

**AGENDA**  
**Council on Postsecondary Education**  
**January 29, 2007**  
10:30 a.m. (ET)  
CPE Meeting Room A, Frankfort, Kentucky

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

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**Next Meeting** – March 5, 2007

**Adjournment**

**MINUTES**  
**Council on Postsecondary Education**  
**November 6, 2006**

The Council on Postsecondary Education met November 6, 2006, at 10 a.m. at the Council offices in Frankfort, Kentucky. Chair Ron Greenberg presided.

ROLL CALL

The following members attended: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, Ron Greenberg, John Hall, Phyllis Maclin, Alois Moore, Kevin Noland, Ryan Quarles, Jim Skaggs, John Turner, and Mark Wattier. Joan Taylor did not attend.

COMMISSIONER  
OF EDUCATION

Mr. Greenberg welcomed Kevin Noland, who was named Interim Commissioner of Education in November to replace Gene Wilhoit.

APPROVAL  
OF MINUTES

The minutes of the September Council meeting were approved as distributed.

Mr. Greenberg said that the Council bylaws permit consolidation of multiple agenda items into a single item; this is referred to as a consent agenda. If any member objects to the consent agenda, the items may be considered separate. Mr. Greenberg suggested acting on the following five recommendations as a consent agenda.

IMPROVING  
EDUCATOR STATE  
GRANT PROGRAM

RECOMMENDATION: The staff recommends that the Council award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$1,095,000 for January 1, 2007-June 30, 2008, to support the following eight projects:

- *Effectively Integrating the 3R's: Enhancing Mathematics Instruction and Achievement in Middle and High School Classrooms* (Morehead State University): \$145,000
- *Change Over Time: Environmental Problem Solving Using Mathematics/Science and Other Subjects—From Concept to Practice* (Murray State University): \$140,000
- *Spanish Immersion, Mentoring, and Exchange* (Murray State University): \$125,000
- *Certifying World Language Teachers for Kentucky* (Northern Kentucky University): \$150,000
- *Community-Based Science for Teachers* (University of Kentucky): \$120,000
- *Developing and Assessing World Language Competence in Kentucky Schools* (University of Kentucky): \$115,000
- *Making Nonlinear Algebra Accessible* (University of Kentucky): \$150,000

- *Central Kentucky Partnership for Developing Middle School Teachers' Capacity to Increase Student Learning in the Physical Sciences* (Western Kentucky University): \$150,000

DELEGATION OF  
AUTHORITY – 2007-08  
TUITION & FEES

RECOMMENDATION: The staff recommends that the Council delegate to the Executive Committee the authority to approve tuition and fees parameters for the universities and KCTCS for academic year 2007-08.

KYVU  
NAME  
CHANGE

RECOMMENDATION: In response to a recommendation of the Distance Learning Advisory Committee, the Kentucky Virtual University staff recommends the Council approve changing the name of the Kentucky Virtual University to the Kentucky Virtual Campus.

CAPITAL PROJECTS

RECOMMENDATION: The staff recommends that the Council approve the request of Murray State University to install new turf at Stewart Stadium for \$600,000 of private funds and \$600,000 of restricted agency funds. The project scope is \$1,200,000.

DELEGATION  
OF AUTHORITY –  
SELECTION OF  
SEARCH FIRM

RECOMMENDATION: The staff recommends that the Council delegate to the Presidential Search Committee the authority to select an executive search firm and delegate authority to the Council president to enter into a contract with the selected firm.

MOTION: There being no objection, Mr. Canafax moved that the five recommendations be approved as presented. Mr. Quarles seconded the motion.

VOTE: The motion passed.

FOCUS ON REFORM  
– AIKCU ANNUAL  
REPORT

The focus on reform item was a report from the Association of Independent Kentucky Colleges and Universities. House Bill 191, passed in 2002, calls on AIKCU to present an annual report to the Council about the condition of independent postsecondary education and suggest opportunities for more collaboration between the public and independent institutions.

AIKCU President Gary S. Cox presented an overview of the significant role Kentucky's independent colleges and universities play in helping the Commonwealth reach its higher education goals. He distributed and discussed two new reports about independent higher education in Kentucky. The first, *Private Colleges, Public Benefits: The Economic and Community Impact of Kentucky's Independent Colleges and Universities*, was prepared by an independent outside research firm and takes an in-depth look at the economic, cultural, and social benefits that independent colleges and universities provide to the Commonwealth and its people. The second report, *Kentucky's Independent Colleges and Universities: Preparing Teachers . . . Building the Future*, highlights teacher preparation initiatives at AIKCU member campuses under two recently



completed grant programs and provides an overview of the role of independent colleges and universities in preparing educators for Kentucky schools. The evidence in the report shows the strong collaboration between independent institutions, public colleges and universities, the Commonwealth, and public school districts across the state to improve the P-16 pipeline.

The presidents of Pikeville College, Mid-Continent University, and Union College, Hal Smith, Robert Imhoff, and Ed deRossett, respectively, discussed initiatives on their campuses and thanked the Council for providing the opportunity to share the work of the independent colleges and universities.

Dr. Cox asked that the Council be more aggressive in finding ways to utilize the effective vehicle that benefits students and families, the Commonwealth public institutions, and the independent institutions. He said that one immediate and effective way to utilize this vehicle is to expand the state independent college partnership by adequately funding student financial aid programs. He urged the Council to make increased funding for these programs a high priority, both for independent and public institution students.

Dr. Cox also asked the Council to identify creative ways to advance the idea of mutually benefiting both public and independent campuses for making progress and meeting goals. This mutual benefit idea can best be achieved through the funding formula where it can have the most telling positive impact. He said that the Council has an excellent opportunity to promote the mutual benefit as it revises the funding model by developing a limited but meaningful formula component that rewards mutual success and making progress toward goal achievement.

Dr. Cox called attention to a quote from the *Private Colleges: Public Benefits* report that reiterates the importance of collaboration between public and independent institutions:

“Higher education affects the ongoing building of wealth not only for the individual but also for his or her children – setting in motion a cycle of investment with the potential to substantially alter Kentucky’s current economic trajectory over the course of a single generation. When considered in intergenerational terms, the social returns on investment in education become immeasurable.”

Mr. Greenberg thanked Dr. Cox for his contributions to both public and independent Kentucky postsecondary education. He said that the independent institutions do an outstanding job of providing educational services to the state, and the public institutions need to find ways to work more collaboratively with the independent sector. He said that one of the highest things on the Council’s agenda is to fully fund need-based

education. He said that work needs to be done with the members of the General Assembly to achieve ways for the public and independent institutions to work collaboratively in critical areas such as medicine, education, health care, and social sciences.

Ms. Bertelsman said that the Council needs to have a focused discussion on regional approaches for delivering postsecondary education. She asked that future AIKCU annual reports include institutional partnership efforts currently under way with the public institutions.

## BUDGET & FINANCE POLICY GROUP

Mr. Flanagan reported that the Budget and Finance Policy Group is reviewing the tuition policies for nonresident students and reciprocity agreements. A recommendation on tuition and fee policies and parameters for 2007-08 will be considered by the Council's Executive Committee at a meeting scheduled November 27, 2006.

## 2007 KEY INDICATOR GOALS

RECOMMENDATION: The staff recommends that the Council approve the statewide and institution key indicator goals proposed for 2007-08.

MOTION: Mr. Wattier moved that the recommendation be approved. Mr. Hall seconded the motion.

In 2005 the Council's key indicators of performance were revised to correspond to the new five questions advanced by the 2005-2010 Public Agenda for Postsecondary and Adult Education. The Council staff has worked with the institutions since July 2006 to finalize the goals for 2007-08. For the first time, goals for enrollment, transfer, degree production, and graduation rates were established based on targets generated by a 2020 projections model as well as historical performance and cohort data. The model provides institutions with the approximate performance needed each year for Kentucky to reach the national average in bachelor's degree attainment by the year 2020. The Council staff examined historical trend data, regional and national performance, and 2020 statewide projections when establishing statewide goals.

Institution goals for accountability, community engagement, and business start-up measures are undergoing further review and will be submitted to the Council as soon as they become available.

Ms. Bertelsman said that the Council should decide its role when some goals cannot be met.

