

AGENDA

Council on Postsecondary Education

September 21, 1997

1:00 p.m. (ET), Summit B & C Meeting Room (located on second floor), Louisville Marriott East, Louisville, KY

- A. Roll Call
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- L. Adjournment

Action items are indicated by italics.

Sunday, September 21 (held in conjunction with the Governor's Conference on Postsecondary Education Trusteeship at the Louisville Marriott East)

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| 12 noon – 1 p.m. (ET) | informal lunch in the Ambassador Room (located on the second floor) for CPE members and university presidents |
| 1 p.m. – 3 p.m. (ET) | CPE meeting in Summit B and C (second floor) |



Quality and Effectiveness Committee

Peggy Bertelsman, Chair
Lee Todd, Vice Chair
Norma Adams
Steve Barger
Marlene Helm
Wilmer Cody
Lois Weinberg
Leonard Hardin (ex officio)

Investments and Incentives Committee

Ron Greenberg, Chair
Jim Miller, Vice Chair
Walter Baker
Renita Edwards
Merl Hackbart
Shirley Menendez
Marcia Ridings
Charles Whitehead
Leonard Hardin (ex officio)

Trends and Operations Committee

Leonard Hardin, Chair
Charles Whitehead, Vice Chair
Peggy Bertelsman
Ron Greenberg
Lee Todd
Jim Miller
Walter Baker
Lois Weinberg

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**THE STATUS OF KENTUCKY
POSTSECONDARY EDUCATION:
IN TRANSITION**

**ACTION ITEM
CPE (C)
September 21, 1997**

Recommendation:

That the 1997 accountability report entitled *The Status of Kentucky Postsecondary Education: In Transition* (included under separate cover) be approved.

Rationale:

- The Postsecondary Education Improvement Act of 1997 has changed the way that the CPE will evaluate quality and effectiveness in Kentucky's postsecondary institutions. The legislation further requires the CPE to develop "a system of public accountability related to the strategic agenda..." and submit to the Governor and the Legislative Research Commission an annual accountability report by December 1.
- The 14 performance indicators mandated under SB 109 (the previous accountability system) were eliminated under the new legislation. The new statutory language addresses four general categories of performance, including educational quality and outcomes, student progress, research and service activities, and use of resources. The CPE is directed to formulate specific indicators within these categories that are consistent with the strategic agenda.
- In response to the reform legislation and based on CPE action in July 1997, staff reconceptualized the 1997 report as a transition year document showing the overall condition of postsecondary education as reform commences and featuring data from the universities, community colleges, and the postsecondary technical institutions.
- The report assesses the extent to which institutions were successful in meeting 1997 performance goals established under SB 109. Since the new legislation significantly alters the framework of accountability, charting the progress of institutions toward the 1997 performance goals may be regarded as an effort "to close the books on the SB 109 accountability system."

Background:

At its meeting on July 21, 1997, the CPE approved modifications to this year's accountability reporting process. Revisions to the 1997 accountability report from editions in previous years include:

- the production of a single volume featuring institutional data in tabular form for selected indicators, thereby eliminating the previous 22 institutional reports and the community college system report;
- a reduction in the number of indicators reported to reflect emphasis on those indicators of most interest to policy makers and the public;
- the inclusion of previously unreported indicators to help describe the condition of the system; and,
- the incorporation of selected data and narrative provided by the Workforce Development Cabinet on Kentucky Tech schools to reflect the CPE's responsibility to include these institutions in its accountability program.

The institutions verified the accuracy of all of the data appearing in this year's report.

Discussion:

At the CPE retreat in August, CPE members requested more information on the transition issues identified in the retreat workbook. Staff also was directed to develop a master calendar of critical dates associated with the transition issues. This agenda item and its attachments represent the staff's response to that request.

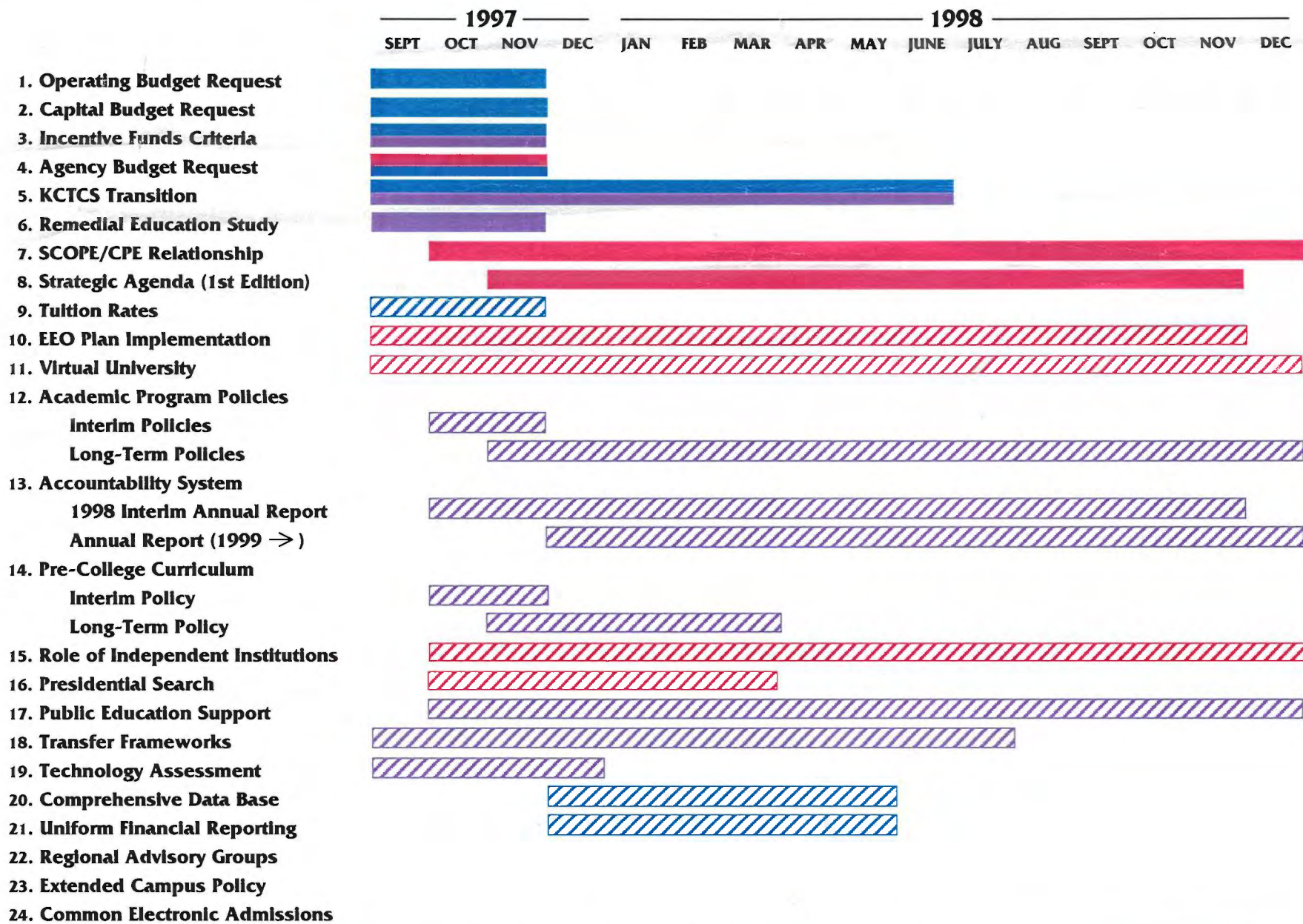
The first item is the Draft Transition Agenda Master Calendar--a visual representation of the timelines and committee referrals included in the transition issue narratives.

Following the draft master calendar are the narratives describing the transition issues. They are grouped into two categories. Category I items (1-16) are issues that require CPE attention, discussion, and, in most cases, action within the next few months. Each Category I item has four sections: 1) Background (the "what"), 2) Urgency (the "why"), 3) Action (the "how" and "when"), and 4) Committee Referral (the "who"). Many of these Category I items have externally imposed deadlines (i.e., mandated either by legislation or another agency); these items are designated on the master calendar by solid timelines. Items with no externally imposed deadlines have timelines suggested by the staff (designated by broken lines). For these items, CPE has some flexibility in determining the beginning and/or completion date for the activity.

The eight Category II items (17-24) are current activities or policy issues that have no externally imposed deadlines and do not necessarily require immediate CPE action; however, they may require significant staff work over the next few months. Staff included each of these items in the transition agenda for one or more of the following reasons: 1) to make CPE aware of the issue and its current status; 2) to seek advice from CPE members as to the issue's importance relative to the other more immediate transition issues; or 3) to suggest some level of oversight by a CPE committee as staff conducts its work. Each Category II transition issue is briefly described and includes a recommended committee assignment. Staff has suggested timelines for some, but not all, of the Category II items.

In summary, the information on the following pages, beginning with the draft master calendar followed by descriptions of each transition issue, is provided by the staff as a starting point for the development of a more comprehensive and detailed workplan for the coming year. Staff anticipates that other issues of interest to CPE members will be added to those included here and that adjustments to the proposed master calendar will be made once committee work is underway.

Draft Transition Agenda Master Calendar



Committee Assignments & Timeline Constraints



1998/2000 Operating Budget Request

Background:

CPE is required by statute [KRS 164.020(9)] to submit a funding request to the Governor and General Assembly for all postsecondary institutions.

Based on information presented by the Governor's Office during the May 1997 Special Session, CPE staff has worked with the Governor's Office for Policy and Management (GOPM) to develop a general funding approach for 1998/2000 that accomplishes these three goals: 1) continues the revised funding base for each institution (i.e., each university and the Kentucky Community and Technical College System); 2) provides a continuation (i.e., inflationary) increase for each institution; and 3) commits the remaining anticipated new funding (approximately \$45 million in 1998/99 and \$75 million in 1999/2000) to the six Strategic Investment and Incentive Trust Funds established by the Kentucky Postsecondary Education Improvement Act of 1997 (see also Transition Agenda Item # 3, Criteria for the Strategic Investment and Incentive Trust Funds).

Passage of the Kentucky Postsecondary Education Improvement Act of 1997 and the imminent November 15 deadline require that 1998/2000 operating budget request development be viewed as part of the overall transition process and may require action that differs from previous biennial budget request processes.

Urgency:

Because the biennial funding request must be presented to the Governor and General Assembly by November 15, 1997, CPE has an urgent need to finalize its preparation. In addition, at its August 27 meeting, CPE members expressed interest in discussing their funding request with the university presidents. Thus, CPE must meet with the university presidents as soon as possible and then act on its biennial funding request at its last meeting prior to November 15.

Action & Timeline:

September 1997	Direct staff to prepare background information on biennial budget request
October 1997	Consider background information on biennial budget request, meet with university presidents to discuss biennial budget request
November 1997	Act on biennial budget request, including allocations and qualifying criteria for 1997/98 incentive funds and for 1998/2000 incentive funds

Committee Referral: Investments & Incentives

1998/2000 Capital Projects Budget Request

Background:

CPE is required by statute [KRS 164.020(9-11)] to submit a funding request to the Governor and General Assembly for capital projects at all postsecondary institutions by November 15, 1997. CPE staff has contracted with a consulting architect to conduct site visits to each university, community college, and postsecondary technical school and to review each institution's capital projects request for 1998/2000 funding. The consultant's completed report will be presented at the October CPE meeting. In establishing its priorities for funding capital projects, CPE must ensure that the anticipated outcomes of the Kentucky Postsecondary Education Improvement Act of 1997 are addressed, especially the identification of and support for programs of national prominence.

Passage of the Kentucky Postsecondary Education Improvement Act of 1997 and the imminent November 15 deadline require that 1998/2000 capital projects budget request development be viewed as part of the overall transition process and may require action that differs from previous biennial budget request processes.

Urgency:

CPE must act on its capital projects budget request at its last meeting prior to November 15. In addition, at its August 27 meeting, CPE expressed an interest in discussing this issue with the university presidents; this meeting needs to be scheduled in the very near future to allow for input on the part of the university presidents and for reaction on the part of CPE members.

Action & Timeline:

September 1997	Direct staff to prepare background information on capital projects budget request
October 1997	Consider background information on capital projects budget request Meet with university presidents to discuss capital projects budget request
November 1997	Act on capital projects budget request
Committee Referral:	Investments & Incentives

Criteria for the Strategic Investment and Incentive Trust Funds

Background:

CPE is required by statute (KRS 164.7915-792) to develop qualifying criteria to be used by institutions requesting funds appropriated to the Strategic Investment and Incentive Trust Funds. House Bill 4, the appropriations bill enacted during the May Special Session, appropriated \$15 million for 1997/98 to three of the six trust funds: the Research Challenge Trust Fund, the Regional University Excellence Trust Fund, and the Postsecondary Workforce Development Trust Fund. (The other three trust funds are the Technology Initiative Trust Fund, the Physical Facilities Trust Fund, and the Student Financial Aid and Advancement Trust Fund.)

CPE staff has worked with the Governor's Office for Policy and Management (GOPM) to develop a general funding approach for 1998/2000 that would continue the revised funding base for each institution (i.e., each university and the Kentucky Community and Technical College System), provide a continuation (i.e., inflationary) increase for each institution, and commit the remaining anticipated new funding (approximately \$45 million in 1998/99 and \$75 million in 1999/2000) to the six Strategic Investment and Incentive Trust Funds established in the Kentucky Postsecondary Education Improvement Act of 1997 (see also Transition Agenda Item # 1, 1998/2000 Operating Budget Request).

Urgency:

Since proposed funding levels for the Strategic Investment and Incentive Trust Funds must be presented to the Governor and General Assembly by November 15, 1997, CPE must take action on establishing the eligibility criteria for submitting and evaluating institutional requests for trust fund monies at its last meeting prior to November 15. Criteria for allocating 1997/98 incentive funds as well as 1998/2000 incentive funds must be established. In addition, if CPE members are to obtain input from university presidents on proposed trust fund criteria, this input must be obtained prior to finalizing the criteria at the November CPE meeting.

Action & Timeline:

September 1997	Direct staff to prepare background information on trust fund criteria
October 1997	Consider background information on trust fund criteria and meet with university presidents to discuss trust fund criteria
November 1997	Act on trust fund criteria

Committee Referral:

**Investments & Incentives
Quality & Effectiveness**

Agency Budget Request

Background:

The agency operating budget for CPE includes three categories of funding: 1) state dollars, which support operation of the agency (staffing, operating expenses and capital outlay); 2) federal programs, which are operated by the agency or for which the agency provides administrative support [Eisenhower Science and Mathematics program and the Kentucky Community Service (KCSC) program]; and 3) pass-through programs, for which CPE acts primarily as a conduit for transferring funds to the institutions (Southern Regional Education Contract Spaces and Rural Allied Health and Nursing programs).

CPE receives approximately \$3.8 million in state support for programs and activities in Category 1. These funds include \$674,900 in state funds appropriated by the 1997 Extraordinary Session of the General Assembly, which are unassigned. Federal funds (Category 2), including those assigned to the Kentucky Community Service Commission, total \$5.2 million. Pass-through program funds for 1997-98 (Category 3) amount to \$7.1 million.

CPE has a budgeted position complement of 39 full-time positions. Five positions are vacant. Additional positions may be created in the future from the \$647,900 currently held in reserve.

Urgency:

An agency biennial budget request must be filed with the Executive and Legislative Branches by November 15, 1997. The primary objective in developing this budget is to preserve the agency's flexibility in terms of vacant positions and new dollars appropriated during the 1997 First Extraordinary Session of the General Assembly. CPE action on its agency budget request must be taken at its November meeting.

Action and Timeline:

November 1997 Take action on agency operating budget request

Committee Referral: Trends & Operations (Category 1 & 2 funds)
 Investments & Incentives (Category 3 funds)

KCTCS Transition

Background:

KRS 164.580(1) creates the Kentucky Community and Technical College System (KCTCS), composed of two branches--the existing UKCCS (with the exception of Lexington Community College) and the 25 postsecondary technical schools (currently part of the Workforce Development Cabinet). KRS 164.5807 outlines the transfer of authority for the thirteen UKCCS community colleges to the KCTCS Board of Trustees--effective upon affirmation of the substantive change process by the Commission on Colleges, Southern Association of Colleges and Schools (SACS), expected as early as December 1997. KRS 164.5805 identifies July 1, 1998, as the date on which the postsecondary institutions in the Kentucky Tech system will come under the auspice of the KCTCS. In effect, by fiscal year 1998-99 and the beginning of the next biennium, the new KCTCS Board of Regents will be the coordinating responsibility of CPE.

Urgency:

A great deal of work must be done before July 1, 1998, to effect a smooth transition for the KCTCS--the newest member of Kentucky's postsecondary education system. Existing technical institution policies and procedures must be reviewed and brought in line or adapted to CPE policies (definitions of terms such as *technical degree* and *technical college*; new and existing program approval and review; budget; database compatibility; technology development and integration; accountability measures, for example). To date, CPE staff has been actively involved in the work of the KCTCS Transition Team, especially through its seven work groups: the Budget Request Work Group, the Personnel Work Group, the Administrative/"Other" Work Group, the Accreditation Process Work Group, the Search Process Work Group, the Communications Work Group, and the Academic and Workforce Programs Work Group. CPE staff should maintain its current level of commitment to the transition process through the Transition Team and its work groups to help ensure smooth incorporation of KCTCS into Kentucky's system of postsecondary education.

Action and Timeline:

September 1997	Direct CPE staff to begin meeting with KCTCS representatives to review existing policies and procedures
June 1998	Complete action necessary to effect transition prior to July 1

Committee Referral:	Investments & Incentives Quality & Effectiveness
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Remedial Education Study

Background:

At its January 1996 meeting, the Council directed staff to conduct two policy studies. The first study, an analysis of student time and credits to degree, was presented to the Council at its March 24 meeting. Completion of the second study, a comprehensive analysis of remedial education in Kentucky, was delayed by the 1997 Extraordinary Session and the appointment of the new CPE.

The remedial education study is important because it examines concerns related to the current reform agenda: the need to increase the basic academic and literacy skills of adults through adult basic education and remedial education services and the quality and effectiveness of postsecondary education. In addition, this report raises several policy issues that CPE must grapple with during the coming years. These policy issues are listed below:

- Does the variation in institutional remedial policies make it impossible to establish a statewide definition of college-level work?
- Does the Pre-College Curriculum adequately prepare students for college?
- What is the proper point of entry for under-prepared students? (community college? technical institution? university? all institutions?)
- Who should help fund remedial education? (the state? the student? the student's high school?)
- How can remedial policies support equal opportunities?
- Should different remedial policies be established for students who are under-prepared in only one subject and for students who show a general lack of preparation for college-level work? For students coming directly from high school and for those adults returning to college?

Urgency:

During the 1997 Extraordinary Session, the General Assembly passed House Joint Resolution 6. This resolution directs CPE to "review the policies of higher education institutions for identification and placement of students in remedial and developmental courses and make a recommendation for establishing a statewide standard." CPE must submit a report of its study to the Governor, Legislative Research Commission, and Interim Joint Committee on Education no later than November 1, 1997.

Another pressing issue related to the remediation of under-prepared students is the need to strengthen the current Pre-College Curriculum (PCC) (see Transition Agenda Item # 14, Pre-College Curriculum). The new high school graduation requirements approved on July 2, 1997, will now be more demanding than the current PCC. CPE will need to address this issue in the near future.

Action & Timeline:

September 1997	Direct staff to complete remedial education study
November 1997	Present remedial study findings
	Present recommendation and take action regarding establishment of a statewide standard for remedial placement
Committee Referral:	Quality & Effectiveness

SCOPE/CPE Relationship

Background:

One unique feature of the Kentucky Postsecondary Education Improvement Act is the establishment of the Strategic Committee on Postsecondary Education (SCOPE). SCOPE is a hybrid body, composed of both executive and legislative branch representatives as well as the chair and five additional members of CPE (see Attachment A for a complete SCOPE membership list). CPE's chair acts as the chair of SCOPE; moreover, each of the three representative groups casts a single vote.

SCOPE's most immediate and clearly defined duty is to act as the search committee for the first CPE president. SCOPE is required, with the assistance of a search firm, to recommend three candidates to CPE for consideration. Although CPE may reject all three candidates and ask SCOPE to present another slate of three, it must eventually select someone nominated by SCOPE. SCOPE began the search process on August 13 when it authorized issuance of a Request for Proposals to solicit search firms.

SCOPE's other duties are advisory, with its primary purpose being to provide "a forum for CPE and the elected leadership of the Commonwealth to exchange ideas about the future of postsecondary education in Kentucky." For example, SCOPE will play an advisory role in the budget process and in the development of the strategic agenda. The composition and function of SCOPE, unique to state government and postsecondary education, were highly debated issues of the reform legislation. SCOPE members have requested the opportunity to discuss their role more fully at a future meeting.

Urgency:

SCOPE's next meeting is likely to occur by mid-October. Prior to that meeting, CPE should discuss SCOPE's role during the transition period.

Action & Timeline:

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| October - November 1997 | Keep SCOPE informed of CPE's action on transition issues related to SCOPE's role, e.g., strategic agenda development, and seek input from SCOPE as appropriate |
| December 1997 - Dec. 1998 | Continue CPE/SCOPE relationship as transition evolves |
| Committee Referral: | Trends & Operations (Note: The Trends & Operations Committee represents CPE contingent on SCOPE) |

Strategic Agenda

Background:

KRS 164.0203 requires CPE to “adopt a strategic agenda that identifies specific short-term objectives in furtherance of the long-term goals” contained in the reform act. The strategic agenda will serve as the public agenda for postsecondary education, provide statewide priorities, and articulate a vision for long-term economic growth for the state. Also according to the statutes, the strategic agenda must reflect the issues and aspirations of postsecondary education’s clientele, sustain a commitment to continuous improvement, value market-driven responsiveness, provide the basis for public accountability, incorporate incentive-based strategies, and provide incentive-based motivation. CPE also is to develop a strategic implementation plan to achieve the strategic agenda. Finally, through KRS 164.7915, CPE is required to appropriate the funds in the Strategic Investment and Incentive Funding Program (see Transition Agenda Item # 3, Criteria for the Strategic Investment and Incentive Trust Funds) “in accordance with the strategic agenda adopted by the Council on Postsecondary Education.”

Urgency:

The strategic agenda needs to provide direction to all members of the postsecondary education community in implementing virtually every aspect of the reform. In this regard, it also must be completed in time to guide the 2000/02 biennial budget process. To foster commitment to the agenda, the development should include broad involvement from individuals and constituency groups both within and external to the postsecondary education system. Given the level of participation and input needed, it is expected that strategic agenda development may take close to a year to complete. Since so many aspects of the reform will be driven by the strategic agenda, work needs to begin as soon as possible.

Action & Timeline:

November 1997	Direct Trends & Operations Committee to design a strategic agenda development process and timetable
November 1998	Complete strategic agenda
Committee Referral:	Trends & Operations

1998/2000 Tuition Rates

Background:

CPE is required by statute [KRS 164.020(8)] to establish tuition rates for the public postsecondary institutions. Historically, CHE established tuition rates for the upcoming biennium when it submitted its biennial funding request to the Governor and General Assembly (i.e., in November prior to the beginning of the regular session of the General Assembly).

CHE developed and used a policy to establish tuition based on tuition rates at comparable institutions in neighboring states. The policy also considers the relative ability of Kentuckians to pay tuition, based upon Kentucky's per capita personal income relative to personal income levels in neighboring states. CPE staff is completing the analysis associated with applying that tuition policy.

