6.0	59.7	11	63.3	8
Maryland	5.7	60.6	7	64.1	5
Pennsylvania	5.4	62.3	4	65.7	4
Colorado	4.7	50.9	28	53.3	29
United States	4.6	53.0		55.5	
Illinois	4.6	56.0	17	58.6	17
Texas	4.5	46.4	34	48.5	34
Indiana	4.1	54.2	20	56.4	22
Washington	3.8	60.4	8	62.7	11
South Dakota	3.0	43.5	39	44.8	41
North Carolina	2.9	57.2	14	58.9	16
Iowa	2.7	61.2	6	62.9	10
Alabama	1.6	46.2	35	46.9	38
Rhode Island	1.2	65.4	1	66.2	2
Maine	0.0	56.7	15	56.7	20
New Mexico	-0.2	39.5	43	39.4	48
Utah	-1.5	52.3	24	51.5	31
Delaware	-2.3	61.3	5	59.9	14
Michigan	-2.3	56.1	16	54.8	26
New Hampshire	-5.6	64.2	2	60.6	12
Hawaii	-7.8	45.8	36	42.2	45
Florida	-11.4	53.4	22	47.3	37
Nevada	-13.4	41.3	40	35.8	49

### Three-Year Graduation Rates - Two Year Institutions

Source: NCES, IPEDS Graduation Rate Survey

State	Percent Change	2000	Rank	2009	Rank
Maryland	63.7	13.3	48	21.8	36
Texas	61.0	15.8	46	25.4	29
Kentucky	42.7	21.4	38	30.5	16
Virginia	35.3	21.9	36	29.6	18
Nevada	34.8	31.7	23	42.7	4
Florida	34.3	35.8	17	48.1	3
Oklahoma	28.6	22.3	35	28.7	22
Ohio	28.3	21.1	40	27.1	25
Oregon	26.9	23.1	33	29.3	20
Wyoming	23.7	43.6	6	53.9	2
North Dakota	20.7	30.7	24	37.0	8
Arkansas	16.5	20.2	41	23.5	34
Rhode Island	12.4	11.0	50	12.4	49
Tennessee	9.9	23.8	31	26.2	26
Washington	9.6	30.0	25	32.9	13
New Jersey	9.6	15.3	47	16.8	43
Georgia	7.0	26.6	28	28.5	23
Massachusetts	3.6	19.5	43	20.2	40
New Mexico	2.7	19.6	42	20.1	41
Colorado	2.3	38.4	15	39.3	6
Wisconsin	0.6	34.5	20	34.7	11
Illinois	-0.2	25.2	30	25.1	31
Alabama	-1.2	21.9	37	21.6	37
Kansas	-2.0	35.1	19	34.4	12
Delaware	-2.5	12.9	49	12.6	48
United States	-2.6	30.0		29.2	
North Carolina	-4.2	21.4	39	20.5	39
South Dakota	-4.9	63.8	1	60.7	1
Utah	-6.1	38.8	14	36.4	10
Mississippi	-6.3	26.9	27	25.2	30
Indiana	-6.6	26.6	29	24.9	32
Iowa	-10.8	36.7	16	32.8	14
California	-11.2	43.0	8	38.2	7
Minnesota	-16.1	35.3	18	29.6	19
Michigan	-16.3	18.2	44	15.2	44
Arizona	-17.4	47.6	3	39.3	5
South Carolina	-18.6	17.2	45	14.0	45
Pennsylvania	-19.7	45.9	4	36.9	9
Hawaii	-21.8	22.9	34	17.9	42
Missouri	-23.5	40.6	12	31.1	15
New York	-24.5	28.3	26	21.4	38
Nebraska	-26.1	41.0	11	30.3	17
Montana	-29.0	34.4	21	24.4	33
Idaho	-34.6	42.5	9	27.8	24
Louisiana	-36.5	45.3	5	28.7	21
New Hampshire	-41.4	43.5	7	25.5	27
West Virginia	-45.0	42.4	10	23.3	35
Maine	-49.0	49.9	2	25.4	28
Connecticut	-50.8	23.7	32	11.7	50
Alaska	-59.6	33.0	22	13.3	47
Vermont	-65.8	39.2	13	13.4	46

## Undergraduate Credentials (One-Year or More in Length)

Source: NCES, IPEDS Completion Survey

State	Percent Change	2000	2009
Nevada	75.1	6,984	12,229
Florida	68.5	106,115	178,803
Arkansas	63.8	14,774	24,200
Virginia	56.3	46,749	73,052
Kentucky	55.7	23,115	35,999
Georgia	53.1	45,587	69,815
Texas	53.1	119,472	182,936
Oregon	46.5	21,520	31,518
North Carolina	44.2	52,288	75,383
New Jersey	44.0	39,565	56,963
Colorado	43.3	32,590	46,703
Maryland	42.7	32,340	46,138
Tennessee	40.5	31,807	44,687
United States	39.9	1,957,756	2,739,594
Missouri	39.7	43,892	61,313
Alaska	39.0	2,506	3,483
Indiana	38.4	45,729	63,289
Ohio	36.6	72,921	99,633
Connecticut	35.6	18,652	25,290
Arizona	35.2	41,247	55,778
Minnesota	34.7	42,168	56,789
California	34.0	221,422	296,680
Illinois	33.9	88,278	118,166
Idaho	33.4	10,510	14,024
Pennsylvania	33.1	93,863	124,905
South Carolina	31.2	24,476	32,116
Michigan	30.4	70,245	91,600
Utah	30.1	26,589	34,583
Oklahoma	29.9	23,969	31,134
Maine	29.8	7,947	10,315
New Mexico	29.6	12,238	15,857
Wisconsin	29.0	41,389	53,412
Delaware	28.5	5,939	7,631
Mississippi	28.1	20,122	25,778
Washington	26.6	46,871	59,329
New York	26.2	151,170	190,830
Alabama	24.8	31,456	39,270
Kansas	24.5	23,754	29,583
North Dakota	22.4	7,103	8,692
Massachusetts	21.5	54,202	65,864
Iowa	21.3	30,891	37,479
Rhode Island	20.0	12,005	14,406
Nebraska	19.9	15,689	18,818
New Hampshire	19.9	10,442	12,515
West Virginia	19.8	11,998	14,378
Vermont	18.7	6,285	7,463
Wyoming	17.4	5,189	6,090
South Dakota	15.7	6,599	7,632
Montana	7.6	6,924	7,447
Louisiana	6.7	32,358	34,513
Hawaii	6.1	8,549	9,073

## Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree (Market Penetration)

Source: NCES, IPEDS Completion Survey; U.S. Census Bureau 2000 Decennial Census and 2009 ACS

State	Percent Change	2000	Rank	2009	Rank
Kentucky	63.0	18.4	45	29.9	36
Arkansas	56.4	18.0	47	28.2	43
New Jersey	52.3	18.6	43	28.3	41
Ohio	48.6	22.8	36	33.8	25
West Virginia	46.7	22.1	39	32.5	30
Florida	46.5	25.1	26	36.7	19
Virginia	46.0	23.8	29	34.7	23
Connecticut	44.4	22.6	37	32.6	29
Maryland	43.2	23.2	32	33.2	27
Michigan	43.2	24.9	27	35.7	20
Illinois	43.1	26.0	23	37.2	18
Minnesota	43.1	33.4	9	47.8	5
Nevada	42.8	10.8	50	15.4	49
Pennsylvania	41.8	29.0	14	41.2	12
Missouri	41.7	27.7	18	39.3	14
Indiana	41.4	25.2	25	35.6	21
Colorado	39.9	27.4	20	38.3	16
New York	39.3	30.6	13	42.6	9
Maine	39.3	23.6	30	32.8	28
Tennessee	39.2	18.4	44	25.6	45
United States	38.3	24.5		33.9	
Texas	37.8	18.2	46	25.0	47
Oregon	36.8	22.5	38	30.8	33
Iowa	36.1	39.6	4	53.9	3
Rhode Island	35.7	42.2	2	57.2	2
North Carolina	35.5	21.9	41	29.6	38
Georgia	35.3	18.0	48	24.4	48
Wisconsin	34.1	28.1	17	37.7	17
North Dakota	33.7	43.0	1	57.6	1
California	33.7	21.9	40	29.2	39
Oklahoma	32.5	23.2	31	30.7	34
Mississippi	30.7	22.8	34	29.8	37
South Carolina	29.3	20.3	42	26.2	44
Nebraska	28.5	34.7	8	44.6	7
Massachusetts	27.4	35.6	7	45.4	6
Vermont	26.8	40.7	3	51.6	4
Delaware	26.1	27.2	21	34.3	24
New Hampshire	25.5	33.1	10	41.5	10
Kansas	25.2	32.5	12	40.8	13
New Mexico	22.9	23.0	33	28.3	42
Idaho	22.8	27.5	19	33.8	26
Alabama	21.4	23.8	28	28.9	40
Washington	20.2	28.9	15	34.8	22
Hawaii	17.0	25.9	24	30.3	35
South Dakota	16.2	33.0	11	38.4	15
Arizona	15.9	27.2	22	31.5	32
Wyoming	12.8	36.6	6	41.3	11
Alaska	11.8	12.7	49	14.2	50
Louisiana	11.4	22.8	35	25.4	46
Montana	10.2	28.7	16	31.7	31
Utah	10.1	38.7	5	42.6	8



**Council on Postsecondary Education  
September 22, 2011**

**Overview and Update on  
Research, Economic, and Community Development  
Objectives and Strategies**

In February, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

The third update of the four focus areas of the Strategic Agenda focuses on Research, Economic, and Community Development.

The Research, Economic, and Community Development policy objectives will guide and advance the postsecondary system’s work to:

- Increase basic, applied, and translational research to create new knowledge and economic growth.
- Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

Council staff will provide baseline information on performance metrics for this policy area and will update Council members on current and proposed state level strategies to make progress on these objectives.

Staff preparation by Lee Nimocks



**Council on Postsecondary Education  
September 22, 2011**

## **2011 AdvanceKentucky Results**

AdvanceKentucky is designed to expand access to, participation in, and student success in Kentucky high schools as measured by results on rigorous national Advanced Placement (AP)\* mathematics, science, and English exams. This design is based on a proven model of success for over 10 years. Joanne Lang, Executive Director of AdvanceKentucky and Executive Vice President of the Kentucky Science and Technology Corporation (KSTC), will provide a brief report on the results of the program for 2010-11.

### **Statewide Scale-Up**

Each year AdvanceKentucky adds a new cohort of Kentucky high schools. For the 2011-12 school year, 64 high schools are participating, involving 17,000 enrollments in AP mathematics, science, and English being taught by 500 AP teachers.

### **Elements of Success**

Demonstrated success is being achieved through implementation of an interrelated set of strategies that invests heavily in teachers' professional development and assistance for students that support new learning. The comprehensive approach includes content training, teacher and student mentoring, open enrollment, and incentives. The college-level AP courses are taught by specially trained and credentialed teachers. The National Math and Science Initiative's (NMSI) unique methodology includes a training regimen for the teachers that enable them to more effectively teach AP concepts and curriculum. The initiative provides teaching support from master teachers and incentives that motivate students to put in the extra effort to master the rigorous material. This is referred to as the AP Teacher Training and Incentive Program (APTIP).

### **About AdvanceKentucky**

AdvanceKentucky is an initiative of the Kentucky Science and Technology Corporation, which is a nonprofit organization founded in 1987 to advance science and technology. This is a partnership with the NMSI. <http://www.advancekentucky.com/> <http://www.kstc.com/>

### **National Math and Science Initiative**

NMSI, a nonprofit organization, was launched in 2007 by leaders in business, education, and science to focus on improving student achievement in mathematics and science across the American public school system. NMSI's mission is to bring best practices to the education sector by replicating proven programs on a national scale that each has more than 10 years of data proving they work, including the AP Training and Incentive Program.

<http://nationalmathandscience.org>

## Sponsors

NMSI has received major funding support for its ground-breaking national initiatives from Exxon Mobil Corporation, the Bill and Melinda Gates Foundation, and the Michael and Susan Dell Foundation, with additional support from the Carnegie Corporation of New York, and Lockheed Martin Corporation. Under a nationally competitive process and matching conditions, NMSI awarded KSTC a \$13.2 million grant to replicate and scale-up the APTIP program in Kentucky high schools. AdvanceKentucky has received additional funding from the Kentucky Department of Education, U.S. Department of Education AP Incentive Program through KDE, the Appalachian Regional Commission, Kentucky Council on Postsecondary Education, and Kentucky Downs. Participating schools contribute significantly to various Elements of Success.

See [www.advanceky.com](http://www.advanceky.com) for more on Elements of Success, map of participating schools, and school application materials.

\*AP, Pre-AP, and Advanced Placement are Registered Trademarks of the College Board.

**Council on Postsecondary Education  
September 22, 2011**

**Strategic Agenda Performance Targets**

**ACTION:** The staff recommends that the Council approve the attached state-level 2015 targets for *Stronger by Degrees* performance metrics.

Council staff has finalized the 2015 targets for the institutional and state level performance metrics included in *Stronger by Degrees*, the Council's 2011-15 Strategic Agenda. Targets for the state-level performance metrics are attached for Council action, including summary information and the rationale for each proposed target.

Institutional targets are not included in this Council action, as formal action is not required. However, handouts detailing all the institutions' metrics and targets will be available at the meeting and incorporated into the new *Stronger by Degrees* online dashboard. The proposed state-level metrics have been closely reviewed by Council staff and institutional leadership, and represent "stretch-achievable" goals for postsecondary education in the Commonwealth. Regional performance metrics are still in development and will be submitted for action at a later meeting.

The proposed targets for state-level performance metrics were derived through a process of institutional negotiation, state-level benchmarking and analysis, and projecting the impact of state and institutional implementation strategies. Several state-level metrics, such as associate and bachelor's degree production, are linked to the attainment goal model developed for the Council by the National Center for Higher Education Management Systems (NCHEMS). This model, commissioned in conjunction with NCHEMS' recent report on Kentucky's progress in educational attainment, examines the impact of changes in students' entrance into and movement through Kentucky's postsecondary education institutions and the impact of these pipeline changes on degree production and educational attainment.

This analysis was supplemented with national and regional benchmarking at the state level. For instance, some metrics are the same as or similar to metrics tracked by the Southern Regional Educational Board (SREB), providing comparison to other SREB states. Other metrics incorporate or relate to nationally-available data, which was used to compare and rank Kentucky among all the states. This nationally-comparable data has been incorporated in the state metrics' dashboard displays whenever possible.

Some metrics have both state and institutional levels. After two rounds of detailed negotiations with each public institution, most of these state-level targets align perfectly with the institutions' individual targets. Some institutional targets were negotiated up during the process and some state targets were negotiated down, but in all cases, the impact of the proposed state target on Kentucky's 2020 attainment goals and Kentucky's national or regional rank were taken into consideration.

The one area in which the state-level target is proposed to exceed the institutions' collective targets is the bachelor's degree graduation rate and graduation rate gaps. Given national and state policymakers' focus on this key performance metric, a state target more in line with state attainment goals than with institutional targets was established.

During the development of the Strategic Agenda, the statewide strategies needed to achieve the Council's policy objectives were outlined and appear in the final document. State targets take these strategies into consideration and represent "stretch-achievable" goals that staff believes can be met if the strategies are accomplished. Also, institutional strategic plans focus heavily on strategies for implementation. These strategies were used to inform or even drive institutional targets for the Council's choice of performance metrics.

The 2015 target for state appropriations will be finalized when the Council takes action on its 2012-14 budget request in November.

Performance funding metrics highlighted		<i>Metrics in italics do not have a formal state-level target but are institutional or regional only</i>			
	Baseline	Target	Percent Change	Rationale	Final Institutional Targets
College Readiness	Readiness of Kentucky high school graduates who enter college	81% (2013-14)	31%	Draft target halves the gap between current levels of college readiness and 100% college readiness, in accordance with Senate Bill 1 (2009).	State-level only
	GED graduates	11,500 (2013-14)	23%	Kentucky Adult Education target to push beyond levels which have hovered in the 9,000-10,000 range for years and reach 12,000 by 2014-15.	
	New teacher excellence (top 15% nationally)	22% (2012-13)	28%	Weighted total of institutional targets. Will result in an additional 120 teacher candidates entering the labor force who scored in the top 15% nationally on this fundamental assessment.	22%
Student Success	<i>Readiness of all high school graduates</i>	66% (2013-14)	107%	<i>Kentucky Department of Education target set in response to Senate Bill 1 (2009)'s mandate to cut college remediation rates in half.</i>	<i>Regional level only</i>
	<i>College-going rate of high school graduates</i>	72% (2013-14)	7%	<i>Historical trend has been flat, and Kentucky has fallen to 32<sup>nd</sup> rank on this measure. Five-point increase will put Kentucky back in the top quartile of states.</i>	
	Degrees and credentials conferred	59,400 (2013-14)	8%	Weighted total of institutional targets.	59,367
Student Success	Diplomas (KCTCS only)	2,200 (2013-14)	14%	From KCTCS Strategic Plan 2010-16.	2,206 (KCTCS only)
	Associate Degrees (KCTCS only)	9,500 (2013-14)	31%	From KCTCS Strategic Plan 2010-16. Exceeds increase of 3.8% per year needed to reach attainment target (NCHEMS, 2011).	9,528 (KCTCS only)
	Bachelor's Degrees	22,900 (2013-14)	16%	Weighted total of institutional targets. Matches annual 3.8% increase needed to reach attainment target (NCHEMS, 2011).	22,915

Performance funding metrics highlighted		<i>Metrics in italics do not have a formal state-level target but are institutional or regional only</i>				
	Baseline	Target	Percent Change	Rationale	Final Institutional Targets	
<b>Student Success</b>	Master's Degrees	7,329 (2009-10)	8,400 (2013-14)	15%	Weighted total of institutional targets. Exceeds five-year historical trend of 12% increase.	8,444
	Doctoral – Professional Practice	1,057 (2009-10)	1,300 (2013-14)	26%	Weighted total of institutional targets. Exceeds five-year historical trend of 19% increase.	1,336
	Doctoral -- Research	469 (2009-10)	550 (2013-14)	18%	Weighted total of institutional targets. Exceeds five-year historical trend of 12% increase.	551
	<i>Transfer from KCTCS to four-year colleges and universities</i>	8,321 (2009-10)	9,580 (2013-14)	15%	Weighted total of institutional targets. Will make a significant contribution to degree production and attainment goals.	4yr: 9,578 KCTCS: 9,580
	Bach graduation rates	47.0% (2008-09)	53.0% (2013-14)	13%	State target set above weighted total of institutional targets. Current national average is 55.5% (IPEDS, 2009). Target-year entering class of 2008 had 60% retention rate at end of junior year in Spring 2011 (public only).	51.6% ** Less than state target
	Bach graduation rate gap of low-income students	7 (2008-09)	5 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	6 ** Less than state target
	Bach graduation rate gap of URM students	15 (2008-09)	11 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	12 ** Decrease is less than state target
	Bach graduation rate gap of underprepared students	25 (2008-09)	18 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	18
	Assoc graduation rates (KCTCS only)	21.1% (2008-09)	25.8% (2013-14)	22%	KCTCS target exceeds projected national average.	25.8%

Performance funding metrics highlighted		<i>Metrics in italics do not have a formal state-level target but are institutional or regional only</i>				
	Baseline	Target	Percent Change	Rationale	Final Institutional Targets	
<b>Student Success</b>	Assoc grad rate gap of low-income students (KCTCS only)	-2 (2008-09)	-2 (2013-14)	0%	Low-income students graduate at higher rates than moderate-to-high-income students at KCTCS, so target is to maintain an equivalent “negative” gap.	-2
	Assoc grad rate gap of URM students (KCTCS only)	13 (2008-09)	7 (2013-14)	-54%	KCTCS target. Will cut the gap in half as suggested by national Access2Success Initiative.	7
	Assoc grad rate gap of underprepared students (KCTCS only)	11 (2008-09)	5 (2013-14)	-55%	KCTCS target. Will cut the gap in half as suggested by national Access2Success Initiative.	5
	<i>Net direct cost for low-income students</i>	<i>-\$1,376 (2008-09)</i>	<i>-\$1,470 (2013-14)</i>	3%	<i>Target maintains the current ability of low-income students to cover a significant portion of their indirect costs, such as room and board, through grants and scholarships.</i>	<i>-\$1,466</i>
	State appropriations for public higher education (millions)	\$1,006 (2009-10)	TBD (2013-14)	%	Must be aligned with CPE’s 2012-14 biennial budget request. Will be submitted for Council action at the November 2011 meeting along with the budget request.	State-level only
Qualified students not receiving need-based state financial aid	63,321 (2009-10)	31,660 (2013-14)	-50%	CPE is committed to advocate for policies and funding levels that reduce the number of qualified students who do not receive need-based state financial aid because of funding constraints.		

Performance funding metrics highlighted		<i>Metrics in italics do not have a formal state-level target but are institutional or regional only</i>				
	Baseline	Target	Percent Change	Rationale	Final Institutional Targets	
Research, Economic and Community Development	Externally-funded research and development funding (millions)	\$455 (2012-13)	24%	Weighted total of institutional targets. Target represents substantial progress toward the SREB average in externally-funded R&D per capita. UK and UofL targets are on trajectory to meet 2020 targets in HB1 (1997).	\$455	
	Degrees and credentials in STEM+H fields	19,350 (2013-14)	12%	Weighted total of institutional targets. Goal is 33% of all degrees and credentials produced. Currently 32% are in STEM+H fields, compared to 30% nationally.	19,348	
	Educational attainment at the assoc. or higher degree level, ages 25-44	37% (2014)	16%	Increase of one percentage point a year, as needed to meet NCHEMS' projected national rate of 42.6% in 2020.	State & regional only	
Efficiency and Innovation	<i>Credits earned by degree graduates</i>	135 (2013-14)	-4%	<i>Weighted total of institutional targets. Would place Kentucky at the median of reporting SREB states.</i>	134.8	
	Online learning	18% (2013-14)	26%	Weighted total of institutional targets. Would match current SREB best-performing state, Georgia.	18.3%	
	Degrees produced relative to \$100K in E&R expenditures	2.20 (2013-14)	12%	Would place Kentucky solidly in the top 10 states nationally (currently ranked 14 <sup>th</sup> ).	State-level only	

**Council on Postsecondary Education  
September 22, 2011**

## **Institutional Diversity Plans**

*The Council on Postsecondary Education directed each public postsecondary institution to develop and submit to the Council a campus-based diversity plan, in response to the Statewide Diversity Policy. The diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. Upon approval by the Council, the institutional diversity plans will be implemented fall 2011.*

**ACTION: The Committee on Equal Opportunities (CEO) recommends that the Council review and approve the 2011-15 Institutional Diversity Plans that were developed in response to the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.**

At its June 9, 2011, meeting, the Council's CEO reviewed and accepted the institutional diversity plans developed by the eight public universities and reviewed and accepted the KCTCS diversity plan at its September 8 meeting. The Eastern Kentucky University diversity plan will be reviewed by its board of regents September 27, 2011. Pending approval by the board, the ECU diversity plan will be presented to the Council at its November meeting for review and acceptance.

The CEO found that each of the institutional diversity plans met the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance once approved by their boards of regents/trustees.

The CEO action is attached. The Council staff recommends approval of the institutional plans as proposed by the CEO.

### **Institutional Diversity Plans**

The institutional plans call for aggressive approaches to achieve objectives for the postsecondary and adult education system. To implement the Statewide Diversity Policy, the Council required each institution to submit a campus-based diversity plan that set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population.

The campus-based diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, which includes guiding principles, commitments, and action statements. All institutional plans are narrowly tailored to preserve broad access to educational opportunities. Each campus-based plan shall:

- Assure consistency with systemwide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

### **Next Steps**

Following review and action by the Council, institutions will implement their campus-based diversity plans fall 2011. The first plan evaluation will occur in 2012.

Committee on Equal Opportunities  
Council on Postsecondary Education  
June 9, 2011

**Institutional Diversity Plan Submission/Review/Action  
Kentucky Public Postsecondary Diversity Policy and Framework  
for Institution Diversity Plan Development**

As required by the Kentucky Public Postsecondary Diversity Policy and Framework for Institution Diversity Plan Development adopted by the Council on Postsecondary Education September 2010, staff used a consensus review process to evaluate proposed plans prior to review by the Committee on Equal Opportunities. In accordance with the policy, the review included acknowledgement of receipt of the plan, preliminary assessment of how well a plan addressed the areas outlined in the diversity policy, identification of revisions (if required), review by CEO, submission of plans to the institutional board for approval, and approval by CPE. Institutional plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and focused on four areas:

- Student Body Diversity
- Student Success
- Workforce Diversity
- Campus Climate

Plans were submitted by all institutions and were reviewed in accordance with the consensus review process. Revisions were suggested for all plans. Reviewed and revised plans have been received from all except two institutions. Summary reports for all but the two institutions are provided for review by the CEO. The next steps in the process include:

- CEO review of institutional diversity plans and recommendations to CPE.
- KCTCS/university boards of regents or trustees actions on institutional plans.
- CPE review and action on the institutional diversity plans.
- Implementation of the institutional diversity plans.