Dr. Layzell said that this should be done through the funding model. The purpose of those projections is to build this into the funding model in a way that institutions will have these goals in front of them biennium by biennium. He said that the consequences for failing to meet the goal could range from reducing the amount of new money recommended for an institution and shifting more new money to institutions that have exceeded their goals. Another option will be to look closer at the reasons

why nonperformance occurred; in some cases it will be readily apparent why an institution did not achieve the goals set. He said that the Council receives interim reports on achievement of goals and that becomes an opportunity to talk with institutions about their progress.

Mr. Greenberg said that a year from now there should be more accountability and more progress toward the goals, but it may be that the Council finds that the system will be unable to meet the enrollment goals by 2020. He suggested that the Council then issue a status report to the Governor and the General Assembly and ask about next steps (i.e., revise the goal down, alter the 2020 deadline for meeting the goals, mandate through executive order or legislative action to increase the size of the institutions through distance learning or establishment of a new institution because the current institutions do not have the capacity for that number of students). He said that drastic remedial funding for postsecondary education may be needed in order to meet these enrollment goals.

UK President Lee Todd said that the institutions need to work together with the P-12 system to increase the college-going rate. He said that the real key to meeting the goals is to change the attitude in the elementary and secondary schools to get more Kentucky children and their parents convinced that they should go to postsecondary education.

Mr. Greenberg said that the institutions need to increase productivity and the publics may need to work collaboratively with the independent institutions to use their marketing skills to enroll more students.

Dr. Layzell said that the "Double the Number" brochure clearly states five things that need to be done to achieve the 2020 enrollment goals:

- 1) Increase the number of secondary students who remain in high school, graduate, and come prepared to postsecondary education.
- 2) Increase the number of adults who do not currently have their high school credentials to enroll in adult education programs, get their GED, and go on to postsecondary education.
- 3) Increase transfers from KCTCS institutions to four-year institutions.
- 4) Improve retention and graduation rates.
- 5) Work with economic development to create jobs in the state that will attract and keep people in Kentucky.

Dr. Layzell said that the numbers really force everyone to think about the things that need to be done to make this happen. He said that Kentucky has a record of fairly consistent progress since 1997 so the state has

gotten results for what has been invested. He said that now those results must be ramped up significantly in order to meet the goals.

MoSU President Wayne Andrews said that the institutions must act regionally and cooperatively in partnership with the P-12 community and

the community college system. He said that the institutions should be encouraged and rewarded for cooperative planning and for cooperative results. He said that the University Center of the Mountains is a good example of a successful collaborative effort between two regional universities, the KCTCS system, and an independent institution.

VOTE: The recommendation passed.

#### KENTUCKY POSTSECONDARY EDUCATION DATA PORTAL

The Council staff presented information on the Kentucky Postsecondary Education Data Portal. The updated site, <http://cpe.ky.gov/info>, includes more than 150 reports, tables, graphs, and maps organized into intuitive categories based on the way people ask questions about postsecondary education. Through this site, Kentucky was the first state to respond to U.S. Secretary of Education Margaret Spellings' call for state agencies to provide information about institutional performance to parents, students, and policymakers. The site was introduced to the press, the institutions, and government officials when unveiled in October 2006.

#### 2006-07 COUNTY PROFILES

Council members were given a copy of the *2006-07 County Profiles*. This Council publication was developed to help illustrate the impact of education on the Commonwealth. Data are provided for each county detailing employment, educational attainment levels, financial aid, postsecondary enrollment, and general population characteristics.

#### P-16 COUNCIL

A report on the activities of the P-16 Council was included in the agenda book for information.

#### COMMISSIONER OF EDUCATION REPORT

Mr. Noland discussed the handout about activities of the Kentucky Board of Education. The board is looking at issues regarding Senate Bill 130 passed by the 2006 legislative session requiring all high school juniors to take the ACT. He said that the search is underway for the next Commissioner of Education. The goal is to name a new commissioner in April 2007.

#### QUALITY & ACCOUNTABILITY POLICY GROUP

Dr. Wattier reported that at its meeting earlier in the day the Quality and Accountability Policy Group heard a report from the University of Kentucky on its business plan and top 20 status. UofL reported that it has achieved 10 of the 11 goals of its Challenge for Excellence document. Dr. Wattier said that both of the research institutions have demonstrated substantial progress in achievement of their HB 1 goals. The policy group discussed the key indicator goals for 2007-08. Proposed changes to the new program approval policy and the Statewide Strategy for Engineering Education update were referred back to the policy group for additional discussion. The Council staff reported on progress of the Developmental Education Task Force. A draft set of recommendations is being considered with final recommendations expected in January 2007.

#### 2005-06 DEGREE

Degree completions for 2005-06 for the public and the independent institutions were distributed. The public universities awarded 14,423

COMPLETIONS	<p>baccalaureate degrees (a 6.4 percent increase over 2004-05). The number of associate degrees awarded by the public institutions increased 5.3 percent over 2004-05 and certificates increased by nearly 50 percent. The independent institutions awarded 3,801 baccalaureate degrees (a 2.6 percent decrease compared to the 2004-05 academic year) and a 3.4 percent increase in associate degrees.</p>
CEO REPORT	<p>Mr. Baker reported that the Committee on Equal Opportunities held site visits at Jefferson Community College in September (the first site visit to a KCTCS institution) and at the University of Kentucky in October. He said that Kentucky State University recently held a groundbreaking ceremony marking the construction of the Young Hall Dormitory replacement, the last action required by the partnership agreement with the U. S. Department of Education Office for Civil Rights.</p>
STATEWIDE DIVERSITY STUDY	<p>A vendor has been identified to conduct a statewide diversity study upon Kentucky's release from the partnership agreement. The Council staff is negotiating the contract with a vendor. Completion of the study is expected in December 2007.</p>
STEM TASK FORCE	<p>RECOMMENDATION: The Research, Economic Development, and Commercialization Policy Group recommends that the Council convene a CPE STEM (science, technology, engineering, and mathematics) Task Force to make recommendations regarding the creation of a statewide P-20 action plan to enhance Kentucky's STEM performance.</p>
RESEARCH, ECONOMIC DEVELOPMENT, & COMMERCIALIZATION POLICY GROUP	<p>Mr. Hall said that the Research, Economic Development, and Commercialization Policy Group met earlier in the day and discussed the creation of the task force to study the importance of STEM disciplines to the development of Kentucky's "talent force" and the creation of knowledge economy jobs. The task force will be comprised of representatives from the Governor's Cabinet, postsecondary education, P-12, CPE, KDE, both houses of the state legislature, professionals within the STEM disciplines, the business community, and entrepreneurs. He said that UK President Lee Todd will chair the task force.</p>
	<p>MOTION: Mr. Hall moved that the recommendation be approved. Ms. Maclin seconded the motion.</p>
	<p>VOTE: The motion passed.</p>
TRANSLATIONAL RESEARCH CONFERENCE	<p>The Council staff is working with representatives from the University of Kentucky and the University of Louisville on plans for a translational research conference to be held in 2007. The conference will enable Kentucky's public research institutions to show their respective achievements within this area. UofL President Jim Ramsey will chair the conference.</p>
STATEWIDE FACILITIES	<p>An update was provided on the statewide facilities condition assessment. Draft assessment reports are being reviewed by the institutions. The final</p>

CONDITION  
ASSESSMENT  
2005-06  
AGENCY AUDIT

report is expected to be available in December.

RECOMMENDATION: The staff recommends that the Council accept the 2005-06 agency audit as submitted by the firm of Moore Stephens Potter LLP.

The Council's Executive Committee and Audit Subcommittee reviewed the audit in September. The report contains no reportable conditions or material weakness related to internal control over financial reporting and major federal programs and no reportable findings of material noncompliance related to financial statements. The Council staff has acted upon suggestions involving monitoring of contractual agreements and the approval of the cancer research institutions' matching documentation.

MOTION: Mr. Hall moved that the audit be accepted. Mr. Baker seconded the motion.

VOTE: The motion passed.

NOMINATING  
COMMITTEE

Mr. Greenberg appointed Ms. Bertelsman, Mr. Canafax, Ms. Maclin, and Mr. Skaggs to the Nominating Committee. Mr. Canafax will chair the group and represent a recommendation for Council chair and vice chair at the January 2007 meeting.

PRESIDENTIAL  
SEARCH COMMITTEE

In September, Mr. Greenberg appointed a Presidential Search Committee consisting of the members of the Council Executive Committee and the convener of the Advisory Conference of Presidents. He announced that Alois Moore and Kevin Canafax have been added to the committee membership.