Urgency:

Unless CPE decides not to establish tuition rates and make its biennial funding request to the Governor and General Assembly at the same time, CPE must act on setting tuition rates at its last meeting prior to November 15. In addition, since KRS 164.020(8) now requires CPE to set tuition rates for the postsecondary technical institutions beginning in 1998/99, CPE must consider these institutions as it sets the 1998/2000 rates for the entire postsecondary education system. This will be the first time CPE has set tuition rates for these schools. Finally, to allow for input from university presidents on the tuition rate issue, a meeting date must be determined in the very near future.

Action & Timeline:

September 1997	Direct staff to prepare background information on tuition rates
October 1997	Consider background information on tuition rates Meet with university presidents to discuss tuition rates
November 1997	Act on tuition rates
Committee Referral:	Investments & Incentives

Equal Opportunities Plan Implementation

Background:

KRS 164.020(18) requires CPE to postpone consideration of any new academic program proposal from a state postsecondary educational institution unless the institution is making satisfactory progress toward or has met its equal educational opportunity goals. These equal opportunity goals and objectives were established by CPE as part of *The 1997-2002 Kentucky Plan for Equal Opportunities* (The Kentucky Plan). In accordance with the state administrative regulations on equal opportunity, an institution not meeting its goals is able to obtain a temporary waiver, if the institution has made substantial progress toward its goals.

The administrative regulation guides CPE staff as it assesses each institution's progress toward implementing its equal educational opportunity goals. In turn, this assessment determines an institution's eligibility (status) to submit new academic program proposals to CPE for consideration during the next calendar year. Institutional status is reported annually to CPE at its November meeting and is effective the following January through December.

Urgency:

Implementation of the Kentucky Plan impacts CPE actions related to consideration of new academic program proposals during calendar year 1998. Thus, the process of implementing the Kentucky Plan and establishing each institution's calendar year 1998 program eligibility status must be completed and communicated to the institutions before the end of calendar year 1997. In addition, the new Kentucky Plan does not include Kentucky's postsecondary technical institutions, which will come under CPE coordination on July 1, 1998. CPE will need to consider and determine in 1998 whether postsecondary technical institutions will be included in the Kentucky Plan during calendar year 1999.

Action & Timeline:

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|----------------|--|
| September 1997 | Direct staff to complete revision of the administrative regulation implementing the Kentucky Plan |
| November 1997 | Approve the Kentucky Plan for calendar year 1998

Direct CPE staff to make recommendation regarding inclusion of postsecondary technical institutions for calendar year 1999 |
| November 1998 | Determine whether postsecondary technical institutions will be included in the Kentucky Plan for 1999 |

Committee Referral: Trends & Operations

Virtual University

Background:

The use of distance learning technologies has been growing steadily over the past 25 years. Since the late 1980s, this growth has been truly staggering, due in large measure to the creation of the Internet and World Wide Web. As a result of these technological advances, thousands of college courses (and entire degree programs) are now available to students at their computer terminals.

The providers of these virtual learning opportunities range from very highly recognized traditional public and private colleges and universities to educational entities established solely for the purpose of offering a college education via distance learning technology. For example, the Western Governors University--a university without walls or its own faculty--contracts with education providers to meet the needs of its students using a totally *virtual* delivery system.

Kentucky's postsecondary education system is actually ahead of the curve in terms of its ability to offer courses via distance learning technologies. It has one of the most advanced compressed video networks in the nation (KTLN), an exceptionally good satellite delivery system in KET's Star Channels, an effective and relatively inexpensive telecommunications network in the Kentucky Information Highway, and rapidly improving campus networking. By fall of 1997, it is expected that as many as 400 distance learning courses will be delivered across the state. (This figure does not include courses taught via the Internet.) In other words, Kentucky is very well positioned to take a big step toward a more formal distance education program that could be realistically viewed as a virtual university.

It is this positioning that led the Commission on Higher Education Institutional Efficiency and Cooperation to recommend establishment of a virtual university in Kentucky. This recommendation prompted the Council of Chief Academic Officers (CCAO) to initiate discussions centered on establishing a virtual university in Kentucky. These discussions have continued on some scale to the present.

Urgency:

The establishment of a Commonwealth Virtual University (CVU) was ultimately mandated by the Kentucky General Assembly in the Kentucky Postsecondary Education Improvement Act of 1997. In addition to the CVU mandate, the legislation calls for establishing a "technology initiative trust fund" that, among other things, will facilitate expansion of the state's distance learning technology infrastructure.

The purpose of the Commonwealth Virtual University is to "increase the availability of all postsecondary education programs throughout the state in the most efficient manner."

The specific responsibilities of CPE are, among others, to establish all related policies and to determine tuition, course offerings, source of courses, and technology to be used.

An urgent need to formalize plans for establishing Kentucky's virtual university exists due to these factors: 1) the legislative mandate to expand access to postsecondary education opportunities for Kentucky's citizens; 2) fierce competition for Kentucky's students from outside providers, over whom quality control would be very difficult; 3) the establishment of the technology investment fund, which requires that CPE approve almost immediately criteria for allocating those funds; and 4) the mandates of the Kentucky Postsecondary Education Improvement Act of 1997 related to cooperation among institutions and excessive duplication of course offerings.

The legislation requires the establishment of a Distance Learning Advisory Committee (DLAC). DLAC's members shall be the presidents of the nine postsecondary institutions (including KCTCS), the Executive Director of KET, a representative of the independent colleges and universities, and others CPE deems necessary.

Action & Timeline:

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|---------------------------|--|
| September 1997 | Constitute the Distance Learning Advisory Committee |
| October 1997 | Direct staff to develop an RFP for a nationally recognized expert in the area of virtual learning environments with whom staff and CPE members might consult |
| | Direct staff to complete analysis of existing technological and human infrastructure and anticipated future needs (see Transition Agenda Item # 19, Technology Assessment) |
| | Convene joint meeting of CPE and DLAC (and other stakeholders) for presentation from consultant on virtual university models |
| November 1997 - Dec. 1998 | Continue virtual university development |

Committee Referral: Trends & Operations

Academic Program Policies

Background:

Academic program policies encompass a wide range of activities related to the life cycle of a degree program. Definitions of terms describing the kinds of degrees (technical, associate, bachelor's, graduate, professional), credentials (certificates, diplomas), and programs (academic [KRS 164.020(14)], standardized [KRS 164.001(19)], cooperative, joint) provide the foundation for all academic policies.

When CPE approves a new program [KRS 164.020(14)], it may be approved indefinitely or for a period of time; subsequently, a program may be reviewed in the context of a statewide evaluation process, consolidated with other programs, suspended and subsequently reinstated, or eliminated. Programs may also be required to meet the standards of other organizations such as the Education Professional Standards Board [KRS 164.020(20)] or be evaluated in order to avoid unnecessary duplication with programs offered at other public [KRS 164.020(5)] or independent institutions [KRS 164.020(30)] (see also Transition Agenda Item # 15, Role of Independent Institutions). In addition, each stage in the life cycle of a program requires procedures, policies, and computerized recordkeeping.

One of the critical messages of the Kentucky Postsecondary Education Improvement Act of 1997 is that the development and delivery of academic programs be handled in a different way. Fundamental to this "different way" is the strategic agenda, which will direct CPE action as it reviews existing programs, eliminates duplicative programs, considers new program proposals in light of statewide needs and institutional missions, develops criteria for programs of excellence and standardized degree programs, and provides leadership in the area of inter-institutional cooperation. New or revised policies and procedures will be needed to create this different way, to coordinate new provisions with current practices, and to formalize administrative processes.

Urgency:

Although the strategic agenda is not yet in place, three factors account for an urgent need for CPE to decide how to handle proposals for new academic programs. First, effective July 1, 1998, CPE will assume responsibility for approving new academic programs offered at Kentucky's postsecondary technical institutions; therefore, action is needed to bring the program approval process used by the technical institutions in line with CPE's process.

Second, the uncertainty that has existed in recent months in the higher education arena already has impacted CPE's academic program approval process. In April 1997, Chair Hardin notified university presidents that only programs for which a compelling need could be documented would be considered by CPE. This decision was made in response to the special legislative session, which created a need to modify temporarily existing

practices in selected policy areas. Recognizing that changes would be necessary once the special session was over, at its July 1997 meeting, CPE postponed consideration of six programs. At the same time, current Program Advisory Statements identifying programs being developed at Kentucky's postsecondary institutions (which do not list programs in development at postsecondary technical institutions) include 57 programs. Institutions are seeking CPE direction as to which new program approval process is being followed and how postponed proposals will be handled.

Finally, decisions about new academic programs are intricately tied to other CPE decisions, among them the development of incentive fund criteria and the creation of the Commonwealth Virtual University. Therefore, an interim decision about how, when, and under what circumstances proposals for new academic programs will be considered by CPE must be made before CPE and the institutions, whose activities it coordinates, are positioned to begin implementing their respective legislative mandates and responsibilities.

Action & Timeline:

October 1997	<p>Direct staff to prepare recommendation for interim new program approval process as well as a workplan and timetable for reviewing all existing academic program policies and procedures, with a projected December 1998 completion date for the entire project</p> <p>Direct staff to prepare an RFP to engage a nationally recognized expert in the academic policy area to consult with staff and speak to CPE members</p>
November 1997	<p>Act on interim new academic program approval policy</p> <p>Act on RFP for academic policies consultant</p>
January 1998	<p>Act on workplan and timetable for review of existing academic program policies and procedures</p> <p>React to consultant's information on national "best practices" in academic policies area</p>
December 1998	<p>Act on long-term academic program-related policies and procedures</p>
Committee Referral:	<p>Quality & Effectiveness</p>

Accountability System

Background:

The Kentucky Postsecondary Education Improvement Act of 1997 requires CPE to implement an accountability process that provides for "a systematic ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions." It also eliminates the 14 performance indicators required under the old accountability program and replaces them with new statutory language that focuses on general categories of performance, including educational quality, student progress, research and service activities, and use of resources (KRS 164.095). CPE is authorized to establish new indicators that are consistent with those broad categories.

In addition, KRS 164.020(3) directs CPE to submit to the Governor and the Legislative Research Commission an accountability report each year by December 1. This annual report must integrate the accountability reporting requirements outlined above with the reporting of indicators associated with the strategic agenda (see Transition Agenda Item # 8), academic program policies (see Transition Agenda Item # 12), and investment and incentive funding programs (see Transition Agenda Item # 3).

Urgency:

To meet its December 1, 1998, legislated deadline, CPE must approve as soon as possible a plan for producing the 1998 interim accountability report. The urgency to finalize plans for the 1998 interim accountability report stems from the need to communicate to institutions their responsibilities as they relate to any changes in how they will collect and report data. Also, extensive work with the postsecondary technical institutions will be required to bring their accountability reporting process in line with that of CPE.

In addition, staff will also need to begin planning significant long-term changes to the annual status report, in conjunction with the development of the strategic agenda and implementation plan. Both the short- and long-term accountability program work will require considerable staff work to formulate new performance indicators, refine the definitions and reporting standards of retained indicators, and integrate the postsecondary technical institutions into the data collection process.

Action & Timeline:

October 1997 Direct staff to develop plan for 1998 interim accountability report

December 1997 Direct staff to develop plan for long-term accountability program and annual reporting process

January 1998 Approve plans for 1998 interim accountability report

Direct staff to prepare an RFP to engage a nationally recognized expert in the accountability program area to consult with staff and speak to CPE members

November 1998 Approve 1998 annual accountability report

December 1998 Approve plans for long-term accountability program and annual reporting process

Committee Referral: Quality & Effectiveness

Pre-College Curriculum

Background:

As authorized in KRS 164.020(8), CPE establishes "minimum qualifications for admission to the state postsecondary educational system." The Pre-College Curriculum (PCC) was initiated after a Prichard Committee study reported an increase in the number of Kentucky high school students entering colleges and universities inadequately prepared for college level work. The current PCC (approved by CHE in 1983; revised in 1990) sets admission standards for first-time entering university freshmen and policies for remediating PCC deficiencies for both university and community college students.

Urgency:

Two recent legislative actions have ramifications for the PCC and have created an urgent need for CPE action. First, the Kentucky State Board of Education recently received legislative approval for more stringent minimum high school graduation requirements. These new requirements add one unit (year) each of Science and Social Studies to a student's high school program of studies, which brings graduation requirements in line with the American College Test (ACT) "core courses." This action is to be applauded since research demonstrates that students completing these core courses are, indeed, more likely to experience success in college.

These strengthened high school graduation requirements are now *more* stringent than minimum college admission requirements in the PCC--sending the wrong message to students, their parents, and other postsecondary education stakeholders. To correct this misalignment, action must be taken immediately so that high school schedule planners can adjust program offerings and schedules to provide students entering high school in fall 1998 (the first group of students to be affected by the new graduation requirements) with the courses they will need to be minimally qualified for college admission.

Another compelling reason to adjust the PCC stems from CPE's new responsibility to set minimum admission requirements for Kentucky's postsecondary technical institutions [KRS 164.020(8)]. One decision related to setting these admission requirements and integrating the technical institutions into the postsecondary system involves determining whether these students will be subject to the PCC admission and remediation requirements (community college students are not currently subject to the PCC admission requirements but are required to eliminate PCC deficiencies, unless they belong to an exempted group). This decision must be made in a timely manner to accommodate students enrolling in fall 1998, when the postsecondary technical institutions officially will be under the auspice of CPE.

Action and Timeline:

October 1997 Refer to Quality & Effectiveness Committee for discussion at October meeting

November 1997 Approve interim PCC aligning it with new minimum high school graduation requirements

Direct Quality & Effectiveness Committee to analyze need to strengthen PCC (e.g., requiring minimum ACT scores or course grades) in light of the reform agenda

March 1998 Approve long-term policy that reflects reform agenda and includes postsecondary technical institutions

Committee Referral: Quality & Effectiveness

Role of Independent Institutions

Background:

The Kentucky Postsecondary Education Improvement Act of 1997 clearly recognizes the important role of Kentucky's independent colleges and universities. The Improvement Act specifically references this group of colleges and universities in a number of key areas, such as in the financial aid trust fund and as participants in the development of the Virtual University. The Council also is directed to promote "maximum cooperation between the state postsecondary system and private postsecondary institutions."

Independent colleges and universities provide a range of postsecondary options to Kentucky students. They enroll about 12 percent of Kentucky college and university students and award about 20 percent of all bachelor's degrees. These institutions also are significant contributors to local economies. For example, they employ over 3,000 individuals and have combined annual operating budgets approaching \$300 million.

CPE has a significant ongoing responsibility for the licensure of independent colleges and universities. By law, these institutions must be licensed by CPE before they can offer academic programs and award degrees. Current CPE policy places emphasis on two areas in granting a license to an independent institution: 1) an institution must be accredited by the Southern Association of Colleges and Schools and 2) it must be financially secure.

Urgency:

Decisions need to be made now as to how the role of independent colleges and universities will be incorporated in the CPE's decision-making process. A number of significant policy issues need to be addressed right away. Decisions on matters such as budget recommendations and longer range issues such as the establishment of the strategic agenda, matters of program duplication and the delivery of courses and programs at extended campus locations are of particular importance to the future role of independent colleges and universities.

Action and Timetable:

Consensus should be reached early on as to how to include the independent college and university point of view in discussion and deliberation of major issues.

Committee Referral: Trends & Operations (or full CPE)

CPE Presidential Search

Background:

Selecting the first president of CPE is a shared responsibility between the Strategic Committee on Postsecondary Education (SCOPE) and the Council on Postsecondary Education. SCOPE will function as a search committee for the new president; CPE will interview three candidates submitted by SCOPE and make the final selection. SCOPE is required to use a search firm to assist in the search process. If none of the three candidates advanced by SCOPE is acceptable to CPE, SCOPE is required to reopen the search and advance additional names.

Urgency:

Because the president of CPE will serve as “the primary advocate for postsecondary education and advisor to the Governor and the General Assembly,” work on the strategic agenda and other urgent matters should be done with a new president providing leadership and vision.

SCOPE has begun the presidential search process by issuing a request for proposals to employ a search firm. The preliminary SCOPE calendar calls for a decision on the search firm by mid-October. It is also anticipated that the names of three finalists will be advanced by SCOPE to CPE sometime after the first of the year.

CPE must be positioned to provide input into the SCOPE search process now. For example, does CPE wish to elaborate on the duties and responsibilities document approved by CPE at the last CPE meeting or to expand on the qualifications section of the same document? In addition, CPE must develop an approach to selecting a president upon receipt of the names of the three final candidates.

Action and Timeline:

October 1997	Discuss CPE relationship and interaction with SCOPE during the early stages of the presidential search
January 1998	Decide how interviews of finalists will be conducted Develop calendar for final selection process
March 1998	Complete presidential selection (anticipated date)

Committee Referral: Trends & Operations

Category II Transition Issues

Category II Transition Issues

Transition Issue # 17: Public Education Support

Issue: CPE's public education support efforts focus primarily on three aspects of P-12 education: educational reform efforts, teacher training and professional development, and student advancement from high school to postsecondary education. These efforts are directly linked to KRS 164.003(4), which connects "increased educational attainment at all levels" to achieving the Goals for 2020 and to creating an efficient, integrated, accessible postsecondary education system in Kentucky. In addition, KRS 164.580(2) requires that KCTCS "enhance the relationship of credentials between secondary and postsecondary programs which permit secondary students to enter programs through early admission, advanced placement, or dual enrollment."

Due to the recent change in high school graduation requirements (see Transition Agenda Item # 14, Pre-College Curriculum), CPE's public education support efforts related to student transition from high school to postsecondary education are of current interest to policy makers. This aspect of public education support by CPE includes not only minimum admissions requirements (PCC) but also the Advanced Placement Program, dual-credit courses, and other initiatives that increase learning productivity, create access to advanced learning for qualified students, enhance efficiency in the delivery of education, and ensure high school students equity of geographic access to postsecondary education.

CPE attention to the above issues is required not only because of their relationship to the reform agenda but due to advances in technology (see Transition Agenda Item # 11, Virtual University), uneven student access, outdated policies, and the addition of the postsecondary technical institutions to the higher education system.

At CPE's direction, staff will initiate a conversation among KCTCS, KDE, and institutional representatives to assist in prioritizing public education support programs and policies requiring examination. In addition, staff could conduct an analysis to identify "best practices" in other states that conceivably could be adopted in Kentucky.

Timeline: [ongoing]

Committee Referral: Quality & Effectiveness

Transition Issue # 18: Baccalaureate Program Transfer Frameworks

Issue: Baccalaureate transfer frameworks ease transfer among Kentucky's public postsecondary institutions, particularly for those students transferring from community colleges to universities. The frameworks are authorized by KRS 164.020(13), which requires CPE to "develop a university track program within the Kentucky Community and Technical College System consisting of sixty (60) hours of instruction that can be

transferred and applied toward the requirements for a bachelor's degree at the public universities." At its July 1997 meeting, CPE approved Phase I of this program-- frameworks developed for the 183 bachelor's degree programs currently offered in the state.

Also at its July 1997 meeting, noting the potential benefits of developing transfer frameworks for students beginning their college studies at one university and transferring to another, CPE directed staff to begin Phase II of this project. This phase involves adding to each framework courses at universities not offering the entire bachelor's program and developing policies and procedures necessary to maintain the frameworks' currency and correctness. To complete Phase II by the projected June 30, 1998, deadline, intensive long-term staff support will be required.

Timeline: Ongoing intensive staff support through 1998; CPE approval of Phase II results at July 1998 meeting.

Committee Referral: Quality & Effectiveness

Transition Issue # 19: Technology Assessment

Issue: The Kentucky Postsecondary Education Improvement Act of 1997 gives CPE authority to develop plans and allocate resources related to technology. Specifically, the reform act requires that CPE "ensure the coordination, transferability, and connectivity of technology among postsecondary institutions in the Commonwealth including the development and implementation of a technology plan as a component of the strategic agenda." In addition, CPE determines the criteria for and allocation of the Technology Initiative Incentive Trust Fund.

To support decisionmaking related to these responsibilities, CPE staff initiated a thorough assessment of the technology capability of the campuses. This project was initiated in anticipation of the need for baseline information about the current status of postsecondary education's technology environment as reform commences. Working with information gathered from technology leaders on the various campuses and in other agencies over the past several months, staff designed a comprehensive survey instrument. The survey was administered in early August when it was sent to each of the universities and to the community college branch of the KCTCS. (Separate responses were required for each university, the UKCCS, each community college, and each extended campus center and major instructional site.)

The completed surveys, each of which is 30-40 pages in length (not counting attachments), have been submitted to the CPE office and are in the process of being analyzed by a team comprising CPE, campus, and state government staff. The analysis process will involve visits to the campuses and meetings of the campus technology leaders.

Staff will need to supplement this analysis with information from the postsecondary

technical institutions so that CPE has comprehensive baseline data from the entire system.

Timeline: September - December, 1997

Committee Referral: Quality & Effectiveness

Transition Issue # 20: Comprehensive Data Base

Issue: KRS 164.020(3) and KRS 164.095(4) require that CPE engage in analyses and research; develop and transmit to the Governor comprehensive plans for public postsecondary education; publish annually a report for education and financial affairs; develop an accountability system; and disseminate other information related to postsecondary education. The Comprehensive Data Base (CDB) is designed to provide information necessary for these activities. At a minimum, the CDB consists of five data collection components: students, programs and courses, facilities, faculty/staff, and finances.

Presently, the CDB does not include all data necessary for CPE to meet legislative reporting requirements. Expanding the CDB to include data elements pertaining to the postsecondary technical schools and the Virtual University would move CPE closer to meeting statutory responsibilities set forth in the statutes.

The Comprehensive Data Base Committee, currently made up of a representative from each university and the community college system, assists CPE staff in the design and maintenance of the data base. This committee needs to be expanded to include a representative from the technical institutions.

Timeline: December 1997 – May 1998

Committee Referral: Investments & Incentives

Transition Issue # 21: Uniform Financial Reporting

Issue: KRS 164.020(25) mandates CPE to develop uniform financial reporting formats for postsecondary institutions. CPE will need to determine deficiencies in current financial reporting and identify what needs to be added or modified to better convey financial accountability.

Timeline: December 1997 – May 1998

Committee Referral: Investments & Incentives

Transition Issue # 22: Regional Advisory Groups

Issue: KRS 164.035 requires CPE to establish regional advisory groups and provide necessary staff support to them. These advisory groups will assist in the development of regional strategies for workforce development that support the state strategic agenda and that include a comprehensive, coordinated approach to education and training services. Regional advisory groups “shall be encouraged to” involve universities; colleges; technical institutions; elementary and secondary educational agencies; labor, business, and industry representatives; community-based organizations; citizens’ groups; and other policy makers in the development of regional strategies and to assist with an annual review of progress toward meeting regional strategies.

To constitute these groups, CPE needs to seek input from a number of sources in response to the questions below:

- How many regional advisory groups should be established?
- What representation is needed on each regional advisory group and how will representation be determined?
- What specific responsibilities will be assigned to the regional advisory groups?
- What is the relationship of existing regional groups to the new regional advisory groups?

Timeline: [to be determined by CPE]

Committee Referral: Quality & Effectiveness

Transition Issue # 23: Extended Campus Policy

Issue: At present, each of the eight public universities (coordinating institutions) has a CPE-assigned geographic area for extended campus purposes, with the number of counties in the designated service areas ranging from four (KSU) to twenty-seven (WKU). Similarly, each community college has a service area with a radius of 30 miles from its main campus. Under CPE’s current extended campus policy, no institution may offer a course in another institution’s service area without receiving its permission. (CPE staff is authorized to resolve disputes.)