Institutional plans are attached.

Staff preparation by Rana Johnson

## Institutional Diversity Plan Submission/Review/Action

*The Committee on Equal Opportunities met June 9, 2011, and reviewed the eight university plans, and September 8, 2011, to review the Kentucky Community and Technical College System diversity plan. The CEO acknowledged that all the diversity plans met the minimum requirements of the policy and recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance, following receipt of the institutions' final plans, once approved by their boards of regents/trustees.*

### Eastern Kentucky University Comprehensive Diversity Plan 2011-15

The ECU Board of Regents is scheduled to meet September 27, 2011. Pending approval by the board, the ECU diversity plan will transition to the November 2011 Council meeting for review and acceptance.

### Kentucky State University Diversity Plan 2011-15

The KSU diversity plan is intended to provide a general roadmap on the types of activities that KSU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

#### Mission, Principles, and Values

The KSU diversity plan recognizes KSU's unique status as a federally-designated, historically black 1890 land grant university. The mission builds on its legacy of achievement by affording access to and preparing a diverse student population of traditional and non-traditional students to compete in a multi-faceted ever changing global society by providing student centered learning while integrating teaching, research, and service through high quality undergraduate and select graduate programs. The KSU diversity plan focuses primarily on federally-protected classes as well as veterans.

The vision, guiding principles, and core values clearly note that the university strives to create an environment that values the unique background, perspectives, and talents of all students to provide them with academic, leadership, and social tools to help them grow as responsible, knowledgeable, and creative global citizens.

#### CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the KSU diversity plan. Based on the review:

The CEO found that the KSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the KSU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the KSU Board of Regents.

The KSU diversity plan was reviewed and unanimously approved by the KSU Board of Regents at its July 22, 2011, regular meeting.

## **Kentucky Community and Technical College System Diversity Action Plan for Inclusion, Engagement, and Equity 2010-15**

The KCTCS plan is intended to provide a general roadmap on the types of activities that KCTCS will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on the statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

### **Mission, Principles, and Values**

The KCTCS diversity plan is designed to promote an institutional cross-functional, collaborative approach to advance diversity. The plan comprises of the following distinct yet interrelated priority areas:

- Student Access and Success
- Education, Scholarship, and Service
- Campus Climate
- Institutional Leadership and Transformation

KCTCS is committed to creating and sustaining an environment of all-inclusive diversity where each individual is valued, respected, supported, and recognized on the basis of personal achievement, merit, and contribution. KCTCS envisions itself as an inclusive community of learners empowered to express their individual cultures and identities.

KCTCS believes that in the purest form, diversity simply means differences or variety. KCTCS describes diversity as an inclusive community of people with varied human characteristics, ideas, and world views related to (but not limited to) race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. In concept, diversity calls for a safe, supportive, and nurturing environment that honors and respects those differences. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

### **CEO Acceptance and Recommendation**

At the September 8, 2011, meeting, the Council's CEO reviewed and accepted the KCTCS diversity plan. Based on the review:

The CEO found that the KCTCS diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the KCTCS diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the KCTCS Board of Regents.

The KCTCS Board of Regents is scheduled to meet September 15-16, 2011. Pending approval by the board, the KCTCS plan will transition to the September 22, 2011, Council meeting for review and acceptance.

### **Morehead State University Diversity Plan 2011-15**

The MoSU diversity plan is intended to provide a general roadmap on the types of activities that MoSU will work on, collaboratively, with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

#### **Mission, Principles, and Values**

The MoSU diversity plan is aligned with the university's 2010-15 Strategic Plan, ASPIRE, as well as the vision and principles established in the university's strategic plan to guide the strategies and commitments expressed in the 2011-15 diversity plan. The introduction of the diversity plan clearly explains how the reader should view the plan elements, including a mission statement, polices/principles, expected outcomes, and strategies to accomplish the stated outcome. The institution diversity plan uses a definition of diversity from the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and explains its role or value in the educational setting. The diversity plan also includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

#### **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the MoSU diversity plan. Based on the review:

The CEO found that the MoSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the MoSU diversity plan be sent to the Council for review and acceptance, following receipt of the institutions' final plan once approved by the MoSU Board of Regents.

The MoSU Board of Regents is scheduled to meet September 16, 2011. Pending approval by the board, the MoSU plan will transition to the September 22, 2011, Council meeting for review and acceptance.

### **Murray State University Diversity Plan 2011-15**

The MuSU diversity plan is intended to provide a general roadmap on the types of activities that MuSU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

## **Mission, Principles, and Values**

In fulfillment of its vision, values, and mission, MuSU utilizes four overarching strategic imperatives both on an institutional basis and at the operating unit level: Fostering Excellence, Creating Communities, Building Partnerships, and Innovation. These imperatives are not intended to serve as specific goals. Rather, they set the broad strategic direction for the university from which fresh ideas and activities will emerge from each campus unit.

One of MuSU's core values is diversity. It understands and affirms that diversity is inextricably linked to excellence. MuSU values attracting, developing, and maintaining a diverse, high-quality faculty, staff, and student body. It endeavors to create and promote a culturally diverse community to be accepting of and sensitive to diversity in its many varied forms.

The MuSU diversity plan addresses the imperatives of a sustained diversity initiative and describes the measures that will be taken from 2011-15 diversity plan to strengthen its efforts to promote diversity as an essential element in its pursuit of greater excellence. The MuSU's plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. Additional phases will be added each year to continue to encompass an inclusive and supportive campus environment. MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region which the university is asked to serve. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

## **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the MuSU diversity plan. Based on the review:

The CEO found that the MuSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the MuSU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the MuSU Board of Regents.

The MuSU Diversity Plan was reviewed and approved by the MuSU Board of Regents at its August 26, 2011, meeting.

## Northern Kentucky University Diversity Plan 2011-15

The recommendations in the NKU diversity plan task force report are aligned with NKU's strategic and supporting priorities in the following areas: (a) develop talent, (b) increase student engagement in learning, (c) engage in effective regional stewardship, (d) recruit and retain outstanding faculty and staff, and (e) increase institutional effectiveness. The plan describes the types of activities that NKU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

While diversity is an all-inclusive term, NKU realizes that it must start more narrowly and then broaden its perspective. This diversity plan includes goals and strategies that pertain to all students but will focus on the African American and Latino populations directly with an additional section (campus climate) that will capture other areas of diversity relating to the campus in general.

### **Mission, Principles, and Values**

NKU is committed to creating a diverse, multicultural community of scholars and learners by providing a model for the Commonwealth of a truly diverse society that celebrates human differences and promotes fairness and equity in policies and practices. The diversity plan task force is charged with the development of a comprehensive, university-wide diversity plan that is inclusive of all the diversity goals and specific action plans for each unit on campus. The president and administrators of NKU recognize that diversity is an "all-inclusive" term and should not be unintentionally exclusive to any particular population. While NKU's diversity plan is all inclusive, it has an initial focus on African-Americans and Latinos for certain measures of success. After realizing success in these areas, NKU will broaden its focus to other areas of diversity. For now, NKU will address broader campus diversity through the campus climate section of its diversity plan.

The university expects everyone to embrace the underlying values of the vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of its larger society. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

### **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the NKU plan. Based on the review:

The CEO found that the NKU diversity plan task force report meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the NKU diversity plan be sent to the Council for review and acceptance, following receipt of the institutions' final plan once approved by the NKU Board of Regents.

Furthermore, the CEO requested that the university include in its final plan evidence that confirms a relationship between Gateway Community and Technical College and NKU that will assist African American, Hispanic/Latino, and low-income students in their transition from the community college to NKU, once developmental education requirements are fulfilled.

The NKU diversity plan was reviewed and approved by the NKU Board of Regents at its May 4, 2011, meeting. A formal letter acknowledging approval of the plan, as well as information requested by the CEO, is attached (see Attachment 3).

### **University of Kentucky Diversity Plan 2011-15**

The UK 2011-15 diversity plan is intended to provide a general roadmap on the types of activities that UK will work on collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

#### **Mission, Principles, and Values**

The UK diversity plan is aligned with the university's strategic plan and relies heavily on the mission, vision, and principles established in the university's strategic plan to guide the strategies and commitments expressed in the 2011-15 diversity plan. The preamble section of the diversity plan clearly explains how the reader should view the plan elements, including a mission statement, policies/principles, expected outcomes, and strategies to accomplish the stated outcome. The institution diversity plan uses a definition of diversity from the UK governing regulation and explains its role or value in the educational setting. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

#### **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the UK diversity plan. Based on the review:

The CEO found that the UK 2011-15 diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the UK diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the UK Board of Trustees.

Furthermore, the CEO suggested that UK strongly consider strengthening its diversity targets to reflect more than just the minimum requirements. The university's designation as the Commonwealth's flagship university elicits a strong example of its role as a leader in student enrollment in the higher education system. The committee urges the university to consider modifying its targets.

The UK diversity plan was reviewed and approved by the UK Board of Trustees at its June 14, 2011, regular meeting.

### **University of Louisville Diversity Plan 2011-15**

The UofL diversity plan is intended to provide a general roadmap on the types of activities that UofL will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

#### **Mission, Principles, and Values**

The UofL diversity plan is aligned with the university's strategic plan and relies heavily on the mission to be a premier, nationally recognized metropolitan research university. The vision, guiding principles, and core values clearly note that the university strives to foster and sustain an environment of inclusiveness that empowers all to achieve their highest potential without fear of prejudice or bias and commits to build an exemplary community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status - that enrich a vibrant metropolitan research university.

UofL expects every member of the academic family to embrace the underlying values of the vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of the larger society. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

#### **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting the Council's CEO reviewed and accepted UofL's diversity plan. Based on the review:

The CEO found that the UofL diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the UofL diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the UofL Board of Trustees.

The UofL diversity plan was reviewed and approved by the UofL Board of Trustees at its July 13, 2011, meeting.

### **Western Kentucky University Diversity Plan 2011-15**

The WKU diversity plan is intended to provide a general roadmap on the types of activities that WKU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

## **Mission, Principles, and Values**

The WKU diversity plan is aligned with the university's strategic plan and relies heavily on the mission to prepare students to be productive, engaged, socially responsible citizens and leaders of a global society. The vision, guiding principles, and core values clearly note that the university strives to foster and sustain an environment of inclusiveness that empowers all to achieve their highest potential without fear of prejudice or bias and commits to build an exemplary community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

WKU places a premium on teaching and student learning and growth; therefore, it is important for the university to seek achievement of diversity among its faculty, staff, and student populations. As a leading American university with international reach, WKU insists on a welcoming environment in which it is committed to promoting acceptance, providing support, and encouraging diversity. Embracing diversity is an essential component to maintaining the university's efforts toward connecting faculty, staff, and student populations in striving for a high standard of excellence and success. The university is committed to recognizing and supporting meritorious talent and achievement by supporting diversity and equal opportunity in its educational and community/global service obligations. WKU's dedication and persistence in its efforts to promote and strengthen its diversity initiatives serves as an institutional priority in which valuable contributions towards recruitment, retention, and advancement of students, faculty, and staff may be realized.

The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the area of geographic responsibility.

## **CEO Acceptance and Recommendation**

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the WKU diversity plan. Based on the review:

The CEO found that the WKU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the WKU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the WKU Board of Regents.

The WKU diversity plan was reviewed and approved by the WKU Board of Regents at its July 29, 2011, meeting.

August 29, 2011

Dr. Rana Johnson  
Chief Diversity Office  
Kentucky Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601

Dear Dr. Johnson:

Northern Kentucky University (NKU) hereby formally submits its Diversity Plan Report to the Council on Postsecondary Education (CPE) for its review and action on September 22, 2011. This Diversity Plan Report has been approved by the Board of Regents of NKU.

The process of developing the plan was a comprehensive effort. This effort was comprised of all the stakeholders both on campus and in the surrounding community. This was a community wide process that elicited responses from all groups on campus and in the larger community. This process was empirically supported by a survey administered on campus to critically examine the campus environment. This survey was followed up with university wide focus groups to determine the underlying reasons for the findings from the survey. The findings of both of these efforts were used to determine the issues and groups to focus on in the Diversity Plan.

Once the plan was completed it was reviewed by the Committee on Equal Opportunity (CEO). The CEO determined that the Northern Kentucky University Plan Task Force Report met the minimum requirements as outlined in the Kentucky Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. Furthermore, the CEO recommended that the NKU Diversity Plan be sent to the CPE for review and acceptance.

It is the intention of NKU to implement the plan this fall semester. NKU anticipates that the progress of the plan will result in ongoing success with diversity in general and campus climate specifically in the years to come.

Please find attached an addendum that documents the NKU relationship with Gateway Community and Technical College that will assist African Americans, Hispanic/Latino, and low income students in their transition from the community college to NKU once their developmental educational requirements are fulfilled.

Thank you,



James C. Votruba  
President



August 26, 2011

MEMORANDUM

TO: Dr. Willie Elliott, Diversity Plan Committee

FR: J. Patrick Moynahan, Vice Provost

RE: Gateway to NKU Transition Center

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Northern Kentucky University is collaborating with Gateway Community and Technical College on a new program, beginning this fall called the Gateway to NKU Transition Center. The joint program is designed to create a structured pathway with wrap-around support to enhance the success of underprepared students in college.

The program replaces the NKU Academy, a summer bridge for 40-50 underprepared students who did not meet Northern's admission standards. Although the first-year retention rate of students in the academy was promising, the persistence and graduation rate were disappointing.

This unique new partnership will offer several advantages over the NKU Academy. First, the developmental work and orientation will stretch over a full semester (or more) instead of a compressed summer timeframe (five weeks). Second, the students will start in a less intimidating and more structured environment with support services from both Gateway and NKU. Third, this approach will provide for a series of success markers – completion of developmental work, certificate or associate degree (if desirable) and baccalaureate degree – to reward progress and encourage persistence.

As the attached materials demonstrate, NKU provides Gateway with a list of all applicants in our service region who do not meet our admission standards. NKU also notifies students by letter of this opportunity, encourages them to enroll and assists in recruiting activities. Gateway and NKU are collaborating on courses to improve the students' preparation and ease the transition into a four-year academic environment. Finally, Gateway and NKU will track data on the number of students who enroll (with breakdowns on demographic categories), their success rates in the program, transfer rates and credential completion rates.

Like the NKU Academy, the Gateway to NKU Transition Center is not designed specifically for African American, Hispanic/Latino students and low-income students. However, it will serve the same function as the academy and provide opportunities for a number of students in those groups who otherwise would not have an opportunity to attend NKU. Furthermore, the program has the capacity to serve considerably more students each year than the academy.

# GO YOU GO U!



Attend courses at the  
Gateway to NKU Transition Center

Here at Gateway and NKU we care about our students. We want students to have opportunities to reach their goals and live their dreams. That's why we created the Gateway to NKU Transition Center, a joint venture that may help you reach these academic goals.

#### **Here's how it works-**

You will complete a minimum of 12 credit hours (including 6 hours of college readiness courses) on NKU's campus but at Gateway's tuition rate. Once at least 12 hours are completed with a "C" or better, you have the option to transfer to NKU! We know you can do it! Plus, look at all the benefits of the program:

- Take classes at Gateway's affordable tuition rate but on NKU's campus
- Become familiar with NKU's campus and services
- Have access to key NKU services – Albright Health Center, Steely Library, Tutoring Services, Student Union and much more
- Meet with on site academic advisors
- Use a streamlined transfer process
- Enjoy a small learning environment
- Benefit from academic and personal support services

For more information contact Gateway's Admissions Office at 859-442-1134



**Community & Technical College**

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

**Council on Postsecondary Education  
September 22, 2011**

## Alignment of CEO with Statewide Diversity Policy

**ACTION:** The Committee on Equal Opportunities (CEO) recommends:

- That the Council on Postsecondary Education establish a nominating committee to receive, review, and recommend to the Council chair the names of at least two individuals for each vacant position, from which the chair will appoint the eight citizen members of the CEO.
- That the newly appointed CEO review and revise, where appropriate, the mission, vision, and role of the CEO to reflect the statewide diversity policy and planning environment.
- That the membership of the CEO be expanded to 15 persons, consisting of five Council members, one legislator, the executive director of the Kentucky Human Rights Commission, and eight citizens, and that the members be given appointments staggered by number of years for the first term.

At its June 9, 2011, meeting, CEO Chair Joe Weis appointed a workgroup to:

1. Recommend a process to align the mission, vision, and role of the CEO with the recently adopted Statewide Diversity Policy.
2. Recommend an alignment of the membership of CEO to reflect the intent of the Statewide Diversity Policy.
3. Recommend a committee membership alignment that ensures representation of the population of Kentucky.
4. Where appropriate, review and revise the 2003 policy establishing terms and conditions of appointment for members of the CEO.

The workgroup was asked to complete its task and report back to the CEO prior to the September meeting of the Council. This report, including recommendations, completes the work of the workgroup. Members of the workgroup include Lisa Osborne (workgroup chair), John Johnson, Abraham Williams, Aaron Price (whose term expired June 30, 2011), and the new student representative on the Council, Kirby O'Donoghue. The CEO reviewed and forwarded recommendations to the Council for review and action at its September 8, 2011, meeting.

## Background

On January 16, 2009, the Council directed the CEO to develop a statewide diversity policy. The institutions and organizations within the public arena reviewed and support the policy recommended by the CEO and adopted by the Council. The policy will be effective until 2015, and at that time will be reviewed to determine whether it should be modified or continued. The Statewide Diversity Policy was adopted on September 12, 2010, by the Council.

The diversity policy calls for aggressive approaches by institutions to achieve objectives for the postsecondary and adult education system. Diversity planning allows the Commonwealth to take a new approach to a decade old challenge of how best to make the postsecondary education system more successful in appealing to more people from varying backgrounds and ethnicities. One major outcome is to create a more compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments. To facilitate the implementation process, it is necessary to align the mission and role of the committee with the intent of the newly adopted diversity policy to balance the advocacy, facilitation, communication, collaboration, and responsibilities of the Council and institutions to implement public policy and to monitor its execution and progress for the benefit of Kentucky's citizens.

These recommendations represent a furtherance of the process that began with the action by the Council, July 28, 2003, when it first adopted the recommendation of the CEO that the Council establish terms of appointment and service for members of the committee. The recommendation was reviewed and adopted by the CEO June 16, 2003.

The CEO currently consists of 13 members: four members of the Council, eight citizens of the Commonwealth, and one legislator. The chair of the Council appoints the committee chair and other members of the committee and the Council provides staff assistance. Members of the committee serve at the pleasure of the Council.

Once the recommendations are approved, they will be implemented fall 2011 by the Council chair.

**Council on Postsecondary Education**  
**September 22, 2011**

## New Academic Programs: Policy and Procedures

**ACTION:** The staff recommends that the Council approve the attached policy and procedures for the approval of new academic programs.

The Council on Postsecondary Education has statutory authority to approve new academic programs at state colleges and universities. KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. It also mandates that the Council expedite the approval of requests from the Kentucky Community and Technical College System Board of Regents relating to new certificate, diploma, technical, or associate degree programs of a vocational-technical-occupational nature.

KRS 164.020 (19) allows the Council to postpone the approval of any new program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver if the institution has made substantial progress toward meeting its equal educational opportunity goals.

The Council's current academic program approval policy for public institutions dates back to 1999. The postsecondary environment has changed dramatically since then, so the policies and procedures need revision.

The Council has convened a group of representatives from each of the public institutions and one representative from KCTCS to reexamine the current policies and recommend changes. The group (Attachment 1) worked between April 2010 and July 2011 to define terms related to academic programming (Attachment 2) and create an updated policy for approval of new academic programs (Attachment 3). The policy and procedures reflect best practices, reinforce state-level and institutional policies to create a more coordinated approach to academic programming, and better connect academic program approval with the review of existing academic programs. If approved by the Council, the policy will go into effect on January 1, 2012.

Staff preparation by Melissa Bell

Academic Program Approval and Review of Existing Academic Programs:  
Campus Representatives

**Eastern Kentucky University:**

Edward J. Keeley, Ph.D.  
Executive Director of Institutional Effectiveness & Research

**Kentucky Community and Technical College System:**

Mary A. Kleber, Ph.D.  
Director of Curriculum and Program Support

**Kentucky State University:**

Titilayo Ufomata, Ph.D.  
Associate Provost & Professor

**Morehead State University:**

Dayna Seelig, Ph.D.  
Associate Vice President of Academic Affairs

**Murray State University:**

Jay Morgan, Ph.D.  
Associate Provost for Graduate Education & Research

**Northern Kentucky University:**

J. Patrick Moynahan, Ph.D.  
Vice Provost, University Programs

**University of Kentucky:**

Constance A. Ray, Ph.D.  
Vice President for Institutional Effectiveness

**University of Louisville:**

Robert S. Goldstein, MPH  
Associate University Provost, Office of Academic Planning & Accountability

**Western Kentucky University:**

Sylvia S. Gaiko, Ph.D.  
Associate Vice President for Academic Affairs

## DEFINITIONS RELATED TO ACADEMIC PROGRAMMING

Academic Programs

An **academic program** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

**Academic program modifications** are of two types:

1. **Minor academic program modifications** refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum.
2. **Major academic program modifications** refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

A Classification of Instructional Programs code, or **CIP code**, is a six-digit code in the form of xx.xxx that identifies instructional program disciplines. The CIP code supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

A **major** is a primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **minor** is a secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **core** is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

A **new academic program** is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

An **area** is a primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

A **track** is a set of courses designed to develop expertise within a major or area at the undergraduate level.

A **concentration** is a set of courses designed to develop expertise within a major or area at the master's level.

A **specialization** is a set of courses designed to develop expertise within a major at the doctoral level.

A program of **vocational-technical and occupational nature** refers to undergraduate certificate, diploma, technical, or associate degree programs designed to prepare students to enter the workforce immediately after graduation. The programs fall into categories/career pathways of: (1) Health Science; (2) Business Administration and Management; (3) Manufacturing; (4) Architecture and Construction; (5) Agriculture (Food and Natural Resources); (6) Hospitality and Tourism; (7) Human Resources; (8) Arts, Audio/Video Technology and Communications; (9) Information Technology; (10) Law, Public Safety, Corrections and Security; (11) Education and Training; (12) Government and Public Administration; (13) Marketing; (14) Science, Technology, Engineering, and Mathematics (STEM); (15) Finance; and (16) Transportation, Distribution, and Logistics.

A **suspended program** is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it is considered a closed program.

A **closed program** is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the *Registry of Degree Programs*.

### Academic Program Delivery Methods

An **accelerated course** refers to a course that can be completed in less than a traditional semester.

An **accelerated program** refers to the use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

A **collaborative program** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

- If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council's *Registry of Degree Programs* in an "**enrollment-only**" reporting category.

- If the degree or credential is offered by all institutions participating in the resource-sharing arrangement but only one institution is listed on a graduate's diploma, the program is registered on the Council's *Registry of Degree Programs* in an **enrollment- and degree-granting category for each participating institution**.

A **cooperative (work study) program** is an academic program that provides for alternate class attendance and employment in business, industry, or government.

**Credit for prior learning** refers to college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

A **distance learning program** is an academic program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **100% distance learning program** is an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **distance learning course** is a formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **correspondence course** is a form of distance learning that is self-paced and involves the exchange of instructional materials and exams, by mail or electronic transmission, to students who are geographically remote from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

A **dual degree program** is a formalized path of study that allows a student to pursue two different degrees at the same time, either at the same institution or at different institutions, and possibly complete them in less time than it would take to earn them separately. The two degrees could be in the same subject or in two different subjects; they could be at the same level (for example, two bachelor's degrees) or at two different levels (for example, bachelor's and master's degrees). Students must meet the admission requirements for both degree programs.

An **embedded program** consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

An **extended-campus program** is an academic program offered at any center, branch, campus, or other site at which postsecondary degree or nondegree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

A **joint program** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality.

- The program is registered on the Council's *Registry of Degree Programs* in an enrollment and degree-granting category for each institution participating in the joint program.

A **module** is a standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

A **modularized program** is an academic program that can lead to interim credentials after completion of a specified number of courses.

## **Degrees and Credentials**

A **degree** is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program.

An **associate's degree** is an award that normally requires at least 60 semester credit hours or the equivalent.