KET BOARD

Mr. Greenberg reappointed Hilma Prather to continue to serve as one of the Council's representatives on the Kentucky Educational Television board. She will serve another four-year term, ending November 2010.

DLAC

Mr. Greenberg appointed Ms. Maclin to the Distance Learning Advisory Committee and the DLAC Executive Committee.

NEXT MEETING

The Council's Executive Committee will meet November 27 to consider tuition and fee policies and parameters for 2007-08.

The next Council meeting is January 29, 2007.

ADJOURNMENT

The meeting adjourned at 12 noon.

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Thomas D. Layzell  
President

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Phyllis L. Bailey  
Senior Associate, Executive Relations

For information only – to be approved at the next Executive Committee meeting.

**MINUTES**  
**Council on Postsecondary Education**  
**Executive Committee**  
**November 27, 2006**

The Executive Committee of the Council on Postsecondary Education met Monday, November 27, 2006, at 12:30 p.m. (ET) at the Council offices in Frankfort, Kentucky. Chair Greenberg presided.

**ROLL CALL**

The following committee members were present: Peggy Bertelsman, Ron Greenberg, Joan Taylor, and Mark Wattier. John Turner did not attend. Other CPE members present: Walter Baker and Dan Flanagan.

**APPROVAL OF  
MINUTES**

The minutes of the March 8 and September 28 Executive Committee meetings were approved.

**TUITION AND FEE  
POLICIES AND  
PARAMETERS FOR  
2007-08**

**RECOMMENDATION:** The staff recommends that the Council's Executive Committee approve a revised tuition policy and establish maximum parameters related to undergraduate resident and nonresident tuition and mandatory fees for 2007-08.

CPE President Tom Layzell said that, in January 2006, the Council approved a tuition policy to balance the need for additional revenue for the institution with the desire to maintain affordability for current and potential students. The Council's Budget and Finance Policy Group has considered several policy changes related to nonresident students and reciprocity agreements. He said that maximum parameters must be established prior to institutional tuition presentations planned in January and March for 2007-08 tuition and mandatory fees. The Council, at its November 6 meeting, delegated to the Executive Committee the authority to approve the tuition and fee parameters for 2007-08.

Dr. Layzell said that the recommendation includes three recommended actions:

1. Revise the tuition policy to add a policy statement and objectives for nonresident students.
2. Revise the tuition policy to add a policy statement and objectives for reciprocity agreements, discontinue strike price and balance provisions in future reciprocity agreements, and extend future agreements to six years.
3. Establish 2007-08 maximum parameters for undergraduate tuition and mandatory fees and extend Council approved 2006-07 exceptions regarding nonresident tuition for targeted groups of students to 2007-08.



Dr. Layzell said that the parameters should be viewed as an interim set of parameters that may be modified based on the final funding policy. He said that the presidents of the public institutions have discussed the parameters and have agreed unanimously to support the recommended parameters. He said that the institutions will now begin their on-campus process and hold hearings to develop the actual tuition and fee rates which will be brought to the Council for approval at the January and March 2007 meetings. The parameters set the maximum amount of tuition and fees that can be charged. If institutions conclude that the rates must be higher than the parameters, an exception must be brought to the Council for approval.

MOTION: Mr. Wattier moved that the recommendation be approved. Ms. Taylor seconded the motion.

Mr. Wattier asked about national benchmarks of affordability.

Dr. Layzell said that the closest thing to a standard is the Council's recent affordability study which concluded that Kentucky continues to remain relatively affordable except in two instances – (1) independent adult students who tend to fall between the cracks in most financial aid programs and (2) low-income dependent students at the margins of affordability. When the institutions bring their proposed 2007-08 tuition and fees, they will be requested to provide detailed information regarding institutional financial aid programs, especially financial aid designated for independent adult and low-income students. Dr. Layzell said Kentucky's affordability continues to look good against contiguous states, the region, and the country. He said that tuition continues to increase across the country; Kentucky tuition has not gone up as much or as fast as some states. With the exception of the University of Louisville, single-digit tuition increases are expected for 2007-08.

VOTE: The motion passed.

Regarding tuition, Mr. Greenberg said that over the past decade, as a result of weaker state economies, the percent of funding for postsecondary education from state revenues has decreased as a percentage of the total funding, putting pressures on tuition. He said this is not just a Kentucky issue but a national issue. The Council put together these parameters after months of debate and discussion. It has been an open forum with wide input. This discussion has led the Council to the point where, for the last year, it has been putting together the foundations of a new funding model that are based on policies. The final results of those policies will determine what the new funding model should be. If the executive branch and the legislature approve the policy recommendations that will be the foundation of this new funding model, they need to provide the appropriate funds. He said that the new funding model has to be one that is relevant to our times (not based on any history or what other states are doing), one that provides proper funding, and one that is tied to results and has direct accountability. Mr. Greenberg said that accountability must be a cornerstone for the future funding model. With that view, the Council is directing the institutions a year in advance that a year from now the Council will not approve future tuition increases above the cost of living until a funding model is in place

that measures results and shows accountability since that is the right, reasonable, responsible approach to take going forward. The schools must demonstrate that they are productively putting those monies to work with the best outcomes that the citizenry expects.

## ADJOURNMENT

The meeting adjourned at 12:55 p.m.

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Thomas D. Layzell  
President

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Phyllis L. Bailey  
Senior Associate, Executive Relations

**Council on Postsecondary Education  
January 29, 2007**

**Legislative Update**

A list of bills that relate to postsecondary education will be distributed at the January 29 meeting. The Council staff will be available for discussion.

**2007  
KENTUCKY GENERAL ASSEMBLY**

<b>Bill</b>	<b>Sponsor</b>	<b>Description</b>	<b>Originating Chamber Status</b>	<b>Non-Originating Chamber Status</b>
<a href="#">HB12</a>	Lee	Requires documents produced or utilized by the Commonwealth or its political subdivisions be in the English language only.	Jun 7-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 5-to State Government (H)	
<a href="#">HB17</a>	Gray	Increases the hourly minimum wage to \$7.00, and requires further increases to match federal minimum wage. (See HB37, HB54, and SB5)	Jan 2-introduced in House; Jan 3-to Labor and Industry (H)	
<a href="#">HB23</a>	Wayne, Brinkman, Embry, Siler	Requires governmental agencies, including higher education institutions, to purchase goods and services from prison industries, nonprofit agencies, and work centers serving the blind or severely disabled.	Oct 4-to Interim Joint Committee on Appropriations and Revenue; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB27</a>	Butler, Draud, Horlander, Keene, Miller, Weston	Authorizes gambling at horse racing tracks and casinos; directs 40 percent of wagering taxes to KDE and CPE to support education. (See SB17)	Oct 4-to Interim Joint Committee on Licensing and Occupations; Jan 2-introduced in House; Jan 5-to Licensing and Occupations (H)	
<a href="#">HB33</a>	Henley	Requires all state construction contractors to be registered and participating in a federal work authorization program to verify employment eligibility of employees; imposes penalties.	Nov 9-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB37</a>	Riner	Increases hourly minimum wage to \$6.15 on effective date of act, then to \$7.00 effective July 1, 2008, and requires further increases to match federal minimum wage. (See HB17, HB54, and SB5)	Nov 9-to Interim Joint Committee on Labor and Industry; Nov 9-to Interim Joint Committee on Labor and Industry; Jan 3-to Labor and Industry (H)	
<a href="#">HB40</a>	Burch	Increases funding for the equine industry program at UofL. Specifies use of funding for recruitment, scholarships, research, and an annual symposium.	Nov 9-to Interim Joint Committee on Licensing and Occupations; Jan 2-introduced in House; Jan 3-to Appropriations and Revenue (H)	
<a href="#">HB44</a>	Lee	Requires all state contractors to verify employment eligibility of all employees by registering and participating in the Basic Pilot Program operated by the U.S. Department of Homeland Security.	Nov 9-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB48</a>	Lee	Prohibits public higher education institutions from providing health benefits for a domestic partner of a university or college employee.	Nov 9-to Interim Joint Committee on Education; Jan 2-introduced in House; Jan 5-to Health and Welfare (H)	
<a href="#">HB54</a>	Jenkins, et al	Increases hourly minimum wage to \$5.85 on July 1, 2007, to \$6.55 on July 1, 2008, \$7.25 on July 1, 2009, and requires further increases to match federal minimum wage. (see HB17, HB37, and SB5)	Dec 13-to Interim Joint Committee on Labor and Industry; Jan 2-introduced in House; Jan 3-to Labor and Industry (H)	