Extended campus and related geographic service area policies are clearly a part of the transition agenda. First, the development of a Commonwealth Virtual University, along with other calls for more efficient mechanisms for enhancing access to higher education, will require CPE to review carefully its current policy on extended campus activity.

Second, demand for off-campus learning opportunities continues to grow. By fall 1996,

extended campus headcount enrollment had grown to slightly over 20,000 with about 4,500 of those students in distance learning courses. Approximately 85 percent of university extended campus enrollment is now concentrated in CPE-approved extended campus centers. In addition, according to plans submitted by the institutions, a dramatic increase in distance learning offerings is expected during the 1997/98 academic year.

To move forward on development of the Commonwealth Virtual University, CPE must address these two issues:

- Should the number of individual sites where students receive instruction be reduced to concentrate students in centers where a wide array of appropriate instructional and support services (including computer labs) could be provided?
- Given that thousands of distance learning courses and hundreds of degree programs are now available to Kentuckians from out-of-state institutions, on what basis should Kentuckians be denied (due to artificial geographical boundaries) that same access to courses that are feasible for technological delivery almost anywhere in the state from Kentucky institutions?

Timeline: [to be determined by CPE]

Committee Referral: Quality & Effectiveness

Transition Issue # 24: Common Electronic Admissions

Issue: A common electronic admissions application would allow an incoming student to complete via the World Wide Web a single application to any postsecondary institution in Kentucky. The benefits of such a mechanism have long been recognized by Kentucky's higher education institutions, most notably by the Directors of Admissions and the Commission on Higher Education Institutional Efficiency and Cooperation. The increased availability of state-of-the-art student services software and Internet access at high schools and colleges greatly enhance the state's ability to implement a common electronic admissions application. Furthermore, with the imminent creation of the Commonwealth Virtual University, the need to develop such a system is even more compelling.

If CPE deems this initiative pressing, staff will reconvene discussions with the admissions directors at the postsecondary institutions along with KDE staff. Staff also could arrange a series of vendor presentations at upcoming CPE meetings which would demonstrate the range and types of electronic student services available to postsecondary institutions (i.e., admissions as well as registration, degree audit, statewide course applicability, financial aid, fee payment, grade reports, etc.).

Timeline: [to be determined by CPE]

Committee Referral: Quality & Effectiveness

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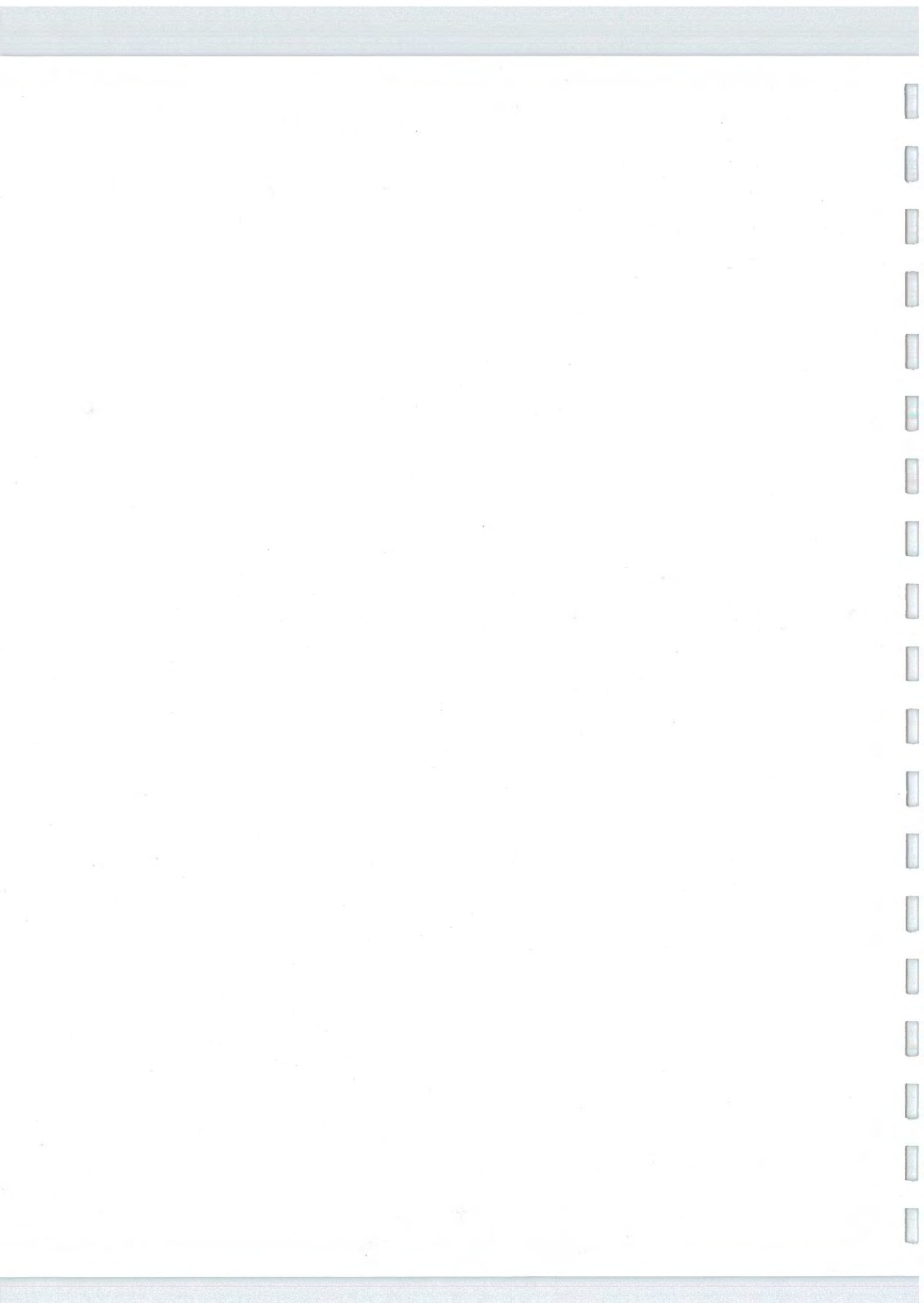
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Information:

The CPE has been involved in equal opportunity planning since 1981 when the Commonwealth was asked by the U.S. Office for Civil Rights to develop a voluntary desegregation plan. Since that time the state has developed three such five-year plans, the most recent one adopted at the July 21, 1997, meeting of the CPE.

Mr. Whitehead, Vice Chair of the CPE and Chair of the CPE Committee on Equal Opportunities, will give a brief presentation on the *Kentucky Plan for Equal Opportunities* as a means of acquainting CPE members with this important aspect of this responsibility. The attachment provides a summary of the desegregation and equal opportunity activities through August 1997.

Council on Postsecondary Education Equal Opportunity/Desegregation Highlights

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Phone: 502/573-1555. Fax: 502/573-1535.

Foreword

The decade of the '80s might best be remembered as the decade of desegregation planning in Kentucky postsecondary education. The Commonwealth was asked by the U.S. Office for Civil Rights to develop a voluntary desegregation plan. The state developed such a five-year plan and implemented it during the '80s; a second five-year plan was developed and implemented through the mid-1990s; and, yet a third plan is in place today. The process of implementation for the third five-year plan is now underway.

New attention has been focused on equal opportunity efforts driven by several recent rulings of the U.S. Supreme Court and Circuit Courts of Appeals, the most notable of which are the Podberesky v. Kirwan and the Hopwood v. Texas cases. Kentucky continues to focus on broad-based efforts to ensure equal opportunity of access to higher education for all citizens.

With the restructuring of higher education and the expansion of the system to include technical institutions, it seemed timely and appropriate to provide the following background information on this issue. You will notice that the Fact Sheet is divided into four distinct sections: historical events, five-year desegregation plan, the 1990-95 equal opportunities plan, and 1997-2002 equal opportunities plan. The information is offered to provide context and background on this issue.

Historical Events

- 1886** Institution now called Kentucky State University (KSU) is founded to meet higher education needs of Kentucky's black citizens.
- 1890** KSU becomes a land-grant college under the 2nd Morrill Act.
- 1891** Kentucky's Fourth Constitution (Section 187) states that "separate schools for white and colored children shall be maintained."
- 1904** Segregation of the races is mandated by the General Assembly.
- 1936** General Assembly passes legislation that Kentucky will pay tuition to out-of-state schools for African Americans wishing to pursue programs of study not offered in a Kentucky black institution.
- 1949** University of Kentucky is ordered by federal court to open its graduate and professional schools to African Americans.

- 1950 General Assembly mandates that "... Kentucky shall not erect, acquire, develop or maintain in any manner any educational institution within its borders to which Negroes will not be admitted on an equal basis with other races, nor shall any citizen of Kentucky be forced to a segregated regional institution.... The (1950) General Assembly became one of the first southern legislatures to permit black matriculation at white Kentucky colleges, provided an equal and accredited course was not available at KSCN {Kentucky State College for Negroes}." (Hardin, John A., *Onward and Upward*, Kentucky State University, 1987)
- 1950 University of Kentucky admits first African Americans.
- 1952 Kentucky State receives an independent board of regents with powers equal to the boards of all other Kentucky higher education institutions.
- 1954 With ruling of the U.S. Supreme Court in *Brown v. Board of Education* that segregated public schools were inherently unequal, Governor Lawrence Wetherby and U.S. Senators Earle Clements and John Sherman Cooper assert Kentucky will abide fully by the decision. (According to *The Kentucky Encyclopedia*, no major Kentucky candidate for governor has ever called for opposition to this decision.) May 1954.
- 1954 Kentucky State College admits its first white student (October 1954).
- 1964 Title VI of U.S. Civil Rights Act requires that institutions receiving federal aid that once had discriminatory aspects to them "must take affirmative action to overcome the effects of prior discrimination."
- 1966 "Governor Breathitt makes Kentucky the first state south of the Ohio River to enact a strong Civil Rights bill." (Hardin)
- 1972 At the recommendation of the Council on Public Higher Education, the General Assembly makes Kentucky State College a university.
- 1973 In *Adams v. Richardson*, federal district judge charges the federal Housing, Education and Welfare Cabinet to cut off federal aid to states which had formerly maintained a de jure segregated system of higher education and which continues to discriminate against black students. (In 1977, in *Adams v. Califano*, the federal government was charged to enforce the requirements forcefully and without undue delays.)
- 1979 U.S. Office for Civil Rights (OCR) begins a review of Kentucky higher education, as part of its study of all states which had a dual, segregated educational system, to determine if any vestiges of the former system remain (the "Adams states").

The Five-Year Desegregation Plan 1982-87

- 1979-80 OCR begins review of Kentucky higher education, as part of its study of all states which had a dual, segregated educational system, to determine if any vestiges of the former system remain (the "Adams states").

OCR cites Kentucky as having vestiges of a dual system. The vestiges of the former system were identified as:

1. racial imbalance in undergraduate enrollments at the traditionally black institution (TBI) and the traditionally white institutions (TWI);
2. racial imbalance in the staffing of these universities; and,
3. failure to enhance the traditionally black institution, Kentucky State University (KSU).

Governor John Y. Brown, Jr., appoints a Desegregation Plan Implementation Committee to assist in developing the plan.

1981 In response, the Governor assigns responsibility to the Council on Higher Education (CHE) to develop a systemwide response to the findings of OCR.

1982 OCR accepts the *Kentucky Higher Education Desegregation Plan 1982-87*, with 66 benchmark activities to be completed and three major commitments.

Annual progress reports are required annually beginning in 1982 through 1987. The CHE submits annual plan evaluation to OCR in August 1982.

1983 KSU is given a new and unique mission in the Kentucky higher education system: the sole, small public liberal arts university, with the lowest student/faculty ratio, with special missions of service to state government, to its service region, to disadvantaged rural Kentuckians, and to the African American heritage of the state.

The KSU Whitney M. Young, Jr., College of Leadership Studies opens (August 1983).

1984-85 Legislature/Governor approves funding for desegregation activities at 100 percent.

Agreements are developed between OCR and CHE regarding acceptable affirmative action plans for Kentucky public universities.

The Interinstitutional Graduate Center is established at KSU with participation from University of Kentucky, University of Louisville, and Eastern Kentucky University.

First KSU graduates enter professional schools under the plan's cooperative admissions program, reserving up to 3 percent of entering spaces for KSU graduates.

1986 Legislature/Governor funds Governor's Minority Student College Preparation Program at a level of \$250,000 annually. (Subsequent governors and legislatures have continued support for this early intervention program.)

OCR requested revisions in the recruitment and retention plans of EKU, MoSU, MuSU, NKU, UK, and WKU.

1987 OCR notified CHE that the five-year plan terminates on June 30, 1987. CHE and OCR officials meet in Atlanta to discuss the final review process and arrange a final round of visits to Kentucky's universities. OCR also advised that annual progress reports and completion of OCR statistical surveys were no longer necessary.

OCR visited six Kentucky universities (EKU and WKU were visited the previous fall).

CHE submits final evaluation of desegregation efforts to OCR in August 1987. (No final OCR action.)

CHE adds an eighth goal to the *1985 Strategic Plan for Higher Education in Kentucky*, to reaffirm the state's commitment to equal opportunities on its campuses in November 1987.

Governor Martha Layne Collins, by executive order, dissolves the Desegregation Plan Implementation Committee, and authorizes the CHE to establish the Committee on Equal Opportunities (CEO) in its place.

In *Adams v. Bennett*, Judge Pratt dismisses the Adams cases because of mootness and ineffectiveness of redress.

Although the plan commitments have been completed, the General Assembly continues its funding of equal opportunities activities and enhancement of KSU's physical plant.

The Equal Opportunities Plan 1990-95

1988-90 The CHE's new Committee on Equal Opportunities (CEO) holds its first meeting and determines that more needs to be done to increase minority participation at all levels at Kentucky's public institutions.

CEO develops monitoring directions and procedures.

CHE co-sponsors Fourth National Conference on Recruitment and Retention of Minorities in Teacher Education in Lexington, Kentucky.

CEO, with institutional input, develops and the CHE approves a five-year plan for equal opportunities in Kentucky higher education. The plan contained six major commitments developed by each university.

1991 CHE submits an EEO performance funding request to legislature to serve as an incentive for institutional EEO efforts. (Unfunded)

CHE endorses the SREB African American Faculty Plan (a proposed cooperative effort to recruit and mentor African American graduate students and to increase the available pool of faculty).

CHE's *Strategic Plan for Higher Education in Kentucky 1991-96* reconfirms the state's commitment to equal opportunities and incorporates the *1990 Plan for Equal Opportunities* into the systemwide strategic plan.

1992 The Kentucky General Assembly passes legislation {(SB 398) (KRS 164.020(18))} prohibiting approval of new academic degree programs at any public institution of higher education which does not meet or make significant progress towards its commitments under the *1990 Plan for Equal Opportunities in Higher Education*.

1993 13 KAR 2:060 (the administrative regulation to implement SB 398) is approved.

The *1990 Plan for Equal Opportunities in Higher Education* is amended to include the University of Kentucky Community College System; they are committed to progress on four of the six major commitments.

First evaluation of institutional eligibility for academic programs is submitted to the CHE in response to requirements of SB 398 (13 KAR 2:060).

Four universities make the necessary progress to automatically submit programs for CHE review and approval for calendar year 1993. (One waiver was granted by CEO/CHE.)

WKU requests and is granted a waiver of the requirements of SB 398 (13 KAR 2:060) and is eligible to submit new academic degree programs for review and approval by the CHE during calendar year 1994.

1994-95 Two universities and 14 community colleges make the necessary progress to automatically submit programs for CHE review and approval in calendar year 1994. (One waiver was granted by CEO/CHE.)

EKU requests and is granted a waiver of the requirements of SB 398 (13 KAR 2:060) and is eligible to submit new academic degree programs for review and approval by the CHE during calendar year 1995.

Three universities and 13 community colleges make the necessary progress to automatically submit programs for CHE review and approval in calendar year 1995.

The 1990 Plan for Equal Opportunities in Higher Education ends in September 1995.

The CHE extends the *1990 Plan* an additional 15 months to allow development of a new plan.

1996-97 Five universities and 10 community colleges make the necessary progress to automatically submit programs for CHE review and approval in calendar year 1996. (Two waivers were granted by CEO/CHE.)

UK requests and is granted a waiver of the requirements of SB 398 (13 KAR 2:060) and is eligible to submit new academic degree programs for review and approval by the CHE during calendar year 1996.

KSU exercises the option to submit new programs under the quantitative waiver provisions of SB 398 (13 KAR 2:060) during calendar year 1996.

Two universities and seven community colleges make the necessary progress to automatically submit programs for CHE review and approval in calendar year 1997. (Four waivers were granted by CEO/CHE.)

NKU exercises the option to submit new programs under the quantitative waiver provisions of SB 398 (13 KAR 2:060) during calendar year 1997.

Three community colleges (Hazard CC, Southeast CC, and Owensboro CC) exercise the option to submit new programs under the quantitative waiver provisions of SB 398 (13 KAR 2:060) during calendar year 1997.

The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education was adopted by the CPE at its July 1997 meeting.

Governor Paul E. Patton by Executive Order 97-1072 established the Committee on Equal Opportunities in postsecondary education and dissolved the former Committee on Equal Opportunities established under Executive Order 87-971.

A revised administrative regulation for implementation of the objectives of the new *Kentucky Plan* is developed.

In Fall 1997, the CEO will conduct campus visits to two universities and several community colleges.

In Fall 1997 and Spring 1998, the CEO will review the need/process for incorporating the Kentucky Tech System into the new *Kentucky Plan*.

GOAL OF THE *KENTUCKY PLAN*

To provide equal educational opportunities for all Kentuckians, regardless of race, by striving to increase minority student enrollment at the traditionally white institutions; to increase the number of minorities employed at the traditionally white institutions especially in administrative and faculty positions; and to continue to enhance the current status of the Commonwealth's historically black institution in its important role in the postsecondary education system as identified in *The Kentucky Plan for Equal Opportunities in Postsecondary Education 1997-2002* (the new *Kentucky Plan*).

THE COMMITTEE ON EQUAL OPPORTUNITIES

The Committee on Equal Opportunities (CEO) is responsible for overseeing the implementation of the general commitments, specific objectives (goals), annual evaluations of institutional progress, assessing campus climate through campus visits, and assessing institutional compliance with the requirements of Senate Bill (SB) 398 {KRS 164.020(18)}. The primary goal is to: provide equal educational opportunities for all Kentuckians, regardless of race, by striving to increase minority student enrollment at the traditionally white institutions; increase the number of minorities employed at the traditionally white institutions especially in administrative and faculty positions; and continue to enhance the current status of the Commonwealth's historically black institution.

THE COUNCIL ON POSTSECONDARY EDUCATION

The Council on Postsecondary Education (CPE) serves as the coordinating agency for postsecondary education in Kentucky. In 1981, the Governor designated the CHE as the state agency to develop, implement, and monitor a statewide postsecondary education desegregation plan. CPE and its Committee on Equal Opportunities are responsible for overseeing institutional compliance with the requirements of Senate Bill (SB) 398 {KRS 164.020(18)} implemented through administrative regulation (13 KAR 2:060).

Information:

The postsecondary technical institutions that are currently part of the "Kentucky Tech" system in the Workforce Development Cabinet will become the Technical Institution Branch of the Kentucky Community and Technical College System (KCTCS) on July 1, 1998. The Board of Regents of KCTCS will be responsible for the control and operation of the Technical Institution Branch as well as for the University of Kentucky Community College Branch. The CPE has the same coordinating relationship with KCTCS as it does with the other state-supported universities.

The Technical Institution Branch will consist of twenty-five postsecondary education facilities. Delmus Murrell is the Acting Commissioner of the Department for Technical Education in the "Kentucky Tech" system within the Workforce Development Cabinet. On September 21 Mr. Murrell will provide the CPE with information about the postsecondary technical system and will talk about the transition from "Kentucky Tech" to KCTCS.

see October 21, 1997 CPE meeting

Information:

One of the most important components of the reform legislation was the creation of the Kentucky Community and Technical College System (KCTCS) with its own governing board. KCTCS is charged with the management and oversight of thirteen University of Kentucky community colleges and twenty-five postsecondary technical institutions.

The legislation stipulates that the transfer of the community colleges and technical institutions to KCTCS will occur no later than July 1, 1998. (The community colleges will be transferred as soon as they successfully complete the substantive change process required by their accrediting agency, the Southern Association of Colleges and Schools, possibly as soon as January, 1998.)

A transition team, headed by the State Budget Director, Jim Ramsey, was created by HB 1 to ensure an orderly transfer of authority from the University of Kentucky and the Workforce Development Cabinet. Through the appointment of several work groups, the transition team is addressing a number of critical issues, including personnel, accreditation, and budgeting. The transition team will continue their work until the KCTCS Board of Regents hires its first president. Jim Ramsey now serves as Acting President of KCTCS.

The lay members of the KCTCS Board of Regents were appointed by the Governor on July 14. Faculty and staff regents and one student representative were appointed on September 12. One additional student member will be appointed soon. Martha Johnson of Ashland was appointed as temporary chair to serve until all the board members are selected. At their meeting on August 25, the Board began the process of selecting a search firm to assist in the selection of the president of KCTCS.

On September 21 Jim Ramsey and Martha Johnson will provide an update on the progress in establishing KCTCS and on the search for a permanent president.

**1998/2000 BIENNIAL OPERATING AND CAPITAL
BUDGET DEVELOPMENT
AND INCENTIVE FUNDS**

**CPE (H)
SEPTEMBER 21, 1997**

Information:

Kentucky Revised Statutes direct the Council on Postsecondary Education (CPE) to make a biennial operating and capital projects budget request to the Governor and to the General Assembly. The request will include operating funds for the institutions, systems, agencies, and programs; funds for each of the Strategic Investment and Incentive Trust Funds (Research Challenge, Regional University Excellence, Technology, Physical Facilities, Postsecondary Workforce Development, and Student Financial Aid); and funds for all capital projects.

With the enactment of the Kentucky Postsecondary Education Improvement Act (HB 1), the 1998/2000 budget development process will be much different than in previous biennia. A June 27 memorandum from the Governor's Office of Policy and Management (GOPM) outlined the process as follows:

- The base budgets for each university, community college system, postsecondary technical schools, CPE, and the Kentucky Higher Education Assistance Authority (KHEAA) should be maintained and supplemented by a "current services" increase (an inflation-related adjustment) in both years of the biennium.
- Provide for "necessary base adjustments," i.e., normal debt service adjustments on existing bond issues, adjustments to the University of Louisville hospital contract, and approval of operations and maintenance funds for new facilities coming on-line during the biennium.
- The allocation of remaining funds, approximately \$45 million in 1998/99 and \$75 million in 1999/2000, among the six Incentive Funds. This action will include establishing criteria to be used by CPE to allocate 1997/98 as well as 1998/2000 incentive funds to the institutions.

One of the most important features of HB 1 was the introduction of incentive trust funds to be used to strategically target funding in postsecondary education. These unique initiatives were incorporated into the funding methodology as a means to help implement changes needed to reach the six goals established by HB 1. The lack of a strategic funding mechanism was one shortfall mentioned in *Postsecondary Education in Kentucky: An Assessment*, the report of the Task Force on Postsecondary Education. Aims McGuinness, the primary consultant to the Task Force on Postsecondary Education, will attend the September 21 CPE meeting and discuss the form and function of incentive funding as anticipated by HB 1.