A **bachelor's degree** is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

A **master's degree** is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

- A **professional science master's degree** program consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

A **specialist degree** is an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

A **doctoral degree** is the highest award a student can earn for graduate study. The Integrated Postsecondary Education Data System recognizes three types of doctorates.

- A **doctor's degree—professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional."
- A **doctor's degree—research/scholarship** requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.
- A **doctor's degree—other** is a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.

An **advanced practice doctorate**, also known as a **professional doctorate**, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions. It can be classified as either *doctor's degree—professional practice* or *doctor's degree—other* for IPEDS reporting.

**Undergraduate (pre-baccalaureate) certificate** is a subbaccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills. These certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

- **Postsecondary certificate (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.
- **Postsecondary certificate (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.
- **Postsecondary certificate (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

**Graduate certificate** is a post-baccalaureate credential granted upon satisfactory completion of a set of related courses within a discipline or a set of related disciplines. It has the primary purpose of supplementing or enhancing skills for degree-seeking students who wish to demonstrate competency in a high-demand or emerging area that will increase their marketability in local, national, and global markets.

- A **post-baccalaureate certificate** requires completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.
- A **post-master's certificate** requires completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.
- A **first professional certificate** provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

A **diploma program** is designed to prepare students for technical employment within a one to two-year period. A prescribed program of technical and general education courses is designed to prepare students for a specific job title, credit toward an associate degree, and continued training opportunities for certificate program graduates.

A **diploma** is a formal document certifying the successful completion of a prescribed pre-baccalaureate program of studies, either requiring less than one year or up to at least two but fewer than four years of work beyond grade 12.

- **Postsecondary diploma (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.
- **Postsecondary diploma (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.
- **Postsecondary diploma (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

### Miscellaneous

A **credit hour**, as defined in regulation by the United States Department of Education, is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Academic program implementation** occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

## New Academic Program Approval

The approval of new academic programs is one of the main responsibilities of state higher education coordinating boards. Reasons for approving new academic programs at the state level include determination of quality maintenance or improvement, need and demand, consistency with institutional mission, unnecessary duplication, cost efficiency and effectiveness, and consumer protection.

### 1. Background

Before postsecondary education reform, institutions notified the Council's predecessor, the Council on Higher Education (CHE), semi-annually of new programs under development. The institution then submitted a program proposal and a two-page executive summary after the proposal had completed all institutional approvals. Staff performed the preliminary review; a Programs Committee made up of CHE members had an active role in the review and approval of programs; and the full CHE acted upon the staff and Programs Committee recommendations.

In January 1995, staff suspended preliminary reviews as CHE members assumed a greater role in the review of new academic programs. In November 1997, the newly formed Council on Postsecondary Education (the Council) directed staff to review academic program policies. Until the new policies were established, staff was to consider a new academic program only if it documented an immediate, critical need.

KRS 164.003 links academic programming to economic development and emphasizes academic and fiscal responsibility. In light of this, a November 1997 Council agenda item posed this question: "What programs should be offered by which institutions and at what locations in order to provide appropriate access to quality programs for the citizens of the Commonwealth in the most efficient manner possible?"

The Council streamlined its academic policies at its September 1998 meeting by directing staff to develop new procedures that "enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad systemwide guidelines that address statewide needs and protect consumer interests."

As a first step in streamlining, in April 1999 the Council delegated to the KCTCS Board of Regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions. This delegation was reaffirmed in November 2000.

At the November 1999 meeting, the Council devolved its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority in the following areas:

- First-professional programs.
- Engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville.
- Teacher and school personnel preparation programs.
- Health-related programs above the baccalaureate level.
- Associate degree programs at the four-year institutions.
- Other programs falling outside each institution's negotiated program band.

An institution's approval authority for a new program depended on whether the program fell within its band. Proposals for new academic programs within an institution's program band were subject to a six-week public review by the chief academic officers of Kentucky's public institutions, the president of the Association of Independent Kentucky Colleges and Universities, and others. If there were no significant problems with the proposal after the six-week period, the institution was allowed to complete its internal process of program approval and subsequently implement the program without full Council approval.

In January 2000, the Council approved program bands for each four-year university. An institution's program band was based on its mission, existing programs, and disciplinary strengths. An institution or the Council could seek reconsideration of an institution's band at a later date if the nature, emphasis, or strength of its existing programs changed.

After a decade of operating under the streamlined policy, Council staff, after consulting with the institutions, determined it was time to review and update the program approval policy. Staff worked with representatives from each institution over the course of several months in 2010 and 2011 to review the policy and make changes that would provide staff with better information about proposed programs in order to make more informed decisions.

As part of this update, the following evaluation criteria, policy, and procedures will guide the approval of new academic programs.

## 2. Policy

- a. Institutions will notify the Council semi-annually of any new programs that they intend to develop on their campuses within three years of the notification. However, failure to notify the Council of intent to develop a program will not preclude an institution from undergoing the new academic program approval process.
- b. The academic program approval process consists of two stages. In the pre-proposal stage, institutions provide Council staff, among other information, justification for creating a new program; validation for creating a stand-alone program if similar programs already exist; and evidence that the program is aligned with an institution's mission, the state's postsecondary education Strategic Agenda, and the statewide strategic implementation plan. If Council staff approves the pre-proposal, the institution may submit a more in-depth program proposal. In the proposal stage, the institution submits a full program proposal that has been approved by the institutional governing board.

- c. An institution may not submit a pre-proposal or proposal unless it has achieved automatic eligibility status, or has obtained the appropriate waiver, under 13 KAR 2:060.
- d. Institutions should submit a pre-proposal to Council staff. Upon approval of the pre-proposal, the institution has up to 18 months to submit a full proposal to the Council. The full proposal should be approved by the institution's governing board before submission to the Council.
- e. After a program is approved by the Council, an institution has up to five years to implement the program. After that, the program must undergo the new program approval process.
- f. If a program has been suspended for fewer than five years, an institution may reinstate the program by notifying the Council staff.
- g. If a program has been suspended for five years, it will be closed.
- h. If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.
- i. Institutions may not advertise to the public or publish in institutional catalogs a new academic program prior to approval by the Council.
- j. The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.

### **Credential Programs**

- a. Certain types of undergraduate (pre-baccalaureate) certificates require Council approval. Institutions proposing new postsecondary certificates of at least one but fewer than two academic years and postsecondary certificates of at least two but fewer than four academic years must complete the pre-proposal stage only.
  - i. Postsecondary certificates of less than one academic year do not require Council approval. However, institutions shall notify Council staff on a quarterly basis of all new postsecondary certificates of less than one academic year.
- b. Proposals for new graduate certificates require Council approval. Institutions proposing new graduate certificates must complete the pre-proposal stage only.
  - i. For graduate certificates that do not meet the definitions of post-baccalaureate certificate, post-master's certificate, or first professional certificate, institutions shall notify Council staff on a quarterly basis of any new certificate programs that do not require Council approval.

## Degree Programs

- a. Proposals for new associate degree programs not of a vocational-technical-occupational nature from KCTCS must undergo the program approval process (e.g., AA or AS).
- b. Pre-proposals for new associate degree programs not of a vocational-technical-occupational nature from comprehensive and research institutions must be reviewed by the KCTCS Board of Regents. If KCTCS determines that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner, then the proposing institution should submit a full proposal for a new undergraduate program to the Council and will not be subject to the pre-proposal stage.
  - i. If KCTCS can demonstrate, through a pre-proposal, that a community or technical college in the proposing institution's area of geographic responsibility will implement a similar program within one year and can do so more efficiently and effectively than the proposing institution, this is a basis for Council denial of the proposed program at the comprehensive or research institution.
  - ii. If the proposing institution provides evidence that KCTCS will not create a similar program and/or cannot provide it in a more efficient and cost-effective manner, the Council may approve the program.
- c. Proposals for new bachelor's degree programs must undergo the program approval process.
- d. Proposals for new master's degree programs must undergo the program approval process.
- e. Proposals for new specialist degree programs above the master's degree must undergo the program approval process.
- f. Proposals for new doctoral degree programs must undergo the program approval process.
- g. For new collaborative or joint programs that involve development of a new academic program, a "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions must be developed and approved concurrently with the program proposal at each institution and must be submitted with the final program proposal when it is submitted to the Council.
  - i. If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process.
  - iii. If two or more institutions create a collaborative or joint program with academic programs that have already been approved at each institution, then the new collaborative or joint program does not need to undergo the new academic program process. The institutions should notify the Council of the arrangement and provide a copy of the "Memorandum of Understanding."

- h. If two academic programs are combined into one program, this constitutes a major academic program modification. The combined program will be considered a new academic program and must follow the policy and procedures related to new academic programs only if it requires a new CIP code (two-, four-, or six-digit level) to describe accurately the discipline of the combined program.
- i. If an existing academic program is separated into two or more academic programs, this constitutes a major academic program modification. At least one of the separated programs is considered a new academic program and must follow the policy and procedures related to new academic programs. The other program will not be considered a new academic program if the same CIP code remains the best disciplinary descriptor of the program.
- j. The combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master's levels. Exceptions to this policy will be made for individualized programs that vary depending on a student's previous education, training, and experience and what the institution determines a student needs to complete a degree program. Exceptions will also be made when curriculum requirements are mandated by a specialized accrediting agency or upon approval of other rationale presented by the institution.
- k. Advanced practice doctorates shall be approved pursuant to KRS 164.295. As required by KRS 164.295 (3), the criteria for approval includes a determination of the academic and workforce needs for a program, consideration of whether the program can be effectively delivered through a collaborative effort with an existing program at another public university within the Commonwealth, and the capacity of a university to effectively offer the program. A university requesting approval of an advanced practice doctoral program shall be required to provide assurance that funding for the program will not impair funding of any existing similar program at any other public university. Proposed applied doctorates should build upon a high-quality master's degree offered by the institution. Institutions must demonstrate that advanced practice doctorates are necessitated by new practice requirements or licensure in the profession and/or requirements by specialized accrediting agencies. Institutions should also demonstrate that a new advanced practice doctorate will not negatively impact undergraduate education.

### **Programs of a Vocational-Technical-Occupational Nature**

- a. Pre-proposals for new undergraduate (pre-baccalaureate) certificate and diploma programs of a vocational-technical-occupational nature at all postsecondary institutions must be reviewed by the KCTCS Board of Regents before submission to the Council for approval. The KCTCS Board of Regents must evaluate these proposals using all components of the pre-proposal form for undergraduate programs. If approved, the proposing institution may submit the pre-proposal to the Council. A full proposal is not required. If the KCTCS Board of Regents does not approve the program, the proposing institution may appeal to the Council and Council staff will decide how to proceed.

- b. As required by KRS 164.020 (15), the Council will expedite the approval of requests from the KCTCS Board of Regents relating to new certificate, diploma, technical, or associate degree programs of a vocational-technical-occupational nature. The Council will expedite this approval process by waiving the full proposal process for these types of programs. These types of programs require a pre-proposal only.

### 3. Procedures

#### Pre-Proposal Stage

Institutions must pre-post a proposed program on the Kentucky Postsecondary Program Proposal System (KPPPS) after it has been approved at the college level. Pre-posting a program upon initial approval at the college level allows more time for institutions to share information and create collaborative arrangements, including articulation agreements with KCTCS institutions.

As part of the pre-proposal, information about the program should be posted to KPPPS including:

- i. CIP code, program name, and degree level.
- ii. Proposed implementation date.
- iii. Program description and objectives and their consistency with institutional mission, statewide postsecondary education strategic plan, and the statewide strategic implementation plan.
- iv. Intended student learning outcomes and preliminary assessment plan.
- v. Justification, including a preliminary needs assessment.
- vi. Relationship with other programs within the institution.
- vii. Relationship with programs at other institutions.<sup>1</sup>
- viii. Course delivery methods.
- ix. Faculty qualifications and resources.
- x. Preliminary cost estimates.

If the proposed program is an advanced practice doctorate, additional information will be required on:

- i. Availability of clinical sites (if applicable).
- ii. Feeder programs within the institution.
- iii. New practice, licensure, or accreditation requirements.
- iv. Impact on undergraduate education.

<sup>1</sup> Before submitting a pre-proposal, proposing institutions must contact institutions with similar programs, as defined by CIP and degree level, to initiate discussions about the possibilities for collaborative or joint programs. Similar programs can be identified through the Council's Registry of Degree Programs, also known as the program inventory. The program inventory can be found on the Council's website at <http://dataportal.cpe.ky.gov/AcadProg.shtm>.

After posting this information to KPPPS, the chief academic officers, or their designees, of other public institutions and Council staff will have 45 days to review and comment on the proposed program. If there are no unresolved objections to the proposed program, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within 18 months of the approval of the pre-proposal.

If another institution or the Council staff expresses concerns about the proposed program, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may request review by the chief academic officers of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

After concerns have been resolved, the Council staff will notify the institution that it may complete the next stage of the academic program approval process. If those concerns cannot be fully resolved to the Council's satisfaction, the Council staff will inform the institution that the institution should not proceed with its internal process of program approval.

#### Proposal Stage

In the proposal stage, the institution submits a full program proposal that has been approved by the institutional governing board. Upon successful completion of the pre-proposal stage, institutions have up to 18 months to submit a proposal. If applicable, the proposal should address concerns and any possibilities for collaboration with other institutions that arose during the pre-proposal process. The proposal should address the following elements:

- i. Centrality to the institution's mission and consistency with the state's postsecondary education goals.
- ii. Program quality and student success issues.
- iii. Program demand and unnecessary duplication.
- iv. Cost and funding sources.
- v. Program review and assessment.

A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally not be solicited by the Council; however, the Council reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, new programs will be placed on provisional status and will be subject to an initial review process as outlined in the Review of Existing Academic Programs Policy. If staff has questions or concerns about the full proposal, staff will not recommend approval to the Council until all issues are resolved.

**Council on Postsecondary Education  
September 22, 2011**

**Review of Existing Academic Programs:  
Policy and Procedures**

<p><b>ACTION:</b> The staff recommends that the Council approve the attached policy and procedures for the review of existing academic programs.</p>
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KRS 164.020 (16) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions, taking into consideration these criteria:

- a. Consistency with the institution's mission and the Strategic Agenda.
- b. Alignment with the priorities in the strategic implementation plan for achieving the Strategic Agenda.
- c. Elimination of unnecessary duplication of programs within and among institutions.
- d. Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

The policy and procedures of the Council on Postsecondary Education related to review of existing academic programs have not been revised since 1999. The Council staff has worked with representatives from each public university and the Kentucky Community and Technical College System (Attachment 1) to agree upon definitions related to academic programming (Attachment 2) and update the policy and procedures related to review of existing programs (Attachment 3) in light of best practices, better coordination among state and institutional practices, and an improved connection between academic program approval and review of existing academic programs. The policy will be implemented in the 2013-14 academic year.

Staff preparation by Melissa Bell

Academic Program Approval and Review of Existing Academic Programs:  
Campus Representatives

**Eastern Kentucky University:**

Edward J. Keeley, Ph.D.  
Executive Director of Institutional Effectiveness & Research

**Kentucky Community and Technical College System:**

Mary A. Kleber, Ph.D.  
Director of Curriculum and Program Support

**Kentucky State University:**

Titilayo Ufomata, Ph.D.  
Associate Provost & Professor

**Morehead State University:**

Dayna Seelig, Ph.D.  
Associate Vice President of Academic Affairs

**Murray State University:**

Jay Morgan, Ph.D.  
Associate Provost for Graduate Education & Research

**Northern Kentucky University:**

J. Patrick Moynahan, Ph.D.  
Vice Provost, University Programs

**University of Kentucky:**

Constance A. Ray, Ph.D.  
Vice President for Institutional Effectiveness

**University of Louisville:**

Robert S. Goldstein, MPH  
Associate University Provost, Office of Academic Planning & Accountability

**Western Kentucky University:**

Sylvia S. Gaiko, Ph.D.  
Associate Vice President for Academic Affairs

## DEFINITIONS RELATED TO ACADEMIC PROGRAMMING

Academic Programs

An **academic program** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

**Academic program modifications** are of two types:

1. **Minor academic program modifications** refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum.
2. **Major academic program modifications** refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

A Classification of Instructional Programs code, or **CIP code**, is a six-digit code in the form of xx.xxx that identifies instructional program disciplines. The CIP code supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

A **major** is a primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **minor** is a secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **core** is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

A **new academic program** is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

An **area** is a primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

A **track** is a set of courses designed to develop expertise within a major or area at the undergraduate level.

A **concentration** is a set of courses designed to develop expertise within a major or area at the master's level.

A **specialization** is a set of courses designed to develop expertise within a major at the doctoral level.

A program of **vocational-technical and occupational nature** refers to undergraduate certificate, diploma, technical, or associate degree programs designed to prepare students to enter the workforce immediately after graduation. The programs fall into categories/career pathways of: (1) Health Science; (2) Business Administration and Management; (3) Manufacturing; (4) Architecture and Construction; (5) Agriculture (Food and Natural Resources); (6) Hospitality and Tourism; (7) Human Resources; (8) Arts, Audio/Video Technology and Communications; (9) Information Technology; (10) Law, Public Safety, Corrections and Security; (11) Education and Training; (12) Government and Public Administration; (13) Marketing; (14) Science, Technology, Engineering, and Mathematics (STEM); (15) Finance; and (16) Transportation, Distribution, and Logistics.

A **suspended program** is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it is considered a closed program.

A **closed program** is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the *Registry of Degree Programs*.

### Academic Program Delivery Methods

An **accelerated course** refers to a course that can be completed in less than a traditional semester.

An **accelerated program** refers to the use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

A **collaborative program** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

- If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council's *Registry of Degree Programs* in an "**enrollment-only**" reporting category.

- If the degree or credential is offered by all institutions participating in the resource-sharing arrangement but only one institution is listed on a graduate's diploma, the program is registered on the Council's *Registry of Degree Programs* in an **enrollment- and degree-granting category for each participating institution**.

A **cooperative (work study) program** is an academic program that provides for alternate class attendance and employment in business, industry, or government.

**Credit for prior learning** refers to college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

A **distance learning program** is an academic program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **100% distance learning program** is an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **distance learning course** is a formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **correspondence course** is a form of distance learning that is self-paced and involves the exchange of instructional materials and exams, by mail or electronic transmission, to students who are geographically remote from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

A **dual degree program** is a formalized path of study that allows a student to pursue two different degrees at the same time, either at the same institution or at different institutions, and possibly complete them in less time than it would take to earn them separately. The two degrees could be in the same subject or in two different subjects; they could be at the same level (for example, two bachelor's degrees) or at two different levels (for example, bachelor's and master's degrees). Students must meet the admission requirements for both degree programs.

An **embedded program** consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

An **extended-campus program** is an academic program offered at any center, branch, campus, or other site at which postsecondary degree or nondegree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

A **joint program** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality.

- The program is registered on the Council's *Registry of Degree Programs* in an enrollment and degree-granting category for each institution participating in the joint program.

A **module** is a standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

A **modularized program** is an academic program that can lead to interim credentials after completion of a specified number of courses.

## **Degrees and Credentials**

A **degree** is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program.

An **associate's degree** is an award that normally requires at least 60 semester credit hours or the equivalent.

A **bachelor's degree** is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

A **master's degree** is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

- A **professional science master's degree** program consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

A **specialist degree** is an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

A **doctoral degree** is the highest award a student can earn for graduate study. The Integrated Postsecondary Education Data System recognizes three types of doctorates.

- A **doctor's degree—professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional.”
- A **doctor's degree—research/scholarship** requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.
- A **doctor's degree—other** is a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.

An **advanced practice doctorate**, also known as a **professional doctorate**, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions. It can be classified as either *doctor's degree—professional practice* or *doctor's degree—other* for IPEDS reporting.

**Undergraduate (pre-baccalaureate) certificate** is a subbaccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills. These certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

- **Postsecondary certificate (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.
- **Postsecondary certificate (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.
- **Postsecondary certificate (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

**Graduate certificate** is a post-baccalaureate credential granted upon satisfactory completion of a set of related courses within a discipline or a set of related disciplines. It has the primary purpose of supplementing or enhancing skills for degree-seeking students who wish to demonstrate competency in a high-demand or emerging area that will increase their marketability in local, national, and global markets.

- A **post-baccalaureate certificate** requires completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.
- A **post-master's certificate** requires completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.
- A **first professional certificate** provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

A **diploma program** is designed to prepare students for technical employment within a one to two-year period. A prescribed program of technical and general education courses is designed to prepare students for a specific job title, credit toward an associate degree, and continued training opportunities for certificate program graduates.

A **diploma** is a formal document certifying the successful completion of a prescribed pre-baccalaureate program of studies, either requiring less than one year or up to at least two but fewer than four years of work beyond grade 12.

- **Postsecondary diploma (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.
- **Postsecondary diploma (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.
- **Postsecondary diploma (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

### Miscellaneous

A **credit hour**, as defined in regulation by the United States Department of Education, is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Academic program implementation** occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

## Review of Existing Academic Programs

The review of existing academic programs, along with the approval of new academic programs, is one of the main responsibilities of state higher education coordinating boards. The purposes of these reviews include quality improvements, more efficient use of resources, accountability, and cost effectiveness. Typical criteria for the review of existing programs at the state level relate to quality, cost, duplication, employer and student demand, and reallocation of resources.

### 1. Background

From 1976 to 1987, the Council on Higher Education (CHE) conducted three reviews of existing programs. The first program reviews assessed all doctoral programs in the late 1970s. Then master's programs and bachelor's programs were assessed. After focusing on degree levels, the next two rounds of program reviews in the 1980s were conducted by discipline. In the 1980s, the Procedures for Review of Existing Programs noted that the four purposes of program review were to determine (1) which programs were operating well; (2) which programs needed to be improved and what resources would be required; (3) which programs were no longer needed in their present form; and (4) which programs were needed but not presently offered.

Focusing on disciplines was more useful than focusing on degree levels, but there were problems with that approach as well. The discipline reviews focused on productivity and duplication, but there were no specific criteria because institutions believed that criteria should vary by mission and institutional size. In addition, there were no clear objectives (e.g. generate dollar savings or decrease the number of programs), so there was also no agreement on acceptable rationales for maintaining programs.

After the review cycle in 1987, the CHE determined that the process should be redesigned with two concepts in mind: (1) institutions should be involved in the design of the new process and (2) the process should focus on program quality. The Council of Chief Academic Officers was charged with redesigning program review. A subcommittee of CAOs was created to develop a definition of quality, but it did not produce one that was accepted by all institutions. Staff and CAOs finally agreed that each institution would define quality for itself. Institutions then noted that the review process was duplicative of SACS and program-specific accreditation reviews. As a result, in May 1989, staff suggested to the CHE that program review activities be merged with statewide and institutional planning activities. The reasoning was that program reviews, especially the assessment of strengths and weaknesses and the determination of the appropriate program mix, would help shape strategic plans and then provide feedback on the implementation of the plans.

The redesign of the program review process, which began in 1988, was completed with the adoption of a new policy in November 1990. The updated policy's guiding principles were to:

- Promote the qualitative improvement of individual degree programs and institutions.
  - How are institutions defining and assessing quality?
  - How are institutions trying to improve quality?
  - Do institutions follow through on plans to improve quality?

- Ensure an array of degree programs appropriate to each institution’s mission.
  - Are programs performing adequately? What are the strengths? What are the weaknesses?
  - Is the current array of programs meeting the needs identified in the statewide and institutional strategic plans?
- Contribute to planning activities at the institutional and state levels.
  - Has the consolidation of planning and program review been beneficial to both processes?
  - Is program review performing as desired in this new alignment?

As the policy was being revised, there were five expectations of program review extrapolated from the statewide plan for higher education:

- Provisions for assessing quality would be strengthened.
- New procedures should be comprehensive, i.e. contain a mixture of quantitative and qualitative standards which address quality, performance, cost effectiveness, contributions to institutional and statewide goals, and unnecessary duplication.
- Strengthening of undergraduate programs would take precedence over graduate programs.
- There would be increased scrutiny of programs and a more rigorous assessment of their viability and feasibility.
- Program review standards should be incorporated into the review of new programs to ensure quality and prevent unnecessary duplication.

It was agreed that outcomes of the program review process would be:

- Increased emphasis on qualitative considerations and program improvements over time.
- Improved coordination of programs based on institutional and statewide perspectives.
- Targeted institutional missions.

In 1991, the fourth round of reviews was implemented and focused on qualitative assessments that would lead to program improvements. The updated process recognized two categories of programs – nucleus and special. Nucleus programs were traditional liberal arts disciplines at the baccalaureate level that were considered “standard” at most universities. Nucleus programs were considered essential or highly desirable in operating coherent undergraduate programs. All other programs were considered special.