**2007  
KENTUCKY GENERAL ASSEMBLY**

<b>Bill</b>	<b>Sponsor</b>	<b>Description</b>	<b>Originating Chamber Status</b>	<b>Non-Originating Chamber Status</b>
<a href="#">HB60</a>	Damron	Creates a sales tax holiday the first week in August for the purchase of clothing with a sales price of less than \$150 per item and school supplies, computers and computer supplies with a sales price of less than \$1,500 per item.	Dec 13-to Interim Joint Committee on Appropriations and Revenue; Jan 2-introduced in House; Jan 3-to Appropriations and Revenue (H)	
<a href="#">HB96</a>	Draud	Codifies the Minority Educator Recruitment and Retention Scholarship Program; permits a resident of another state to participate; and requires a scholarship to convert to loan if eligibility requirements are not met.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB100</a>	Pullin	Merges the Kentucky Higher Education Student Loan Corporation Board of Directors with the Kentucky Higher Education Assistance Authority Board of Directors. Specifies that the board shall employ an executive director who shall serve as principal executive of KHESLC and as executive director of KHEAA.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB101</a>	Pullin	Requires all preservice teachers and out-of-state teachers to complete a reading and civics education course as a condition of certification beginning with the 2008-09 school year.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB106</a>	Belcher	Extends tuition waiver for a person who is the child or nonremarried spouse of a deceased veteran or permanently and totally disabled member of the KY National Guard or Reserves to those under the age of 26, rather than 23. Also, extends the time limit to a period not in excess of 45 months, rather than for a period not in excess of 36 months. (See SB52)	Jan 2-introduced in House; Jan 3-to Seniors, Military Affairs, and Public Safety (H)	
<a href="#">HB109</a>	Brinkman	Comprehensive legislation related to autism spectrum disorders. Encourages public universities to develop degree and training programs and autism-related research opportunities. Creates the Support for Individuals with Autism Spectrum Disorders Program; requires the program to develop a comprehensive training plan and contract with the KY Autism Training Center to implement the plan.	Jan 2-introduced in House; Jan 3-to Health and Welfare (H)	
<a href="#">HB125</a>	Westrom, Damron	Bans the sale, purchase, or use of alcohol vaporizing devices. Exempts colleges and universities conducting bona fide research.	Jan 2-introduced in House; Jan 3-Judiciary (H)	
<a href="#">HB128</a>	Belcher, Ballard	Extends tuition waiver for a person who is the child of a deceased veteran or permanently and totally disabled veteran to those under the age of 24, rather than 23.	Jan 2-introduced in House; Jan 2-introduced in House; Jan 3-to Seniors, Military Affairs, and Public Safety (H)	

**2007  
KENTUCKY GENERAL ASSEMBLY**

<b>Bill</b>	<b>Sponsor</b>	<b>Description</b>	<b>Originating Chamber Status</b>	<b>Non-Originating Chamber Status</b>
<a href="#">HB158</a>	Fischer	Establishes an academic bill of rights for students, faculty, and instructors in public postsecondary education institutions; provides for a grievance procedure.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB160</a>	Edmonds	Allows retired educators (KTRS employees) to be reemployed under the 100-day provision until June 30, 2009, rather than June 30, 2007.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB175</a>	Westrom, Draud	Expands forgery in the second degree to include forgery of an academic degree.	Jan 2-introduced in House; Jan 3-to Judiciary (H)	
<a href="#">HB181</a>	Farmer	Relates to equal opportunity in the state contracting process. Among other things, increases the dollar amount of exempted contracts or subcontracts from \$250,000 to \$500,000, and clarifies the classes protected against discrimination by state contractors.	Jan 4-introduced in House; Jan 5-to State Government (H)	
<a href="#">HB185</a>	Moberly, J. Lee	Establishes a collaborative initiative among the Department of Innovation and Commercialization, the Council on Postsecondary Education, and the postsecondary institutions to address cardiovascular disease in Kentucky. Initiatives include research, outreach, education, early identification and follow-up for persons affected by the disease. Appropriates \$2M for FY 07 and \$8M for FY 08.	Jan 4-introduced in House; Jan 5-to Appropriations and Revenue (H)	
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**2007  
KENTUCKY GENERAL ASSEMBLY**

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<a href="#">HJ7</a>	Meeks	Directs the Education Cabinet, its agencies, and the schools associated with the agencies to recognize and celebrate International Education Week the second full week of November.	Nov 9-to Interim Joint Committee on Education; Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HJR11</a>	Marzian	Directs the commissioner of education to convene a work group to study incorporating the study of the Holocaust into the school curriculum.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HJ13</a>	Brinkman	Calls for a study that assesses the impact of Alzheimer's and reviews, among other things, the state support of Alzheimer's disease research through Kentucky universities and other resources; requires a report no later than January 1, 2008.	Jan 2-introduced in House; Jan 3-to Health and Welfare (H)	
<a href="#">HCR19</a>	Nelson	Directs the LRC to designate staff to study the cost of elementary, secondary, and postsecondary textbooks and related instructional materials.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">SB5</a>	Scorsone, et al	Increases the hourly minimum wage to \$5.85 on July 1, 2007, to \$6.55 on July 1, 2008, \$7.25 on July 1, 2009, and requires further increases to match the federal minimum wage. (see HB17, HB37, HB54)	Jan 2-introduced in Senate; Jan 4-to Economic Development, Tourism & Labor (S)	
<a href="#">SB17</a>	Boswell	Authorizes gambling at horse racing tracks and casinos; directs 40 percent of wagering taxes to KDE and CPE to support education. (See HB27)	Jan 2-introduced in Senate; Jan 4-to Appropriations and Revenue (S)	
<a href="#">SB46</a>	Rhodes	Permits eligible high school students to use KEES funds to pay tuition for dual credit courses; requires that the funds they would have received during their postsecondary program be reduced over a four- or five-year period equal to the amount used for dual credit.	Jan 4-introduced in Senate	
<a href="#">SB52</a>	Turner, Worley, Blevins, Jones, Palmer	Extends tuition waiver for a person who is the child or nonremarried spouse of a deceased veteran or permanently and totally disabled member of the KY National Guard or Reserves to those under the age of 26, rather than 23. Also, extends the time limit to a period not in excess of 45 months, rather than for a period not in excess of 36 months. (See HB106)	Jan 4-introduced in Senate	
<a href="#">SB55</a>	Kelly	Reorganizes the Finance and Administration Cabinet.	Jan 5-introduced in Senate	

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<a href="#">SB62</a>	Stine	Requires KDE to provide training to a minimum number of principals in schools needing assistance; the principal shall assume the duties of the highly skilled educator.	Jan 5-introduced in Senate	
<a href="#">SJ6</a>	Angel	Relates to Alzheimer's Disease. (See HJ13)	Jan 2-introduced in Senate; Jan 4-to Appropriations and Revenue (S)	
<a href="#">SR11</a>	Thayer	Supports the re-establishment of Bishop College at Georgetown College.	Jan 2-introduced in Senate; Jan 4-to Education (S)	
<a href="#">SJR24</a>	Shaughnessy	Directs the KDE commissioner and the CPE president to establish and lead a task force on accelerated learning to develop strategies to expand accelerated learning opportunities for high school students and adults in the workforce; requires the task force to submit a report to the Interim Committee on Education, the CPE, and the Board of Education by 12/01/07.	Jan 5-introduced in Senate	