By statute, CPE must submit its biennial budget request by November 15, 1997, to the Governor and to the General Assembly. The general timeline for CPE to meet the deadline is:

- | | |
|---------------------------------|---|
| <i>September 21 CPE Meeting</i> | Begin discussion of the budget approach |
| <i>October CPE Meeting</i> | Continuation of budget development and incentive fund criteria and discussion with university presidents |
| <i>November CPE Meeting</i> | CPE action on 1998/2000 biennial operating budget request
CPE action on 1998/2000 biennial capital projects budget
CPE action on criteria for allocation of 1997/98 incentive funds
CPE action on criteria for allocation of 1998/2000 incentive funds |

Discussion:

At the August 27, 1997, retreat, CPE members expressed a desire to create a CPE mission statement reflecting the mandates placed on the CPE by the Postsecondary Education Improvement Act of 1997 and capturing the content and spirit of the retreat discussion relative to those mandates. Staff was directed to develop background materials as a starting point for a mission development process. This agenda item contains the following such materials:

- Attachment A:* Key words and terms taken from retreat notes related to CPE roles/responsibilities
- Attachment B:* Description of mission statement characteristics
- Attachment C:* Proposed process and timeline for mission statement development
- Attachment D:* Worksheet with questions to stimulate ideas prior to CPE discussion
- Attachment E:* Examples of mission statements from other organizations

The August retreat provided CPE with a forum for the open expression of ideas and perspectives about what it means to be the CPE as reform efforts unfold. The retreat workbook and the summary of retreat notes in the minutes contained in this agenda book provide a solid foundation for a more focused discussion about CPE's mission. *Attachment A* further abridges the retreat summary in order to highlight those key terms most relevant to mission development.

Attachment B outlines a list of attributes that characterize an effective mission statement. Such statements can and do take many forms. Some statements capture the essence of an organization's *raison d'être* in one sentence, while others, particularly those for more complex organizations with diverse constituents, can be several paragraphs or even several pages long. Some are more grounded in the past by focusing on the traditions and values of the organization, while others are more forward looking by projecting a vision of what the organization seeks to be in the future. The characteristics listed in *Attachment B* attempt to capture all of these different approaches. It is expected that the exact nature and thrust of the CPE mission statement will become clear as the development process progresses.

Attachment C is a proposed process and timetable for completing a CPE mission statement. Given the limited time available for the September 21 CPE meeting, staff recommends that 2-3 hours at the October CPE meeting be devoted to this activity. The tentative schedule projects a November 1997 completion date. This timeline is, of course, subject to change according to the wishes of CPE members.

Included in *Attachment D* is a "homework assignment" worksheet offered for individual CPE member use prior to the October meeting (i.e., not intended to be turned in). Its purpose is to stimulate each member's own creative thought process about the content and nature of the mission statement in anticipation of the group discussion at the meeting.

Finally, *Attachment E* contains sample mission statements from other organizations. These examples show the various forms that mission statements can take and thereby demonstrate that there is not one perfect way to write a mission statement.

Strategic planning concepts and practices indicate that the *process* of developing a mission statement is equally as valuable to an organization and its members as the *content* of the written product. Through active participation in the creation of a mission statement, organizational members develop a sense of ownership and commitment to accomplishing the mission. The proposed process and supporting materials provided in this agenda item are presented by the staff for CPE consideration with this principle in mind.

**CPE Mission Development Process
Key Words and Terms from Retreat Proceedings**

- Decision-makers
- Key force
- Set realistic and concrete goals
- Cultural change
- Excite
- Mobilize
- Create energy
- Build confidence
- Make progress
- Drive the process
- Achieve six goals for postsecondary education
- Develop and implement strategic agenda
- Define role of private institutions
- Advocacy – focus on specific consumers
- Accountability reporting
- Leadership
- Vision
- Program duplication
- Access
- Technology
- Virtual university
- Policy-setting, coordination; not management
- Statewide perspective
- Results – action oriented
- Respect roles and responsibilities of others
- Innovation, risk-taking
- Work with constituents
- Communication
- Change agent
- Effective use of resources
- Motivate and encourage innovation and effective management

CPE Mission Development Process Mission Statement Purposes and Characteristics

A mission statement in the traditional sense tells . . .

- What it is you are here to do
- What “business” you’re in
- Whom you serve and who benefits from your existence
- What value you add by what you do
- What contribution you make to society as a whole
- What you’re especially good at
- How you’re distinctive or unique

A mission statement will help you . . .

- Develop strategy
- Define critical success factors
- Search out key opportunities
- Make resource allocation choices
- Please your constituents and stakeholders

A mission statement with an embedded vision of the future also will communicate . . .

- The organization’s continuing destination
- What you want to be
- An image of how you see your mission unfolding
- A dynamic picture of the future you seek to create

Such a mission/vision statement . . .

- Is a source of inspiration, motivation, and energy
- Releases the spirit of the organization
- Is challenging yet realistic
- “Stretches” both people and the organization
- Is the product of the head and heart working together
- Is more than a dream--it’s a commitment

For a mission statement to be effective, organizational members must . . .

- Establish, honor, and live it as the organization’s constitution
- Encourage member/staff commitment through early introduction and identification
- Ensure its constant visibility to all stakeholders
- Use it as a checkpoint to test alignment, congruency, and integrity of strategy, policy, structures, and systems

**CPE Mission Development Process
Process and Timeline**

- August 27, 1997*** CPE Retreat -- Members express desire to create mission statement
Retreat proceedings on CPE roles, responsibilities, and relationships provide starting point for mission development process
- September 21*** CPE considers staff background materials and proposed process for mission development
- September 22-
October 18*** CPE members work independently in preparation for October working session
- October 19-20*** CPE Meeting - CPE holds 2-3 hour working session on mission development
CPE informally discusses CPE mission with institutional presidents and board chairs
- October 20-24*** CPE staff summarizes results of October working session and provides to CPE members
- November 2-3*** CPE Meeting - CPE approves mission statement or continues discussion

**CPE Mission Development Process
“Homework Assignment” Worksheet**

1. Check the appropriate box:

- I prefer a general mission statement--one that broadly defines the CPE’s responsibility to provide leadership and advocacy for the postsecondary education system. Specific details of our duties belong in strategic planning documents to be developed later.
- I prefer a detailed mission statement that incorporates the CPE’s specific charge as outlined in HB1. Our mission needs to provide clear direction to the CPE members as we conduct our work, and it should communicate to our constituencies exactly what our role is in the system.
- I think we need both a detailed mission statement (say about _____ in length) AND a “punchy” one- or two-sentence “motto” that can be used in publications, on letterhead, etc.
- What I really would like to see is [fill in the blank]:

- I don’t think we need a mission statement at all. Our charge as outlined in HB1 is clear, so developing one will be a waste of time.

2. True/False--Check any statement below with which you agree:

- Mission statements should describe what the organization is and why it exists.
- Mission statements should describe where an organization is going, including a description of its future self, what it wants to become, and what it needs to do.
- Mission statements are written primarily to guide the actions of the organization’s members.
- Mission statements are written primarily to let people outside the organization know the role of the organization.

3. *Prioritization*---Assign a value to each term below to indicate the relative importance you place on including it in the mission statement, with 1 being of highest importance and 3 being of least importance:

<u>What we do</u>	<u>What we want to be</u>	<u>What we want to accomplish</u>
<input type="checkbox"/> Lead	<input type="checkbox"/> Visionary	<input type="checkbox"/> Excellence
<input type="checkbox"/> Advocate	<input type="checkbox"/> Effective	<input type="checkbox"/> Quality
<input type="checkbox"/> Direct	<input type="checkbox"/> Innovative	<input type="checkbox"/> Efficiency
<input type="checkbox"/> Coordinate	<input type="checkbox"/> Entrepreneurial	<input type="checkbox"/> Cooperation
<input type="checkbox"/> Partner	<input type="checkbox"/> Credible	<input type="checkbox"/> Educational attainment
<input type="checkbox"/> Promote	<input type="checkbox"/> Open	<input type="checkbox"/> Quality of life
<input type="checkbox"/> Establish	<input type="checkbox"/> Driving force	<input type="checkbox"/> Seamless system
<input type="checkbox"/> Improve	<input type="checkbox"/> Responsive	<input type="checkbox"/> Strategic direction
<input type="checkbox"/> Change	<input type="checkbox"/> Student-centered	<input type="checkbox"/> Adequate funding
<input type="checkbox"/> Enforce	<input type="checkbox"/> Aggressive	<input type="checkbox"/> National recognition
<input type="checkbox"/> Create	<input type="checkbox"/> Decisive	<input type="checkbox"/> Stewardship
<input type="checkbox"/> Implement	<input type="checkbox"/> Accountable	<input type="checkbox"/> Economic development
<input type="checkbox"/> Guide	<input type="checkbox"/> Cautious	<input type="checkbox"/> Educated citizenry
<input type="checkbox"/> Manage	<input type="checkbox"/> Non-parochial	<input type="checkbox"/> Equal opportunity
<input type="checkbox"/> Encourage	<input type="checkbox"/> Cutting-edge	<input type="checkbox"/> Global competitiveness
<input type="checkbox"/> Enhance	<input type="checkbox"/> Visible	<input type="checkbox"/> Goal attainment (HB1)
<input type="checkbox"/> Envision	<input type="checkbox"/> Empowering	<input type="checkbox"/> Student success
<input type="checkbox"/> Initiate	<input type="checkbox"/> Productive	<input type="checkbox"/> High performance

Other terms I would give a value of "1" to:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. *Fill in the Blank:*

- a. The primary audience of the mission statement is _____ and, therefore, it must be written with their needs in mind.
- b. I think _____ has an excellent mission statement, and I'm going to bring a copy to the meeting as an example we can work from.

5. Sentence Completion:

a. The Kentucky Council on Postsecondary Education is . . .

b. The primary mission of the CPE is to . . .

c. Without the CPE, postsecondary education in Kentucky would be characterized by . . .

d. The CPE is uniquely positioned within the postsecondary education system to . . .

e. The CPE adds value to the postsecondary education system by . . .

f. The legacy left by the charter CPE to the people of Kentucky will be . . .

g. I envision a Council on Postsecondary Education that . . .

6. Essay Question--Draft your proposed mission statement here:

CPE Mission Development Process
Examples of Mission Statements from Other Organizations

Bowling Green State University's Vision Statement

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

This vision is supported by:

- an extensive portfolio of distinctive undergraduate programs, focused master's and specialist degrees and a select number of nationally recognized doctoral programs;
- scholarly and creative endeavors of the highest order;
- academically challenging teaching, fully connected with research and public service;
- innovative academic planning that focuses on society's changing needs, student outcomes and the appropriate integration of technology;
- an educational environment that develops culturally literate, self-assured, technologically sophisticated, productive citizens who are prepared to lead, to inspire and to preserve the great traditions of our democracy.

The core values to which the University adheres are:

- respect for one another
- cooperation
- intellectual and spiritual growth
- creative imaginings
- pride in a job well done

Georgia Board of Regents' Mission Development and Review Policy Directive

The University System of Georgia will lead in access to academic excellence. Among the nation's public universities and colleges, Georgia's will be recognized for first-rate undergraduate education, leading-edge research, and committed public service. . . . [It] will generate a more highly educated populace throughout the state

To these ends, the University System of Georgia will be characterized by: A whole that is greater than the sum of its parts, in which each campus has a clearly focused and valued mission, and all contribute their strong bright thread to a network of programs that covers Georgians' diverse needs for higher education.

Miami University

A state-assisted university, Miami's mission is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries; to develop critical thinking, extend the frontiers of knowledge, and serve society; and to provide an environment conducive to effective and inspired teaching and learning, promote professional development of faculty, and encourage scholarly research and creativity of faculty and students.

Miami's primary concern is students. This concern is reflected in a broad array of efforts to develop the potential of each student. The university endeavors to individualize the educational experience. It provides personal and professional guidance and offers opportunities for students to achieve understanding and appreciation not only of their own culture but of the cultures of others as well. Selected undergraduate, graduate, and professional programs of quality are offered with the expectation of students achieving a high level of competence and understanding and developing a personal value system. Since the legislation creating Miami University stated that a leading mission of the university was to promote "good education, virtue, religion, and morality," the university has been striving to emphasize the supreme importance of dealing with problems related to values.

Miami, committed to serve the community, state, and nation, offers access to higher education, including continuing education, for those who can benefit from it, at a reasonable cost, without regard for race, creed, sex, or age. It educates men and women for responsible, informed citizenship, as well as for meaningful employment. It provides both disciplinary and interdisciplinary approaches to the pursuit of knowledge and to the solving of problems. It sponsors a wide range of cultural and educational activities which have significance beyond the campus and the local community.

New Jersey's Plan for Higher Education

New Jersey's system of higher education aspires to be among the best in the world, embracing excellence, access, and affordability. The quality of the state's public and independent colleges and universities will serve as a magnet to attract both resident and nonresident students and highly qualified faculty. Institutions will model tolerance and civility, celebrating the diversity that creates rich learning environments. A major force in developing the full potential of New Jersey and its people, higher education will serve all residents who have the interest and potential to learn, regardless of their economic circumstances.

The state's higher education system will develop and nurture the citizens and leaders of the future, preparing individuals for fulfilling lives, rewarding careers, and lifelong learning. Technology will strengthen the system and improve access, efficiency, and program effectiveness into the 21st century and beyond. Through teaching, research, and public service, colleges and universities will support the state's public policy goals of economic growth, social stability, and enhanced quality of life. New Jersey will value and support its investment in higher education, and institutions will seek innovative, collaborative approaches to meet the challenges ahead, committed to serving a globally competitive society.

New Mexico Commission on Higher Education

The mission of the New Mexico Commission on Higher Education is to promote and coordinate a high quality system of postsecondary education, responsive to changing needs, by:

1. Providing leadership in developing a shared vision of the system of higher education most appropriate for responding to the needs of New Mexico's citizens in the present and in the future;
2. Fostering access to postsecondary education for all New Mexico citizens, regardless of income level, ethnic background, place of residence, or disability; and,
3. Promoting the effective and efficient use of all resources in support of higher education, by disseminating reliable information, recommending policy objectives, and defining strategies for implementing policies.

Ohio Board of Regents

THE OHIO BOARD OF REGENTS shall . . . plan for higher education for the state, considering the needs of the people, the needs of the state, and the role of individual public and private institutions within the state in fulfilling these needs

Oregon State System of Higher Education

The Vision

Higher education brings the future to Oregon and brings Oregon to the future. On campuses; in classrooms, laboratories, and studies; at field stations; and with partners in communities throughout the state, the Oregon State System of Higher Education provides Oregon's diverse citizens and her public and private enterprises with the means to realize their potential. That is the aspiration today. So it will be in 2010. The goal can be sought in many ways, but choices must be made.

The vision supports and guides the renewed mission of the Oregon State System of Higher Education to:

- Provide affordable access to high-quality postsecondary education for all qualified Oregonians;
- Improve and enrich continuously the lives of the people in the state, the nation, and the world through the pursuit and application of ever deeper understandings in the sciences, the social sciences, the humanities, the arts, and the professions; and,
- Infuse learning with the vigorous pursuit of free and open inquiry to assure that Oregon has the capacity to respond effectively to social, economic, and environmental challenges and opportunities.

U.S.-Mexico Higher Education Network

The National Association of Universities and Institutions of Higher Education of Mexico, the American Council on Education, the WICHE/AMPEI U.S.-Mexico Educational Interchange Project, and a group of their member institutions have agreed to form a network to promote academic cooperation between Mexico and the United States.

Its goals are:

1. To promote active collaboration in teaching, research, and institutional development among a wide variety of institutions of higher education in the U.S. and Mexico.
2. To facilitate the exchange of information among institutions of higher education in the U.S. and Mexico so as to enhance their ability to collaborate.
3. Through these collaborative efforts, to enhance the overall quality of teaching, research, and institutional management and leadership in both countries.
4. To provide opportunities for students, faculty members, and administrators from the U.S. and Mexico to study in the other country and/or to participate in educational and scientific activities with partners in the other country through such mechanisms as joint programs and distance learning.

Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities (MnSCU), by focusing creativity and energy on meeting the educational needs of those it serves, will be widely recognized as the primary educational pathway for the people of Minnesota to achieve an enhanced quality of life and improved economic competitiveness.

By virtue of size, MnSCU already is the primary pathway to higher education in Minnesota. But the MnSCU vision focuses more on quality, choice, access and affordability than size. If this vision is realized, Minnesota communities, families, and employers will increasingly think of MnSCU as the key educational resource for securing their economic future, building an educated citizenry, and creating a civil society.

Kentucky Department of Education

The mission of the Kentucky Department of Education, as the national catalyst for educational transformation, is to ensure for each child an internationally superior education and a love of learning through visionary leadership, vigorous stewardship, and exemplary services in alliance with schools, school districts, and other partners.

Federal Aviation Administration (FAA)

FAA provides a safe, secure, and efficient global aerospace system that contributes to national security and the promotion of US aerospace.

IBM

We create, develop and manufacture the industry's most advanced information technologies, including computer systems, software, networking systems, storage devices, and microelectronics.

We have two fundamental missions:

- We strive to lead in the creation, development, and manufacture of the most advanced information technologies.
- We translate advanced technologies into value for our customers as the world's largest information services company. Our professionals worldwide provide expertise within specific industries, consulting services, systems integration and solution development, and technical support.

Microsoft

At Microsoft, our long-held vision of a computer on every desk and in every home continues to be at the core of everything that we do. We are committed to the belief that software is the tool that empowers people both at work and at home. Since our company was founded in 1975, our charter has been to deliver on this vision of the power of personal computing.

As the world's leading software provider, we strive to continually produce innovative products that meet the evolving needs of our customers. Our extensive commitment to research and development is coupled with dedicated responsiveness to customer feedback. This allows us to explore future technological advancements, while assuring that our customers today receive the highest quality software products.

The Status of Kentucky Postsecondary Education: In Transition

1997



A series of publications of the
Council on Postsecondary Education, Frankfort, Kentucky
in cooperation with the public universities, community colleges,
and technical schools in compliance with KRS Chapter 164

August 1997

Acting President's Message

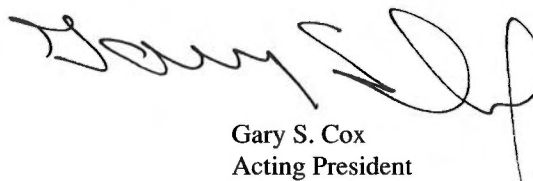


As we in postsecondary education seek to implement the sweeping changes brought about by this year's special legislative session, it seemed to us at the Council that a good place to start would be to provide as comprehensive a picture as possible of the current condition of the system.

What follows is a single-volume overview that incorporates data from the old accountability process along with additional facts and figures about our public universities and community colleges. For the first time, information is included on the postsecondary technical institutions, now an official part of the landscape.

We are presenting this report to the 1997 Governor's Conference on Postsecondary Education Trusteeship, believing that it will be useful not only to the general public but also to those citizens charged with guiding the transformation of our system.

Institutional staff members deserve recognition for their conscientious review of the draft report at such short notice. Special thanks to the Council staff who produced an entirely new document in a very limited time frame. Join me in commending Sue Hodges Moore, Roger Sugarman, Patrick Kelly, Mike Bailey, Susan McDonald, Ruth Greenberg, Charles Wade, Barbara Cook, and Jim Byford.



Gary S. Cox
Acting President



In chapters where quantitative performance goals are applicable, one or more charts display the status of the universities and community colleges in meeting a given goal over time. In addition, a summary goal chart is located toward the end of the report that captures each institution's performance on the complete set of quantitative performance indicators for the four years following the 1993 baseline year. Institutions were not expected to meet their goals until 1997. However, goal attainment information was documented for previous reporting years as a courtesy to institutions that may have been successful in an earlier year, but did not meet their goals in 1997.

We caution readers to evaluate the institutional data in the various tables by recognizing institutional differences that may affect performances on these indicators. For example, differences in persistence and graduation rates are clearly tied to institutions' admissions criteria. Considerable research has shown that students at selective institutions are likely to have higher persistence and graduation rates than students at institutions with open admissions policies.

A Look to the Future

The Status of Kentucky Postsecondary Education: In Transition introduces readers to the system's newest members—the postsecondary technical institutions. In addition, it provides readers with a glimpse into future accountability reports by including information previously omitted from such publications. Finally, it provides readers with a tool for evaluating the progress of the public universities and community colleges toward goals generated by previous legislation.

The Kentucky Council on Postsecondary Education presents this report as a transitional document that begins the post-House Bill 1 era of more expansive and comprehensive portraits of institutional efforts to achieve individual and statewide educational goals. Policy makers, educators, and citizens will be able to turn to editions of this report in the years ahead to see how well the postsecondary education reform efforts have unfolded.



1997 Highlights

Results of selected indicators from the 1997 report are summarized below.

Graduate Degree Alumni Survey

Surveys were completed by 2,309 graduate degree alumni. Survey respondents graduated from one to two years ago.

Quality of Instruction in the Program

Graduate alumni were positive in their assessment of the quality of instruction.

- ◆ The percentage of alumni who rated instruction as either “good” or “excellent” ranged from 84.0 percent to 98.3 percent.

Quality of Curriculum in Providing Job Skills and Knowledge

Graduate alumni ratings varied considerably from institution to institution on this item.

- ◆ The percentage of university alumni with “good” or “excellent” evaluations ranged from 66.2 percent to 95.4 percent.

Quality of Preparation to Conduct Research

Ratings of the quality of preparation to conduct research also varied significantly from university to university.

- ◆ The percentage of graduate alumni who rated this item as either “good” or “excellent” ranged from 58.0 percent to 95.9 percent.

Overall Graduate Experiences

Evaluations of one’s overall graduate experiences were fairly positive and showed a moderate amount of variability across institutions.

- ◆ The percentage of “good” or “excellent” ratings ranged from 79.1 percent to 98.3 percent.

Opportunities to Interact with Faculty

In general, respondents indicated that they were satisfied with the availability of faculty on campus.

- ◆ The percentage of alumni who were either “satisfied” or “very satisfied” ranged from 86.4 percent to 94.5 percent.

Enrollment in Advanced Education and Work Status

The percentage of graduate alumni who reported being enrolled in a college or university varied greatly from institution to institution. Part- and full-time employment rates were fairly consistent across campuses.

- ◆ Current enrollment at a college or university ranged from 5.4 percent to 23.4 percent.
- ◆ Part- or full-time employment ranged from 91.7 percent to 96.3 percent.

Employment in Major Field

The great majority of graduate alumni indicated that they are currently working in a position related to their graduate education.

- ◆ The percent of students who indicated that their current position was either “somewhat related” or “directly related” to their graduate education ranged from 87.6 percent to 94.7 percent.
- ◆ The most common reason for not holding a position in one’s chosen field was an inability to find a position related to one’s graduate education.