All programs underwent a qualitative review by the institutions, while special programs also underwent a quantitative review by CHE staff. Institutions created their own definitions of and criteria for quality, the reasoning being that the institutions were responsible for improving the quality of their own programs so they should also assume the responsibility for defining and assessing quality.

The quantitative review addressed productivity levels,<sup>1</sup> unnecessary duplication,<sup>2</sup> and disciplinary concerns. It analyzed items such as workforce shortages and surpluses, pass rates on licensure exams, rapid enrollment growth, and staffing and equipment problems. Each round (i.e., qualitative analysis by institutions and quantitative analysis by CHE staff) of reviews took two years to complete.

<sup>1</sup> Low productivity was defined as an average of fewer than 10 degrees awarded over a five-year period for certificate, associate, and baccalaureate programs; fewer than 5 degrees for master’s and specialist programs; and fewer than 3 degrees for doctoral programs. Source: March 20, 1997 Memo

<sup>2</sup> Duplication was defined as programs offered by more than four institutions. Source: March 20, 1997 Memo

Staff assumed that actions taken by institutions to improve programs could be analyzed during the next program review cycle five years later. Most institutional reports did not include recommendations to suspend or withdraw programs. Program reviews were interrupted by Gov. Brereton Jones' Higher Education Review Commission and were officially suspended in October 1993.

In November 1999, the Council on Postsecondary Education (the Council) passed a series of guidelines related to academic programs that streamlined the process of reviewing programs and recognized the need for institutional flexibility within the new postsecondary structures of the Kentucky Postsecondary Education Improvement Act of 1997. The Council's Guidelines for Review of Academic Program Productivity established the following thresholds to be used to identify programs for review:

- Associate programs - average of fewer than 12 degrees awarded during a five-year period.
- Baccalaureate programs - average of fewer than 12 degrees awarded during a five-year period.
- Master's programs - average of fewer than seven degrees awarded during a five-year period.
- Doctoral programs - average of fewer than five degrees awarded during a five-year period.

After the policies were streamlined, the Council conducted four rounds of program productivity review. In the first round, the Council staff reviewed degree output from 1994-95 to 1998-99, and the Council approved the results in July 2001. In the second round, staff reviewed degree output from 1996-97 to 2000-01, and the Council approved the results in May 2003. In the third round, staff reviewed degree output from 1998-99 to 2002-03, and the Council approved the results in January 2005. At its January 30, 2006, meeting, the Council amended its Guidelines for Review of Academic Program Productivity to specify a four-year review cycle.

The most recent review was conducted in 2008-09 and examined degree output from 2003-04 to 2007-08. First, Council staff analyzed official degree data to identify associate, baccalaureate, master's, and doctoral programs at each institution that were below the thresholds. Next, staff notified institutions of those programs that were below the thresholds and asked them to apply an efficiency index to programs below the master's degree level.<sup>3</sup> If the efficiency index for a program at the comprehensive universities was 540 or above, the program was considered to be productive and removed from further review. If the efficiency index for a program at the research universities was 360 or above, the program was considered to be productive and removed from further review. Finally, the institutions were asked to review each remaining low-productivity program and make written recommendations with supporting rationale for continuation, alteration, or closure of the program.

<sup>3</sup> The efficiency index formula was defined as the total student credit hours in one year (fall and spring semesters) by program or department divided by the total FTE faculty (full-time faculty + 1/3 part-time faculty).

## 2. Policy

In 1997, KRS 164.020 was amended and provided the Council with additional guidance concerning program review. The statute allows the Council to eliminate or change existing programs at any public institution based on consistency with the institution's mission and the state's postsecondary Strategic Agenda, alignment with the state's postsecondary strategic implementation plan, unnecessary duplication, and interinstitutional cooperation. In addition, Goal 6 of HB 1 (1997) challenges postsecondary institutions to "deliver educational services to citizens in quantities and of a quality comparable to the national average." KRS 164.020 (16), HB 1 (1997), and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015* form the basis of the Council's program review policy.

- a. Institutions will conduct periodic reviews of approved academic programs. Each institution may create the forms and internal procedures for the review, but Council staff will require some uniform types of information from all institutions. Each institution will be required to include this information in its internal review process.
- b. New associate programs will be reviewed by the institution and the results forwarded to Council staff for review after three years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.
- c. New baccalaureate programs will be reviewed by the institution and the results forwarded to Council staff for review after five years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.
- d. New master's degree programs will be reviewed by Council staff four years after implementation. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.
- e. New doctoral programs will undergo an abbreviated interim review by Council staff after three years and a full review three years after the interim review. Upon completion of a successful abbreviated Council review, these programs will be put on the regular institutional program review cycle.
- f. In addition to newly approved programs, Council staff will review all existing programs based on each institution's review cycle. Programs will be subject to the same program review criteria as newly approved programs. Institutions will need to obtain historical data from existing programs in order to evaluate them based on the criteria outlined in the next section. For existing programs, institutions should provide data for at least five academic years.
- g. As required by KRS 164.295 (3), comprehensive universities must submit annual reports to the Council identifying the full cost of and all funding sources for each approved applied doctorate and the performance of each approved program.

### 3. Procedures

Institutions will submit the results of program reviews to Council staff for statewide review. Institutions may use previously established review procedures, but must include the following information.

Consistency with institutional mission/Strategic Agenda/strategic implementation plan will be evaluated by:

- a. Contribution to institutional mission.
- b. Contribution to economic and social welfare goals of HB1 as delineated in the statewide postsecondary education Strategic Agenda.
- c. Alignment with statewide postsecondary education strategic implementation plan.

Program quality and student success will be evaluated using:

- a. Evidence of attainment of student learning outcomes.
- b. External awards or other recognition of the students, faculty, and/or program.
- c. Average actual time and credit to degree.
- d. Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction.
- e. Job placement or graduate school admission.
- f. Pass rates on licensure/certification exams (if applicable).

Cost and funding will be analyzed in terms of:

- a. Student credit hour per instructional faculty FTE.
- b. Extramural funding.

Program demand and unnecessary duplication will be evaluated using:

- a. Number of students enrolled and credit hour production.
- b. Number of degrees conferred.
- c. Explanation of how the curriculum is different from existing programs at other institutions or that access to these programs is limited.
- d. Explanation of pursuit of collaborative opportunities with similar programs at other institutions and how collaboration will increase effectiveness and efficiency.

Institutions will post the data for the program review criteria on the Kentucky Postsecondary Program Review System (KPPRS) as well as their recommendations for each program. Council staff will review the data and institutional recommendations to determine whether the program should continue without modification, continue with modification, or be closed within three years.

For programs that will continue with modification, institutions should submit a three-year plan for program improvements. Institutions shall submit a progress report and a recommendation for the program's future at the end of this three-year period. The Council staff will review the progress report and institutional recommendation and will confer with the institution before determining if the program should continue without modification or should be closed within three years.

**Council on Postsecondary Education  
September 22, 2011**

**Advanced Practice Doctorates  
Report to the Legislature**

**ACTION: The staff recommends that the Council accept this report that will be submitted to the Interim Joint Committee on Education before October 15, 2011.**

In the last legislative session, the General Assembly amended KRS 164.295 to allow comprehensive universities to offer up to three advanced practice doctorates. However, it allows the Council, with the unanimous consent of the members of the Advisory Conference of Presidents, to make a recommendation to the Interim Joint Committee on Education as to whether the current limit of three advanced practice doctorates at comprehensive universities should be amended.

The statute also requires the Council on Postsecondary Education to work with the Advisory Conference of Presidents to develop the criteria and conditions for approval of advanced practice doctorates. Council staff then must work with the Legislative Research Commission to promulgate an administrative regulation to formalize these criteria and conditions.

KRS 164.295 requires that the Council provide a report on the criteria and approval process for advanced practice doctorates to the Interim Joint Committee on Education before October 15, 2011. This report (see attached) has been developed by Council staff for review by the Council before submission to the Interim Joint Committee on Education.

## ADVANCED PRACTICE DOCTORATES IN KENTUCKY

Statutory authority to offer advanced practice doctorates is provided by KRS 164.295.<sup>1</sup> This statute allows all state universities to offer, upon approval by the Council on Postsecondary Education, programs beyond the master's degree level to meet the requirements for teachers, school leaders, and other certified personnel. It also allows comprehensive universities, upon Council approval, to offer an advanced practice doctoral program in nursing in compliance with KRS 314.111 and 314.131. The statute limits comprehensive universities to three advanced practice doctoral programs including an Ed.D. program and an advanced practice doctoral program.

KRS 164.295 also requires the Council, in consultation with the Advisory Conference of Presidents, to develop the criteria and conditions for approval of advanced practice doctorates and promulgate an administrative regulation related to these criteria. In addition, the Council is required to submit the approval process to the Interim Joint Committee on Education by October 15, 2011.

KRS 164.295 allows the Council, with the unanimous consent of the members of the Advisory Conference of Presidents, to make a recommendation to the Interim Joint Committee as to whether the current limit of three advanced practice doctorates at comprehensive universities should be amended.

### Criteria for the Approval of Advanced Practice Doctorates

The Council staff worked with university presidents, chief academic officers, and other campus leaders to develop the criteria by which advanced practice doctorates may be approved. The criteria are outlined below and are based on research conducted by Council staff and institutional representatives.

Centrality to Institutional Mission and Consistency with Kentucky's Postsecondary Education Goals: Institutions should demonstrate centrality to the institution's mission and consistency with the state's postsecondary education goals by providing evidence that includes: (a) the program's objectives, along with the specific institutional and societal needs that will be addressed; (b) the relationship of the program to the university's mission and academic plan; and (c) the relationship of the program to the Strategic Agenda.

Program Quality and Student Success: Institutions should demonstrate program quality and commitment to student success by such measures as: (a) proposed learning outcomes; (b) how the curriculum will achieve the objectives of the program; (c) any distinctive qualities of the program; (d) availability of faculty, library resources, physical facilities, and instructional equipment; (e) degree completion requirements; (f) methods of program delivery; (g) how the program builds upon the reputation and resources of an existing master's degree program in the field; (h) the impact of the proposed program on undergraduate education at the institution; and (i) demonstration of available clinical sites for those programs with clinical requirements.

<sup>1</sup> Language related to advanced practice doctorates is shown in bold and italics for emphasis.

Program Demand: Institutions should demonstrate demand for the program by providing evidence of (a) student demand; (b) employer demand; and (c) academic disciplinary needs, including new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies.

Unnecessary Duplication: Institutions should show that the program does not unnecessarily duplicate an existing program at another state university by including information about: (a) differences in curriculum between the proposed program and an existing program; (b) differences in student population; (c) documentation of excess student demand for an existing program; and (d) collaboration between the proposed program and an existing program.

Cost and Funding: Institutions should provide information on the sources of funding and the costs associated with the program, including: (a) all sources of revenue; (b) all sources of costs; (c) whether the program will require additional resources; (d) whether the program will impact financially an existing program or organizational unit within the state university; (e) the return on investment to Kentucky; and (f) evidence that funding for the program will not impair funding of an existing program at another state university. A detailed spreadsheet of revenue and costs must be submitted to the Council.

Program Assessment: Institutions should provide information on program evaluation procedures, including: (a) what program components will be evaluated; (b) when and how the components will be evaluated; (c) who is responsible for the data collection; (d) how the data will be shared with faculty; (e) how the data will be used for program improvement; and (f) how students' post-graduation success will be measured and evaluated.

Promulgation of Administrative Regulation: Given the consensus of the Advisory Conference of Presidents on the criteria for assessing new advanced practice doctorates, the Council staff will work with the Legislative Research Commission to promulgate an administrative regulation outlining these criteria. This process is expected to be completed by April 2012.

### **Approval Process for Advanced Practice Doctorates**

Institutions must pre-post a proposed advanced practice doctorate on the online Kentucky Postsecondary Program Proposal System (KPPPS) after it has been approved at the college level. Pre-posting a program upon initial approval at the college level allows more time for institutions to share information and create collaborative arrangements, including articulation agreements with KCTCS institutions.

As part of the pre-proposal, the following information should be posted to KPPPS:

- CIP code, program name, and degree level.
- Proposed implementation date.
- Program description and objectives and their consistency with the institutional mission, the statewide postsecondary education Strategic Agenda, and the statewide strategic implementation plan.
- Intended student learning outcomes and preliminary assessment plan.

- Justification, including a preliminary needs assessment.
- Relationship with other programs within the institution.
- Relationship with programs at other institutions.<sup>2</sup>
- Course delivery methods.
- Faculty qualifications and resources.
- Preliminary cost estimate.
- Availability of clinical sites (if applicable).
- Evidence that the program builds upon the reputation and resources of an existing master's degree in the field.
- New practice, licensure, or accreditation requirements.
- Impact on undergraduate education.
- Evidence that funding for the program will not impair funding of any existing program at any other public university.

After posting this information to KPPPS, the chief academic officers, or their designees, of other public institutions and Council staff will have 45 days to review and comment on the proposed program. If another institution or the Council staff expresses concerns about the proposed program, the Council staff may require additional information and may request review by the chief academic officers of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

When there are no unresolved objections to the proposed program, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within 18 months of the approval of the pre-proposal. If applicable, the proposal should address concerns and any possibilities for collaboration with other institutions that arose during the pre-proposal process.

The proposal should address the following elements:

- i. Centrality to the institution's mission and consistency with state goals.
- ii. Program quality of student success issues.
- iii. Program demand and unnecessary duplication.
- iv. Cost and funding sources.
- v. Program review and assessment.

A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally not be solicited by the Council; however, the Council reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

<sup>2</sup> Before submitting a pre-proposal, proposing institutions must contact institutions with similar programs, as defined by CIP and degree level, to initiate discussions about the possibilities for collaborative or joint programs. Similar programs can be identified through the Council's Registry of Degree Programs, also known as the program inventory. The program inventory can be found on the Council's website at <http://cpe.ky.gov>.

Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, new programs will be placed on provisional status and will be subject to an initial review process. In addition, comprehensive universities must submit annual reports to the Council identifying the full cost of and all funding sources for each approved advanced practice doctorate and the performance of each approved program.

### **Recommendation to the Interim Joint Committee on Education on the Amendment of KRS 164.295**

While there is broad support among the public comprehensive universities to amend the current statute to lift the limit of three advanced practice doctorates allowed at those institutions, consensus has not yet been achieved on this point among all public postsecondary institutions. The Council will continue to work with the campuses on this matter over the next several months. If consensus develops on lifting the program limit, the Council president will incorporate that recommendation into this report before October 15, or will bring that recommendation to the General Assembly in advance of the 2012 session.

APPENDIX 1:  
Background Research on Advanced Practice Doctorates

## Background

Advanced practice doctorates, commonly referred to as professional doctorates, are not a new concept. In fact, the first advanced practice doctorate awarded in the United States, the M.D., predates the first research doctorate by almost 100 years. Many of the earliest advanced practice doctorates, known as the first wave, were first professional degrees. In the decades after World War II, there was gradual increase in the number of these doctorates. This second wave of advanced practice doctorates included the D.Pharm., Ed.D., J.D., and the DPH.<sup>3</sup> The 1990s and early 2000s ushered in the third wave of these doctorates, starting with audiology then physical therapy, occupational therapy, and nursing.<sup>4</sup> Driving forces for this latest wave of advanced practice doctorates include revenue generation for institutions, as well as occupational reasons such as the perceived need for legitimacy within certain professions, need for additional training to deal with increasing loads of information, and lack of external standards.<sup>5</sup>

Proponents argue that the increasing complexity of certain fields, especially in allied health, require training beyond the master's degree. Critics, however, are concerned that accrediting agencies have caused both degree creep as well as degree inflation. That is, although accrediting agencies and professional organizations have increased the requirements to enter certain professions, some accrediting agencies have increased degree qualifications without requiring significant curricular changes or clinical requirements. In addition, critics argue that technology could be better utilized to deal with health care complexity and that advanced practice doctorates will lead to higher health care costs.<sup>6</sup>

This third wave of advanced practice doctorates has created "widespread calls for rethinking modes of organizing and classifying advanced degrees."<sup>7</sup> In response, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools convened a task force on professional doctorates and released a report in 2006, and the Council of Graduate Schools created a task force and released a report in 2007.

## Characteristics of Advanced Practice Doctorates

Currently, there are two broad categories of advanced practice doctorates – those that require a dissertation or capstone project (e.g., Ed.D., D.N.P, and O.T.D) and those that do not. Advanced practice doctorates that do not require some kind of capstone project typically lead to licensure (e.g., M.D., J.D., and D.V.M). In fact, "The lack of a capstone experience can be justified only when the degree is tightly linked to professional licensure. Otherwise, advanced practice doctorate degrees have the same basic structure of coursework, qualifying experiences, and capstone experience that characterizes the research doctorate."<sup>8</sup> According to the Council of Graduate

<sup>3</sup> Julia Wrigley and William Ebenstein. January 2010. Report on Options for Organizing Professional Doctorates at CUNY: A Report Prepared for Executive Vice Chancellor and University Provost Alexandra Logue.

<sup>4</sup> Ibid.

<sup>5</sup> Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.

<sup>6</sup> Isaac Montoya. 2007. "A Marketing Clinical Doctorate Program." *Journal of Allied Health*, 36 (2): 107-12.

<sup>7</sup> Julia Wrigley and William Ebenstein. January 2010. Report on Options for Organizing Professional Doctorates at CUNY: A Report Prepared for Executive Vice Chancellor and University Provost Alexandra Logue, p. 3.

<sup>8</sup> Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 27.

Schools' task force, those programs that include practica or capstone projects should require a written report that is defended by the student.

The curricula of advanced practice doctorates are focused on real-world problems within a particular profession. These doctorates are less focused on theory and more focused on practical application, but that does not mean that they are without a research component. For instance, advanced practice doctorates can teach people to evaluate and utilize research and design and conduct applied research.

According to IPEDS, a "doctor's degree – professional practice" is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional." A "doctor's degree – research/scholarship" requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

In addition to a lack of a standard definition, there are no nationally accepted common core characteristics of advanced practice doctorates. They vary in terms of necessary prior degrees, length of study, rigor and amount of coursework, clinical practica, threshold examination, capstone experience, and whether or not it leads to licensure. Coursework and overall length of study may be shorter than for research doctorates, especially in fields with longer-than-average master's degrees.

"In order to differentiate practice-focused from research-focused doctoral programs, and practice doctorates from master's programs, and to make the degree understandable to patients, potential employers, and the public, it is advisable to achieve as much standardization as possible among practice-focused doctoral programs."<sup>9</sup> To that end, the HLC task force recommended that regional accrediting agencies develop core characteristics of professional doctorates and focus their evaluation on institutional capacity to offer these types of doctorates. The HLC task force recommended that core characteristics include:<sup>10</sup>

- Clear learning outcomes.
- Solid curriculum.
- Comparisons to other professional doctorates within the institution or similar programs offered at other institutions.
- Faculty credential and resources.
- Length of study appropriate to learning outcomes.
- Inclusion of stakeholders in program design.
- Evaluation and quality assurance.

<sup>9</sup> Elizabeth Lenz. 2005. The Practice Doctorate in Nursing: An Idea Whose Time Has Come. *Online Journal of Issues in Nursing*, Vol. 10 Issue 3, p 57-72.

<sup>10</sup> Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.

The Council of Graduate Schools' task force also identified core characteristics, including:<sup>11</sup>

- Focus on professional practice and employer needs.
- Focus on applied research or advanced practice.
- Focus on students who are leaders within the profession “who will drive the creative and knowledge-based development of its practices and the development of standards for others.”

### **Possible Criteria for Evaluation As Identified in the Literature**

When evaluating proposed doctorates, SHEEOs should look at both institutional capacity to offer this type of degree as well as the need for and expected quality of the particular proposed program.

Institutions should focus on the role of advanced practice doctorates as they relate to the mission as well as the strengths and weaknesses of each institution.<sup>12</sup> Institutional leaders must demonstrate that the advanced practice doctorate supports the institution's mission and that the leaders have analyzed the degree's impact on the institution, including both anticipated and unanticipated consequences.<sup>13</sup> It is also important to note that “Even among institutions with similar missions, a program that is part of a cluster of strong, interlinked programs has a different value from one that stands in isolation or is surrounded by weak programs.”<sup>14</sup>

The HLC's task force concluded that regional accreditors should use the following criteria when evaluating institutional capacity to offer professional doctorates:

- How well programs meet standards of specialized accreditors.
- Strength of institution's quality assurance.
- Relationships among administration, faculty government, and program approval.
- Institution's relationship with the profession, especially in needs assessment.
- Thoroughness of financial planning.
- Understanding of the need for clinical sites.

The Council of Graduate Schools' task force and the HLC task force identified this combined list of fundamental questions that can inform program evaluation:<sup>15</sup>

- What need is served? Who determined the need?
- Who benefits from these degrees – the profession, the degree holder, the employer, the patient or client?
- Will the program advance the well-being of society, not just the well-being of the degree holders?

<sup>11</sup> Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 7.

<sup>12</sup> Ibid, p. v.

<sup>13</sup> Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.

<sup>14</sup> Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 22.

<sup>15</sup> Ibid, p. 30.

- Who defines quality? Who ensures quality?
- Will it transform practice?
- Does it measure up to the rigor of a Ph.D.?
- How important is institutional background, especially prior experience in offering graduate degrees?
- How do these degrees relate to other types of degrees?
- How do these degrees relate to mission creep, credential creep, and flexible program delivery methods?
- Can a common understanding of doctoral quality inform the content and rigor of professional degrees?

The Council of Graduate Schools' task force also identified specific criteria for reviewing proposed advanced practice doctorates, including:

- Ability to meet accreditation standards.
- "Standing of the sponsoring unit within the discipline" (departmental quality).
- Characteristics of the best professional doctorates in the discipline.
- Evidence that graduates will be prepared to lead their fields.
- Relationships with research programs within the department and college.
- Faculty qualifications.
- Ability to attract students.
- Ability to evaluate student progression, student outcomes, and other student success measures.
- Contribution to mission, goals, and reputation of the department, college, and institution.
- Intellectual and material resources.

When assessing these types of programs, it is important to remember that they are focused on needs of particular professions. Therefore, job placement and leadership within the profession are important indicators of program success.

Wisconsin has been on the forefront of state policy related to advanced practice doctorates. The University of Wisconsin Board of Trustees created a task force that developed criteria for evaluating advanced practice doctorates at comprehensive universities, including:

- Presence of high-quality master's program.
- Focus on underserved geographic areas.
- Impact on undergraduate programs.
- Reliance on adjuncts.
- Alignment with institutional mission and strategic plan as well as statewide goals.
- Demonstration of labor market needs at local, regional, and national levels.

## Summary

While limited research on advanced practice doctorates is available, the HLC and the Council of Graduate Schools have published helpful reports that have informed CPE's discussion with institutional leaders. In addition, the Wisconsin Board of Trustees conducted background research that informed its criteria for approving advanced practice doctorates, and this research has guided the Council's criteria development as well.

**Council on Postsecondary Education  
September 22, 2011**

**New Academic Programs:  
B.A. in Traditional Music – Morehead State University  
Ph.D. in Justice Administration – University of Louisville**

**ACTION: The staff recommends that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103).**

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed and recommend for approval the following programs from Morehead State University and the University of Louisville.

**B.A in Traditional Music (CIP 50.0999) at Morehead State University**

This program will provide students with authentic training in performance as solo, ensemble, and studio artists on at least one appropriate instrument and/or voice. The goal of the program is to offer opportunities for students to develop a high level of performance and presentation skills and a deep understanding of musical forms and styles with emphasis on those related to traditional music. Morehead currently offers a minor in Traditional Music Studies. This proposal offers the opportunity for students to major in Traditional Music. The program will consist of 48 credit hours

**Ph.D. in Justice Administration (CIP 43.0103) at the University of Louisville**

This program will be the only Ph.D. in Justice Administration in Kentucky. The curriculum, which consists of 21 hours of core classes, 21 hours of electives, and 12 hours of dissertation research, will emphasize the study of the management and effectiveness of public policies and programs in the field of criminal justice. The program will meet the need for a Ph.D. program that has an applied emphasis in which theory is put to “practice” and linked to practical application. This is consistent with new trends within the management and operation of all criminal justice agencies nationally as they move to more information-based decision-making, planning, and program/policy development. The program will support part-time students with classes offered exclusively in the late afternoon and evening. There will be a strong and active plan for recruitment of racial and ethnic minorities. This would include developing relationships with active feeder programs at colleges and universities known for large racial and ethnic minority enrollments with criminal justice/criminology programs, limiting some portion of assistantships for racial and ethnic minorities on a priority basis, active and direct recruitment of racial and ethnic minorities as doctoral students and as new faculty for the Ph.D. program.