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<a href="#">HB12</a>	Lee	Requires documents produced or utilized by the Commonwealth or its political subdivisions be in the English language only.	Jun 7-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 5-to State Government (H)	
<a href="#">HB17</a>	Gray	Increases the hourly minimum wage to \$7.00, and requires further increases to match federal minimum wage. (See HB37, HB54, and SB5)	Jan 2-introduced in House; Jan 3-to Labor and Industry (H)	
<a href="#">HB23</a>	Wayne, Brinkman, Embry, Siler	Requires governmental agencies, including higher education institutions, to purchase goods and services from prison industries, nonprofit agencies, and work centers serving the blind or severely disabled.	Oct 4-to Interim Joint Committee on Appropriations and Revenue; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB27</a>	Butler, Draud, Horlander, Keene, Miller, Weston	Authorizes gambling at horse racing tracks and casinos; directs 40 percent of wagering taxes to KDE and CPE to support education. (See SB17)	Oct 4-to Interim Joint Committee on Licensing and Occupations; Jan 2-introduced in House; Jan 5-to Licensing and Occupations (H)	
<a href="#">HB33</a>	Henley	Requires all state construction contractors to be registered and participating in a federal work authorization program to verify employment eligibility of employees; imposes penalties.	Nov 9-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB37</a>	Riner	Increases hourly minimum wage to \$6.15 on effective date of act, then to \$7.00 effective July 1, 2008, and requires further increases to match federal minimum wage. (See HB17, HB54, and SB5)	Nov 9-to Interim Joint Committee on Labor and Industry; Nov 9-to Interim Joint Committee on Labor and Industry; Jan 3-to Labor and Industry (H)	
<a href="#">HB40</a>	Burch	Increases funding for the equine industry program at UofL. Specifies use of funding for recruitment, scholarships, research, and an annual symposium.	Nov 9-to Interim Joint Committee on Licensing and Occupations; Jan 2-introduced in House; Jan 3-to Appropriations and Revenue (H)	
<a href="#">HB44</a>	Lee	Requires all state contractors to verify employment eligibility of all employees by registering and participating in the Basic Pilot Program operated by the U.S. Department of Homeland Security.	Nov 9-to Interim Joint Committee on State Government; Jan 2-introduced in House; Jan 3-to State Government (H)	
<a href="#">HB48</a>	Lee	Prohibits public higher education institutions from providing health benefits for a domestic partner of a university or college employee.	Nov 9-to Interim Joint Committee on Education; Jan 2-introduced in House; Jan 5-to Health and Welfare (H)	
<a href="#">HB54</a>	Jenkins, et al	Increases hourly minimum wage to \$5.85 on July 1, 2007, to \$6.55 on July 1, 2008, \$7.25 on July 1, 2009, and requires further increases to match federal minimum wage. (see HB17, HB37, and SB5)	Dec 13-to Interim Joint Committee on Labor and Industry; Jan 2-introduced in House; Jan 3-to Labor and Industry (H)	

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<a href="#">HB60</a>	Damron	Creates a sales tax holiday the first week in August for the purchase of clothing with a sales price of less than \$150 per item and school supplies, computers and computer supplies with a sales price of less than \$1,500 per item.	Dec 13-to Interim Joint Committee on Appropriations and Revenue; Jan 2-introduced in House; Jan 3-to Appropriations and Revenue (H)	
<a href="#">HB96</a>	Draud	Codifies the Minority Educator Recruitment and Retention Scholarship Program; permits a resident of another state to participate; and requires a scholarship to convert to loan if eligibility requirements are not met.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB100</a>	Pullin	Merges the Kentucky Higher Education Student Loan Corporation Board of Directors with the Kentucky Higher Education Assistance Authority Board of Directors. Specifies that the board shall employ an executive director who shall serve as principal executive of KHESLC and as executive director of KHEAA.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB101</a>	Pullin	Requires all preservice teachers and out-of-state teachers to complete a reading and civics education course as a condition of certification beginning with the 2008-09 school year.	Jan 2-introduced in House; Jan 3-to Education (H)	
<a href="#">HB106</a>	Belcher	Extends tuition waiver for a person who is the child or nonremarried spouse of a deceased veteran or permanently and totally disabled member of the KY National Guard or Reserves to those under the age of 26, rather than 23. Also, extends the time limit to a period not in excess of 45 months, rather than for a period not in excess of 36 months. (See SB52)	Jan 2-introduced in House; Jan 3-to Seniors, Military Affairs, and Public Safety (H)	
<a href="#">HB109</a>	Brinkman	Comprehensive legislation related to autism spectrum disorders. Encourages public universities to develop degree and training programs and autism-related research opportunities. Creates the Support for Individuals with Autism Spectrum Disorders Program; requires the program to develop a comprehensive training plan and contract with the KY Autism Training Center to implement the plan.	Jan 2-introduced in House; Jan 3-to Health and Welfare (H)	
<a href="#">HB125</a>	Westrom, Damron	Bans the sale, purchase, or use of alcohol vaporizing devices. Exempts colleges and universities conducting bona fide research.	Jan 2-introduced in House; Jan 3-Judiciary (H)	
<a href="#">HB128</a>	Belcher, Ballard	Extends tuition waiver for a person who is the child of a deceased veteran or permanently and totally disabled veteran to those under the age of 24, rather than 23.	Jan 2-introduced in House; Jan 2-introduced in House; Jan 3-to Seniors, Military Affairs, and Public Safety (H)	

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**Council on Postsecondary Education**  
**January 29, 2007**

## **2005-06 Accountability Report**

The Council submits an annual accountability report to the Office of the Governor, SCOPE, and the Legislative Research Commission as directed by KRS 164.020(3). The purpose of the report is to inform policymakers and the public of the systemwide and institutional progress made in advancing the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Public Agenda for adult and postsecondary education.

This year, the Council produced two documents, the Accountability Report Summary (attached) and the full 2005-06 Accountability Report. The summary presents a snapshot of Kentucky's progress on the statewide key indicators of reform, including progress on select institutional indicators and a list of key initiatives implemented by the Council in 2005-06. Each statewide indicator has been assigned an arrow based on a comparison between this year's and last year's performance: up arrows indicate improvement, down arrows indicate decline, and horizontal arrows indicate no change. The summary will be disseminated more widely than the full report, which will be available on the Council's Web site.

The full report provides more detailed analysis of statewide and institutional performance on the Council's key indicators, as well as detailed descriptions of activities the Council and institutions are implementing to move the Public Agenda forward. A list of various Council and institutional resources also is provided in the report appendices.

The 2005-06 Accountability Report Summary will be disseminated to members of the General Assembly, SCOPE, the Legislative Research Committee, the Governor's office, and others. A limited number of printed copies of the full report will be mailed to the presidents, the Governor's office, Council members, and key legislators and legislative staff.



FIVE QUESTIONS  
ONE MISSION

BETTER LIVES FOR KENTUCKY'S PEOPLE



KENTUCKY COUNCIL ON  
POSTSECONDARY EDUCATION

ACCOUNTABILITY REPORT SUMMARY  
2005-06



## Members

### Kentucky Council on Postsecondary Education

Ronald Greenberg, Chair

John S. Turner, Vice Chair

Walter A. Baker

Peggy Bertelsman

Kevin W. Canafax

Dan E. Flanagan

John R. Hall

Phyllis A. Maclin

Alois M. Moore

Ryan F. Quarles

Jim D. Skaggs

Joan N. Taylor

Mark J. Wattier

Kevin Noland

Thomas D. Layzell, President

January 2007

The Kentucky Council on Postsecondary Education, a sixteen-member board appointed by the Governor, is the state coordinating board for postsecondary and adult education in Kentucky. The Council coordinates change and improvement in postsecondary and adult education as directed by the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.



# INTRODUCTION

The Kentucky Council on Postsecondary Education (CPE) is required by statute to submit an annual accountability report to the Governor, the Legislative Research Commission, and the Strategic Committee on Postsecondary Education. The purpose of the report is to inform policy makers, legislators, and taxpayers of the progress made in advancing the Public Agenda (the state's short-term strategic plan) and the long-term goals of the *Kentucky Postsecondary Education Improvement Act of 1997*, commonly known as HB 1.

This Accountability Report Summary provides a snapshot of the performance of Kentucky's postsecondary and adult education system in 2005-06. It is organized by the five questions of the Public Agenda, which focus on college preparation, affordability, productivity, quality, and economic and community benefits. **Each statewide indicator has been assigned an arrow based on the comparison between this year's and last year's performance: up arrows indicate improvement, down arrows indicate decline, and horizontal arrows indicate no change.** The key findings of this report are:

**Question 1: Are more Kentuckians ready for postsecondary education?**

Kentucky's K-12 and adult education systems are ramping up to supply more graduates to the postsecondary pipeline. Still, too many college students require remediation, and Kentucky must make greater improvements to catch up with competitor states.

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

Kentucky postsecondary education remains affordable compared to other states, and even though need-based financial aid increased, rising costs are cause for concern, particularly for low-income families and working adults.

**Question 3: Do more Kentuckians have certificates and degrees?**

Kentucky postsecondary institutions are enrolling and graduating more students than ever, despite tuition increases and declining state appropriations per student.

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

Kentucky's college graduates perform well on licensure and professional examinations, but better data on graduate exams and other areas of college learning are still needed.