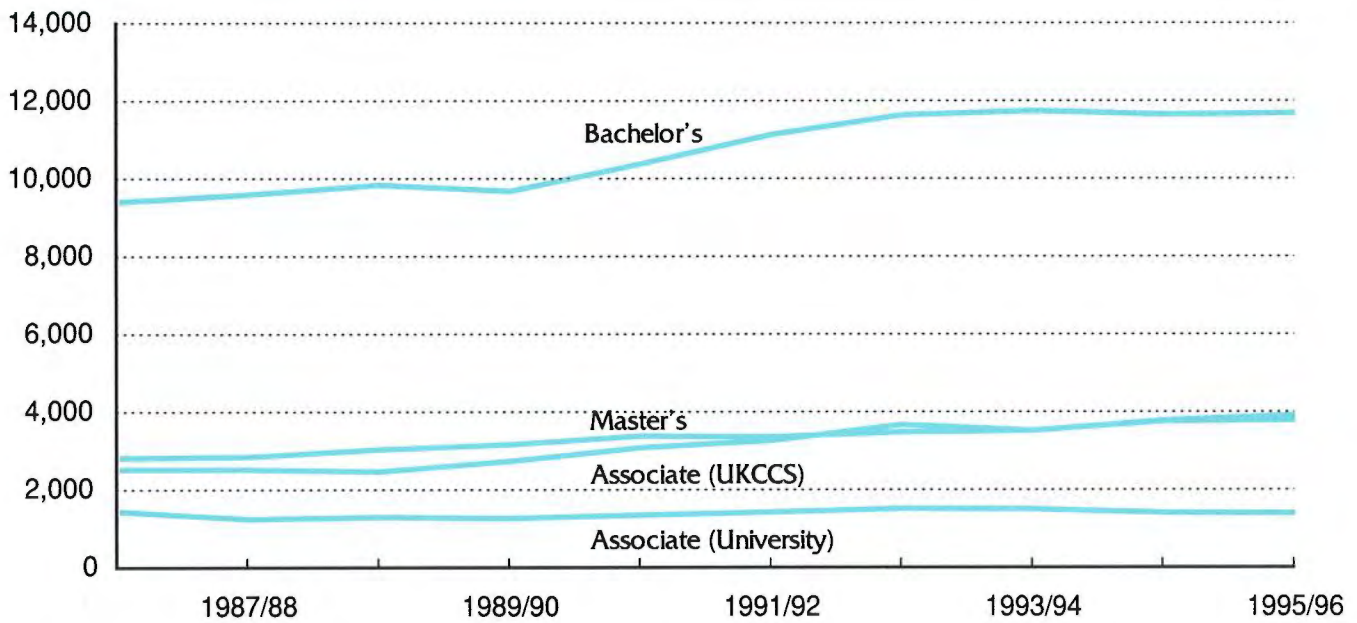
Remedial Follow-up Analysis

System-wide, a total of 18,184 students were enrolled in remedial math courses, while 5,564 students were enrolled in remedial English courses in fall 1994. The community colleges enrolled the majority of students who took remedial math (63.7%) and remedial English (54.6%). Due to the large number of remedial math enrollments, follow-up data on students taking remedial math are of particular concern.

- ◆ Six out of ten university students and less than half of the UKCCS students enrolled in remedial math passed their courses with a C or better.
- ◆ Almost half of the university students and nearly six out of ten UKCCS students who successfully completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period.
- ◆ Of those students who went on to take an entry-level math course, six out of ten university students and two-thirds of the UKCCS students successfully completed their courses with a C or better.

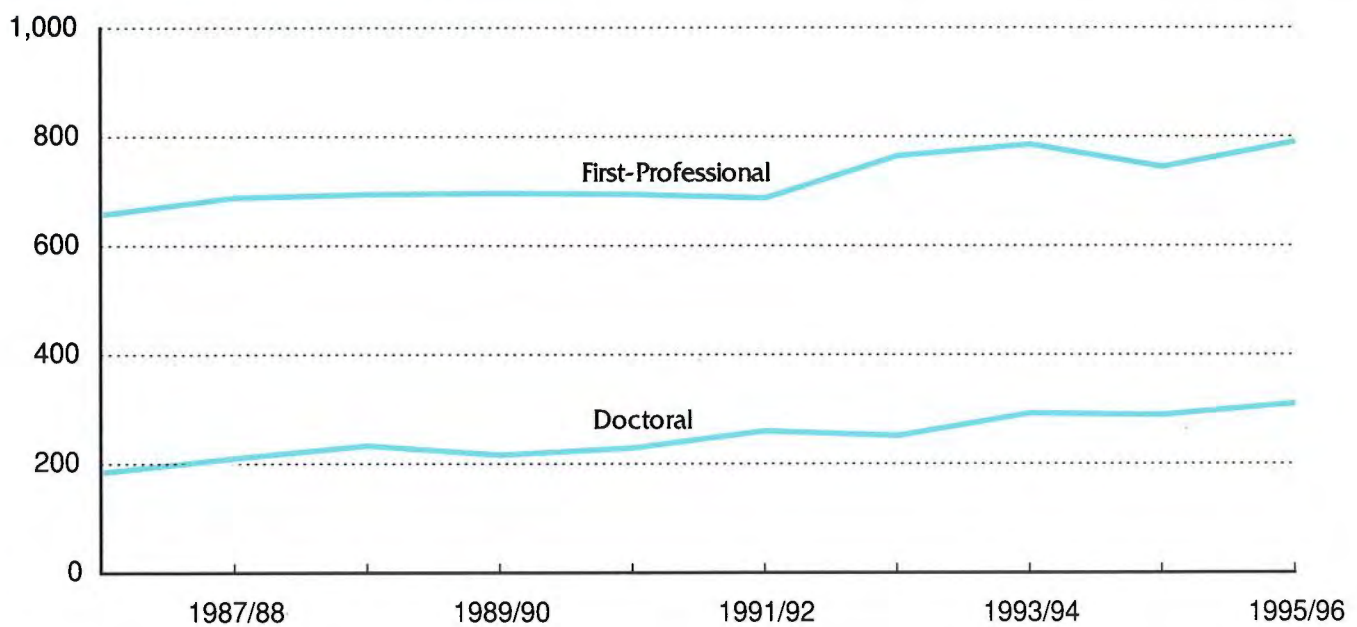


Associate, Bachelor's and Master's Degrees



NOTE: Associate includes other formal awards; master's includes specialist's degrees.

Doctoral and First-Professional Degrees

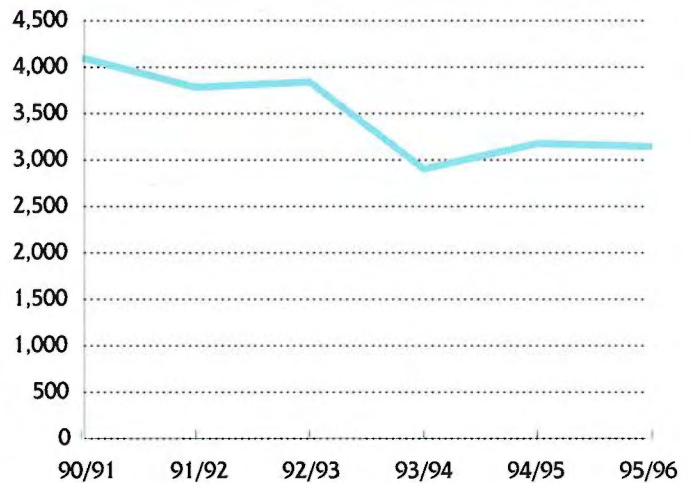




*1995/96 Diplomas/Certificates
Postsecondary Technical Institutions*

Anderson Technology Center*	1
Ashland RTC	189
Bowling Green RTC	164
Cumberland Valley HTC	61
Danville HTC	53
Glasgow HTC	35
Harlan RTC	55
Hazard RTC	131
KY Advanced Technology Institute	52
Kentucky Tech Central	189
Kentucky Tech Daviess County	35
Kentucky Tech Elizabethtown	216
Kentucky Tech Jefferson	175
Kentucky Tech Laurel County	80
Kentucky Tech Owensboro	43
Kentucky Tech Rowan County	117
Kentucky Tech Somerset	141
Madisonville HTC	103
Madisonville RTC	45
Mayo RTC	255
Northern Campbell Tech	63
Northern KY HTC	91
Northern Kentucky Tech	107
Southeast Technology Center	29
West Kentucky Tech	252
Sub-total	2,682
Secondary Centers**	352
Corrections Education***	104
TOTAL	3,138

*Diplomas/Certificates
Postsecondary Technical Institutions*



* Anderson Technology Center was not fully operational.
 ** The ATCs with postsecondary completers have been reported as a group entry.
 ***The technical centers operating in the correctional institutions are reported as a group entry.



Accountability Reporting and Data Collections

The Council on Postsecondary Education (CPE) collects, analyzes, and reports on a variety of information to a broad audience. A chief source of institutional data is the CPE's Comprehensive Data Base. Annual updates to the Comprehensive Data Base are derived from submissions of semester-level data from the institutions to the CPE. On-site audits are employed to ensure that data are reported in accordance with the CPE's reporting guidelines. These guidelines have been developed and are reviewed each biennium in close cooperation between the CPE and the institutions.

The Comprehensive Data Base is used to respond to numerous special requests for information about Kentucky postsecondary education from legislators, the Governor's office, concerned citizens, and the media. The annual *Information Digest*, derived from the Comprehensive Data Base, provides a rolling ten-year profile of key facts about students, programs, and finances. System-wide data from the Comprehensive Data Base are used to assist CPE's strategic planning efforts and to develop fiscal policy. The Comprehensive Data Base has been used extensively to respond to the accountability mandates contained in Senate Bill 109 and will be adapted as appropriate to respond to the new accountability system set forth by the Kentucky Postsecondary Education Improvement Act of 1997.

Accountability needs also are met, in part, through data collected by the CPE for various external agencies such as: the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS); Research Associates of Washington, publishers of the report on higher education funding commonly referred to as the *Halstead Report*; the Southern Regional Education Board (SREB) Data Exchange among 15 southern states; and the Illinois State University Center for Higher Education, publishers of the *Grapevine*.

Types of System-wide Assessment Efforts

Traditionally, the CPE's academic program review process has provided program information on a scheduled basis. However, the review of existing academic programs has been suspended since October 1993. Academic program review and approval processes will be revised during 1998 in the context of the new strategic agenda, revised institutional missions, and the impact of technology.

The CPE's Committee on Equal Opportunities reports institutional outcomes for the CPE's quantifiable objectives related to enrollment and employment of African Americans. The Comprehensive Data Base and institutional self-assessments are used to track institutional progress on a system-wide basis. The Kentucky Equal Opportunities Plan was updated in early 1997; a brief status report on the Plan is presented in this report.

The CPE prepares periodic progress reports on several pre-college programs which it sponsors. Policy studies are published on a variety of subjects of special interest. In April 1997, the CPE published a study on the amount of time baccalaureate students take to earn a degree and the number of credit hours they accumulate at the time of graduation. An analysis of remedial education programs at Kentucky's community colleges and universities is forthcoming.

Institutional Uses of Assessments

Institutions make extensive use of various assessment findings. Sample benefits from using these results are listed below:

- ◆ Program improvements based on program reviews and assessments of institutional effectiveness, measured in terms of student learning outcomes in the major fields of study and general education courses;
- ◆ Improvements in student support services such as advising, registration, student health services, student life programming, resulting from assessments/surveys of institutional effectiveness;
- ◆ Improvements in the monitoring of student progress through studies of selected student populations;
- ◆ Public service improvements in response to satisfaction ratings of employers, businesses, schools, and other users of postsecondary education services;
- ◆ Support for institution and program accreditations;
- ◆ The integration of assessment results in institutional strategic planning processes and fund allocation decisions based on operational and strategic plans which have been informed by accountability and assessment results; and
- ◆ Faculty reviews informed, in part, by students' teacher and course evaluations and by peer reviews and faculty load/productivity analyses used in scheduling, budgeting, and planning.



The previous system-wide strategic plan required the state-supported universities and community colleges to identify by 1998 expectations for students' academic achievements in general education and major fields of study. In addition, institutions were mandated to evaluate students' educational outcomes in each undergraduate program. The dimensions for assessing progress toward these objectives were set forth in the 1996/98 Performance Funding System. Specifically, this indicator measures the extent to which the institutions have accomplished the goals listed below:

- ◆ identified desired student outcomes;
- ◆ implemented outcomes assessment mechanisms;
- ◆ measured actual outcomes and reported results; and
- ◆ used assessment results for program improvement.

No trend data are presented because this is the first year that this information has been collected and reported. To date, this indicator is limited to undergraduate and first-professional (i.e., law, medicine, dentistry, and pharmacy) degrees. Eventually, all academic programs at state-supported colleges and universities will have these elements in place.

Postsecondary technical education regulations require a student to pass an achievement test in his or her field of study before becoming eligible to receive a postsecondary diploma. The Kentucky Vocational Achievement Tests (KVAT) are developed and scored in Frankfort. The exams are administered locally by certified testing personnel rather than the student's teacher. In four programs, national certification exams are used in lieu of the KVAT. In 1996/97, 2,642 students took one of the various KVAT tests.

Highlights

University Sector Results

- ◆ The percent of programs with identified desired student outcomes (program objectives) ranged from 39 percent to 98 percent.
- ◆ The percent of programs with student outcomes mechanisms (assessment criteria) in place ranged from 39 to 97 percent.
- ◆ The percent of programs with measured student outcomes and reported results ranged from 27 percent to 92 percent.
- ◆ The percent of programs with student outcomes assessment results used for program improvement ranged from 12 percent to 87 percent.

Community College Sector Results

- ◆ The percent of programs with identified desired student outcomes (program objectives) ranged from 60 percent to 100 percent.
- ◆ The percent of programs with student outcomes mechanisms in place (assessment criteria) ranged from 38 percent to 100 percent.
- ◆ The percent of programs with measured student outcomes and reported results ranged from 33 percent to 100 percent.
- ◆ The percent of programs with student outcomes assessment results used for program improvement ranged from 33 percent to 100 percent.

Postsecondary Technical Sector Results

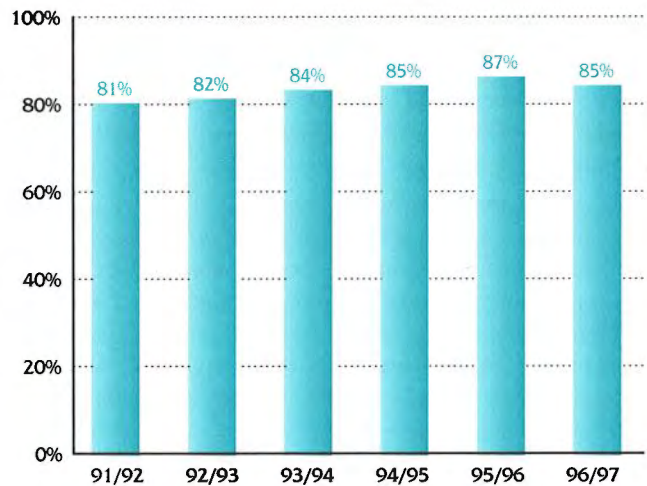
- ◆ In 1996/97 the overall pass rate on the various KVAT tests was 85 percent.
- ◆ The overall pass rate on the KVAT increased slightly for four successive years before declining two percentage points in 1996/97.



**1996/97 KVAT Pass Rates
Postsecondary Technical Institutions**

	(%)
Anderson Technology Center*	0
Ashland RTC	89
Bowling Green RTC	90
Cumberland Valley HTC	93
Danville HTC	91
Glasgow HTC	94
Harlan RTC	79
Hazard RTC	94
KY Advanced Technology Institute	53
Kentucky Tech Central	84
Kentucky Tech Daviess County	87
Kentucky Tech Elizabethtown	91
Kentucky Tech Jefferson	77
Kentucky Tech Laurel County	79
Kentucky Tech Owensboro	80
Kentucky Tech Rowan County	90
Kentucky Tech Somerset	95
Madisonville HTC	97
Madisonville RTC	80
Mayo RTC	79
Northern Campbell Tech	100
Northern KY HTC	87
Northern Kentucky Tech	91
Southeast Technology Center	32
West Kentucky Tech	88
Sub-total	86
Secondary Centers**	78
Corrections Education***	86
TOTAL	85

**KVAT Pass Rates
Postsecondary Technical Institutions**



* Anderson Technology Center was not fully operational.
 ** The ATCs with postsecondary completers have been reported as a group entry.
 ***The technical centers operating in the correctional institutions are reported as a group entry.

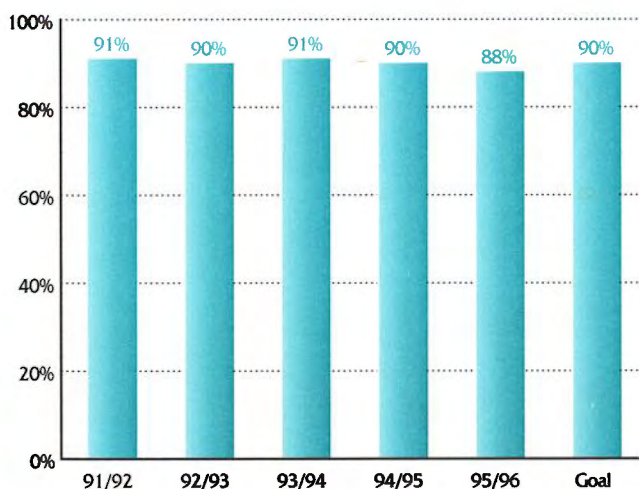


Teaching

The system-wide pass rate on the Core Battery of the National Teacher Examination (NTE) was based on the performance of 1,610 graduates from Kentucky's eight public universities. Scores were compiled for graduates majoring in education, as well as those pursuing secondary certificates in academic disciplines. For the purpose of this report, a student is regarded as having passed the NTE if he or she passed all three core exams on the first attempt. Results of the Specialty Area Tests were not considered in either system-wide or institutional pass rates. The system-wide pass rate was 88 percent, down two percentage points from last year. Institutional pass rates ranged from 67 percent to 99 percent. Half of the eight universities achieved a pass rate at or above the goal of 90 percent.

The standards for passing the NTE Core Battery are quite low. To pass, a student's test scores must exceed approximately the tenth percentile on national norms (i.e., score higher than the bottom ten percent of test-takers nationally). In fall 1998, the Educational Testing Service plans to eliminate the Professional Knowledge component from the Core Battery. To gain entry into a teacher education program, the Education Professional Standards Board now requires students to take and pass one of the following tests: the PRAXIS I, the ACT, or the Graduate Record Exam (GRE).

NTE Pass Rates



SOURCE: Kentucky Department of Education

Progress Toward Goal

A 90 percent pass rate on the Core Battery of the NTE was established as the minimum standard of acceptable performance.

Goal Attainment — National Teachers Exam (Core Battery)

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓	✓	✓
UL	✓	✓	✓	✓
Regional				
EKU		✓		
KSU				
MoSU				
MuSU	✓	✓	✓	
NKU	✓	✓	✓	✓
WKU	✓	✓	✓	✓



Dentistry

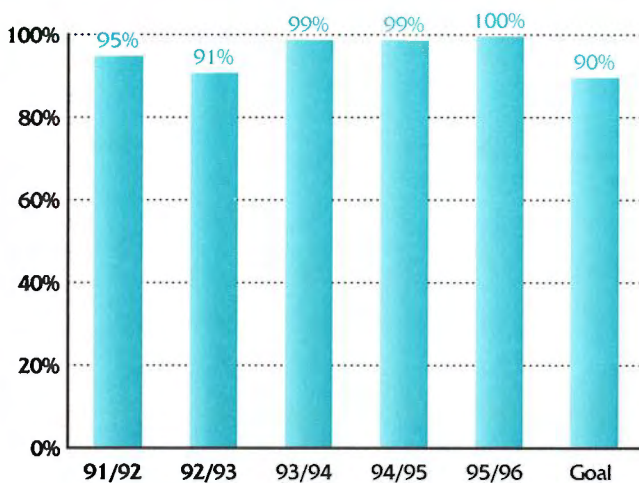
In 1995/96, 107 graduates took the National Dental Board Exam-Part II. The pass rate for the graduates from both of the state's dentistry programs was 100 percent. The overall pass rate of 100 percent is one percentage point higher than last year's rate. In all but one of the five years reported, both dentistry programs surpassed the minimum standard of acceptable performance on the licensure exam.

Medicine

A 100 percent pass rate on the United States Medical Licensing Examination-Part II (USMLE) was established as the minimum standard of acceptable performance.

Kentucky's two medical schools report annual results on the second component of USMLE. A total of 219 graduates from the 1995/96 class took the exam. Senior medical students must pass this exam before they can graduate, a requirement which accounts for the 100 percent pass rates earned by graduates of Kentucky's medical schools.

National Dental Board Exam (Part II) Pass Rates



SOURCE: UK and U of L

Progress Toward Goal

A 90 percent pass rate on the National Dental Board Examination-Part II (NDBE) was established as the minimum standard of acceptable performance.

Goal Attainment

National Dental Board Exam (Part II)

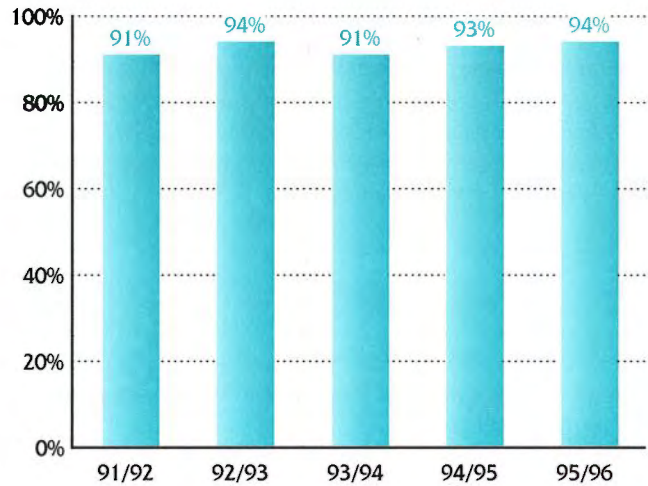
	1994	1995	1996	Goal 1997
Doctoral				
UK		✓	✓	✓
UL	✓	✓	✓	✓



Postsecondary Technical Sector Results

In 1995/96, the overall pass rate for postsecondary technical schools was 94 percent. For the 16 postsecondary technical nursing programs, the pass rates ranged from 87 percent to 100 percent. Over the five year period between 1991/92 to 1995/96, the overall pass rates ranged from 91 percent to 94 percent. No goal was established for postsecondary technical nursing programs.

NCLEX Pass Rates Postsecondary Technical Education Students



Progress Toward Goal

For the universities and UKCCS, a 90 percent pass rate on the National Council Licensure Examination (NCLEX) was established as the minimum standard of acceptable performance for both associate and baccalaureate nursing students.

Goal Attainment — NCLEX Exam (Associate)

	1994	1995	1996	Goal 1997
Regional				
EKU	✓	✓	✓	✓
KSU	✓		✓	✓
MoSU	✓			✓
NKU	✓	✓	✓	✓
WKU	✓	✓	✓	✓
Community Colleges				
UKCCS	✓	✓	✓	✓

Goal Attainment — NCLEX Exam (Baccalaureate)

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓		✓
UL	✓	✓		✓
Regional				
EKU	✓	✓		
MoSU			✓	
MuSU	✓	✓	✓	✓
WKU			✓	



Educational and Employment Status of Graduate Degree Alumni

Enrollment in Advanced Education and Work Status

The percentage of graduate alumni who reported being enrolled in a college or university varied greatly from institution to institution. Part- and full-time employment rates were fairly consistent across campuses.

- ◆ Current enrollment at a college or university ranged from 6.7 percent to 23.5 percent.
- ◆ Part- or full-time employment ranged from 91.7 percent to 96.3 percent.

Employment in Major Field

The great majority of graduate alumni indicated that they are currently working in a position related to their graduate education.

- ◆ The percent of students who indicated that their current position was either “somewhat related” or “directly related” to their graduate education ranged from 87.6 percent to 94.7 percent.
- ◆ The most common reason for not holding a position in one’s chosen field was an inability to find a position related to one’s graduate education.