Staff preparation by Melissa Bell



**Council on Postsecondary Education  
September 22, 2011**

**2011-12 CPE Work Plan**

**ACTION: The staff recommends that the Council approve the Plan of Work, July 2011-July 2012.**

The attached CPE President's Plan of Work provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year. It was provided for initial review by the CPE members at the June meeting.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The President Evaluation Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

**CPE President's Plan of Work**  
**Priority Activities – July 2011 through July 2012**

1. Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.
2. Finalize state, regional, and institutional performance metrics, and coordinate implementation of the 2011-15 Strategic Agenda for Kentucky Postsecondary and Adult Education in partnership with campuses and adult education providers.
3. Work with campus leaders to finalize and develop consensus on a unified funding request (operating and capital) and distribution process for 2012-14 that: (a) supports the educational mission of each institution; (b) enhances quality and access; (c) encourages innovation and collaboration; (d) promotes degree production; and (e) utilizes results from the VFA study to focus policy attention on asset preservation and space utilization. Advocate aggressively for the funding proposal during the 2012 legislative session.
4. With campus and state leaders, set tuition parameters for the 2012-13 academic year that balance the needs of campuses with the interests of students and policymakers.
5. Improve college readiness:
  - a. With KDE and EPSB, continue to coordinate SB1 (2009) implementation, including execution of remediation reduction plan, adoption of common core standards, and improvements in teacher preparation and professional development.
  - b. Advocate for continued state support for SB1 implementation during the 2012 legislative session.
  - c. Produce more GED graduates who are college/career ready through implementation of managed program models and initiatives like Skill Up, increase the effectiveness of KYAE educators, and transition more KYAE students on to postsecondary education with the implementation of curricula aligned with the new common core standards.
  - d. Submit new federal GEAR UP grant proposal, and work with campuses and other state partners to enhance programs like: (a) KY College Coaches; (b) Advance Kentucky; and (c) Project Lead the Way, which are designed to improve college readiness and ease transitions from high school to college.
6. Strengthen college access and student success:
  - a. Continue implementation of HB 160 (2010) to streamline and improve student transfer, support KCTCS efforts to expand high quality associate degree programs, and launch new web-based transfer resource for students to facilitate the transitions to four-year campuses.
  - b. Work with campuses to enhance participation and success for all students and close achievement gaps.
  - c. Promote diversity within the campus communities.
  - d. Work with campuses to develop policies and programs that support increased educational opportunities and innovative approaches to program delivery for working adults.
  - e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through increased state resources and financial aid and to encourage more rational use of institutional aid.
  - f. Increase the use of data and information to improve student learning and outcomes through new performance dashboard system, expanded analysis of key policy issues, and implementation of Educational Delivery Institute (EDI) strategies to improve performance outcomes.
7. Promote campus-based research and strategies to improve economic competitiveness:
  - a. In partnership with campuses, advance and implement funding programs to expand the state's research capacity.
  - b. Reengage business community in supporting/advocating postsecondary education reform agenda.
  - c. Work with presidents, business community, and other leaders to develop strategies to increase degrees in STEM related fields, including creation of specific scholarships and other incentives to encourage degree completion.
8. Support innovation and efficiency:
  - a. Finalize revisions to academic program approval process and program productivity review process to minimize duplication, increase quality, and encourage increased productivity.
  - b. Building on the work of the 2010 Cost Containment Summit, facilitate administrative and academic collaborations that result in greater institutional efficiencies.
  - c. Ensure CPE operates efficiently and professionally and is fully responsive to its statutory obligations and to the needs of its constituencies.

**Council on Postsecondary Education**  
**September 22, 2011**

## 2012-14 Budget Recommendation Update

Over the past seven months, Council staff, institutional presidents, chief budget officers, and chief academic officers have engaged in discussions to identify and build consensus regarding potential funding components of the Council's 2012-14 budget recommendation to the governor and General Assembly.

Highlighted below is a draft outline of the funding components currently being discussed with the campuses for possible inclusion in the Council's 2012-14 budget recommendation. The recommendation is organized around three principal funding components:

1. Base Funding
2. Strategic Investments
3. Capital Investments

Dollar amounts are intentionally absent in this status update since the magnitude of the overall request and the various parts are still being finalized with the institutions, as well as ongoing budget discussions with executive and legislative leadership.

### 1. Base Funding

- a. **Beginning Base:** Seeks restoration of Ed Jobs Transfer Funds restoring the postsecondary beginning base for the postsecondary institutions in 2012-13 to the General Fund appropriation originally enacted in 2011-12.
- b. **Base Adjustments:** Identifies adjustments that are technical in nature and primarily relate to existing state obligations for postsecondary education, such as budget transfers, changes in state-supported debt service, changes in UofL's hospital contract, and a proposed new base adjustment in KSU's land grant program.
- c. **Facilities Maintenance & Operations:** Although not a "technical adjustment" per se, prior to 2008-10, it had been standard practice for the Council to recommend and the General Assembly to appropriate base funding to support the maintenance and operation (M&O) of previously authorized education and general (E&G) facilities expected to come online during a given biennium. It is important to note that from an operating budget perspective unfunded M&O equates to a recurring budget cut.

### 2. Strategic Investments

Aligned with the 2011-15 Strategic Agenda, strategic investments funds would be recommended in the areas of college readiness, student success, and research, economic, and community development. Technology funds to support increased efficiency and innovation are included in the capital investment section of the budget.

- a. **College Readiness:** Seeks to support college readiness and SB1 implementation initiatives at Kentucky's public postsecondary institutions.
- o This request would support public university work in developmental education, as well as significant reform in the way P-12 teachers are prepared. Research shows that adopting a clinical model of teacher education (e.g., placing teacher candidates in fully functioning classrooms with master teachers, supervised and advised by postsecondary faculty) allows teacher candidates to learn their craft in real-life situations, resulting in more effective P-12 classroom instruction upon graduation.
  - o College readiness funds would also support new developmental education delivery strategies at KCTCS designed to significantly increase the number of college ready students from across the Commonwealth, as well as to maximize retention and degree completion among underprepared students.
- b. **Student Success:** Seeks to establish performance funding for student success to provide monetary incentives for institutions to make progress toward achieving the state's degree completion and educational attainment goals.
- o The funds would be requested in the second year of the biennium (FY14), in consideration of anticipated state budgetary conditions and to allow time for institutions to ramp up student success efforts and make adequate progress on degree production targets prior to fund distribution.
  - o The magnitude of the request for new recurring funds will likely be approximately 2 percent of current state appropriations for higher education.
  - o The funds will be allocated among the public institutions based on each institution's share of 2010-11 postsecondary system total public funds (net General Funds plus gross tuition and mandatory revenue).
  - o Institutions will earn allocated funds by making progress toward, or attaining, a specified set of student success goals, including goals related to degree production, graduation rates, achievement gaps, and transfer.
  - o Distribution amounts will be determined using a momentum point system, whereby the percent of goal attained on each of four equally-weighted metrics will translate to a numeric value that can be summed across metrics to obtain a composite momentum point score.
- c. **Research, Economic, & Community Development:** The Council's 2011-2015 Strategic Agenda calls for Kentucky universities to increase basic, applied, and translational research to create new knowledge and economic growth.
- o The Council's budget request will seek to support and promote research and economic development initiatives intended to facilitate progress on HB 1 (1997) reform goals, particularly at UK and UofL.
  - o If the General Assembly elects to provide another round of funding for the Bucks for Brains program, some changes may be recommended that will better leverage the state's investment to produce added private investment in public higher education research activities and that will provide incentives for increased federal and external research grant production.

- Bucks for Brains
  - Endowment Match Program: Seeks an additional round of funding for the Endowment Match program. This strategic investment program leverages state resources by requiring public institutions to match the state investment with private resources. The match requirement has been one-for-one in the past, but may be recommended to increase to two-for-one going forward to help maximize state resources. Although most of these funds would be distributed to the research institutions, comprehensive universities also participate in this program. Investment income from these endowments is primarily used to support endowed chairs and professors, research staffs and infrastructure, and graduate fellowships and scholarships.
  - Capital Match Program: Similar to the request in 2008-10, institutions would be given the flexibility to address research related capital needs through the Bucks for Brains program. These funds would require a match as well and would be used for research related projects at the research universities and E&G projects at the comprehensive universities.
  - Research Matching Program: This would be a new component of the Bucks for Brains program that would be recommended to provide an added incentive for UK and UofL faculty members to increase research grants and contracts from federal and other external sources. Goals for increased research grant production would be negotiated with UK and UofL, and each institution would be eligible to earn unrestricted matching funds (e.g. 25 cents on the dollar) to support its research mission if the goals are met.

### 3. Capital Investments (New Approach)

Using an independent resource to help identify capital resource needs and to illustrate the importance of modern facilities to support achieving House Bill 1 (1997) goals, the Council and institutions contracted with VFA, Inc., of Boston, MA, in 2007 to conduct a comprehensive review of facilities condition, which included assessing approximately 40 million square feet of space (about 850 buildings) across the public postsecondary education system.

The study highlighted a multi-billion dollar backlog of asset preservation and capital renewal needs (e.g., HVAC system replacements, new roofs, sanitary and storm sewer lines, electrical systems, etc.) at all public postsecondary education institutions due to aging infrastructure (60 percent of buildings built over 30 years ago) as well as the need for renovated and expanded space in the future. The study recommended a blended level of investment in existing and new space to achieve the goals established by House Bill 1 (1997).

Since 1997, Kentucky has made significant progress toward adding new and expanded space, approximately \$1.6 billion in capital investments. However, VFA's recommendation of a blended approach that invests more heavily in asset preservation and capital renewal rather than in new space has not been realized.

The Council staff, in collaboration with institutional representatives, is working on a new approach to capital investments that would better balance asset preservation and capital renewal with expanded space over a multi-biennial time frame.

### The New Concept

- The new capital investment concept would offer more flexibility for institutions to implement capital projects, allow campuses to better plan for campus construction, offer stronger protection of state owned assets, provide a funding distribution process that is fair, transparent, and data driven, and improve overall space utilization.
- The new capital investment concept has been favorably reviewed and endorsed by the state's Capital Planning and Advisory Board.
- Given that Kentucky's public higher education infrastructure was evaluated as being well below average in terms of overall condition, the capital investment request should be large enough to make a significant reduction in asset preservation and capital renewal needs.
- The new concept would lengthen the Council's capital investment request from a two-year process to a six-year process, most likely split evenly across three biennia, to help strengthen the alignment with the institutions' existing six-year capital plans.
- The distribution of the larger capital investment pool should, as closely as possible, reflect the blended approach identified by the VFA study, which included the need for 55 percent of capital investments in asset preservation and major renovation and 45 percent in new and expanded space.
- A blended distribution methodology, considering data from VFA, as well as other finance and enrollment data, is being worked on to distribute funds fairly among the public universities and KCTCS.
- Technology investments will also be needed to support growing demands on computer hardware, software, and the ability to transform the learning environment, including dramatic increases in distance and online learning.
- A new communication strategy will also be required to explain the urgency of this request as it relates to achieving HB 1 (1997) reform goals.

**Council on Postsecondary Education  
September 22, 2011**

## **2011-12 Agency Operating Budget**

The following FY12 agency operating budget provides a summary of revenues and expenditures proposed for the new fiscal year, as well as comparative information from FY11. A more technical and detailed version of the proposed FY12 agency budget is available upon request.

Traditionally, most attention is paid to the Council's recurring General Fund appropriation and the corresponding expenditures. However, it is important to note that the Council's total agency budget does include other sources of revenue including tobacco settlement funds and cigarette tax revenue that support cancer research, trust funds that provide incentives for institutions to enhance various strategic initiatives, federal funds that support Kentucky's Adult Education programs, Kentucky GEAR UP, teacher quality grants, and miscellaneous agency receipts. All of these various funds have traditionally been channeled through the Council from an accounting and budgetary perspective.

The proposed FY12 agency operating budget is divided into three parts:

1. Statewide Coordination
2. Kentucky Adult Education
3. Statewide Educational Programs and Services
  - o Student Assistance and Educational Support
  - o Technology and Academic Support
  - o Research and Economic Development

### **Statewide Coordination**

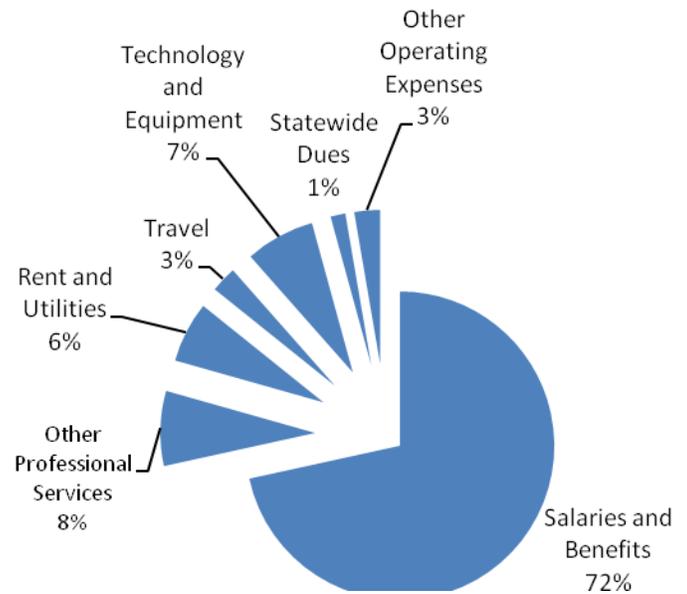
The budget for statewide coordination supports the traditional expenditures associated with a postsecondary education coordinating board, including funds spent for policy leadership, strategic planning, regulation of the state's postsecondary education system, biennial budget preparation and tuition setting, academic affairs and program review, administrative services, communications, economic and STEM initiatives, and information, research, and technology.

#### *FY12 Budget Highlights*

- Only 12 percent of the Council's FY12 General Fund appropriation is allocated to statewide coordination of postsecondary education; 88 percent funds statewide educational programs and services.

- As with most service agencies, salaries and benefits account for the largest portion of the budget (72 percent of the 12 percent), which currently supports 55 full-time and two part-time staff members. The category “other professional services,” which represents 8 percent of the budget, supports personnel on contract with the Council. The budget will increase this year due to possible legal and data analysis services. State level coordination of Kentucky Adult Education (KYAE) staff information is on the following page.
- Staff (excluding KYAE staff) has been reduced by 15 people since FY08.
- Travel expenses, which include Council meeting reimbursements, were cut by 23 percent over the past two years, but will increase slightly in FY12 to allow for staff professional development needed as a result of staff reductions.
- Technology and equipment will increase due to implementation of the “cloud system”.
- The increase in “Other Operating” is due to FY11 expenses being pre-paid in FY10.

Table 1: Statewide Coordination		
	FY11 Actual	FY12 Budgeted
<b>REVENUE</b>		
Carry-forward Funds	\$67,146	\$456,812
General Fund	\$5,839,400	\$5,961,000
Restricted Agency Receipts	\$655,181	\$475,000
Total	\$6,561,727	\$6,892,812
<b>EXPENDITURES</b>		
Salaries and Benefits	\$4,526,646	\$4,605,500
Other Professional Services	\$405,084	\$502,800
Rent and Utilities	\$394,120	\$410,200
Travel	\$157,078	\$175,000
Technology and Equipment	\$375,408	\$467,000
Statewide Dues	\$101,584	\$100,000
Other Operating Expenses	\$89,144	\$173,900
Restricted Fund Transfer	46,611	
Total	\$6,095,675	\$6,434,400



## Kentucky Adult Education (Statewide Administration and Instruction)

Kentucky Adult Education was transferred to the Council in 2003 as a way to help strengthen the link between attaining a GED and the growing need to obtain some type of postsecondary education degree or credential in order to enhance future employability and the other private and public benefits of higher education related to increases in quality of life and standard of living. Comprehensive adult education programs are offered in every Kentucky county. Services range from all levels of adult education instruction to English as a second language (ESL), family literacy, corrections education, and workforce education.

In recent years, the Council consolidated various KYAE administrative functions and centralized a number of key support functions with other Council operations. However, for the budget display highlighted below, only the salaries and benefits for statewide coordination are included in the expenditure totals.

### *FY12 Budget Highlights*

- General Fund accounts for 65 percent of KYAE's program budget and federal funds account for 34 percent.
- Approximately 88 percent of KYAE program funds are distributed to the local adult education providers, while 5 percent support salary and benefits for statewide coordination, and the remaining 7 percent support statewide programs and services.
- General Fund appropriation supports approximately 19 staff members that work under the Council and provide statewide coordination and leadership for KYAE. Staff has been reduced by eight since FY08.
- Prudent fiscal management of federal funds and a larger federal grant account for the large increase in federal funds from FY11 to FY12.

**Table 2: KYAE Statewide Administration and Instruction**

	FY11 Actual	FY12 Budgeted
<b>REVENUE</b>		
General Fund	\$23,577,100	\$23,727,100
Federal Funds	\$5,845,695	\$12,322,000
Other	\$332,834	\$305,700
Total	\$29,755,629	\$36,354,800
<b>EXPENDITURES</b>		
Statewide Coordination Salary and Benefits	\$1,674,239	\$1,703,400
Program Support	\$21,977,036	\$32,047,100
System Support	\$1,964,626	\$2,223,100
GED Program	\$183,775	\$240,000
Evening Programs at Correctional Facilities	\$0	\$252,000
Administration/Other	\$161,426	\$199,200
Fund Transfer in FY 11 (Restricted Funds)	\$83,089	\$0
Total	\$26,044,192	\$36,354,800

## Statewide Educational Programs and Services

### Student Assistance and Educational Support

Kentucky's contract spaces program accounts for approximately 85 percent of the budget for student assistance and educational support. Since the Commonwealth does not have professional schools in veterinary medicine and optometry, the contract spaces program provides Kentucky students with access to training spaces in these two professional programs through contracts with SREB and Indiana University. This area of the budget also supports a small number of educational and college preparation programs that mostly serve under-represented and at-risk youth and young adults.

#### *FY12 Budget Highlights*

- Budget language directs the Council to fund 164 veterinary contract spaces (Kentucky students) and 44 optometry students.

<b>Table 3: Student Assistance and Educational Support</b>		
	<b>FY11 Actual</b>	<b>FY12 Budgeted</b>
<b>REVENUE</b>		
General Fund	\$5,538,700	\$5,718,400
<b>EXPENDITURES</b>		
Contract Spaces Program	\$4,713,300	\$4,886,700
Professional Education Preparation Program	\$299,900	\$302,300
Governor's Minority Student College Preparation Program	\$209,500	\$211,100
State Autism Training Center	\$149,700	\$150,900
SREB Doctoral Scholars Program	\$80,900	\$81,600
Washington Internship Program	\$85,000	\$85,800
Total	\$5,538,300	\$5,718,400

### Technology and Academic Support

The FY12 agency operating budget provides for a number of statewide academic support programs and services. Many of these are funded predominantly with the General Fund and include substantial technology investments for postsecondary network connections, software, and licenses for the Kentucky Virtual Campus and Virtual Library, statewide faculty development, and college outreach work.

Kentucky also benefits from two federal grant programs shown in the following table. GEAR UP serves at-risk students and influences their educational choices through enhanced guidance and support. The Improving Educator Quality (IEQ) grant focuses on professional development initiatives for K-12 teachers and administrators to benefit students.

#### *FY12 Budget Highlights*

- GEAR UP expects a \$26.9 million, a six-year federal grant award in October. The previous six-year grant was \$18.5 million. This increase is not reflected in the following table.

<b>Table 4: Technology and Academic Support</b>		
	<b>FY11 Actual</b>	<b>FY12 Budgeted</b>
<b>REVENUE</b>		
General Fund	\$9,378,200	\$6,701,700
Federal Funds	\$3,946,444	\$6,030,000
Restricted Agency Receipts	\$1,769,669	\$1,343,415
Pari-mutuel Tax Receipts	\$305,360	\$0
Carry Forward Funds	\$4,353,806	\$3,319,123
Trust Fund Interest	\$7,104	\$10,000
Total	\$19,760,583	\$17,404,238
<b>EXPENDITURES</b>		
Statewide Technology Services		
Kentucky Postsecondary Education Network	\$3,846,159	\$2,816,889
Kentucky Virtual Campus/Virtual Library	\$3,372,819	\$3,643,900
Senate Bill 1 Implementation		
Standards and Assessments	\$1,499,400	\$198,000
Professional Development For Postsecondary Faculty	\$3,027,800	\$1,613,700
Faculty Development	\$3,783	\$19,836
Developmental Education Contracts	(\$8,732)	\$163,062
Other Technology Trust Fund Initiatives	\$226,458	\$1,117,165
Other Grant Funded Initiatives	\$143,225	\$65,476
KYVC Revolving Loan Fund	\$0	\$1,404,477
Equine Program	\$350,000	\$334,733
Kentucky GEAR UP Program (Federal Funds)		
Host Institutions and Other Partners	\$2,075,882	\$2,871,600
Administrative and Centralized Services	\$599,324	\$1,328,400
Improving Educator Quality Grant (Federal Funds)		
IEQ Sub-Grants	\$1,154,633	\$1,550,000
IEQ Administrative Costs	\$24,334	\$150,000
Kentucky Statewide Longitudinal Data System	\$90,686	\$130,000
Fund Transfer in FY11	\$1,500	\$0
Total	\$16,407,225	\$17,404,238

### Research and Economic Development

The Council's FY12 agency operating budget includes a number of significant, statewide research and economic development initiatives. Funds for these initiatives originate from various sources, including General Fund, tobacco settlement funds, state cigarette tax proceeds (one cent per pack), and trust funds. (While lung cancer research and cancer research matching funds are officially budgeted at a high level in FY12, CPE can only distribute funds that are realized. These are expected to be close to the FY11 levels.)

The majority of the Science and Technology Fund Program is channeled through the Kentucky Science and Technology Corporation (KSTC) to fund a number of new economy initiatives that promote research and economic development in all areas of the Commonwealth. The Endowment Match Program (Bucks for Brains), translational research at UofL, and significant investments in lung cancer and ovarian cancer research also are channeled through the Council's agency budget with various levels of accountability and reporting requirements.

*FY12 Budget Highlights*

- Bond funds to support \$26.9 million in Bucks for Brains are budgeted for FY12.
- Research and economic development projects supported by the General Fund in FY12 may be reduced should there be budget reductions in FY12.

<b>Table 5: Research and Economic Development</b>		
	<b>FY11 Actual</b>	<b>FY12 Budgeted</b>
<b>REVENUE</b>		
General Fund	\$6,467,500	\$6,519,500
Bond Funds	\$1,455,474	\$26,931,133
Interest Earnings	\$11,971	\$7,000
Carry Forward Funds	\$1,780,540	\$1,623,883
Tobacco Settlement Funds	\$4,633,800	\$4,737,600
Cigarette Tax (1 cent per pack)	\$4,535,366	\$6,167,000
Total	\$18,884,651	\$45,986,116
<b>EXPENDITURES</b>		
Science and Technology Funding Program (KSTC)	\$6,126,300	\$6,126,300
P-16 Engineering Pipeline	\$276,700	\$276,700
Program Administration	\$64,500	\$64,500
Endowment Match Program		
UK and UofL	\$340,000	\$21,931,870
Comprehensive Universities	\$1,115,474	\$4,999,263
Other Programs (funded with interest income)		\$117,697
Cancer Research Institutions Matching Fund	\$4,344,832	\$6,167,000
Lung Cancer Research (Tobacco Settlement Funds)	\$4,100,734	\$5,468,786
Ovarian Cancer Screening Program (Tobacco Settlement Funds)	\$695,012	\$775,000
Total	\$17,063,552	\$45,927,116

**Council on Postsecondary Education  
September 22, 2011**

## **Committee on Equal Opportunities Report**

The Committee on Equal Opportunities (CEO) met Thursday, June 9, 2011, at Transylvania University, Lexington, Kentucky, and Thursday, September 8, 2011, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the CEO.

### **Institutional Diversity Plan Submission/Review/Action**

The CEO met June 9, 2011, and reviewed the institutional diversity plans developed by the eight public universities. KCTCS requested additional time to address suggestions made by the Council on Postsecondary Education Consensus Review Committee and agreed to forward the revised plan to Council staff at a later date. Additional time was required because the KCTCS involves each campus and its board of directors in the process.

The KCTCS Diversity Plan, *Beyond the Numbers 2010-2016 Diversity Action Plan for Inclusion, Engagement, and Equity* was presented to the CEO at a special meeting on September 8, 2011.

The CEO reviewed the plans and recommended that they be sent to the Council for review and acceptance following approval by the institutional boards of regents/trustees.

### **Alignment of the Mission and Responsibilities of the CEO with the Statewide Diversity Policy**

At its June 9, 2011, meeting, CEO Chair Joe Weis appointed a workgroup to:

- Recommend a process to align the mission, vision, and role of the CEO with the recently adopted Statewide Diversity Policy.
- Recommend an alignment of the membership of CEO to reflect the intent of the Statewide Diversity Policy.
- Recommend a committee membership alignment that ensures representation of the population of Kentucky.
- Where appropriate, review and revise the 2003 policy establishing terms and conditions of appointment for members of the CEO.