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

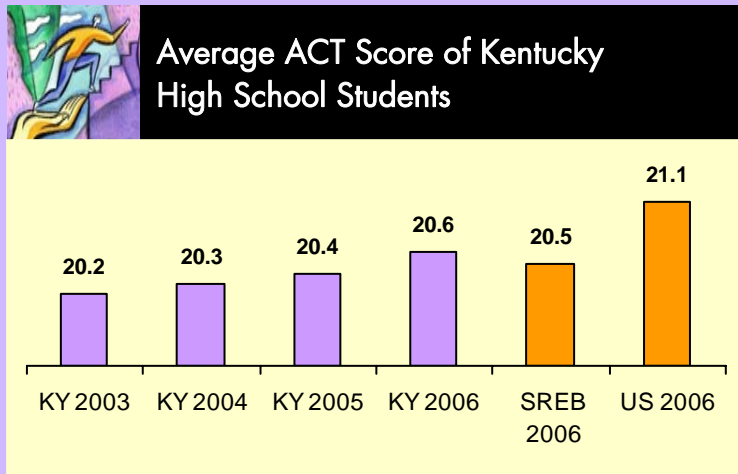
Kentucky is retaining more of its college graduates, increasing workforce training, and expanding its research and development capacity faster than surrounding states but remains well below the national average.

The complete 2005-06 Accountability Report is available on the Council Web site at <http://cpe.ky.gov/planning/statusreports/>.

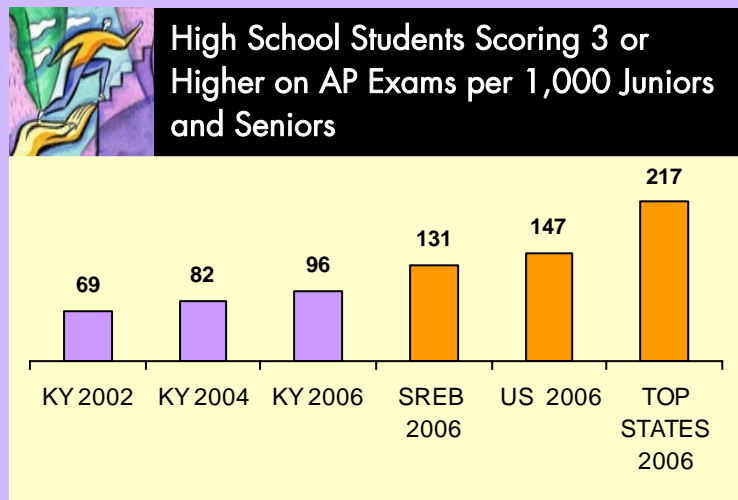


# QUESTION 1

## Are more Kentuckians ready for postsecondary education?



Measured by the average composite ACT score of spring high school graduates. Source: State and National ACT Reports.



Measured by the number of AP subject tests taken by juniors and seniors with scores of 3 or higher per 1,000 juniors and seniors enrolled in public and private high schools. Source: The College Board.



### ACT Scores MAKING PROGRESS

**Status:** Kentucky's high school students continue to make steady gains on the ACT. In 2006, Kentucky's average score of 20.6 exceeded that of the Southern Regional Education Board (SREB) states and was just half a point shy of the national average. The percentage of graduating seniors who took the exam remained flat at 76 percent, but with the implementation of Senate Bill 130 in 2007-08, ACT testing will be mandatory for all Kentucky high school juniors.

**Purpose:** The ACT is a standardized measure of students' readiness for college and permits direct comparison of Kentucky's high school students with students in other states.

**Goal:** A new ACT goal will be set after the Council understands how mandatory ACT testing (SB 130) will affect the average score. In Colorado and Illinois, the statewide average declined by 1.5 points after mandatory testing was adopted.



### Advanced Placement Performance MAKING PROGRESS

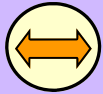
**Status:** In 2006, the number of high school students successfully earning college credit on AP exams increased by 17 percent, and the number of test-takers rose from 12,340 to 13,625. Still, the performance gap between Kentucky and the nation suggests our high school curriculum needs more rigor.

**Purpose:** AP exams are a standardized measure of students' ability to do college-level work and permit direct comparison of Kentucky's high school students with students in other states.

**Goal:** Kentucky will strive to equal the SREB average of 131 in order to close the performance gap between Kentucky and SREB states on this measure.

# QUESTION 1

## Are more Kentuckians ready for postsecondary education?



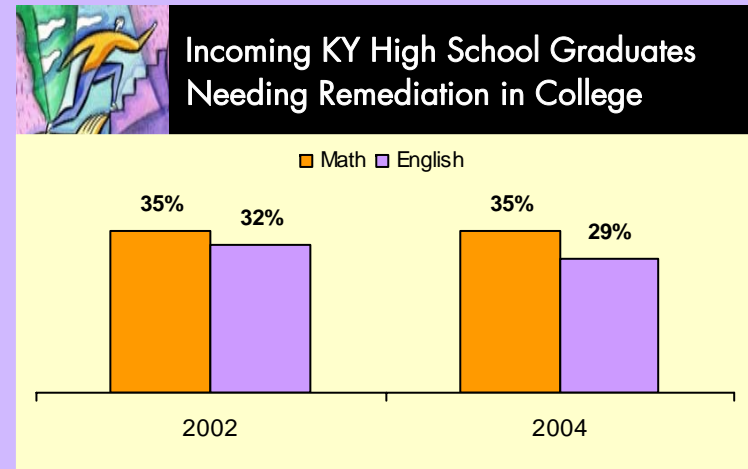
### Developmental Education HOLDING STEADY

- Status:** Fewer of Kentucky's high school graduates required remediation in English in 2004, but the percentage of students underprepared in math remained flat.
- Purpose:** Tracking the remediation rates of college freshmen focuses attention on the developmental needs of high school and college students. Entering college with developmental needs places students at greater risk of not graduating.
- Goal:** Goal setting for this indicator has been delayed to allow a newly formed Developmental Education Task Force to study the issue and recommend an appropriate goal.

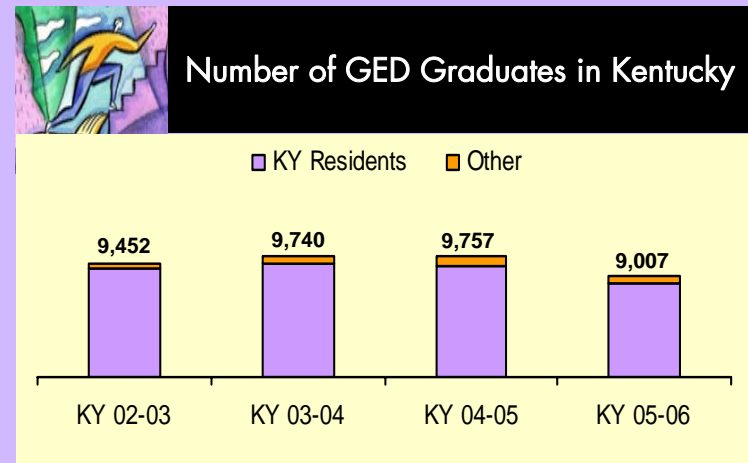


### GED Attainment LOSING GROUND

- Status:** After three years of increases, total GED graduates declined by 750 to 9,007 in fiscal year 2005-06. Total GED graduates includes Kentucky residents and non-residents who took the test in Kentucky, as well as Kentucky residents in the military.
- Purpose:** GED graduates represent a large pool of potential college-goers in Kentucky.
- Goal:** Kentucky Adult Education calculated the annual percentage increase needed to reach its 2020 goal (2.9 percent) and applied this rate over the next three years to determine a total GED goal of 10,631 graduates by 2008.



Measured by the percentage of entering college students who are recent graduates of Kentucky high schools with ACT subject scores of 17 or lower or equivalent scores on institutional placement exams.  
Source: CPE Comprehensive Database.



Measured by the total number of GEDs awarded during the fiscal year.  
Source: Kentucky Adult Education and GED Testing Service.



# QUESTION 2

## Is Kentucky postsecondary education affordable for its citizens?



### College Affordability for All Families LOSING GROUND

**Status:** Families in Kentucky are spending an increasingly larger share of their income on college, even with financial aid. The portion of income needed to attend independent colleges increased the most (nine percentage points), followed closely by public four-year institutions (eight percentage points). While Kentucky postsecondary education was much more affordable than other states a decade ago, the gap has narrowed significantly.