Goal Attainment — Quality of Instruction

	1995	Goal 1997
Doctoral		
UK	✓	✓
UL	*	✓
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓

*NOTE: Kentucky State University was not required to participate in this survey because of the small number of graduate students.
* In 1995, the University of Louisville conducted its Graduate Degree Alumni Survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions; only “quality of curriculum in providing job skills and knowledge” was similar enough to use for goal attainment.*

Progress Toward Goal

A goal of 3.0 (“good” on a 4.0 scale) was established by each institution for the following common survey items: overall quality of instruction, preparation for research or professional work assessment, quality of the curriculum in providing job skills and knowledge, overall quality of graduate experiences. An institution met its goal on an item if the target (3.0) was within the item’s margin of error.

- ◆ In 1997, all seven universities met their goal on the quality of overall instruction.
- ◆ The five regional universities met their goal on the quality of curriculum in providing job skills and knowledge in 1997.
- ◆ Four of seven universities met their 1997 goal on quality of preparation for research or professional work assessment.
- ◆ All seven universities met their goal on quality of overall graduate experiences.

Goal Attainment — Quality of Curriculum in Providing Job Skills and Knowledge

	1995	Goal 1997
Doctoral		
UK		
UL	✓	
Regional		
EKU	✓	✓
KSU	na	na
MoSU	✓	✓
MuSU	✓	✓
NKU		✓
WKU	✓	✓



As a means of assessing institutional quality, the public universities and community colleges conduct annual follow-up surveys with their clients and stakeholders. The technical education system sends *Program Improvement Follow-up Surveys* to all former students in order to improve programs and instruction. The results of these surveys, however, are not reported at the institution or system levels.

In 1996, the public universities and community colleges reported survey results for undergraduate alumni; these findings are presented here, along with a summary of institutional progress toward goals for the indicator. For the baccalaureate and associate alumni students survey, nearly all of the institutions surveyed undergraduate alumni using a set of commonly worded questions. Alumni who participated in the survey graduated from two to five years ago. Additional information on survey methodologies is included in the appendix.

Highlights

Quality of Overall Instruction

Alumni who rated the overall instruction as either “good” or “excellent” varied considerably from institution to institution. This percentage ranged:

- ♦ from 81.3 percent to 94.2 percent for university baccalaureate alumni.
- ♦ from 83.3 percent to 100.0 percent for University of Kentucky Community College System (UKCCS) alumni in transfer programs.
- ♦ from 90.4 percent to 100.0 percent for UKCCS alumni in technical programs.

Quality of Instruction in the Major

Overall, ratings of the quality of instruction in one’s major field were more positive from university alumni than community college alumni. The percentage of university alumni with “good” or “excellent” evaluations ranged:

- ♦ from 85.8 percent to 95.1 percent.

Community college alumni in the technical programs were somewhat more positive than transfer program students in their evaluations of instruction in their major field.

“Good” or “excellent” ratings ranged:

- ♦ from 58.1 percent to 96.2 percent for alumni in transfer programs.
- ♦ from 75.7 percent to 100.0 percent for alumni in technical programs.

Quality of Preparation for Jobs

University alumni were generally less positive than UKCCS alumni in their ratings of the quality of the curriculum in providing job related skills and knowledge. The percentage of alumni who rated this item as either “good” or “excellent” ranged:

- ♦ from 60.7 percent to 79.6 percent for university baccalaureate alumni.
- ♦ from 75.4 percent to 95.0 percent for technical degree alumni at community colleges.

Quality of Preparation for Further Education

Preparation for further education showed a wide range of responses. The percentage of alumni who rated their preparation for further education as either “good” or “excellent” ranged:

- ♦ from 68.9 percent to 86.3 percent for university baccalaureate alumni.
- ♦ from 56.6 percent to 88.9 percent for UKCCS alumni from the transfer programs.

Enrollment in College

As one might expect, community college alumni from transfer programs were more likely than university alumni to be enrolled in a college or university. Alumni who answered affirmatively to the question, “Are you enrolled at a college or university?” ranged:

- ♦ from 15.3 percent to 25.4 percent for university baccalaureate alumni.
- ♦ from 43.1 percent to 84.0 percent for UKCCS alumni from the transfer program.

Employment Status

The percentage of alumni who reported being employed full-time also varied considerably from institution to institution. Self-reported, full-time employment ranged:

- ♦ from 69.5 percent to 86.0 percent for baccalaureate alumni.
- ♦ from 28.0 percent to 76.5 percent for UKCCS alumni with technical degrees.



Goal Attainment — Provision of Job Skills and Knowledge

	1994	Goal 1996
Doctoral		
UK		
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU		✓
MuSU	✓	✓
NKU	✓	✓
WKU		
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Preparation for Further Education

	1994	Goal 1996
Doctoral		
UK	✓	✓
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓



Progress Toward Goal

A goal of 3.0 (“good” on a 4.0 scale) was established by each institution for the following common survey items: overall quality of instruction and students’ willingness to recommend their institution to a prospective student. An institution met its goal on an item if the target (3.0) was within the item’s margin of error.

- ◆ Six of eight universities and the UKCCS achieved their goal on the overall quality of instruction.
- ◆ In 1996, all of the universities and the UKCCS met their goal on the students’ willingness to recommend the institution.

Goal Attainment — Overall Instruction

	1994	Goal 1996
Doctoral		
UK		✓
UL	✓	
Regional		
EKU	✓	✓
KSU		
MoSU		✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Goal Attainment — Recommend Institution

	1994	Goal 1996
Doctoral		
UK	✓	✓
UL	✓	✓
Regional		
EKU	✓	✓
KSU	✓	✓
MoSU	✓	✓
MuSU	✓	✓
NKU	✓	✓
WKU	✓	✓
Community Colleges		
UKCCS	✓	✓

Time and Credits to Degree



A policy study undertaken by the Council on Postsecondary Education (CPE) staff in 1997 examined the length of time baccalaureate students at Kentucky's eight public universities take to graduate and the number of earned and attempted credit hours they accumulated at the time of graduation. The various analyses used information derived from the Comprehensive Data Base and information supplied by the eight public universities. The study examined the records of 7,273 of the 11,576 students who earned a baccalaureate degree in 1994/95 from one of the public universities. Graduates who transferred from either an out-of-state-institution or an independent Kentucky institution were excluded from the data set because the Comprehensive Data Base did not contain complete sets of their records. In addition, 115 students who returned to college to earn a second degree in 1994/95 were removed from the analysis. Students were tracked back in time for up to ten years to when they were first-time freshmen.

Associate degree recipients from the University of Kentucky Community College System (UKCCS) were excluded for several reasons. First, many students come to the UKCCS with no intention of earning an associate degree. Some want to take courses that will transfer to a public university. Others seek to enhance their job skills or to enrich their personal lives. Second, many students who pursue an associate degree are older adults who enroll part-time while they work and attend to family responsibilities. One would expect these students to take longer to graduate than traditional college-aged students.

Students who earned a diploma/certificate at one of the postsecondary technical institutions also were excluded from this study. The feasibility of extending this analysis to postsecondary technical education students will be considered in future years.

Highlights

- ◆ Students enrolled in an average of 11.2 semesters prior to graduation.
- ◆ Four out of ten graduates enrolled in more than 11 semesters.
- ◆ The average number of semesters students took to graduate at each of the public universities ranged from 10.6 to 12.6 semesters.
- ◆ These graduates took an average of 4.8 calendar years to graduate.
- ◆ Time to graduation in calendar years ranged from 4.5 to 5.3 years.

- ◆ Graduates earned an average of 141.8 credit hours prior to graduation.
- ◆ The average number of credit hours students earned at the time of graduation ranged from 139.7 to 143.1.
- ◆ Graduates averaged 156.6 attempted credit hours — nearly 28 credit hours beyond what is mandated by their degree requirements.
- ◆ The average number of attempted credit hours ranged from 153.3 to 165.3.
- ◆ Nontraditional students took 1.4 semesters longer to graduate than traditional students.
- ◆ Students who attended their first semester on a part-time basis were enrolled in 4.1 more semesters and took over 2 calendar years longer to graduate than full-time students.

Significant Findings Related to Time to Degree

The second phase of the study identified factors associated with the number of terms graduates enrolled prior to graduation. The results indicate that students who were enrolled in a relatively high number of semesters prior to graduation were more likely to have:

- ◆ attempted fewer credit hours per semester;
- ◆ changed majors one or more times;
- ◆ stopped out from time to time;
- ◆ transferred one or more times;
- ◆ scored lower on the ACT; and
- ◆ been male.

In regard to student race, African Americans took longer than whites to graduate. Whites, in turn, enrolled in more semesters prior to graduation than students of 'other' races.

For more detailed information the full report, "An Analysis of Student Time and Credits to Degree," is available upon request.



Time and Credits to Degree by University — 1994/95 Bachelor's Degree Recipients

	Number of Students	Average Number of Semesters	Average Time to Degree (In yrs.)	Average Earned Credit Hours	Average Attempted Credit Hours
Doctoral					
UK	1,764	10.9	4.7	142.8	155.0
UL	997	12.6	5.3	139.7	157.0
Regional					
EKU	1,137	11.3	5.0	143.1	161.4
KSU	143	10.7	4.7	143.1	165.3
MoSU	635	10.6	4.5	141.1	156.0
MuSU	751	10.8	4.7	143.1	156.5
NKU	549	11.8	5.3	141.0	157.8
WKU	1,306	10.8	4.7	140.5	153.3
ALL STUDENTS	7,273	11.2	4.8	141.8	156.6



- ◆ The remedial English pass rates ranged from 56.1 percent to 80.9 percent.

Community College Sector Results

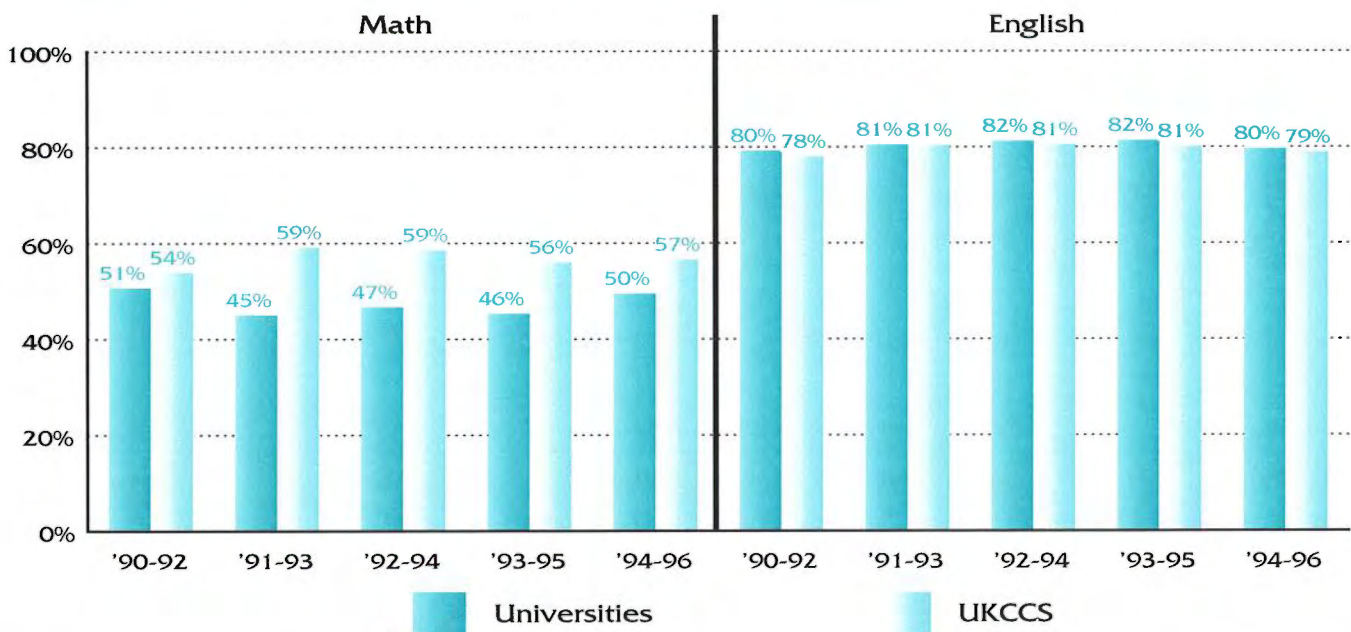
- ◆ Less than half of the community college students who took remedial math in fall 1994 passed their remedial courses with a grade of C or higher.
- ◆ The remedial math pass rates for community college students fluctuated between 44.6 percent and 49.9 percent across the five cohorts examined.
- ◆ At the 14 community colleges, the fall 1994 remedial math pass rates ranged from 38.3 percent to 62.2 percent.
- ◆ Six out of ten community college students who took remedial English during fall 1994 passed their remedial courses with a grade of C or higher.
- ◆ The 1994 pass rate of 58 percent in remedial English was seven percentage points below the 1990 baseline pass rate and 9 percentage points below the pass rate for the 1992 cohort.
- ◆ In fall 1994, the remedial English pass rates ranged from 35.7 percent to 79.2 percent.

Participation Rates of Remedial Students in Entry-level Courses

The graph below shows the percentage of students who went on to take an entry-level course following their successful completion of a remedial course.

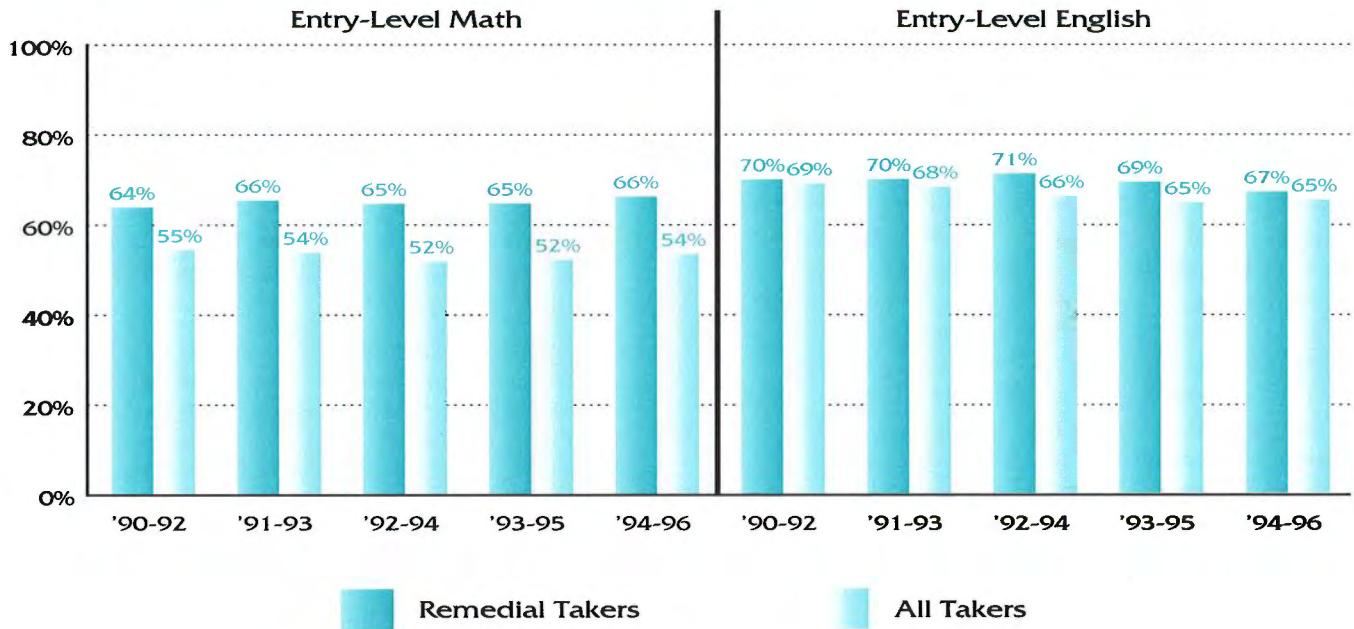
- ◆ Nearly half of the university students who successfully completed a remedial math course went on to enroll in an entry-level math course during the 4-semester tracking period.
- ◆ At one university, only 15 percent of the students who completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period.
- ◆ Across the five cohorts studied, between 54 percent and 60 percent of the UKCCS remediated math students took an entry-level math course after completing their remedial work.
- ◆ The percentage of university and community college students who took remedial English and who later enrolled in an entry-level English course has remained at about 80 percent.

Percentage of Remedial Students Who Enroll in Entry-Level Courses





Entry-Level Math and English Pass Rates — Remedial Takers Vs All Takers (UKCCS)



Progress Toward Goal

The goal for remediated students' pass rates in entry-level courses is to be at least as high as the pass rates for all students in these courses, where passing is a grade of C or higher. Progress toward this goal is tracked for each university and the University of Kentucky Community College System (UKCCS).

Goal Attainment — Remedial Math

	1994	1995	1996	Goal 1997
Doctoral				
UK	✓	✓	✓	✓
UL	✓			✓
Regional				
EKU	✓			
KSU		✓	✓	✓
MoSU	✓		✓	✓
MuSU				✓
NKU				✓
WKU	✓	✓	✓	✓
Community Colleges				
UKCCS	✓	✓	✓	✓

Goal Attainment — Remedial English

	1994	1995	1996	Goal 1997
Doctoral				
UK	na	na	na	na
UL	✓		✓	
Regional				
EKU	✓	✓		✓
KSU	✓		✓	✓
MoSU	✓	✓		✓
MuSU		✓		
NKU		✓		
WKU				
Community Colleges				
UKCCS	✓	✓	✓	✓

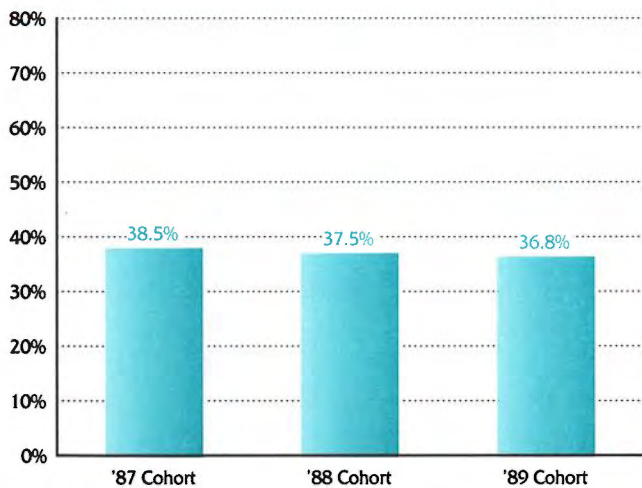


Six-Year Graduation and Persistence Rates for University Bachelor's Students

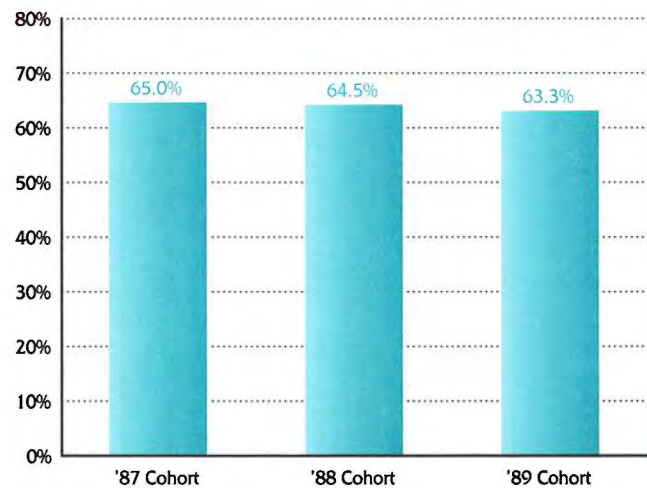
	1987 Cohort		1988 Cohort		1989 Cohort	
	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)
Doctoral						
UK	51.4	78.1	49.4	77.5	48.1	73.9
UL	31.8	66.3	29.0	67.2	29.9	66.7
Subtotal	43.6	73.4	41.2	73.4	39.8	70.6
Regional						
EKU	30.3	61.2	31.9	60.3	30.4	58.6
KSU	22.7	43.1	19.6	46.8	32.3	50.2
MoSU	38.6	58.8	39.2	61.8	37.5	63.3
MuSU	46.0	67.5	41.5	63.6	43.2	66.4
NKU	19.9	47.1	28.4	47.8	25.4	42.9
WKU	37.8	62.5	38.9	62.3	39.8	63.2
Subtotal	34.6	59.9	35.3	59.3	35.1	59.1
TOTAL	38.5	65.0	37.5	64.5	36.8	63.3

SOURCE: Comprehensive Data Base

Graduation Rates University: Bachelor's Student Cohorts



Persistence Rates University: Bachelor's Student Cohorts

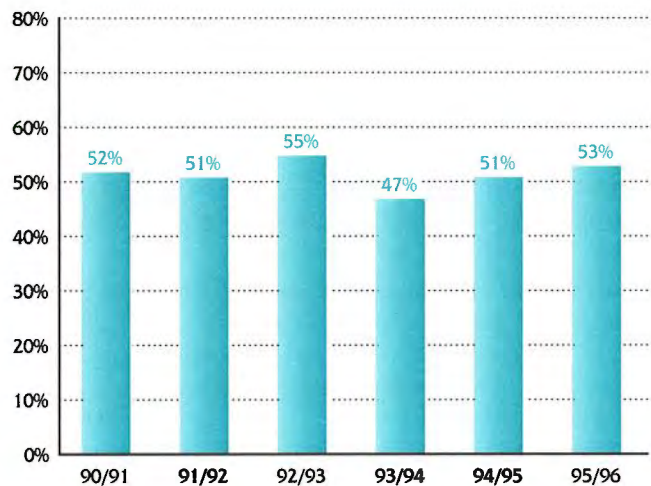




*1995/96 Completion Rates
Postsecondary Technical Institutions*

	(%)
Anderson Technology Center*	33
Ashland RTC	54
Bowling Green RTC	68
Cumberland Valley HTC	69
Danville HTC	68
Glasgow HTC	80
Harlan RTC	58
Hazard RTC	63
KY Advanced Technology Institute	40
Kentucky Tech Central	41
Kentucky Tech Daviess County	25
Kentucky Tech Elizabethtown	63
Kentucky Tech Jefferson	37
Kentucky Tech Laurel County	54
Kentucky Tech Owensboro	28
Kentucky Tech Rowan County	61
Kentucky Tech Somerset	47
Madisonville HTC	78
Madisonville RTC	32
Mayo RTC	62
Northern Campbell Tech	90
Northern KY HTC	60
Northern Kentucky Tech	51
Southeast Technology Center	62
West Kentucky Tech	64
Sub-total	54
Secondary Centers**	55
Corrections Education***	35
TOTAL	53

*Completion Rates
Postsecondary Technical Institutions*



* Anderson Technology Center was not in full operation during this school year.

** In 1996/97, the technical education system operated 54 area technical centers (ATCs). The priority of these institutions was to serve one or more of the high schools in the area. Postsecondary students were enrolled in a few institutions in full-time postsecondary programs. In many of the ATCs postsecondary students were allowed to enroll in the secondary classes on a space available basis. In this report enrollment in the ATCs is not reported by individual institution, but rather by a single group entry.

*** Under contract with the Department of Corrections, the technical education system operates 12 technical centers in correctional institutions. These are reported as a single group entry.



House Bill 1 requires that the Council on Postsecondary Education (CPE) produce an annual report that documents the contributions made by postsecondary institutions to the quality of elementary and secondary education in the Commonwealth. The education reform indicator recognizes the important role played by postsecondary institutions in supporting the 1990 Kentucky Education Reform Act (KERA). Four different types of institutional initiatives are documented: preparation of P-12 teachers, service to clients, breadth of research, and campus involvement. Council on Postsecondary Education (CPE) activities related to education reform are also reported.