The workgroup was asked to complete its task and report back to the CEO prior to the September meeting of the Council. Members of the workgroup include Lisa Osborne (workgroup chair), John Johnson, Abraham Williams, Aaron Price (whose term expired June 30, 2011), and the new student representative to the Council, Kirby O'Donoghue. At its September 8, 2011, meeting, the CEO reviewed, accepted, and forwarded the recommendations to the Council for review and action. Once the recommendations are approved, they will be implemented fall 2011 by the Council chair.

## **Governor's Minority Student College Preparation Program**

The 11<sup>th</sup> Annual GMSCPP Statewide Conference was hosted by Western Kentucky University, June 13-14, 2011. More than 230 students from across the Commonwealth participated in STEM activities and experiments.

Morehead State University hosted the 24<sup>th</sup> Annual Academically Proficient African American High School Junior and Senior Conference, June 17-18, 2011. Approximately 160 students and parents participated.

## **SREB Doctoral Scholars Program**

The Council, the University of Kentucky, and the University of Louisville have reviewed the applications and identified potential scholars to be awarded a scholarship in fall 2011. A total of 19 students applied for the doctoral scholars program scholarship for fall 2011. Eight applied to UK and 15 applied to UofL, with several students applying to both UK and UofL. As a result of state agency budget cuts, the Commonwealth will support only three of the 19 scholars that applied, compared to five scholars in previous years.

The 2011 SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 20-23, 2011, in Atlanta, Georgia. All scholars are expected to participate. Kentucky's public institutions also have been invited to participate in the recruitment fair to assist them in increasing the number of minority faculty at their respective institutions.

**UPDATE FROM COMMISSIONER TERRY HOLLIDAY  
FOR THE  
SEPTEMBER 22, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING**

**ACT Release of College and Career Readiness Data**

ACT released its college and career readiness data on Wednesday, August 17 at the Jessamine County Career and Technology Center. This was the first time that the release has been done in a state.

I was asked to participate in ACT's press event along with Dr. Robert King, President of the Council on Postsecondary Education; Senator Ken Winters, Chair of the Senate Education Committee; and Representative Carl Rollins, Chair of the House Education Committee. Jon Erickson, Interim President of ACT, addressed the data from a national perspective as well as praised Kentucky for its hard work to increase college and career readiness.

The exciting thing is that ACT chose to do the release in Kentucky due to our strong focus on college and career readiness and our commitment to improve the performance of all students. The good news for Kentucky from this release is that our data is steadily improving even with the testing of 100% of our students on the ACT.

If you would like to watch the press conference, you can view it by typing in the following link into your browser:

[mms://video1.education.ky.gov/On-Demand2011/ACT\\_8-17-2011.wmv](mms://video1.education.ky.gov/On-Demand2011/ACT_8-17-2011.wmv)

You can access KDE's press release on the data at:

<http://www.education.ky.gov/KDE/HomePageRepository/News+Room/Current+Press+Releases+and+Advisories/11-067.htm> .

**Items approved at the August 3-4, 2011 Kentucky Board of Education meeting were as follows:**

***AFRICAN-AMERICAN KSD STUDENTS RECEIVE LONG-OVERDUE RECOGNITION AT GRADUATION CEREMONY***

For African-American students attending the Kentucky School for the Deaf (KSD) between 1930 and 1955, it was discovered that they were unfortunately discharged from the school without official recognition of graduation, due to the color of their skin. The Kentucky Board of Education and Kentucky Department of Education corrected this injustice by awarding diplomas to these individuals in a graduation ceremony held at KSD on August 3.

Chair David Karem offered a public apology to those who received their diplomas and stated, "The Kentucky Board of Education and Kentucky Department of Education sincerely regret that this injustice occurred and intend to correct these past occurrences through the issuance of diplomas to all African-American students who were enrolled at KSD during this time period. The stain of segregation and denial of rightfully earned recognition cannot be completely erased by issuing these diplomas, but we hope that this action – and our sincere apologies – will bring long-deserved closure for these former students."

Seventy-five (75) individuals were identified to receive these diplomas. Of the 75, thirteen (13) were able to be located and invited to the ceremony. Graduates who attended to receive diplomas at the ceremony were:

John Henry Brown  
Emerson Lee Clay  
Oscar Hamilton  
Emma Bell Hill Heard  
Marilyn B. Allen Jones  
Pearlene Briscoe Mollet  
Richard David Riley  
Norma Jean Williams  
Beatrice Mollet Woodson (accepted by Henry Woodson)

The names of all other individuals eligible to receive diplomas but who were unable to attend were called aloud to honor them.

For more information on the graduation ceremony, contact Mary Ann Miller at [Maryann.Miller@education.ky.gov](mailto:Maryann.Miller@education.ky.gov) or via phone at (502) 564-3141.

### ***FINAL APPROVAL GIVEN TO TWO REGULATIONS AFFECTING NEW ACCOUNTABILITY SYSTEM***

Two regulations were given final approval by the Kentucky Board of Education that define major pieces within Kentucky's new accountability system. The first was 703 KAR 5:230, Next-Generation Instructional Programs and Support (Final). This regulation specifies the requirements for inclusion of program reviews within the new system. Highlights of the regulation's requirements include:

- Program reviews shall be field tested along with public reporting of results beginning in 2011-12 for arts and humanities, practical living/career studies and writing.
- Beginning in 2012-2013, field testing and public reporting shall occur for the kindergarten through third grade program evaluation and world language program reviews.
- Beginning in 2012-2013, the arts and humanities, practical living/career studies and writing program reviews shall be included in accountability.
- Beginning in 2013-2014, the kindergarten through third grade program evaluation and world language program reviews shall be included in accountability.

The other regulation given final approval was 703 KAR 5:220, School and District Accountability Recognition, Support and Consequences. It provides a classification system for schools and districts along with recognition levels and support/consequences for certain categories. Highlights of the regulation include:

- An overall score is to be made up of a compilation of the three accountability components of Next-Generation Learners, Next-Generation Instructional Programs and Support and Next-Generation Professionals.

- The weight of each component within the overall score will be Next-Generation Learners (achievement, gap growth, readiness for college/career and graduation rate) 70; Next-Generation Instructional Programs and Support (program reviews) 20; and Next-Generation Professionals (percent effective teachers and percent effective leaders) 10.
- The total number of points in the overall score shall classify schools and districts into one of three categories: Distinguished, Proficient and Needs Improvement (Low, Medium or High).

For more specific information on 703 KAR 5:230 contact Felicia Smith at [Felicia.smith@education.ky.gov](mailto:Felicia.smith@education.ky.gov) or via phone at (502) 564-9850. For details on 703 KAR 5:220, contact Larry Stinson at [larry.stinson@education.ky.gov](mailto:larry.stinson@education.ky.gov) or via phone at (502) 564-5130.

***CAREER READINESS DEFINITION FINALIZED***

On August 3, the Kentucky Board of Education approved a definition for career readiness that will be part of the Next-Generation Learners component of accountability. Additionally, the board approved how to reflect a bonus for students considered both college and career ready.

The following proposals were approved:

**Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area.**

**Bonus – College AND Career Ready: Must meet at least one from each area.**

<p>Career Ready Academic Armed Services Vocational Aptitude Battery (ASVAB)</p> <p>ACT Work Keys (Applied Math, Locating Information, and Reading for Information)</p>	<p>Career Ready Technical Kentucky Occupational Skills Standards Assessment (KOSSA)</p> <p>Industry Certificates</p>	<p>College Ready Academic</p> <p>ACT or COMPASS or KYOTE</p> <p>Notes: (1) By meeting the college ready academic definition, the student does not have to take the additional tests of ASVAB or WorkKeys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.</p>	<p>Career Ready Technical</p> <p>KOSSA</p> <p>Industry Certificates</p>
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For more information on the career readiness definition and the bonus, contact Ken Draut at [ken.draut@education.ky.gov](mailto:ken.draut@education.ky.gov) or via phone at (502) 564-2256.

**Next KBE Meeting:** October 5, 2011, Frankfort



**Council on Postsecondary Education  
September 22, 2011**

## **2012 CPE Meeting Calendar**

**ACTION: The staff recommends that the Council approve the 2012 CPE meeting calendar.**

The proposed meeting dates for 2012 are listed below. Staff will work with the campuses to hold some of the meetings on public and independent college campuses. All dates are Thursday/Friday except the June meeting, which is scheduled on Wednesday/Thursday.

Details will be provided prior to each meeting and will be posted on the Council's website at <http://cpe.ky.gov/about/cpe/meetings/>.

The proposed 2012 dates are:

- February 9-10
- April 19-20
- June 20-21 (Wednesday/Thursday)
- September 13-14
- November 15-16

Staff preparation by Tammie L. Clements



# EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

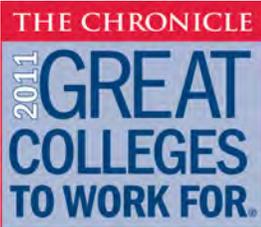
September 2011

## National 'Points of Pride' Continue to Mount

The national honors continue to mount for ECU.

In recent months, the University has been honored as:

- "A Great College to Work For," for the fourth consecutive year by The Chronicle of Higher Education. ECU is among 10 large four-year colleges and universities nationwide, and the only large institution in the Commonwealth, to make the Honor Roll. Among four-year colleges and universities with enrollment of at least 10,000, ECU earned recognition in 11 of 12 possible categories, the most of any large four-year institution. The categories are: Professional/Career Development Programs, Teaching Environment, Tenure Clarity and Process, Facilities/Workspace/Security, Work/Life Balance, Compensation/Benefits, Job Satisfaction, Respect/Appreciation, Collaborative Governance, Confidence in Senior Leadership and Supervisor or Department Chair Relationship. (Last year, ECU was recognized in five categories.)
- among "America's Best Colleges," for fourth consecutive year, as named by Forbes.
- a "Military Friendly School," for the third consecutive year by G.I. Jobs magazine. The number of veterans enrolled at ECU jumped from 658 in Fall 2010 to 902 this fall. Earlier this year, Eastern was recognized by Military Times EDGE magazine as "Best for Vets" nationally.
- a "First Tier" institution among Southern Master's Universities, as named by U.S. News. Eastern is the only school in the U.S. that can claim all the above, plus recognition from the Carnegie Foundation as a regionally engaged institution.



## University Receives Gift of Historic Estate

ECU has acquired Elmwood, a historic residence located across Lancaster Avenue from the Richmond campus.

A deed has been recorded transferring the property from the trust created by the estate of the late Emma Watts to the Eastern Kentucky University Foundation, as a gift to the University. The Foundation will reimburse the Watts Trust approximately \$400,000 for recent improvements to the property.

President Whitlock said the University is "committed to maintaining the name of Elmwood and the beautiful vista along Lancaster Avenue. Further, we will use the property only for non-commercial purposes consistent with our mission. Any new construction will be behind the house and of architectural design in keeping with the existing structures. The property will be a wonderful enhancement to our campus and is of immense strategic importance to the future of the University."

No decision about the use of the house has been made, Whitlock added, "though it would make a remarkable alumni/development center."

Elmwood, named for the elm trees that stood on the 20 acres of land, was built in 1887 and is believed to be the state's only Chateausque-style house outside Louisville. Consisting of approximately 9,000 square feet, the three-story structure is one of four residences in Richmond designed by Cincinnati architect Samuel E. Des Jardins.

## EKU Leads National Roll Call Project

A grass-roots nationwide effort to honor those American soldiers who've paid the ultimate sacrifice in Iraq and Afghanistan has been launched at ECU.

Lt. Col. Brett Morris, Ret., associate director of veterans affairs at Eastern, is the coordinator of Remembrance Day National Roll Call, during which volunteers at more than 100 college and university campuses will read the names of the 6,200-plus casualties from Operation Iraqi Freedom (now Operation New Dawn) and Operation Enduring Freedom.

The Roll Call will take place on Friday, Nov. 11, two months after the 10-year anniversary of the 9-11 tragedy. Each campus will organize its own reading of all the names and will simultaneously observe a moment of silence at 2 p.m. EST. As of early September, 98 schools in 37 states had already agreed to participate in the nationwide event. The goal is to have at least one institution in each of the 50 states participate in the event.

"This will send a great message to the troops who are still serving that their peers who are studying under the umbrella of freedom they provide do understand and honor their sacrifices and those of the fallen," Morris said. "What we're asking of the schools is a big undertaking, but we wanted something big, something meaningful and out of the ordinary."

ECU conducted a similar ceremony on its own last year.

The Remembrance Day National Roll Call is sponsored nationally by the NASPA Veterans Knowledge Community. NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession.



## New Center for the Arts Opens Its Doors; Season Features Concerts by Judd, King, Nelson, Marsalis

Great variety and a sparkling array of internationally-known entertainers mark the inaugural season of the EKU Center for the Arts.

The new, state-of-the-art 2,100 seat Grand Hall, the largest venue in Central Kentucky, will provide the setting for headline attractions ranging from popular concerts to Broadway hits to classical music. The 2011-12 season features performances by Wynonna Judd, Willie Nelson, B.B. King, Aretha Franklin, Peter Frampton, Wynton Marsalis, Jerry Seinfeld and the Munich Symphony Orchestra as well as productions of "Spamalot," "Riverdance," "Beauty and the Beast," "The Nutcracker," and much more.

"This new Center at my alma mater is a gem in the heart of Kentucky that will be the home for outstanding performances and other events to enrich the lives of people throughout the region and beyond," said Debra Hoskins, executive director of the Center.

EKU is also vying to host a Presidential debate in 2012 in the new facility.

## Faculty, Staff and Students Produce Textbook

EKU delivers the message straight from the experts with its new student orientation textbook, one of the first in the nation written, designed and published entirely by University faculty, staff and students.

"Explore, Evaluate, Expand, Express: Academic Success and the EKU Experience" will be used this fall in freshmen orientation classes for all five colleges.

One of the most important issues behind creating the book was cost. Students had been paying more than \$50 for a textbook for the one-hour orientation class, said Erin Barnett, First Year Courses Coordinator. The new book will cost students approximately \$20.

"We were able to keep the price low by eliminating royalties and printing the book through EKU Printing as opposed to a national publisher," she explained, adding that EKU holds the copyright.

Another motivating factor was that it would allow the integration of EKU's Quality Enhancement Plan, approved in February 2007 as part of the SACS reaffirmation process. The plan calls for the University to develop students who are "informed, critical and creative thinkers who communicate effectively."

The 300-page book eventually involved more than 140 individuals from inception to production.

## Consortium Prepares Rural Responders Nationwide

Small towns and rural areas across America are better prepared today to deal with a wide range of emergencies, natural disasters and other incidents, thanks to a federally-funded program based in EKU's College of Justice & Safety.

The Rural Domestic Preparedness Consortium, which includes EKU and five college and university partners, is the only program in the U.S. focused on multi-disciplinary nationwide rural emergency preparedness training. Reaching into every state of the nation and all six U.S. territories, the program marked a milestone this summer with its 20,000<sup>th</sup> trainee.

Funded by the Department of Homeland Security (specifically FEMA's National Training and Education Division) since 2004, the Consortium addresses the unique challenges and training needs faced by emergency responders in small, rural and remote communities.

"Rural communities will often be the first line of defense, and they need to be able to respond immediately and effectively," said Ryan Baggett, co-principal investigator for the Consortium along with EKU colleague Dr. Pam Collins.

## Intl. Town & Gown Conference Coming in 2012 to EKU

EKU and the City of Richmond will host the International Town and Gown Association's seventh annual University-City Relations Conference in 2012.

Conference planners expect the event, scheduled for June 4-8, will attract at least 400 attendees, representing educational institutions and communities from throughout the U.S., Canada and several other countries, as well as representatives from institutions and communities in Europe, South America, and Asia with which EKU enjoys exchange agreements. Representatives are also expected from Australia.

"EKU and Richmond exemplify one of the top town-gown communities in the country, and their shared commitment to forwarding collaborations that benefit both their students and the entire community includes several monumental undertakings that serve as great examples for not only our national audience but our international audience as well," said Kim Griffo, executive director of the Association.

# KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

SEPTEMBER 2011



## KCTCS College Named Top 10 Community College in Nation

**ABOVE:** West Kentucky Community and Technical College Emerging Technology Center is WKCTC's newest facility. It houses the Haas Technology Education Center and offers advanced classes in information technology, mechatronics, robotics, rapid prototyping, metrology, and more.

West Kentucky Community and Technical College (WKCTC) has been named one of the top 10 community college finalists by the Aspen Institute's College Excellence Program.

"This is an incredible honor for both West Kentucky Community and Technical College and our System," said KCTCS President Michael B. McCall. "WKCTC has realized its goal of being the preeminent community college in the nation and is leading our System in realizing its dream of being a premier community college system."

WKCTC now enters the last stage of the competition for the \$1 million prize fund that will be awarded in December in Washington, D.C., to the first-ever national winner and up to three runners-up.

This is the first national recognition of extraordinary accomplishments at individual community colleges and follows on the April project launch and previous White House Community College Summit that attracted participation and endorsement from President Obama as well as luminaries in American education, labor, business, and civil society.



“West Kentucky works hard to make sure students learn and are prepared for jobs, and it shows,” said Josh Wyner, Executive Director of the Aspen Institute’s College Excellence Program. “The number of students who finish their program is climbing. Paducah and the whole state have something to be proud of in West Kentucky Community and Technical College.”

WKCTC increased the number of students completing its programs by 23 percent over a recent five year period, a significant achievement and the biggest improvement out of the top 10 community colleges recognized today by the Aspen Institute. WKCTC makes concerted efforts to continually improve student success, using information on student learning and completion to improve the ways programs are taught and structured. For example, the college provides advising to help students select a major because students with a declared major are more likely to finish. By focusing on what’s working and fixing what isn’t, WKCTC is helping more of its students earn the degrees and certificates that lead to jobs and economic stability.

Nearly half of all college students attend community college, with more than six million students—youth and adult learners—enrolling in America’s nearly 1,200 community colleges every year. Community colleges are also educating rapidly growing lower-income and Hispanic student populations and for millions of Americans represent their most promising path to education that leads to professional employment.

With four-year colleges and universities costing from \$10,000-\$60,000 per year

per student, community colleges are growing at over four times the rate of four-year colleges, serving as the most affordable option in higher education for millions of people in this country.

The growth in community colleges reflects a consensus in the public about the importance of higher education. The Gallup Organization and Lumina



Foundation recently released a poll showing 95 percent of Americans believe a college degree is important to financial security. “Practically everyone can see the link between having a college degree and economic stability. Recognizing and encouraging community college excellence is critical to helping more Americans get the skills they need, especially in difficult economic times,” said Wyner.

The 10 community colleges selected to be finalists today reflect the diversity of America—from Mississippi Gulf Coast Community College to Florida’s Miami Dade College (the largest institution in American higher education with nearly 100,000 students) and from Walla Walla Community College in Washington to Lake Area Technical Institute in Watertown, South Dakota. Other top 10 schools, besides WKCTC, include Mott Community College in Flint, Michigan; Northeast Iowa Community

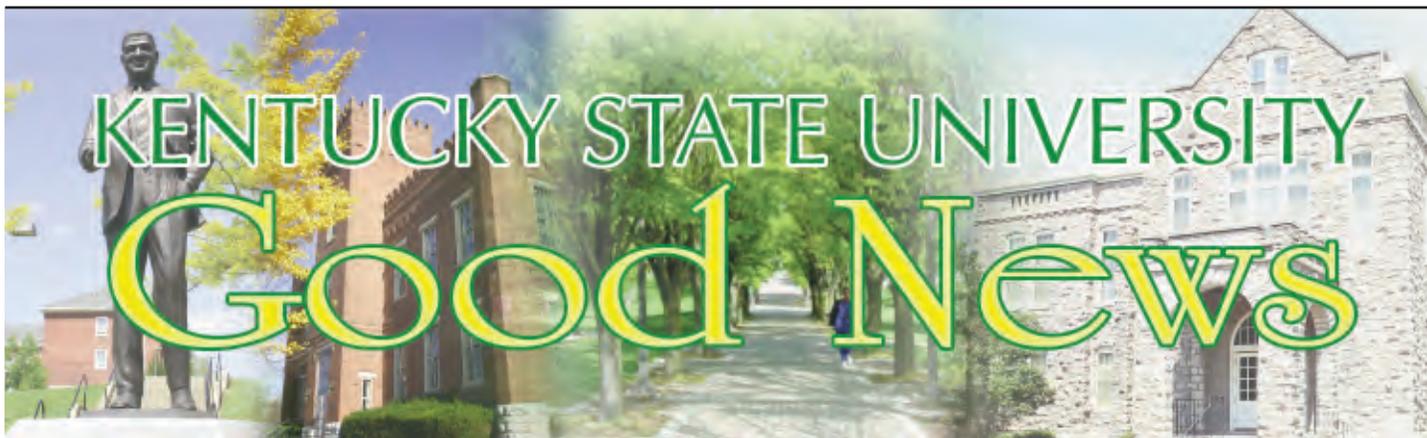
College in Calmar, Iowa; Santa Barbara City College in Santa Barbara, California; Southwest Texas Junior College in Uvalde, Texas; and Valencia College in Orlando, Florida.

The Aspen Institute College Excellence Program had selected seven other KCTCS colleges among the nation’s 120 best community colleges, the top 10 percent in the country. The colleges include Ashland Community and Technical College, Big Sandy Community and Technical College, Hazard Community and Technical College, Madisonville Community College, Maysville Community and Technical College, Somerset Community College, and Southeast Kentucky Community and Technical College.

The 10 finalists named from the 120 were selected by a nine-member Finalist Selection Committee, comprised of former community college presidents, respected researchers, and policy experts. They identified institutions that deliver exceptional and improving completion rates and labor-market and learning outcomes following a review of new data collected from applications submitted by eligible institutions in June.

Aspen’s Wyner emphasized that this competition offers an unprecedented opportunity to spotlight and celebrate excellence at a time when community college success is more important to the nation than ever before. “It’s pretty simple, but the stakes are high,” he said. “In an era where a college degree is the ticket to the middle class, real educational opportunity for our citizens and real economic growth for our country will depend on our community colleges.”





Kentucky State University

September 2011

## KSU Shoe Drive Results In Clean Water



*Timothy Brown Jr.*

Thousands of old shoes collected from the closets of Kentucky State University students and employees as well as Frankfort residents and local business patrons will result in cleaner water for Third World countries.

Timothy Brown Jr., a former graduate assistant in Land Grant, started a shoe drive during the 2011

spring semester with a goal to raise 2,000 pairs of shoes. He solicited help from local businesses, churches and youth groups, which placed collection boxes in their facilities.

Frankfort high school students also put on gloves and helped bag shoes at KSU's Cooperative Extension Building.

The shoes were donated to Louisville-based Edge Outreach, an international faith-based nonprofit organization. Funds generated from the export of shoes are used to purchase water purification systems for Third World countries. Every 2,000 pairs of shoes donated results in one water purification system.

Brown decided not to stop with the first 2,000 pairs. He later set a goal to raise more than 4,000 pairs of shoes. Then, once that goal was reached, he decided to continue to 8,000.

"We've had a sky is the limit approach," Brown said in June, just before leaving his position in Land Grant for a job at Fifth Third Bank in Louisville.

Brown graduated in May with a Master of Business Administration.

More than 7,000 pairs of shoes have now been collected for the shoe drive, which has continued under the direction of staff in Land Grant.

Edge Outreach Director Dee Dee Hurt said she's been blown away by Tim Brown and KSU's dedication to the project. Colleges and universities across the state have conducted drives for the organization but "not to the extent of Kentucky State University," she said.

"You guys have gone over and above," Hurt said. "It's been a real joy and pleasure to work with you guys."

Hurt was not yet sure, in early September, where the water purification systems from the KSU shoe drives would be placed. But she said water purification systems will include a marker with the university's name.

Brown said he will never forget the shoe drive project and the impact it had on saving and enhancing lives in underdeveloped countries.

"The project gave me a chance to open up people's minds to something they would have never seen on their own," Brown said.

Brown learned, through the shoe drive project, a number of grim statistics. For example, he said, 2,600 children die each day from drinking bad water.

"We never think of water as a privilege," he said. "But it really is."



## Students Gain Rich Experience This Summer



*Summer Transportation Institute participants watch a simulated rollover car crash.*

Scott County High School freshman Shayla Boone climbed onto a rollover simulator parked at KSU's William Exum Center on one afternoon this summer and peered into the backseat of the car.