**Purpose:** To provide educational opportunities for all Kentuckians, the state needs a range of affordable postsecondary options. This indicator tracks the percentage of median family income needed to pay for college in Kentucky and enables comparison to other states.

**Goal:** After several consecutive years of tuition increases and rising costs, Kentucky will strive to hold the line on affordability by focusing on efficiency and increasing federal, state, and institutional aid. Kentucky's goal for 2008 is to keep all three of these net cost ratios equal to 2006.



### College Affordability for Low-Income Families LOSING GROUND

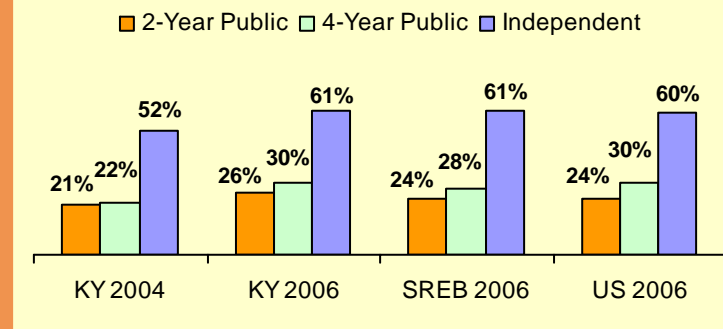
**Status:** Kentucky's poorest families now devote nearly a quarter of their incomes to pay for tuition at the lowest-priced institution in the state (KCTCS), even with financial aid. This is higher than SREB states and the nation, which points to a need for more low-priced college opportunities.

**Purpose:** Nearly one-quarter of Kentucky's families live at or below 150 percent of the federal poverty line. This indicator tracks the percentage of median family income needed for low-income families to pay for college in Kentucky and enables comparison to other states.

**Goal:** After several consecutive years of tuition increases and rising costs, Kentucky will strive to reverse the trend for Kentucky's most vulnerable population by focusing attention on efficiency and increasing federal, state, and institutional aid. Kentucky's goal for this indicator is 23 percent in 2008.



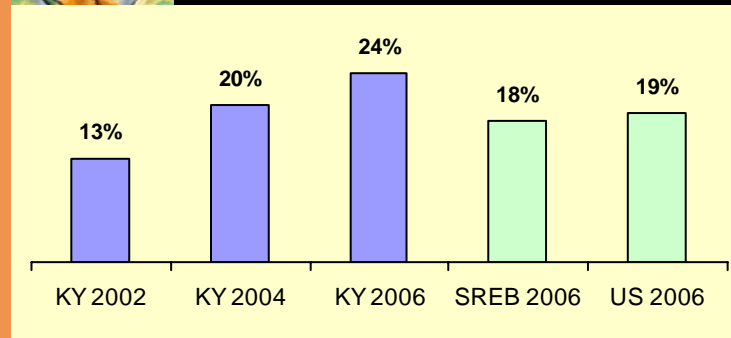
### Net Cost as a Percent of Median Family Income



Measured by the net annual cost of attending college (tuition, room and board, minus financial aid) as a percentage of median family income for each sector  
Source: *Measuring Up 2006: The State Report Card on Higher Education*.



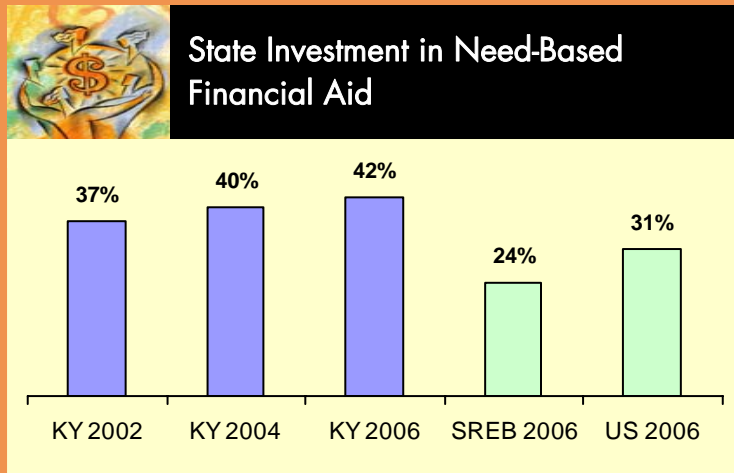
### Net Cost as a Percent of Median Income for Low-Income Families



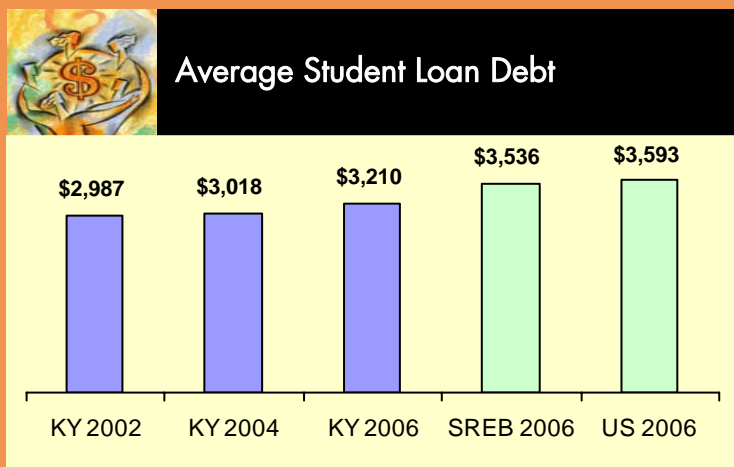
Measured by the net annual cost of attending college (tuition, room and board, minus financial aid) for full-time residents at the lowest-priced public institution in the state (KCTCS) as a percentage of the median family income of the lowest income quintile in the state. Source: *Measuring Up 2006: The State Report Card on Higher Education*.

# QUESTION 2

## Is Kentucky postsecondary education affordable for its citizens?



Measured by state investment in need-based financial aid as a proportion to federal Pell Grant spending in Kentucky. Source: *Measuring Up 2006: The State Report Card on Higher Education*.



Measured by the average amount of all Stafford and PLUS loans to Kentucky undergraduate students and their parents in a fiscal year. Source: *Measuring Up 2006: The State Report Card on Higher Education*.



### Need-Based Financial Aid MAKING PROGRESS

**Status:** Historically, Kentucky has performed quite well on this measure. Nonetheless, while the state's investment in need-based aid has risen dramatically since 2002, the actual purchasing power of these dollars has declined due to significant increases in college costs.

**Purpose:** This indicator provides a measure of the state's investment in need-based financial aid relative to the number of low-income college applicants in the state.

**Goal:** In the face of level Pell Grant funding and current state lottery revenues, Kentucky will strive to at least maintain its current investment ratio of 42 percent for 2008.



### Student Loan Debt LOSING GROUND

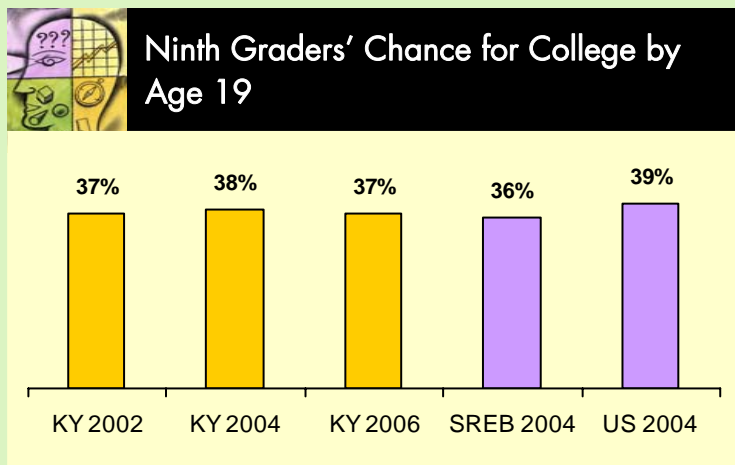
**Status:** This indicator measures the average loan debt incurred by students who attend college, as federal loans comprise 90 percent of total student borrowing. Kentucky students continue to borrow less on average than students in other states, but the gap is narrowing.

**Purpose:** This indicator gauges Kentucky students' borrowing relative to that of students in other states, as reported by *Measuring Up*.