Preparation of P-12 Teachers

The higher education community recognizes the need for all teacher education programs to produce graduates at nationally-competitive levels. All teacher education programs at Kentucky universities have been revised in response to reform initiatives. In addition, the CPE, its staff, and numerous representatives of the postsecondary education community continued to work cooperatively with the Education Professional Standards Board (EPSB) to develop performance standards and assessments for new and experienced teachers and administrators. Similarly, CPE staff, the EPSB, and the National Council for Accreditation of Teacher Education completed the redesign of accreditation standards for teacher preparation to ensure their alignment with the goals of education reform. The major results of these efforts follow:

- ◆ Revised basic teacher education programs were submitted by all eight universities and approved by the EPSB.
- ◆ Minimum acceptable Praxis II scores for certification were established by the EPSB.

Service to Clients

All universities reported that service to local school districts, particularly with reference to educational reform, continued to be a high priority during 1996/97. Professional development activities for teachers and administrators were the major involvement. However, increasing emphasis was placed on assisting districts with the Kentucky TeleLinking Network, restructuring high schools, recruiting and retaining minorities, and developing Partnership for Reform Initiatives in Science and Mathematics (PRISM). In addition, institutions placed a high priority on working cooperatively with district

personnel and redesigning and implementing teacher training programs based on the New and Experienced Teacher Standards. Universities gave added attention to evaluating the services they provided, and several institutions conducted follow-up assessments to judge long-term effects. Universities, community colleges, and the postsecondary technical institutions also participated in the reform effort, reporting extensive involvement in Tech-Prep. In addition, community colleges reported involvement in Service Learning, and recruitment activities. In general, the level of client satisfaction appeared to be high. To be sure, requests for university involvement in reform-related projects from schools, regional service centers, and task forces are increasing. Examples of activities developed to enhance or expand service to clients follow:

- ◆ Faculty participation in high school restructuring initiatives.
- ◆ Faculty collaboration with educational partners to obtain grants for the improvement of public education.
- ◆ Establishment of a web site to provide access to information on programs of school/university collaboration.
- ◆ Provision of professional development workshops and seminars designed to help teachers and administrators acquire the knowledge and skills necessary to move reform forward.

Breadth of Research

Most universities reported that faculty were heavily involved in research related to education reform, with most studies undertaken within the colleges/schools of education. Breadth of research varied among institutions, and two universities continued their collaborative institute, whose sole purpose is to study and conduct research pertaining to the progress and effects of KERA's implementation. Examples of funded research topics of inquiry follow:

- ◆ Impact of KERA on school culture.
- ◆ School-based decision-making and the empowerment of secondary school teachers.
- ◆ Peer relations in ungraded primary classes.



Higher education's research activities are recognized as an essential component of the state's economic development and are critical to Kentucky's and the nation's efforts to compete in a global marketplace. Yet, Kentucky is currently last among competitor states in research and development funding per capita. One of the objectives of the Postsecondary Education Improvement Act of 1997 is to make the University of Kentucky a top twenty nationally-ranked public research institution and the University of Louisville a nationally-recognized metropolitan research university. The creation of a Research Challenge Trust Fund will provide incentives for these institutions to enhance their research capabilities.

Research and development expenditures for the eight public universities are presented below. While the regional universities are involved in research activities, the missions of the doctoral institutions more specifically address basic and applied research efforts. Therefore, institutional target goals related to research dollars awarded per faculty member were set for the doctoral institutions only. Progress toward these goals is reported below.

Highlights

Expenditures

Research and development expenditures rose 21.3 percent from fiscal year 1993 (\$128.3 million) to fiscal year 1996 (\$155.7 million). The rate of inflation over this same period was 11.8 percent.

The federal government continues to be the largest source (44.8%) of research funding. Federal funding, as a percentage of total R&D funding, has remained relatively constant since 1993. Institutional funds have consistently been the second largest source of research funds, followed by industrial support and state/local funds.

Public service expenditures for the University of Kentucky Community College System increased 11.3 percent from FY93 (\$6.2 million) to FY96 (\$6.9 million). At the universities, expenditures increased 14.6 percent (from \$136.5 million to \$156.5 million) over the same period.

Funded Research

"Funded Research" projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities

This category includes programs and activities in which the unique resources, services, and expertise of higher education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas--including medical, law enforcement, environmental, and economic fields--is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.

Specialized Training and Basic Education

Activities which directly influence the educational development and skills training of persons employed in Kentucky business, industry, and government are contained in the "Specialized Training and Basic Education" category. The universities provide a number of activities in this category, especially in the area of public education support; however, the community colleges offer programs ranging from specific computer skills to effective management training to GED testing.

The Council, in conjunction with the institutions, sponsors a number of programs which address research and public service: coordination of the federal Eisenhower grants for math and science; coordination of the Governor's Minority Student College Preparation Program; and publication of *Futures: A Guide to Life After High School*, a resource manual distributed to all high school guidance counselors and others.

Most institutions participate in one or more statewide research and/or public service programs. The Kentucky TeleLinking Network, involving the entire higher education system, is being implemented with grant money awarded to the state by the U.S. Department of Education. This network has greatly improved interactive telecommunication capabilities among the institutions and the public schools.

Progress Toward Goal

The accountability goal for the research and public service indicator is to achieve by 1997 a ratio of total research and development expenditures to number of faculty in the amount of \$71,500 for the University of Kentucky and \$17,972 for the University of Louisville.



The Workforce Development indicator reflects the critical relationship between Kentucky's economic vitality and the programs offered at Kentucky's community colleges and technical institutions. This indicator focuses on community college and technical institution programs and activities aimed at developing a workforce capable of adapting to state-of-the-art technologies; learning new skills on-the-job; and solving problems in changing, highly competitive work environments.

State policy makers recognize the need to identify, communicate, and respond to workforce needs in a systematic way. Consequently, the community college system has developed an official institutional plan, with input from local School-to-Work Partnership Councils. This plan outlines both strategies for addressing the Commonwealth's most critical workforce needs and a system for measuring the success of efforts to meet those needs. Similarly, the postsecondary technical education system continues to direct much energy to determining and meeting the needs of business and industry.

This indicator provides information on current community college and Technical Institutions Branch efforts to achieve workforce development goals.

Highlights

- ◆ In fall 1996, over 17,000 students were enrolled in technical degree programs at community colleges.
- ◆ In 1996/97, the Technical Institutions Branch had more than 16,000 students enrolled in its postsecondary diploma and certificate technical programs.
- ◆ Nearly 44,000 individuals were served through community college continuing education, training, and professional development programs and courses.
- ◆ The Technical Institutions Branch provided training for more than 117,000 students in continuing education, upgrade, apprenticeship, customized business and industry, and fire service rescue training programs.
- ◆ Forty-eight collaborative processes and partnerships exist between community colleges and the postsecondary technical institutions.

Technical Degree Programs

Kentucky's community colleges currently offer 30 technical programs leading to the associate degree; in fall 1996, 17,322 students were identified as enrolled in programs leading to a technical degree. In addition, many non-degree students enroll in technical courses to improve their employment opportunities.

Kentucky's postsecondary technical institutions currently offer 55 different technical programs leading to diplomas; in 1996/97, 16,292 students were enrolled in programs on a full-time or part-time basis.

Continuing Education and Business and Industry Programs

In 1995/96, the community colleges served almost 1,000 different businesses or organizations through continuing education, training, and professional development programs and courses. Approximately 43,650 individuals attended these noncredit courses and programs.

To increase the number of businesses and industries served in these programs, the community college system plans to further outreach efforts; improve its marketing of these services; develop a web page and a workforce development brochure; and continue to develop quality, state-of-the-art training programs for the local communities served by the individual community colleges.

In 1995/96, the postsecondary technical institutions served nearly 31,000 individuals in continuing education, upgrade, and apprenticeship training programs. Nearly 50,000 more were served in the "customized" business and industry training category, which refers to training provided in response to an employer's request for specific training. Also, the statewide fire service and rescue training program had 37,000 enrolled; this program provides continuing certification for most voluntary and many paid fire service and rescue personnel in Kentucky.

Cooperative Efforts Between Community Colleges and Postsecondary Technical Institutions

Currently, 48 collaborative processes and partnerships exist between community colleges and postsecondary technical institutions. Among these are 10 articulation and transfer agreements between the UK Community College System and the Technical Institutions Branch; these



This chapter reports the results of employment-related outcomes for Kentucky's public universities, community colleges, and postsecondary technical institutions. The first section includes results from a series of employer focus groups conducted in 1995 to obtain information on employers' satisfaction with the skills, knowledge, and attitudes of the alumni from Kentucky's public universities and community colleges. The second section reports the results of an employer survey conducted annually by the postsecondary technical education system to assess how well employers rate their former students in a number of performance areas. The final section reports the employment placement rates of students who graduated from the postsecondary technical institutions.

Employer Focus Groups

In 1995, the Kentucky Accountability Committee (KAC) coordinated a series of focus groups with employers who hire alumni from the state's public universities and community colleges to satisfy a previous accountability mandate to conduct follow-up surveys of employers. Eight focus groups were held between October 19 and 26 in regions across the Commonwealth. Horizon Research International, an independent market research firm headquartered in Louisville, Kentucky, was retained to develop the discussion guide, moderate the focus groups, and prepare a summary report of the statewide findings.¹ In all, 61 business professionals representing a cross-section of industry segments participated in the focus groups. According to Horizon's findings, the themes that emerged from this qualitative research were strikingly similar across regions and business segments. Such research can yield insights into respondents' perceptions and attitudes. However, as with all qualitative research, the report warns the reader to exercise caution when applying the findings to the larger environment or projecting them to the total population.

The Needs of Today's Business and Industry

Participants said that "downsizing," restructuring, and new technology have changed the way in which business and industry operate. As a result, the skills, abilities, and traits that employers need and look for in higher education graduates also have changed. Business and industry need graduates who display the following qualities: a strong foundation in the basics of the graduate's chosen discipline; the ability to apply the discipline in the real world;

and "people skills" - the ability to communicate up and down throughout the company and with the public in a productive, fast-paced, team oriented workplace. These skills and abilities are desirable for the lawyer, teacher, health care professional, architect, accountant, engineer, business/ marketing major, and the like. These skills and abilities are also needed for technical, management, and professional positions.

Meeting The Needs Of Business and Industry

Many respondents praised Kentucky's public higher education for the following: making higher education available to most, if not all, who desired advanced learning; offering a diverse and broad range of disciplines and degree programs; extending outreach programs and classwork opportunities in rural areas throughout the Commonwealth offering adult learning courses and degree programs to meet the needs of working adults and nontraditional students; and teaching the technical and theoretical aspects of a broad range of disciplines in an effective manner.

Focus group participants also felt that Kentucky's public universities and community colleges had lost touch with the full needs of business and industry today. Many said that communicating directly with business and industry would help educators shape and mold curricula to fit the needs of the private sector. In addition, they said institutions fall short in teaching graduates how to apply various theories in the work place. Higher education is slow to teach students new technological advances being used by business and industry. Higher education needs to better counsel and guide students toward career paths that are in demand in today's world and toward those disciplines that are best matched to the person's abilities.

Respondents admitted that the deficiencies and shortcomings are not unique to Kentucky, but apply to higher education near and far. Nonetheless, business and industry has changed and will continue to do so. They expressed the need for higher education to better understand and adapt curricula and ways of teaching to meet the needs of its customers - business and industry.

¹ Taken from 'Perceptions of the Way Kentucky's Public Higher Education System Is Meeting the Needs of Business,' a report prepared by Horizon Research International. Copies of the report can be obtained by request from the Council on Postsecondary Education.



The primary purpose of a room utilization study is to provide administrators with statistical profiles of the use of instructional space. This analysis is typical of studies conducted in other state postsecondary education systems in that it examines the “use of space” for degree credit instruction only. The feasibility of conducting room utilization reports for the Technical Institutions Branch will be assessed in the near future. The use of instructional space for other activities, such as continuing education programs, is excluded from this analysis. Future studies may warrant relevant room use indicators for such nontraditional uses in recognition of an apparent growing demand for non-credit, continuing, and adult education programs. Institutional utilization rates vary considerably because of differences in instructional programs, student population served, and other factors; therefore, any comparisons between the institutions should be made with caution.

Suggested Weekly Norms

The norm is 38 hours of instruction in classrooms per week, with a student station (i.e., desk or seat) occupancy rate of 66.7 percent. Class laboratories are expected to be used an average of 23 hours each week, with a student station (i.e., lab station) occupancy rate of 80 percent. The space utilization norms used by the Council on Postsecondary Education are based, in part, on recommendations contained in the *Higher Education Facilities Planning and Management Manual* developed by the Western Interstate Commission for Higher Education, and the extensive work done in this area by Texas, North Carolina, and Virginia.

Average Weekly Room Hours of Instruction

This indicator reflects the average number of hours each week that classrooms or class labs were used for regularly scheduled classes.

- ◆ The average weekly hours of classroom use for instruction at the universities and community colleges declined from 30.1 hours in fall 1994 to 28.6 hours in fall 1996.
- ◆ System-wide classroom use in fall 1996 was 9.4 hours below the suggested norm of 38.0 hours.
- ◆ Average weekly hours of class lab use at the universities and community colleges declined slightly from 16.2 hours in fall 1994 to 16.0 hours in fall 1996.
- ◆ System-wide lab use in fall 1996 was 7.0 hours below the suggested norm of 23.0 hours.

- ◆ The community college system’s lab and room utilization rates were the highest while the regional universities had the lowest rates.

Average Student Station Occupancy

This indicator measures the adequacy of the number of student stations (e.g., seats, desks, lab stations) in classrooms or class labs used for regularly scheduled classes.

- ◆ The system-wide rate of classroom station occupancy increased from 52.8 percent in fall 1994 to 56.3 percent in fall 1996.
- ◆ The system-wide rate of classroom station occupancy was 10.4 percentage points below the suggested norm.
- ◆ The rate of classroom station occupancy was highest in the community college system and lowest at the doctoral universities.
- ◆ The system-wide rate of lab station occupancy increased from 71.0 percent in fall 1994 to 78.2 percent in fall 1996.
- ◆ The community college system’s rate of lab station occupancy in fall 1994 and fall 1996 surpassed the suggested norm of 80 percent.

Comparison to Baseline Data

Overall, the system-wide average weekly hours of room use for classrooms and class labs for fall 1996 showed little change from the fall 1992 rates. Similarly, the system-wide rates for classroom and lab station occupancy have fluctuated very little since the baseline data were collected. At the institutional level, however, universities and community colleges vary considerably in their room utilization rates. More detailed analysis would be required to determine whether institutional variations are related to such factors as institutional size, type of academic programs, and characteristics of enrollment (e.g., community vs. residential). These data reflect the average utilization rates of all classrooms and laboratories. From the present analysis it is not possible to determine whether changes in weekly room use are due to wide-scale changes in the pattern of use or differences in the utilization of certain types of rooms. Room use may be influenced by the physical limitations of the space (e.g., accessories, newness, comfort, availability of technology).



Weekly Use of Student Stations

	Fall 1992		Fall 1994		Fall 1996	
	Total Stations Available (n)	Average Use Per Week (%)	Total Stations Available (n)	Average Use Per Week (%)	Total Stations Available (n)	Average Use Per Week (%)
Classrooms						
Doctoral Universities	24,568	55.1	23,580	50.1	23,615	52.5
Regional Universities	45,820	56.9	42,455	54.7	42,284	55.1
UKCCS	13,594	58.0	16,177	51.4	13,124	65.4
TOTAL	83,982	56.8	82,212	52.8	79,023	56.3
Class Labs						
Doctoral Universities	5,582	83.4	5,641	66.7	5,543	75.7
Regional Universities	12,973	71.9	10,332	68.0	9,763	74.3
UKCCS	3,443	77.2	3,999	82.1	4,147	86.0
TOTAL	21,998	75.7	19,972	71.0	19,453	78.2

Progress Toward Goal

The goal is for institutions to make up 50 percent of the difference between the baseline data and the suggested weekly norms. Kentucky's suggested norms are based on the median of norms used by Texas, North Carolina, and Virginia.

♦ Only one university met its goal for weekly classroom use in 1997.

- ♦ Neither the universities nor the community college system met their goals for weekly lab use in 1997.
- ♦ Only one university and the community college system met their goals for weekly use of classroom stations.
- ♦ Only one university and the community college system met their goals for weekly use of lab stations.

Goal Attainment — Weekly Use of Classrooms

	Target (n)	1994	1995	Goal 1997
Doctoral				
UK	35.6 hrs.			
UL	33.5 hrs.			
Regional				
EKU	34.8 hrs.			
KSU	30.8 hrs.			
MoSU	32.2 hrs.			
MuSU	28.4 hrs.			
NKU	34.7 hrs.		✓	✓
WKU	32.1 hrs.			
Community Colleges				
UKCCS	37.1 hrs.			

Goal Attainment — Weekly Use of Class Labs

	Target (n)	1994	1995	Goal 1997
Doctoral				
UK	19.1 hrs.			
UL	20.1 hrs.			
Regional				
EKU	21.4 hrs.			
KSU	17.5 hrs.			
MoSU	17.9 hrs.			
MuSU	17.3 hrs.			
NKU	21.1 hrs.			
WKU	18.0 hrs.			
Community Colleges				
UKCCS	19.8 hrs.			



This indicator reflects the use of technology in the learning process and recognizes that universities and community colleges are at different levels of implementation in efforts to increase the use of technology by faculty. The feasibility of conducting this type of analysis for the Technical Institutions Branch will be evaluated in the upcoming year. This indicator now measures the percentage of courses at universities and community colleges using any of the following:

- ♦ computer-based multimedia presentations
- ♦ electronic communications with students (e.g., e-mail or electronic discussion groups)
- ♦ student use of computer-based interactive software
- ♦ student use of electronic information resources (e.g., world-wide web (WWW), cd-rom, or electronic library data bases)

This indicator also includes a status report (indicating the current status of the infrastructure) on each of the following items: number and percent of faculty workstations, number and percent of student workstations, and Internet/WWW capability and presence.

Since 1996 was the first year that this information was collected and reported, no trend data are available to report. A comprehensive assessment of information technology resources at the various campuses was initiated by the Council on Postsecondary Education in August 1997.

Highlights

- ♦ The percent of courses using technology in student learning in fall 1996 ranged from 28 percent to 66 percent across the institutions.
- ♦ Student workstations as a percent of total headcount enrollment ranged from 2.1 percent to 9.8 percent.
- ♦ All universities except one had an Internet/WWW capability and presence on campus as of fall 1996.

Use of Technology in Student Learning Fall 1996

	Student Workstations (n)	(%)	Internet/WWW Capability & Presence
Doctoral			
UK	1,602	6.7	Yes
UL	1,100	5.2	Yes
Regional			
EKU	834	5.5	Yes
KSU	80	3.4	Yes
MoSU	820	9.8	Yes
MuSU	270	3.1	Yes
NKU	329	2.9	Yes
WKU	1,060	7.3	Yes
Community Colleges			
UKCCS	2,378	5.4	Yes

NOTE: Percent of student workstations = number of workstations/headcount enrollment (Fall 1996).

Courses Using Technology in Student Learning Fall 1996

	(%)
Doctoral	
UK	66
UL	57
Regional	
EKU	39
KSU	38
MoSU	57
MuSU	43
NKU	28
WKU	64
Community Colleges	
UKCCS	58

NOTE: Percent of courses using at least one of the following technologies: computer-based multimedia presentations, electronic communications with students (e.g., e-mail or electronic discussion groups), student use of computer-based interactive software, and student use of electronic information resources (e.g., WWW, cd-rom, or electronic library databases).



The Kentucky Plan 1997-2002 is the third iteration of desegregation and equal opportunity planning that began in 1982. The current plan was developed by the Council on Postsecondary Education (CPE) and its Committee on Equal Opportunities (CEO) in collaboration with Kentucky's eight universities; the community college system was represented by the University of Kentucky. In addition, the plan was shaped by input from citizens attending public forums and external groups and individuals interested in equal opportunity in postsecondary education.

The system objective of achieving parity in admission of Kentucky resident African American students to public universities and community colleges has been achieved; however, the new plan recognizes the need for additional progress at individual institutions. Objectives relating to retention, degrees awarded, and employment have not yet been met. Thus, the new plan emphasizes student retention, degrees awarded, graduate program enrollment, employment, and maintaining campuses free of hostile climates. The plan continues to be driven by quantifiable measures that document institutional progress toward these objectives.

An institution's eligibility to submit proposals for new academic programs is tied to its progress toward achieving the equal opportunity objectives. Legislation passed in 1992 (SB 398) requires that "the Council on Higher Education shall postpone the approval of any new program at a state institution of higher learning, unless the institution has met its equal opportunity goals, as set by the CHE." The current plan identifies measurable equal opportunity objectives in eight areas:

- ◆ Undergraduate enrollments
- ◆ Graduate enrollments
- ◆ Retention of freshmen
- ◆ Retention of all undergraduates
- ◆ Bachelor's degrees conferred
- ◆ Employment of executives/administrators/managers
- ◆ Employment of faculty
- ◆ Employment of other professionals

Administrative regulations developed by the Council outline criteria used to determine an institution's compliance with equal opportunity objectives. On the basis of these criteria, institutions are placed into one of three categories: automatically eligible to submit new academic program proposals; eligible to receive a waiver; or not eligible (if they received a waiver during the preceding year). Thus, an institution's progress determines its current EEO status, which, in turn, affects its eligibility to submit new academic program proposals to the CPE.

Highlights

- ◆ Two universities and seven community colleges were automatically eligible to submit new program proposals in 1997.
- ◆ Two universities and five community colleges were eligible to receive a Quantitative Waiver in 1997.
- ◆ Two universities and two community colleges were eligible to receive a Qualitative Waiver in 1997.
- ◆ Two universities were not eligible to submit new program proposals in 1997.

The Kentucky Plan 1997-2002 contains equal opportunity objectives for the Commonwealth's community colleges and eight public universities. As a result of House Bill 1, the postsecondary landscape of Kentucky has expanded to include postsecondary technical institutions, now housed in the Kentucky Community and Technical College System. Thus, future annual reports of postsecondary education in Kentucky may possibly include data related to equal opportunity efforts in postsecondary technical institutions as well.

A Message Concerning the 1997 Goals



Prior to the passage of the Kentucky Postsecondary Education Improvement Act of 1997, Kentucky's accountability reporting process was directed by the mandates contained in Senate Bill 109, which was passed by the 1992 General Assembly. Senate Bill 109 required the higher education community to develop performance goals through a collaborative effort involving the public colleges and universities and the former Council on Higher Education. During the early planning for the accountability project, the Council approved the Kentucky Accountability Committee (KAC) recommendation to set performance goals after baseline data on the performance indicators had been collected. In dealing with the diverse performance indicators mandated by this legislation, KAC proposed three types of goals: uniform targets, institutional targets, and evidence of effective strategic planning. This approach facilitated the formulation of reasonable and appropriate goals for each institution.