Boone and the other students in

the Summer Transportation Institute had just watched as Kentucky Transportation Cabinet officials used the machine to mimic a rollover crash at 19 miles per hour. There were four dummies inside the vehicle – two wearing seatbelts and two without seatbelts.

Each summer middle and high school students visit KSU for the Land Grant Program's COLTS summer programs.

COLTS, which stands for Creating Opportunity for Leadership, Transformation and Scholarship, is composed of five summer programs: AgDiscovery, Pathways and Access to Careers in Technology, Research and Extension Apprenticeship Program, the Summer Transportation Institute and the Youth Entrepreneurship Program.

In 2011, more than 130 students participated in the summer programs.

Eleven students participated in the STI program for ninth- and 10th-graders interested in transportation.

After the rollover simulation, Boone reflected on everything she had learned thus far in the four-week program. Boone had more career options to consider because of STI. She said she was considering transportation as a possibility because of the program, although she'd also thought about becoming a pediatrician.

"I've got to experience a lot of things that I didn't know were out there," she said.

JoAna McCoy, the program director, said the institute attempts to broaden students' understanding of the transportation industry, which extends beyond becoming a car mechanic.

"A lot of times students don't know what's available to them career-wise," McCoy said.

The students participating in STI this summer also learned about how animals were transported during the World Equestrian Games at the Kentucky Horse Park in Lexington last year. They visited the site in Lexington where a diamond interchange was being constructed at a busy intersection, and they visited an aviation museum.

McCoy is also the director of the AgDiscovery program, which ran from June 12 through June 25 for students ages 14 to 17. The students traveled to multimillion-dollar horse farms, toured the Kentucky Derby Museum and dissected a pig.

"What we do is expose them to things that they may not get in their course work," McCoy said.

REAP attracts high school students from across the country and gives them an opportunity to work with researchers on campus.

"The purpose is to expose the students to the fundamentals of agriculture and to ultimately influence their decision to obtain a career in some area of agriculture," REAP director Shawn Moore said.

The PACT program, which is designed for students who have completed the fifth, sixth or seventh grades, and the Youth Entrepreneurship Program, for rising high school sophomore, junior and senior students, serve similar purposes.

Students in YEP are encouraged to become entrepreneurs, said Warren Moore, the program director. They attend a series of workshops on topics such as financial planning and the legal aspects of owning a business. The students create a business plan and do a commercial.

## Move-In Day 2011 At Kentucky State University



*Some students started decorating and organizing their rooms immediately after moving into residence halls at Kentucky State University on Aug. 17.*



*Kentucky State University football players helped students move into their dorm rooms during fall 2011 Move-In Day.*



We aspire to be the best public regional university in the South.

September 2011

**MSU ranked in the top for eighth consecutive year by U.S. News**

Morehead State University has been recognized for the eighth consecutive year as one of the foremost public universities in the South in the 2012 edition of "America's Best Colleges" by U.S. News & World Report.

The newest rankings include MSU as 21st in the Top Public University-Master's/South division.

**Long appointed to Board; New regents take oath**

Gov. Steve Beshear has appointed Deborah H. Long of Lexington to a six-year term on the MSU Board of Regents.

Long succeeds Sylvia Lovely of Lexington, who had served since 2004.

A graduate of Louisville Waggener High School and the University of Kentucky, Long has more than 35 years in the food service industry.

At a special meeting of the Board of Regents held on August 25, she was sworn in with two other regents. Along with Ms. Long, the student representative Glenn L. Means of Mt. Sterling and faculty regent Dr. Ron Morrison were administered the "oath of office" by alumnus William Roberts of Morehead, District Judge for the 21st Judicial District, Division 1.



**MSU dedicates \$24 million Recreation and Wellness Center**

Morehead State University President Wayne D. Andrews was joined on August 25 by members of the Board of Regents, students, faculty and staff, as well as local legislators and officials for the dedication of the Recreation and Wellness Center.

"This is an exciting project at MSU because it was conceived by students, planned by students and financed by students," said President Andrews, during the ribbon cutting ceremony. "We are confident that, in addition to providing our students with wholesome, healthy recreation, it will become a major recruiting tool for new students."

"I have traveled all over the country, there may be bigger facilities but none are better."

The center features a three-court gymnasium and fitness area with cardio and weight machines and free weights. The two-story building includes two racquetball courts, multipurpose rooms two classrooms, running track, wellness lab, running and cardio balcony, game room and lounge. The aquatics area has a competition-size pool that includes a vortex and zip line and a sun deck. A lighted outdoor sports field is in the front of the building to be used for some intramural and other recreational activities.

The grounds feature a custom-designed Outdoor Adventure/Challenge course, which is located in the right hand side of the main drive entrance.

Discussion of the center began in 2005 after President Wayne D. Andrews took office. A poll revealed that MSU students would be willing to pay higher fees to finance such a facility. It was authorized by the General Assembly and approved by Gov. Steve Beshear in early 2006 to be built with agency bonds.

Located on the east side of the valley fronting Eagle Lake, the new facility is environmentally friendly and LEED certified by the U.S. Green Building Council. It is the first LEED certified facility on the MSU campus and the first LEED certified student recreation center within the state.

"We can thank everyone in the world for this building, but at the end of the day, the people we need to thank are the students," said Jason Marion, former Student Government Association president. "Students from 2005 until now and in the future can know this is much more than a recreation center."

"We have a lot to be proud of at Morehead State. This was a great accomplishment by the students."



## **MSU wins 11<sup>th</sup> OVC Institutional Academic Achievement Awards**

Eagle Athletics won the Ohio Valley Conference's Institutional Academic Achievement Award for 2010-11. It marks a league-record 11th time in 25 years that MSU has been awarded the OVC's highest academic honor.

The Eagles also had two sports (soccer and volleyball) honored with the Team Academic Achievement Awards, 15 student-athletes presented with the OVC's Medal of Honor and 91 student-athletes on the Commissioner's Honor.

"Our continued academic success is a testament to the dedication our student-athletes have to their education," said MSU Director of Athletics Brian Hutchinson. "They are as devoted to their studies as they are to their success on the playing field and this is a direct reflection of the dedication of our coaches and academic coordinator Valerie Ousley. I am absolutely thrilled that we have won the OVC Academic Banner for an 11th time and expect that our classroom behavior will put us in a position to continue this tradition."

The Institutional Academic Achievement Award is presented annually to the member institution with the greatest percentage of its student-athletes named to the OVC Commissioner's Honor Roll for that academic year. MSU has won the award in six of the past seven years.

The team awards use the same criteria as the institutional award, applying it to each sport. The Medal of Honor is given annually to the student-athlete who achieves the highest grade point average in a conference-sponsored sport.

To be listed, recipients must have achieved at least a 3.25 grade point average and have been eligible and on the team throughout the competitive season in their chosen NCAA-sponsored sport or sports.

## **MSU focuses on "much more" diversity**

During the summer, Morehead State University typically hosts more than 40 different camps. The Governor's Minority Student College Preparation Program (GMSCPP) and the 24th Annual Academic Proficient African-American High School Junior and Senior Conference were welcomed to MSU in June.

GMSCPP consisted of a one-week residential experience for 33 middle school students. The program began in 1986 to make students aware of the benefits of attending college, and to help prepare them to be successful, while emphasizing the importance of graduating.

Students are selected on a first-come, first-served basis, according to the Kentucky Council on Postsecondary Education website. Students took classes that were related to space science, math, chemistry and leadership. Transportation to Morehead State, meals, classes and social activities were provided at no expense to the students. MSU also worked in partnership with KCTCS schools in the region (Maysville, Ashland and Hazard). This year, GMSCPP students traveled to Western Kentucky University to attend the annual state-wide conference.

MSU also hosted the Annual Academic Proficient African American High School Junior and Senior Conference, sponsored by the Council on Postsecondary Education and the Kentucky Department of Education. Faculty, staff and administrators worked diligently to provide a rewarding atmosphere for more than 120 students; for many, this was their first time visiting campus.

MSU coined the Junior and Senior Conference the "WOW" conference because of activities that were planned for the weekend. Students took campus tours, viewed a laser show at the Space Science Center, and attended an Academic Fair. MSU President Wayne Andrews welcomed the students and Board of Regents chair John Merchant, an MSU graduate, offered remarks about going to college and pursuing goals. During the evening, students attended a concert, participated in activities, and enjoyed a firework show.

"MSU has received positive comments for the amazing work the University is continuing to accomplish," said Charles Holloway, chief diversity officer.

## **MSU honors faculty with awards**

Morehead State University honored five individuals during the University's Fall Convocation on Wednesday, Aug. 17.

The 2011 award recipients were: Dr. Philip Krummrich, chair of the Department of International and Interdisciplinary Studies, Distinguished Creative Productions Award; Dr. Scott A. Davison, professor of philosophy, Distinguished Researcher, and Dr. John Hennen, professor of history, Distinguished Teacher; Lisa Shemwell, projects manager in the Office of the Provost, Distinguished Staff Service Award; and Nathania Ann Bush, associate professor of nursing, received the Distinguished Faculty Service Award.



**MURRAY**  
STATE UNIVERSITY



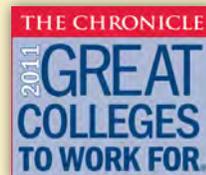
## Once again, Forbes ranks Murray State among "America's Top Colleges"

Forbes has recognized Murray State University for the fourth consecutive year on its 2011 America's Top Colleges list. In addition to landing on the "Top Colleges" listing, Murray State was also designated one of "America's Top 100 Best College Buys." Murray State has appeared among the top colleges, scoring above any other Kentucky public regional university, since the ranking list began. MSU is the only Kentucky public school included as a "Best Buy," and has been for the three years Forbes has ranked this particular category.



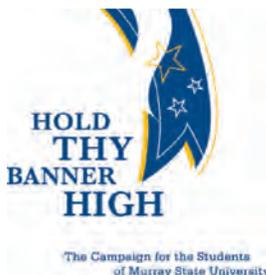
## Murray State recognized as a great place to work

Murray State University is one of the best colleges in the nation to work for according to a survey by *The Chronicle of Higher Education*. The results, released in *The Chronicle's* fourth annual report on The Academic Workplace, are based on a survey of nearly 44,000 employees at 310 colleges and universities. This year represents the second time Murray State has participated in the survey and marks MSU's appearance as one of only 111 institutions to achieve "Great Colleges to Work For" recognition for specific best practices and policies. Recognized in the Leadership and Professional categories, MSU was noted specifically for being outstanding in "Confidence in Senior Leadership" and "Professional/Career Development Programs."



## Fundraising campaign goal surpassed

Murray State's comprehensive campaign roared past its original goal of \$60 million with \$61.4 million raised to date and 15 months to go in the program. The celebration for *Hold Thy Banner High: The Campaign for the Students of Murray State University* will be held during Homecoming 2012, but with still more to accomplish, university officials are stretching the goal to \$70 million. The university set a new annual record in the past year with more than \$10.4 million raised. Gifts included charitable donations from CFSB banking, the Hutson family and others. Generosity came from on campus as well with MSU's faculty and staff contributing more than \$687,000 during this campaign.



## Dunn becomes first university president on ITGA board

Dr. Randy J. Dunn, MSU president, has been named to the International Town & Gown Association (ITGA) board of directors. Dunn's term is for two years. He is the first university president to serve on the 16-member board. He was appointed to the ITGA President/Mayor Advisory Committee, a group that collaborates with the National League of Cities. Murray State is a founding member of ITGA, which is housed at Clemson University in South Carolina. The ITGA strives to become the primary information resource point for common issues between colleges and universities and the communities in which they are located.

## A Prairie Home Companion comes to MSU

Longtime popular radio variety show, *A Prairie Home Companion*, will visit Murray State's campus on Nov. 5 for a live taping. Host Garrison Keillor will bring the show's particular brand of down-home entertainment to western Kentucky. Murray's NPR radio station, WKMS, is sponsoring the event in partnership with the university's CFSB Center.



## Connecting through smart phone app and iTunes U

Staying connected with MSU online and on the go is easier than ever. Murray State has revamped its iPhone app, and along with the roll-out, Murray has also been added to the list of forward-thinking colleges on iTunes U, an innovative way to get content into the hands of students, alumni and friends of MSU wherever they live.



## MSU board chair heads revitalization committee

Murray State University regent Dr. Constantine “Deno” Curriss is chairing the West Virginia University Institute of Technology Revitalization Team that was appointed by the West Virginia Higher Education Policy Commission to assess various areas of the WVU campus.

## Advancing the Connected Warrior program

A new program will be offered to veterans and their spouses in the form of a yoga class aimed directly at helping returning soldiers. The program, Connected Warrior, is based out of Boca Raton, Fla. Training for yoga instructors was recently held on Murray State’s campus.

## Maya Angelou lectures at Murray



The Murray Reads Maya initiative continued with a visit by author Maya Angelou at the CFSB Center on Murray State University’s campus on Aug. 24. Angelou is a poet, educator, historian, bestselling author, actress, playwright, civil rights activist, producer and director. Angelou previously visited Murray in 2004, speaking to a large audience from around the region in the CFSB Center (formerly the RSEC). Participants in this year’s Murray Reads Maya program were encouraged to read books, including something written by Maya Angelou, and to use the Murray Reads Maya website ([murrayreads.org](http://murrayreads.org)) as a resource to find out about special events and to announce books they had read. Murray Reads encourages literary reading, enriches the cultural opportunities in the area and strengthens the reading community in western Kentucky.

## Roundabout U — three weeks in China, two shows

It was a road show for *Roundabout U* anchors Sarah Clark and Jim Carter for two weeks as they “discovered” China and its connections on the other side of the world with Murray State University. Carter and Clark experienced the Asian culture in 21 days, nine flights, one overnight train and five cities, returning to the states with two special editions of *Roundabout U*. They spent time with the Discover China program from Murray State, which gave them the opportunity to see one of the Seven Wonders of the World — The Great Wall of China — and spoke to Chinese students who had recently returned to their home country after spending a year at MSU. They also interviewed American faculty at Qingdao Agricultural University to learn more about teaching in China and saw China’s famed Terracotta Warriors.

## MSU assists Belize in promoting music education for youngsters

MSU, with the help of Kentucky high school marching bands, are helping schoolchildren in Belize to “take the field” in bands of their own. Five sets of band uniforms were donated by high schools in Trigg County, Russellville, Bardstown and Rockwood, and the Southwind Drum and Bugle Corps based in Lexington, Ky. Murray State’s band program coordinated the effort and donated drums that were no longer in use.

## Undergrads participate in summer research at Marshall University

Fifteen undergraduate students from nine institutions spent their summer doing biomedical research at Marshall University’s laboratories. Murray State’s Amber Mills from Carbondale, Ill., was one of those chosen students.

## MSU professor’s research gains attention of British publication

Dr. Kathy Callahan, assistant professor in the department of history at MSU, had an article accepted for future publication in the *London Journal*. Her article, “On the Receiving End: Women and Stolen Goods in London 1783-1815,” examines women indicted for receiving stolen goods and how familial relationships and employment played into women’s perpetration of the crime. The scope of the *London Journal* is broad, embracing all aspects of metropolitan society past and present, including comparative studies.





# GOLD RUSH

SEPT. 2011 NORTHERN KENTUCKY UNIVERSITY



## GO FIGURE

7000

That's how many applications NKU received for the fall semester. Ten years ago, NKU received about 3000 applications.

2200

That's how many of those applicants were accepted and enrolled at NKU this fall.

10%

That's how many of NKU's incoming freshmen have more than a single ACT score deficiency this fall. It is the most academically prepared freshman class in NKU history.

## PRESIDENT VOTRUBA TO RETIRE

NKU President James Votruba capped off his annual State of the University Address by announcing he will retire following the 2011-12 academic year.

Votruba, who became NKU's fourth president in 1997, is Kentucky's longest-serving public university president and has served longer than any other NKU president.

He said the time is right for him and wife Rachel to strike a more reasonable balance between work and family life. "I think the timing is good for a transition," he said. "The university is very strongly positioned both academically and financially."

During Votruba's tenure, NKU has seen unprecedented growth. Student enrollment has climbed by 34 percent since his arrival, from 11,785 in 1997 to nearly 16,000 today. During that time, the university has added 19 bachelor's degree programs (for a total of 70), 42 master's or graduate certificate programs (for a total of 49) and two professional doctoral programs.

"My proudest accomplishment is



the emergence of the university as a fully mature metropolitan university," Votruba said. "Fourteen years ago we were both a community college and a four-year university. Today we are in terms of the breadth of our curriculum, the quality of our faculty and students, our physical facilities, our budget – we are in every respect a mature metropolitan university."

He said NKU's focus this year will be to prepare for the presidential transition, implement a new academic advising system, enhance many of the university's business processes, consolidate various planning platforms and make the move to Division I athletics.

## PINPOINTS

ELLIOT COUNTY



**KATHERINE WHITE** is a sophomore business/education major from Sandy Hook, Ky. A transfer student from Midway College, Katherine graduated from East Carter High School in 2009. Katherine says what she enjoys most about attending NKU is the education she's receiving. As a business/education double major, her studies keep her pretty busy, but she also enjoys taking advantage of NKU's health center and says she's looking forward to getting involved in intramural basketball. She hopes to become a teacher after she graduates from NKU. Katherine is the daughter of Dave White and Nancy White.

## COLLEGE CORNER

### INFORMATICS

On October 10, NKU will celebrate the opening of a facility that has been called everything from a game-changer to the physical embodiment of a social network.

Griffin Hall, the stunning new home of the College of Informatics, has captured imaginations since its first rendering years ago.

One feature is a Digitarium that allows exploration of large-scale digital technology in a classroom,

meeting space or auditorium setting. Its digital wall allows the space to digitally connect to ideas, information and other areas throughout the building.

And it opens a window to virtually anywhere in the world.

Want to learn more about Griffin Hall? Visit [informatics.nku.edu](http://informatics.nku.edu) or, better yet, visit NKU Oct. 10 for the grand kickoff of a semester of informatics celebration.

# NKU FACULTY LEADS INNOVATIVE DEVELOPMENT SEMINAR



Last month, NKU faculty organized a professional development conference at NKU's METS Center for Corporate Learning to share best teaching practices and discuss education issues.

Dr. Alar Lipping, president of the NKU Faculty Senate, said most contemporary professional development conferences largely focus on using technology in the classroom. This one was different.

"We have a lot of good faculty hired as consultants at public schools doing cutting-edge stuff on teaching and learning," he said. "Why not use the expertise of our faculty?"

The lone guest speaker was Syracuse University Professor Vincent Tinto. All of the other presenters were members of the NKU faculty, who led five 55-minute sessions on topics such as: embracing diversity, ensuring a positive learning environment, online teaching, engaging students, facilitating classroom discussion, and creative evaluation of teaching.

Carole Beere, chair of the planning committee, said the conference was designed to give faculty members "new ideas they can implement with their students and motivate everyone to do their best work."

## THE SCOREBOARD



NKU volleyball returns all six starters from last season's 20-14 squad that advanced to the NCAA Division II Tournament. The Norse were picked to finish third in the Great Lakes Valley Conference East Division preseason poll.

Setter Jenna Schreiber earned both All-GLVC and All-Midwest Region accolades last year. All-GLVC standouts Shelby Buschur, Noelle Peterson and Sarah Drennen also return.

The Norse have won at least 20 matches for 18 consecutive seasons.

## FACULTY FOCUS

NKU professors Dr. Jonathan Thomas and Dr. Sara Eisenhardt have been awarded a \$60,475 grant from the National Science Foundation to research how elementary teachers are prepared to present mathematics to students across Kentucky.

The two-year project has the potential to shift the paradigm of undergraduate teacher preparation to a focus on mathematics teaching that is consistently informed by children's mathematical thinking and the complexities of mathematics content.

Research will use a module developed by Thomas, Eisenhardt and others around the state based on professional literature in the areas of professional noticing and the Stages of Early Arithmetic Learning (SEAL). More at [www.kentuckymathematics.org](http://www.kentuckymathematics.org).

## BRIEFS

### CHASE COLLEGE OF LAW A 2011 'BEST VALUE'

The NKU Chase College of Law has again been honored as a "Best Value" law school of 2011 by *the National Jurist*.

Chase is one of just 60 law schools nationwide to receive the honor, which uses a two-year average for both bar passage rate and student employment percentages. It also considers in-state tuition and average student debt in compiling the list of the nation's best values in legal education.

"We're proud the *National Jurist* recognizes what a tremendous value Chase offers students," said NKU President James Votruba. **MORE:** [tinyurl.com/ChaseValue](http://tinyurl.com/ChaseValue)

### TWELFTH ANNUAL ALUMNI LECTURE

Robert Gibbs, former press secretary for President Barack Obama, and Dana Perino, press secretary for George W. Bush, will highlight the twelfth annual NKU Alumni Association and Fidelity Investments Alumni Lecture Oct. 12 at 7 p.m. in the Student Union Ballroom.

"Gibbs and Perino are intelligent and highly entertaining speakers who've had a front seat to some of our nation's most historic moments," said John Lucas, chair of the organizing committee. "With their sharp wit and deep insights...we're in for a real treat." **MORE:** [alumni.nku.edu](http://alumni.nku.edu)

### ODYSSEY OF THE MIND WORLD CHAMPIONS

An NKU Odyssey of the Mind team has brought home a world championship. The international educational program provides creative problem-solving opportunities for students from kindergarten through college.

"The founder of Odyssey of the Mind came up to us personally at the awards reception and told us that he thinks that it was the first time that any team in Kentucky had ever actually won a first-place title in the world finals competition," said Joseph Fons, a communication studies major. "That's pretty cool for NKU."

**MORE:** [www.odysseyofthemind.com](http://www.odysseyofthemind.com)

### SIX-YEAR GRADUATION RATE CLIMBING

With admission standards in place and a strong focus on student success, NKU has seen great progress in its six-year graduation rate in recent years.

In fact, President James Votruba reported during the 2011 Fall Convocation that in just the past two years, NKU's six-year graduation rate has increased nearly five percent. "Rarely does a campus make such progress in such a short period of time," he said, "and we expect these numbers to continue to increase in the coming years."

**MORE:** [tinyurl.com/2011Convo](http://tinyurl.com/2011Convo)

## ALUMNI NEWS

Give her a little time and clinical psychologist Dr. Liza Siegel ('84) can give you a pretty good idea how well you'd fare on *Survivor*. Or *The Apprentice*. Or your job or in a committed relationship. As a consulting psychologist for such television shows, she is one of the foremost experts in predicting individual personality and behavior and provides onsite support for eliminated contestants. "It's been exactly 10 years from when I started working in Kenya on my first season of *Survivor*," Siegel says. "What you are trying to do is make sure that it's a healthy, safe experience for a person who is going on the show."

Recently, Siegel coauthored *Therapeutic Feedback* with the MMPI-2, a book geared toward psychology students and professionals about interpreting the widely used MMPI-2 personality assessment tests.



## UK Receives \$20 Million Clinical and Translational Sciences Award

The National Institutes of Health, the largest government funding source for biomedical research in the United States, has awarded \$20 million to the University of Kentucky to move research discoveries to health care solutions more quickly.

The five-year funding, awarded through the NIH's institutional Clinical and Translational Science Awards (CTSA) program, is the largest research funding award received by UK and will be used to support research at UK's Center for Clinical and Translational Science, making it part of a select national biomedical research consortium.

NIH launched the CTSA program in 2006 to encourage collaboration across scientific disciplines and spur innovative approaches in tackling research challenges. The 2011 CTSA's expand consortium representation to 30 states and the District of Columbia. The UK Center for Clinical and Translational Science is the only designated CTSA in Kentucky.

Currently, UK's translational research center, established in 2006, is a collaboration of more than 200 individuals from 12 UK colleges, several senior administrative units and all components of UK HealthCare across the Commonwealth.

CTSA funding will be used to support essential infrastructure including the Clinical Research Development and Operations Center, where patients participate in clinical research studies. It also will be used for educational programs for future investigators, for community engagement, to fund research pilot grants and for an informatics program.

## UK Sanders-Brown Center on Aging Receives \$7 Million from NIH

University of Kentucky officials recently announced that the UK Sanders-Brown Center on Aging Alzheimer's Disease Center is receiving more than \$7 million from the National Institute on Aging, a division of the National Institutes of Health, to continue and further research and clinical initiatives geared toward treating Alzheimer's disease.



*-continued*





## Sanders-Brown, continued

In 1985, the UK center was among the first 10 federally funded Alzheimer's Disease Centers in the U.S. and has been continuously funded by NIH. The award will be for a five-year funding period through 2016.

"Recognized by continued federal funding from the National Institutes of Health, the Sanders-Brown Center on Aging Alzheimer's Disease Center is one of the University's outstanding centers of international excellence," said UK President Dr. Eli Capilouto.