Uniform Targets

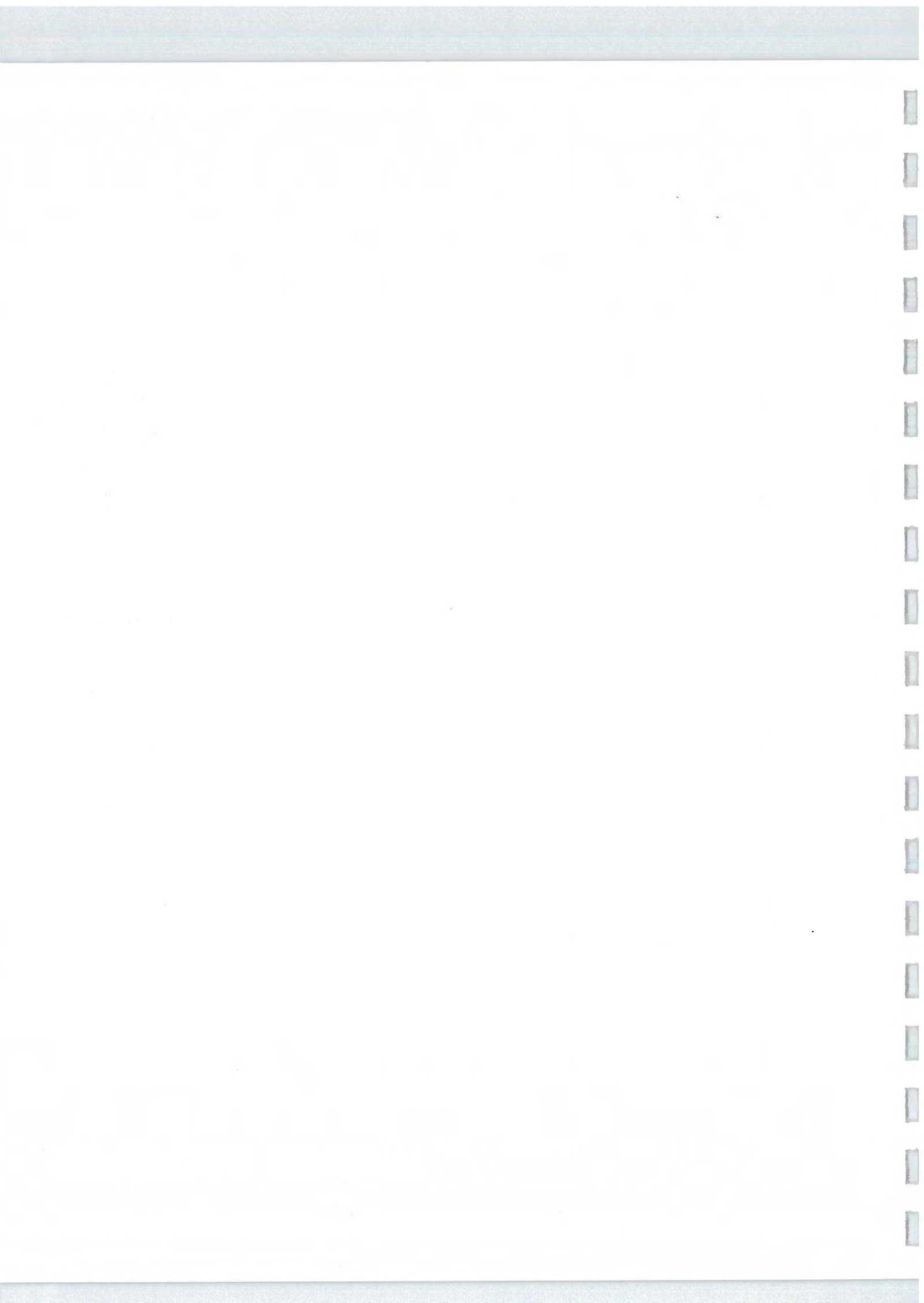
These goals were established in cases where it was appropriate to establish a minimum standard of acceptable performance. One would not necessarily expect certain performance indicators to show continuous improvement over time. For instance, the system-wide baseline pass rate on the nursing licensure exam was 95 percent. It is highly unlikely that this pass rate will continue to rise each year. The difference between passing and failing any exam sometimes hinges on the fatigue, health, or emotional state of the test taker. Given the impact of such random states upon a student's performance, it is unreasonable to assume that every test taker will necessarily pass a licensure exam on the first attempt. In such cases, the public's desire for accountability is served best by a uniform goal that establishes a clear boundary for acceptable performance. Uniform targets were set for pass rates on licensure exams, and selected items on the surveys of graduating students and alumni.

Institutional Targets

KAC proposed the use of institutional targets when every institution showed substantial room for progress on a given indicator. Since institutions differ in their missions, the specific numerical targets for a given indicator may vary from institution to institution. Generally, institutional targets were established when the *direction* of progress was the same across institutions, and institutional gains could be measured easily using a standard methodology. Institutional targets were established for graduation and persistence rates, pass rates of remediated students in entry-level courses, room utilization, and research dollars per faculty member at the University of Kentucky and the University of Louisville only.

Evidence of Effective Planning

On several performance indicators, such as enrollments and student credit hours, institutions may differ in their assessment of what constitutes progress. Based upon their planning objectives, some institutions strive to reduce their current enrollments while others expect growth based on the needs of the local region. To address goals of this nature, KAC guidelines required institutions to state their planning objectives, provide evidence of relevant activities, and discuss institutional progress toward meeting the objectives. Strategic planning related goals were established for education reform efforts, research and service activities, enrollments, and degrees awarded.





Northern Kentucky University				University of Kentucky				University of Louisville				Western Kentucky University				UK Community College System			
'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97	'94	'95	'96	'97
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Appendix 1: Information on Performance Indicators



Educational Quality

General Survey Methodology

The Kentucky Accountability Committee (KAC) established a number of methodological guidelines that defined the student and alumni populations to be surveyed, set the minimum number of respondents for each institution, and established a minimum response rate for the surveys. KAC also devised a number of common items for institutions to add. These items used identical wording and scale formats. In a few instances, however, several institutions used wording or scale formats that varied slightly from the specifications adopted by KAC.

A number of methodological concerns are raised when one attempts to compile institutional survey ratings into a set of “average” system-wide results. For instance, variations in the wording of an item can elicit vastly different responses and, thus, render the data incomparable. Calculating average ratings from such questions is methodologically unsound. The problem of compiling system-wide results is also increased by variations from one campus to another in the administration of the surveys. Using a simple weighting procedure to average the evaluations across samples was not a legitimate option. As a result, this report describes the range of the responses for a given item.

Graduate Degree Alumni Survey

A number of items were devised to add to existing institutional surveys using common wording and format across institutions. One institution, however, conducted its survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions. Kentucky State University was not required to conduct a graduate alumni survey since it offers only one graduate program.

Universities adopted one of the following strategies in selecting a survey sample: (1) take a census of graduate alumni who were either one or two years out; or (2) draw a representative sample from a pool of graduate alumni who were one to two years out. Consequently, alumni samples varied somewhat across institutions in their average length of time since graduation. The choice of strategies offered institutions some flexibility in conducting the surveys. However, the different sampling approaches limited the ability to compile institutional ratings into a set of “average” system-wide results.

Graduating Students Survey

Rather than using a 4-point scale, one university asked survey respondents to indicate, “yes” or “no”, whether they would recommend their institution to another student. Of the bachelor’s degree alumni who responded, 147 (84.5%) said “yes” and 27 (15.5%) said “no”. The result was converted to a 4-point scale by assigning 3.5 for a “yes” response and 1.5 for a “no” response. This method produced an average response of 3.19.

Pass Rates on Licensure Exams

National Teachers Examination (NTE). The Core Battery is composed of tests on communication skills, general knowledge, and professional knowledge. Results of the Specialty Area Tests were not considered in the pass rates reported. States have set different performance standards on the NTE for certification and program approval purposes.

National Council Licensure Examination (NCLEX) The NCLEX has a criterion-referenced passing point, and nursing candidates in every state must meet the same criterion in order to pass the exam. The Kentucky Administrative Regulations require that Kentucky prelicensure programs of nursing institute remedial action “if for one (1) fiscal year the graduates of a program of nursing achieve a pass rate less than eighty-five (85) percent on the licensure examination...”

United States Medical Licensing Examination—Part II (USMLE). The USMLE is a single testing program composed of three exams. The USMLE program recommends a minimum passing score for each exam, but states may establish different passing scores. The first exam is required for entering the third year of medical school. The second exam is required for graduation. The third exam is post-graduate and results are not reported to universities.

National Dental Board Exam—Part II (NDBE). Part II of the National Dental Board is a capstone examination that is given after the majority of the dental curriculum is completed.

Kentucky Bar Exam. The Bar exam consists of a national multiple choice exam taken by candidates in every state and an essay exam on Kentucky law. States have set different performance standards for passing the national exam.



Law: Kentucky Bar Exam

	1991/92 Takers (n)	1991/92 Graduates Passed (%)	1992/93 Takers (n)	1992/93 Graduates Passed (%)	1993/94 Takers (n)	1993/94 Graduates Passed (%)	1994/95 Takers (n)	1994/95 Graduates Passed (%)	1995/96 Takers (n)	1995/96 Graduates Passed (%)
Doctoral										
UK	101	97	128	84	136	95	92	93	110	96
UL	108	83	114	80	121	88	144	87	101	96
Subtotal	209	90	242	82	257	92	236	89	211	96
Regional										
NKU	38	79	62	60	64	73	49	76	57	70
NKU (Ohio Bar)	49	90	51	90	49	96	57	93	50	90
Subtotal	87	85	113	74	113	83	106	85	107	79
TOTAL	247	88	304	77	321	88	285	87	268	91

Dentistry: National Dental Board Exam, Part II

	1991/92 Takers (n)	1991/92 Graduates Passed (%)	1992/93 Takers (n)	1992/93 Graduates Passed (%)	1993/94 Takers (n)	1993/94 Graduates Passed (%)	1994/95 Takers (n)	1994/95 Graduates Passed (%)	1995/96 Takers (n)	1995/96 Graduates Passed (%)
Doctoral										
UK	34	94	41	88	43	98	43	100	50	100
UL	45	96	53	94	41	100	55	98	57	100
TOTAL	79	95	94	91	84	99	84	99	107	100

Medicine: USMLE, Part II

	1991/92 Takers (n)	1991/92 Graduates Passed (%)	1992/93 Takers (n)	1992/93 Graduates Passed (%)	1993/94 Takers (n)	1993/94 Graduates Passed (%)	1994/95 Takers (n)	1994/95 Graduates Passed (%)	1995/96 Takers (n)	1995/96 Graduates Passed (%)
Doctoral										
UK	82	100	91	100	91	100	82	100	89	100
UL	106	100	115	100	128	100	116	100	130	100
TOTAL	188	100	206	100	219	100	198	100	219	100

Nursing: NCLEX — University Baccalaureate Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	78	99	106	95	99	90	66	76	75	96
UL	82	93	94	93	93	95	77	88	65	95
Subtotal	160	96	200	94	192	92	143	83	140	96
Regional										
EKU	36	97	57	100	88	94	97	89	99	85
MoSU	20	95	30	87	35	87	38	90	27	89
MuSU	30	93	49	94	51	96	30	97	42	93
WKU	34	97	37	84	45	84	65	95	40	83
Subtotal	120	96	173	93	219	91	230	92	208	87
TOTAL	280	95	373	93	411	92	373	88	314	90

Nursing: NCLEX — Postsecondary Technical Students

	1991/92 Graduates		1992/93 Graduates		1993/94 Graduates		1994/95 Graduates		1995/96 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Ashland RTC	31	87	49	94	25	72	na	na	20	95
Cumberland Valley HTC	40	90	40	98	46	89	16	88	22	91
Danville HTC	76	89	76	99	76	96	69	97	54	93
Glasgow HTC	71	93	65	95	93	97	57	98	35	100
Hazard RTC	59	97	62	97	39	92	41	98	42	95
KY Tech Central	68	90	55	95	55	91	34	91	39	87
KY Tech Jefferson	82	96	39	90	64	86	45	96	24	96
KY Tech Owensboro	31	94	33	100	32	94	19	79	23	100
KY Tech Rowan Co.	35	100	33	85	67	87	19	95	39	90
KY Tech Somerset	44	86	23	74	72	89	42	93	44	95
Madisonville HTC	48	88	59	92	27	93	33	91	34	94
Mayo RTC	39	95	37	100	36	89	41	88	33	91
Murray ATC*	31	87	30	93	22	91	25	92	27	93
Northern KY HTC	51	88	56	93	63	94	61	87	53	92
Western KY Tech	26	81	25	92	21	100	16	94	17	100
TOTAL	732	91	682	94	738	91	518	93	506	94

*Postsecondary nursing program located in a secondary technical institution.



Remedial Math and English Pass Rates — Community Colleges

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)
Ashland	42.2	66.4	38.2	68.6	34.4	70.2	40.8	69.0	39.0	64.6
Elizabethtown	58.1	65.2	58.2	65.7	55.5	59.5	56.5	67.8	55.1	64.0
Hazard	60.9	45.9	53.4	58.9	63.2	57.9	47.7	65.6	49.7	56.0
Henderson	51.9	67.3	51.1	67.7	44.2	69.3	46.2	61.1	48.2	41.0
Hopkinsville	54.7	52.9	51.7	46.5	42.8	58.6	31.2	51.6	54.9	52.5
Jefferson	44.6	63.8	49.3	66.6	44.1	67.0	41.3	62.2	38.3	59.6
Lexington	47.5	66.9	45.4	67.9	47.5	71.8	43.2	74.5	42.5	53.4
Madisonville	55.7	62.7	59.3	62.5	47.1	63.0	49.9	46.4	48.5	53.2
Maysville	53.9	66.3	57.9	74.1	64.0	74.4	56.5	60.1	61.3	55.8
Owensboro	58.4	84.4	57.0	81.8	55.6	70.2	56.1	79.0	54.3	79.2
Paducah	49.6	58.3	40.1	63.0	46.4	66.7	44.0	42.5	44.6	35.7
Prestonsburg	54.2	50.7	48.9	41.5	44.0	46.7	36.8	41.1	41.2	46.2
Somerset	45.8	85.5	59.4	75.3	52.3	78.4	36.5	72.0	47.9	66.5
Southeast	59.9	63.6	53.4	59.6	67.3	66.9	60.9	61.2	62.2	61.8
TOTAL	49.5	65.2	49.9	65.4	47.6	66.5	44.6	63.0	45.8	58.1



Entry-Level Math Pass Rates — Remedial Takers vs All Takers (UKCCS*)

	1990 Cohort		1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
TOTAL	54.6	64.1	54.0	65.6	52.0	64.8	52.3	64.8	53.5	66.3

*The UKCCS all takers' pass rates are reported for the system only.

Entry-Level Math Pass Rates — Community Colleges

	1990 Cohort (%)	1991 Cohort (%)	1992 Cohort (%)	1993 Cohort (%)	1994 Cohort (%)
Ashland	48.8	58.3	64.5	61.9	61.3
Elizabethtown	64.0	64.4	63.2	65.7	63.7
Hazard	67.4	76.4	65.2	58.6	65.4
Henderson	65.9	67.9	66.2	69.0	81.0
Hopkinsville	64.9	58.7	59.0	77.8	63.4
Jefferson	64.3	63.1	63.9	61.9	66.0
Lexington	66.7	66.5	61.9	61.2	59.1
Madisonville	76.9	73.6	82.6	72.5	68.8
Maysville	70.9	67.4	75.5	79.2	73.6
Owensboro	68.0	68.2	68.8	67.0	74.9
Paducah	60.9	66.3	63.3	66.5	59.1
Prestonsburg	54.2	62.4	58.5	58.4	58.6
Somerset	54.3	62.7	59.1	58.0	76.5
Southeast	78.4	75.0	67.8	74.0	72.1
TOTAL	64.1	65.6	64.8	64.8	66.3



Persistence and Graduation Rates

The persistence figures for the University of Kentucky Community College System (UKCCS) were calculated somewhat differently than for the individual community colleges. For the UKCCS, the “transferred” category included only those “students who transferred out of the community college system,” while the “still enrolled” category referred to “students who were still attending one of the 14 community colleges.” Thus, students who transferred from one community college to another were considered “still enrolled” in the UKCCS. At the individual community colleges, students who transferred from one community college to another were placed into the “transferred” category since the “still enrolled” category was reserved for students who were still attending their initial institution. For the UKCCS analysis, the “graduated” category included students who graduated from anywhere within the community college system. For individual community colleges, a student would be placed into the “graduated” category only if she graduated from her initial institution.

Research and Public Service

Expenditures—Definitions

Federal Research and Development Expenditures. Funds from federal sources expended by an institution in support of sponsored research activities as reported on the National Science Foundation (NSF) Science and Engineering Survey.

State and Local Research and Development Expenditures. Funds from state and local sources expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Industry Research and Development Expenditures. Funds from profitmaking organizations expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey. Does not include grants and contracts from nonprofit foundations financed by industry.

Institutional/Other Research and Development Expenditures. Institutional funds and funds from sources other than those listed above, in support of sponsored research activities as reported on the NSF Science and Engineering Survey. Also, education-related research and development expenditures are included under this category. (This is a deviation from the NSF instructions.)

Total Research and Development Expenditures. Funds expended by an institution, regardless of source, in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Total Educational and General Public Service Expenditures. Funds budgeted or expended for activities established primarily to provide noninstructional services beneficial to individuals outside the institution. This category includes subcategories for community service, cooperative extension service, and public broadcasting services which are normally reported as derived from restricted (external limitations on how used) and unrestricted (flexible use) funds. The source of these data is the financial component of the Council's comprehensive data base.

Programs/Activities—Category Descriptions

A wide range of research and public service activities are offered through the state-supported institutions in the three categories defined below. (The Council on Postsecondary Education also publishes the *Profile of Research and Public Service Efforts in Kentucky Higher Education* on a biennial basis. This resource document provides more detail on the activities which are listed only by title in the institutional accountability reports.)

Funded Research. “Funded Research” projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities. This category includes programs and activities in which the unique resources, services, and expertise of higher education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas—including medical, law enforcement, environmental, and economic fields—is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.



Weekly Classroom Use — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Doctoral						
UK	217	33.1	207	34.0	210	35.0
UL (Belknap)	154	28.9	152	30.5	153	30.2
UL (Health)	21	10.9	20	9.7	25	9.2
UL (Shelby)	20	11.4	21	13.3	22	13.1
TOTAL DOCTORAL	412	29.2	400	30.4	410	30.7
Regional						
EKU	204	31.5	196	32.8	197	27.9
KSU	73	23.5	75	22.8	83	16.7
MoSU	124	26.4	125	26.7	127	18.4
MuSU	156	18.7	156	21.7	151	21.1
NKU (Main)	97	31.4	91	35.1	91	36.0
NKU (Univ)	6	6.0	5	5.6	6	7.1
WKU	252	26.2	214	28.2	210	28.2
TOTAL REGIONAL	912	26.3	862	28.1	865	25.7

Weekly Classroom Use — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Ashland	20	38.8	29	39.4	22	35.0
Elizabethtown	26	37.4	26	38.1	24	35.2
Hazard	10	46.1	11	57.9	11	43.3
Henderson	13	30.6	18	26.6	17	25.1
Hopkinsville	17	27.0	17	30.5	18	30.2
Jefferson (DT)	56	35.7	54	34.1	56	34.7
Jefferson (SW)	14	33.2	27	24.5	23	19.9
Lexington	28	43.3	35	40.4	36	45.0
Madisonville	17	32.8	19	35.2	23	28.9
Maysville	10	31.8	11	30.0	15	25.4
Owensboro	15	39.5	29	28.9	24	25.9
Paducah	29	31.4	31	31.2	35	30.2
Prestonsburg	24	37.8	26	35.1	25	37.2
Somerset	20	40.0	20	40.4	20	38.7
Southeast	8	24.3	15	23.7	15	20.3
TOTAL	307	36.1	368	34.5	364	32.5



Stations Occupied in Classrooms — Universities

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Doctoral						
UK	12,312	57.2	12,131	55.5	11,930	57.4
UL (Belknap)	9,807	52.5	8,982	42.0	8,930	50.9
UL (Health)	1,319	45.4	1,321	28.6	1,490	46.2
UL (Shelby)	1,130	50.3	1,146	44.2	1,265	49.6
TOTAL DOCTORAL	24,568	55.1	23,580	50.1	23,615	52.5
Regional						
EKU	11,078	54.9	10,111	58.4	10,148	55.4
KSU	2,301	52.2	2,301	43.0	2,310	60.0
MoSU	6,553	56.3	6,502	50.5	6,504	48.9
MuSU	8,745	49.6	8,745	46.6	8,553	47.6
NKU (Main)	4,870	61.8	4,638	59.1	4,639	55.3
NKU (Univ)	259	43.9	223	49.6	323	48.3
WKU	12,014	61.8	9,935	59.1	9,807	57.6
TOTAL REGIONAL	45,820	56.9	42,455	54.7	42,284	55.1

Stations Occupied in Classrooms — Community Colleges

	Fall 1992		Fall 1994		Fall 1996	
	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)	Total Rooms Available (n)	Average Use Per Week (%)
Ashland	813	75.9	1,033	48.4	625	41.9
Elizabethtown	1,270	55.2	1,270	50.2	859	50.7
Hazard	352	68.0	414	58.9	345	58.9
Henderson	576	56.1	677	54.5	609	46.7
Hopkinsville	818	50.0	792	43.3	644	33.0
Jefferson (DT)	2,268	68.3	2,256	60.4	1,838	56.7
Jefferson (SW)	609	69.2	1,052	63.2	813	61.5
Lexington	1,578	48.1	2,049	46.2	1,678	47.6
Madisonville	752	51.9	816	42.6	896	44.3
Maysville	458	43.8	459	38.6	381	32.5
Owensboro	602	67.1	1,405	50.8	800	51.8
Paducah	1,266	47.1	1,353	48.6	1,543	46.2
Prestonsburg	964	64.1	1,012	63.2	907	62.9
Somerset	961	41.5	996	42.4	785	43.2
Southeast	307	72.5	593	58.5	401	50.6
TOTAL	13,594	58.0	16,177	51.4	13,124	65.4

Appendix 2: Accountability Legislation



KRS 164.095 as amended by House Bill 1, Section 84, 1997 First Extraordinary Session. (The statute is not yet codified in final form.)

- (1) As used in this section, unless the context requires otherwise:
 - (a) "Disability" means hard of hearing, including deafness; speech or language impairment; visual impairment, including blindness; orthopedic impairment; or other health impairment that substantially limits a major life activity; or specific learning problem.
 - (b) "Institution" means public universities, their subdivisions, and the Kentucky Community and Technical College System.
- (2) It is the intent of the General Assembly that an accountability process be implemented which provides for a systematic ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions and to provide a method for evaluating each institution's progress toward meeting specific goals, principles, strategies, objectives, and benchmarks as set forth in the strategic agenda established in Section 6 of this Act. It is further the intent of the General Assembly that the accountability process monitor performance at the institutions in each of the major areas of instruction, research, and public service, while recognizing the individual missions of each of the institutions. The accountability process shall provide for the adoption of systemwide and individual performance goals with standards identified with the advice of the postsecondary educational institutions and the Council on Postsecondary Education.
- (3) The Council on Postsecondary Education shall develop and implement a system of accountability for the postsecondary education institutions that measures:
 - (a) Educational quality and educational outcomes;
 - (b) Student progress in the postsecondary system;
 - (c) Research and service activities;
 - (d) Use of resources;
 - (e) Other performance or outcomes that support the achievement of the strategic agenda, including involvement in quality enhancement of elementary and secondary education; and
 - (f) Other indicators as deemed appropriate by the Council on Postsecondary Education.
- (4) The Council on Postsecondary Education shall collect information, maintain a comprehensive database, and publish reports on the condition of the postsecondary education system that include but are not limited to student enrollments, utilization of facilities, and the finances of the institutions.
- (5) The Council on Postsecondary Education shall submit to the Governor and the Legislative Research Commission an annual accountability report providing information on the implementation of performance standards and the achievement of the performance goals during the prior year and initiatives to be undertaken during the next year.