The faculty of the Sanders-Brown Center on Aging and the UK Alzheimer's Disease Center are leaders in the detection of early neuropathological changes in the brain accompanying diminished cognitive abilities associated with Alzheimer's. UK also is home to an extensive research program involving brain donors both with and without Alzheimer's disease.

In addition to research programs, the Sanders-Brown Center on Aging offers outreach, education and support related to Alzheimer's disease and other age-related conditions.

## UK Celebrates Launch of new UK Core

The idea of preparing students with the critical thinking skills they need to succeed in a competitive global economy plays a central part in UK's new general education requirements, also known as UK Core.

UK Core, which is fully integrated into all undergraduate degree programs as of the fall 2011 semester, is a course of study that all students, regardless of major, must complete, replacing the University Studies Program requirements that UK has had in place since the mid-1980s.

UK Core curriculum requirements have decreased from 42 hours to 30, which will be a great help to students finishing their degrees on time. These 30 hours do promise to be more challenging and engaging than general education classes of the past. UK Core is based upon four learning outcomes:

- A student's understanding of and ability to employ the processes of intellectual inquiry.
- Building strong written, oral and visual communication skills — both as producers and consumers of information.
- The ability for students to make informed data-driven decisions.
- An understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse and multilingual world.

More than 120 UK faculty members have been involved in the process, from evaluating USP, to creating learning outcomes and then turning those broad concepts into undergraduate classroom curriculum.





Dr. Edward Halperin, Dean, School of Medicine (left) and UofL Executive Vice President of Health Affairs, Dr. David L. Dunn

## UofL, Baptist Hospital East expand relationship

The University of Louisville and Baptist Hospital East have agreed to expand area access to UofL obstetricians and gynecologists. The agreement ensures UofL faculty will continue to provide the community the full range of reproductive services following the merger of University Hospital, Jewish Hospital & St. Mary's HealthCare and Saint Joseph Health System.

Edward Halperin, dean of the School of Medicine said, "We are expanding this partnership to meet the reproductive health needs of the women and men of the region regardless of their ability to pay. In December 2010 I promised that, as a condition of the proposed hospital merger, we would maintain a full range of clinical reproductive services and a fully accredited obstetrics-gynecology residency program. We are keeping our promise."

"People throughout Louisville recognize Baptist Hospital East for the high quality care provided, especially related to obstetrical care," said Sharmila Makhija, chair of the Department of Obstetrics, Gynecology and Women's Health at the University of Louisville. "My colleagues are excited about the opportunity to expand on the relationship we have as we meet all

the health care needs for the women of Louisville."

Women receiving prenatal care through UofL faculty will continue to be seen at current clinic locations. In consultation with her physician, any woman planning to have a tubal ligation following the birth of her child, whether vaginally or via cesarean section, will deliver at Baptist Hospital East. Additionally, any woman wishing to have a tubal ligation not associated with a delivery will have the procedure at Baptist Hospital East. In accordance with current state law, a woman must provide at least 24 hours notice to her physician that she wishes to have a tubal ligation, whether or not it is associated with the delivery of a child.

"In cases of premature delivery or emergency cesarean section, standard of practice is that physicians have a discussion with the woman after the crisis of the emergency birth and/or associated health concerns of the baby have passed," Makhija said. "In cases where, after the crisis has passed and in consultation with her physician, a woman wishes to proceed with a tubal ligation, the procedures will be scheduled at Baptist Hospital East."

## Merger Update

In early August, leaders from the partner and sponsor organizations met with state and local government leaders to discuss the benefits of the pending merger including the expanded Academic Health Center in Louisville, and increased access to physicians and advanced medical care across the Commonwealth.

A week later, merger leaders appeared before a Joint Interim Subcommittee on Health and Welfare to outline details such as history, vision, challenges, solutions and benefits – and to address meaningful questions regarding the merging of three distinct organizational cultures. Throughout August, partner representatives met with multiple business, civic and faith-based groups to present the case for merger and to answer questions, allowing for additional understanding and community input.

On August 31, UofL President James Ramsey, University Hospital CEO James Taylor, Jewish Hospital and St. Mary's Healthcare CEO David Laird and Saint Joseph Health System CMO Dan Varga and others met with the editorial board of *The Courier-Journal*. (Watch the video at <http://www.livestream.com/cjnews/folder>.) While the editors and merger leaders agreed they will continue to disagree on some issues, the meeting provided all parties an opportunity to address the topic in a comprehensive and forthright manner.



Watch the video at [livestream.com/cjnews/folder](http://livestream.com/cjnews/folder)

## A Letter From the President

Dear Friends and Family of UofL,

We're number four in the nation! And in this case, that's an extraordinary ranking. What I'm talking about is the *Chronicle of Higher Education's* recent ranking of the colleges with the biggest percentage gains in federal funds for research and development in science and engineering from 1999–2009. According to the *Chronicle*, the University of Louisville had \$72 million in federal R & D funds (adjusted for inflation) in 2009, a 263 percent increase! That is spectacular! The head of the National Institutes of Health, Frances Collins, recently visited UofL and commended us on our striking progress (<http://louisville.edu/uoftoday/campus-news/nih-director-praises-uofl>).



But the dollars tell only part of the story, a small part. It's what UofL is doing with that money that's truly exciting. As you'll see and hear in my State of the University address on September 13, our researchers are changing and improving lives across Kentucky and the U.S. You'll hear from Rob Summers, a former Oregon State University baseball player who became a paraplegic as a result of a hit-and-run accident and how he's now able to stand and, hopefully, walk one day as a result of the groundbreaking spinal research being done by Susie Harkema. You'll hear from Mike Jones of Jefferson County, whose damaged heart is rebuilding itself with his own adult stem cells courtesy of Dr. Roberto Bolli's team of researchers.

These are the stories I love to tell and these are the kinds of stories all of us at UofL are proud to share. We wouldn't be telling them without funding – funding that we're aggressively pursuing, and receiving, because of the outstanding work of UofL faculty – work that's changing lives.

*James A. Ramsey*



Chandrashekhar Pendyala, graduate student at UofL's Conn Center for Renewable Energy Research, studies the use of sunlight to generate hydrogen by splitting water.

## Advancing the search for inexpensive, clean energy

Scientists at UofL and the University of Kentucky are collaborating on clean fuel initiatives, with U.S. Department of Energy funding. Chemical engineering professor Mahendra Sunkara and graduate student Chandrashekhar Pendyala at UofL's Conn Center for Renewable Energy Research, and professors Madhu Menon and R. Michael Sheetz at the UK Center for Computational Sciences, are leading research into using sunlight to generate hydrogen from water. *The Physical Review Journal* published their findings earlier in August. (Phys Rev B 84, 075304).

Pure hydrogen gas is not found in free abundance on Earth and must be manufactured by unlocking it from other compounds. Through a process called photoelectrochemical (PEC) water splitting, the team has found that an alloy of antimony (Sb) and gallium nitride (GaN) helps sunlight split water molecules into hydrogen and oxygen. Once they are separate, hydrogen can be collected. The GaN-Sb alloy has the potential to convert solar energy into an economical, carbon-free source for hydrogen, Sunkara said.

The alloy material is the first simple, easy-to-produce substance to be considered a candidate for PEC water splitting, and once it is widely available, it could conceivably be used to make zero-emissions fuel for powering homes and cars and to heat homes.

## UofL by the Numbers

The *Chronicle of Higher Education* recently put out its almanac edition. UofL was listed as:

- ▶ The top cash fund raiser in Kentucky (**\$70,644,991**)
- ▶ **#4** in the United States in percentage gains for federal funds for research and development in science, engineering, (adjusted for inflation) between 1999 and 2009
- ▶ **One of 28 colleges in the country** that saw its federal science funds double between 1999 and 2009
- ▶ Being among the **Top 100** for overall endowment

## Nucleus celebrates growth

Nucleus, an economic development initiative of the University of Louisville Foundation, celebrated the near-capacity leasing of its Innovation Park-Jefferson Street location last month.

"It isn't enough just to conduct research. We have to translate that research into real-world applications that spur economic growth and improve the quality of life for people in the community and the state. That's what Nucleus is all about," said President James Ramsey at the event. "When the UofL Foundation created Nucleus, we committed to providing space and support for companies that want to bring their new ideas and technologies to the marketplace."

With the addition of six new companies and the expansion of another, the former MedCenter 3 is nearly full, with about 130 employees in the building, according to Nucleus CEO Vickie Yates Brown. The heightened interest in the location, she said, is evidence that Louisville is becoming a hub for entrepreneurs and companies built on innovation.

Companies in Nucleus Innovation Park-Jefferson Street range from health sciences and nanotechnology applications to energy research, to career assistance for military veterans. They include: Advanced Energy Materials Inc.; Kentuckiana Medical Reciprocal Risk Retention Group; LifeTouch Technologies, LLC; Louisville Bioscience Inc.; PGXL Laboratories; Pharmaron; PRFusion; Regenerex; Synergy/Dev LLC; The Company Leader; The Iasis Group Inc.; TNG Pharmaceutical; University Physicians' Associates; Edumedics; International Center for Long Term Care Innovation (InnovateLTC); MetaCyte Business Lab; Nucleus; UofL Office of Technology Transfer; GLI's EnterpriseCORP; and, Sickle Cell Association of Kentuckiana.



## NIH director commends UofL

Francis Collins, director of the National Institutes of Health, spoke in Louisville on Aug. 25 about the importance of NIH funding to UofL and other institutions, before leading a public forum on the future direction of biomedical research. Collins, a guest of Sen. Mitch McConnell, U.S. Senate Republican Leader, noted NIH funding this year supports about 2,000 jobs in Kentucky and the agency has awarded \$143 million to the Commonwealth, with \$48 million coming to Louisville.

Coincidentally, Collins' visit came on the same day that the *Chronicle of Higher Education* ran an article on the top 100 universities in largest percentage gains in federal funding for research and development in sciences and engineering for the period 1999-2009.

UofL ranked fourth on that list with an increase of 263.1 percent over the decade. The university had \$20 million in federal funds for science research in 1999 and \$72.7 million in 2009. "You should be proud of the trajectory those research dollars are on," Collins told President James Ramsey and others at the event.

The increase in securing the federal science funding is a testament of the university's leadership, according to Collins, who also said he was impressed by UofL's focus on translational research – that is, getting discoveries from the lab to the bedside. UofL is one of 28 colleges and universities to double federal sciences monies in a decade, according to the *Chronicle*.



**UNIVERSITY OF LOUISVILLE**  
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**Western Kentucky University news for the Council on Postsecondary Education, September 2011**

For more WKU news, visit <http://wkunews.wordpress.com/> or [www.wku.edu](http://www.wku.edu).



*WKU President Gary Ransdell (left) and Bowling Green Technical College President Nathan Hodges signed a joint admissions agreement on Aug. 9 at BGTC's Kentucky Advanced Technology Institute Campus.*

**WKU, Bowling Green Technical College sign joint admissions agreement**

WKU and Bowling Green Technical College signed a joint admissions agreement in August that will offer students a seamless path to a four-year degree. The initiative will allow students to jointly enroll at both institutions, giving them access to more resources and create a smooth transfer process.

“The heart of the agreement creates the foundation for future students to begin their higher education journey at BGTC and successfully transfer to WKU,” said BGTC President Dr. Nathan Hodges.

“WKU is pleased to partner with BGTC and the Kentucky Community and Technical College System on this important initiative to ensure that Kentucky’s students have the best possible opportunity to attain a bachelor’s degree,” said WKU President Gary Ransdell. “BGTC students who are jointly admitted will be on track to complete a four-year degree from the first day and can begin to take advantage of student services and activities that are available to all WKU students.”

WKU has similar agreements with Henderson, Hopkinsville and Madisonville community colleges and Owensboro Community and Technical College. See

<http://wkunews.wordpress.com/2011/08/09/wku-bgtc-agreement/>

**Supercomputer boosts research power**

The computing power available at WKU is getting supersized. WKU’s Ogden College of Science and Engineering received \$2.379 million in 2009 from the U.S. Department of Education for the installation of the High Performance Computing Center and the Lost River Data Center in the WKU Center for Research and Development. WKU provided an additional \$50,000.

In August, representatives of PSCC Labs of Lake Forest, Calif., delivered and installed the nine racks of processors and other equipment that include 3,256 physical Intel cores, 3,256 virtual cores and 7,168 nvidia Tesla GPU cores providing a maximum performance of 55 terra flops. That’s 7,000 times more powerful than the average laptop. It allows WKU to offer a powerful combination of research and data support tools to WKU, other universities and industries around the country. For more, see

<http://wkunews.wordpress.com/2011/08/11/supercomputer/>



*Dr. Claire Rinehart, (left) co-director of WKU's High Performance Computing Center, and Tony Perrella of PSCC Labs move one of the units during installation of a supercomputer at the Center for Research and Development.*

### **Honors College students earn awards**

Two students in the Honors College at WKU have earned prestigious awards.

Senior Sara Moody of Warsaw, Ky., received a Foundation for Global Scholars award that funded a social work internship in India this summer and complemented her earlier international experiences. Moody previously won an award from the Foundation for Global Scholars to study in China. Before returning to WKU to begin her senior year, Moody completed her internship with the Madras Christian Council of Social Services in India planning advocacy and group therapy sessions for the Human Trafficking program in addition to taking an experiential course at the Foundation for Ecological Research Advocacy and Learning in India. For more on Sara, see <http://wkunews.wordpress.com/2011/09/06/moody-award/>



*Honors students Sara Moody and Clarice Esch.*

Junior Clarice Esch of Somerset, a recent graduate of the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, received a Greater Research Opportunity Fellowship by the United States Environmental Protection Agency (EPA). For the next two years Esch will receive nearly \$50,000 in financial support, including a stipend, tuition payment, and an allowance for educational expenses, from the EPA as she completes her degree. As one of almost 40 students from around the country to receive this award, Esch will also receive funding for an internship between her junior and senior years. For more on Clarice, see <http://wkunews.wordpress.com/2011/08/12/esch-fellowship/>

### **Foster selected as president-elect of state climatologists' organization**

Dr. Stuart Foster is president-elect of the American Association of State Climatologists (AASC). Dr. Foster is the state climatologist for Kentucky, director of the Kentucky Mesonet and the Kentucky Climate Center, and professor of geography at WKU. After serving in this position for one year, Dr. Foster will begin a two-year term as AASC president beginning in July 2012. See <http://wkunews.wordpress.com/2011/08/30/foster-aasc/>

### **Study shows WKU has major impact on Warren County economy**

WKU's impact on Warren County's economy goes far beyond money students and employees spend on food, housing and entertainment, according to a study from WKU's Center for Applied Economics.

Directly and indirectly, WKU accounts for about 26 percent of expenditures (\$672 million), 14 percent of the jobs (6,600) and 10 percent of the earnings (\$252 million) in Warren County, according to the report prepared by Dr. Brian Goff and Dr. Catherine Carey, co-directors of the center in the Gordon Ford College of Business. See <http://wkunews.wordpress.com/2011/07/28/economic-impact/>

### **Energy saving plan allows WKU to do more while using, spending less**

When it comes to utilities, a combination of energy saving initiatives has allowed WKU to do more while using, and spending, less. Over the summer, WKU adjusted hours of operation to reduce cooling demand during peak usage hours. This, along with efforts to reduce energy consumption through an Energy Savings Performance Contract (ESPC), resulted in a 16.2 percent reduction in electrical usage compared to the summer of 2010. The savings is more significant since the square footage being serviced increased almost 2.8 percent with the addition of Gary A. Ransdell Hall.

By comparing electrical bills for the two summers, WKU saved \$160,802. However, if WKU had used the same amount of electricity, it would have paid \$271,253 more in 2011 because of the increase in cost per kilowatt-hour. See <http://wkunews.wordpress.com/2011/08/24/energysavings/>

### **WKU's Class of 2015 urged to 'finish' during Assembly**

At 3,475 members, the Class of 2015 is one of the largest freshman classes at WKU. President Gary Ransdell wants it to be the largest graduating class as well. Dr. Ransdell, senior running back Bobby Rainey and others urged many of the class at Freshman Assembly to finish their college educations and earn degrees. Rainey said his educational experience at WKU has taught him skills that will last a lifetime. And while he's more widely known for his accomplishments on the football field, Rainey said, "my proudest moment as a WKU student will be when I receive my diploma this December." See <http://wkunews.wordpress.com/2011/09/06/freshman-assembly-2011/>



## **News from the Association of Independent Kentucky Colleges and Universities September 2011**

### **New study reveals Campbellsville University has over \$93 million economic impact in Taylor County**

**Campbellsville University** has an overall economic impact of \$93 million in Taylor County, according to a new study completed by Younger Associates of Jackson, TN. The study shows that Campbellsville University generates more than \$1.3 million in local tax revenues and 1,258 total jobs (457 direct and 801 indirect). One out of every 10 jobs in Taylor County is supported by CU-related operations. Campbellsville students spend over \$17 million in the local economy each year. To learn more CU's impact on the local economy, visit <http://www.campbellsville.edu/09092011economicimpact>.

### **Berea College ranked #1, other AIKCU members recognized for contributions to public good by Washington Monthly**

**Berea College** has been ranked the #1 liberal arts college in the country by *Washington Monthly* magazine. The *Washington Monthly* rankings are the only college rankings focused exclusively on institutions' contributions to the public good. The rankings focus on three core metrics: social mobility (admitting and graduating low-income students), research and Ph.D. production, and community service.

In addition to Berea College's #1 ranking in the liberal arts category, other AIKCU institutions recognized by *Washington Monthly* include: **Centre College** (38), **Lindsey Wilson College** (93), and 5 others in the top 200 in the liberal arts category; **University of the Cumberlands** (27) and four others in the baccalaureate college category; **Union College** (53) and **Bellarmino University** (170) in the master's university category; and **Spalding University**, ranked 83 among national universities.

### **UPike partners with Morehead and UK to improve dental health in rural Kentucky**

Governor Beshear recently announced the Appalachian Rural Dental Education Partnership, an effort by the University of Pikeville, Morehead State University and the University of Kentucky to improve dental care in rural Kentucky. The \$650,000 effort, funded by an Appalachian Regional Commission Grant and the participating institutions, will send UK students to the partner schools for education and encourage them to start private dental practices in the region.

## **St. Catharine partners with local school district, ECTC-Springfield to create early college**

**St. Catharine College** has partnered with the Washington County school system, Elizabethtown Community & Technical College – Springfield Campus, Marion County Area Technology Center, Advance Kentucky, and the Kentucky Department of Education to implement one of the most innovative high school college and career readiness systems in Kentucky. The new Washington County Early College Program will assist high school students in becoming college and career ready. Students who complete the Early College Program will be able to graduate from St. Catharine College with either an Associate of Arts (AA) degree in Liberal Arts or an Associate in Applied Science degree (AAS) in Early Childhood Education at the same time they earn their high school diploma.

To prepare for this innovative program, Washington County teachers worked throughout the spring and summer to develop and implement a new curriculum aligned to Kentucky's new Core Academic Standards as well as to the College Board's Advanced Placement standards, the ACT's Quality Core standards, and the course syllabi and expectations of ECTC and St. Catharine. Students in their junior or senior year of high school will have the opportunity to participate in classes led by adjunct college faculty as well as by college professors while the students work to achieve college credits that will place them semesters as well as dollars ahead of their teenaged peers.

## **Kentucky Wesleyan receives \$600K NSF award to increase STEM achievement among under-represented students**

The National Science Foundation recently awarded **Kentucky Wesleyan College** a \$600,000 grant to increase the number of academically talented and financially needy first-generation college students, women and racial/ethnic minorities achieving success in STEM careers. The award will be used to fund scholarships for 39 students: 21 transfers and 18 incoming freshman. In addition to the financial support, KWC will work to improve retention through additional experiential learning opportunities, mentoring, career counseling, and other services. The first 13 students will enroll in fall 2012.

## **Bellarmino, Lindsey Wilson open fall semester with new facilities**

**Bellarmino University** recently completed its transformation into a primarily residential campus with the culmination of the fourth and final phase in its five-year, \$37.3 million Siena Housing Project. Siena Terzo, the new residence facility, cost \$11.5 million and features more than 50,000 total square feet, 128 beds, a new outdoor green space, and a 200-seat dining hall.

**Lindsey Wilson College** opened the semester with a new 156-bed residence hall and a new classroom building that houses LWC's baccalaureate nursing program and nationally accredited School of Professional Counseling. The 26,000-square-foot, two-story building, which cost about \$3 million to build, sits next to the Jim and Helen Lee Fugitte Science Center, creating a science village on LWC's A.P. White Campus.

Marriott Griffin Gate Resort  
Lexington, KY

Directions

**VIA I-64 East**

I-64 East / I-75 South

At exit 115, take ramp right for KY-922 toward Airport / Lexington / Martha Layne Collins Bluegrass Parkway

Bear right onto KY-922 South / Newtown Pike

1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the left side of road

**VIA I-64 West**

I-64 to the KY-922/Newtown Pike exit, EXIT 115, toward Martha Layne Collins Bluegrass Parkway/Airport/Lexington

Turn left onto Newtown Pike/KY-922 S

1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the left side of road

**VIA Bluegrass Parkway**

Merge onto US-60 E via EXIT 72A toward Lexington

Merge onto New Circle Rd / US-60-BYP N / KY-4 N toward I-75 / I-64

Merge onto Newtown Pike / KY-922 N via EXIT 9B toward I-64 / I-75

1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the right side of road

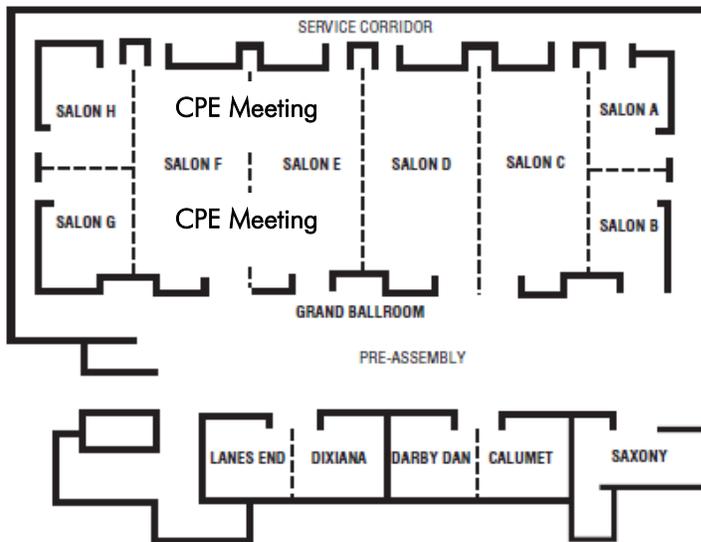
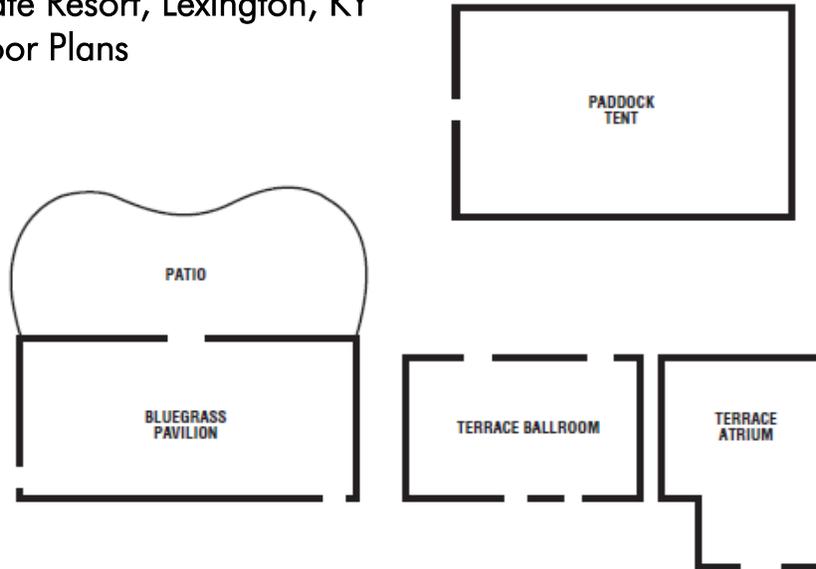
**PARKING**

Complimentary on-site parking

Valet parking, fee: \$20 daily



# Marriott Griffin Gate Resort, Lexington, KY Floor Plans



# FOUR FOCUS AREAS

**1. COLLEGE READINESS**

**2. STUDENT SUCCESS**

**3. RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT**

**4. EFFICIENCY & INNOVATION**

## SIX HB 1 GOALS

- 1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.**
- 2. A major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky.**
- 3. A premier, nationally recognized metropolitan research university at the University of Louisville.**
- 4. Regional universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate or master's degrees of a quality at or above the national average.**
- 5. A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.**
- 6. An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.**