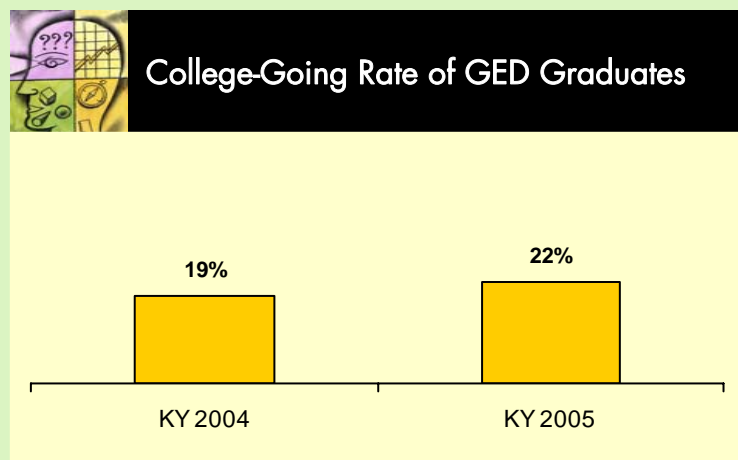
**Goal:** In the face of rising college costs, Kentucky will strive to hold the line on student loan debt by focusing on work-study and need-based financial aid. Kentucky's goal for average student loan debt is \$3,210 for 2008.

# QUESTION 3

## Do more Kentuckians have certificates and degrees?



Measured by the graduation rate of ninth graders at public high schools and the college continuation rate for both public and private high school graduates. *Source: Postsecondary Education Opportunity with CPE adjustments for missing data.*



Measured by the percentage of Kentucky's GED graduates who have enrolled in a Kentucky postsecondary education institution within two years. *Source: Kentucky Adult Education, Comprehensive Database.*



### College-Going Rate of Ninth Graders LOSING GROUND

**Status:** After edging up to 38 percent in 2004, the college-going rate of ninth-graders returned to its 2002 level of 37 percent in 2006. Nevertheless, over the past decade, Kentucky has dramatically improved its performance on this indicator while the nation on average has declined.

**Purpose:** This "pipeline" statistic measures the seamlessness of Kentucky's P-16 educational system and enables comparison to other states.

**Goal:** Kentucky will strive to equal the 2004 national average of 39 percent on this indicator by working with the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority, the statewide P-16 Council, and GEAR UP Kentucky on college preparation and access initiatives.



### College-Going Rate of GED Graduates MAKING PROGRESS

**Status:** The college-going rate of GED graduates improved from 19 percent in 2004 to 22 percent in 2005. This improvement reflects Kentucky's effort to enhance the education and skills of its adult workforce and prepare a larger number for postsecondary education.

**Purpose:** This indicator highlights an important access issue for Kentucky postsecondary education—the ability of GED graduates to transition to college. Getting more adults into postsecondary education is critical to achieving Kentucky's 2020 educational attainment goals.

**Goal:** Kentucky Adult Education will strive to continue the upward trend of GED graduates who are college-bound by increasing this rate to 24 percent by 2008.

# QUESTION 3

## Do more Kentuckians have certificates and degrees?



### Undergraduate Enrollment MAKING PROGRESS

**Status:** Undergraduate enrollment reached an all-time high of 202,197 in 2005, a 2 percent increase over last year and a 13 percent increase over 2001. Growth has been most dramatic at the two-year level, with KCTCS enrollment increasing nearly 20 percent since 2001. The public four-year institutions have increased their enrollment by 8 percent over the same time period.

**Purpose:** Total undergraduate headcount enrollment provides an overview of postsecondary participation and has been a leading indicator since the beginning of reform.

**Goal:** Kentucky's goal is to increase undergraduate fall enrollment to 215,797 by 2007. This goal was determined by adding the goals of the public and independent institutions, which were negotiated based on 2020 projections, historical trends, and institutional priorities.



### Graduate Enrollment LOSING GROUND

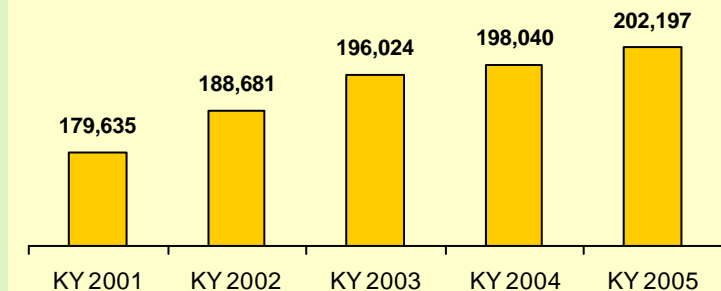
**Status:** After peaking at 27,254 last year, graduate and professional enrollment fell slightly to 27,008 in 2005. Still, this number is up 12 percent since 2001.

**Purpose:** Total headcount enrollment in graduate and professional programs provides important information about Kentucky's ability to compete in a global economy.

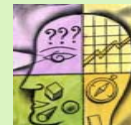
**Goal:** Kentucky's goal is to increase graduate and professional enrollment to 29,383 by 2007. This goal was determined by adding the goals of the public and independent institutions, which were negotiated based on historical trends, cohort data, and institutional programs and priorities.



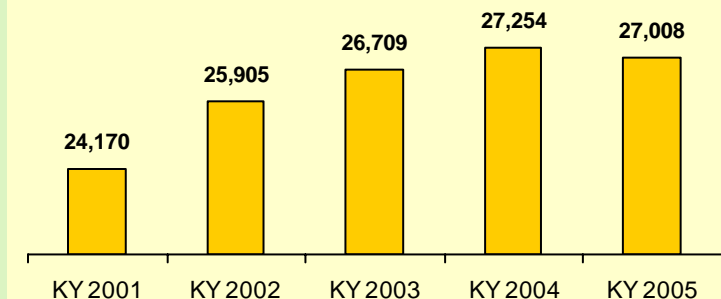
### Kentucky Undergraduate Fall Enrollment



Measured by the total of Kentucky public and independent institutions' fall semester undergraduate headcount enrollments, including full-time, part-time, degree-seeking, and non degree-seeking students. Totals do not include Sullivan University. Source: CPE Comprehensive Database.



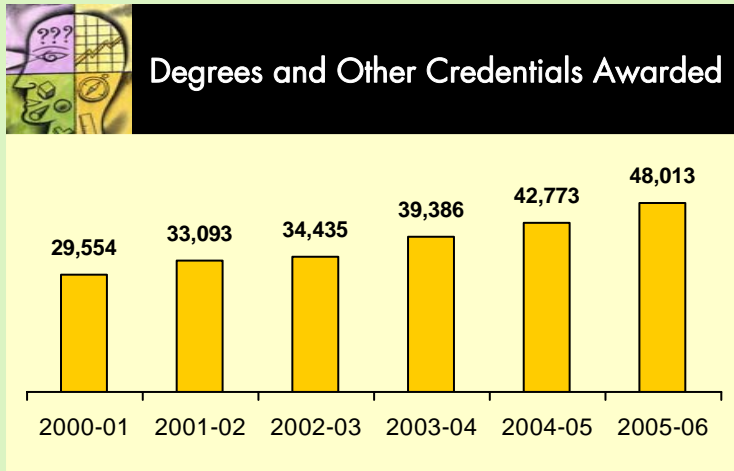
### Kentucky Graduate and Professional Fall Enrollment



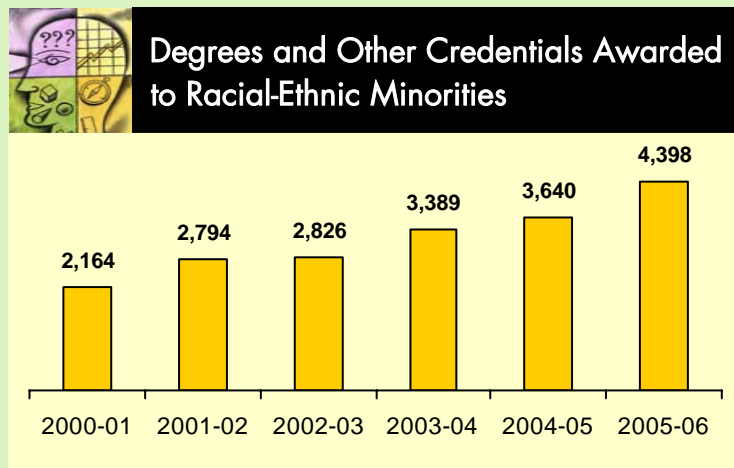
Measured by the total of Kentucky's public and independent institutions' fall semester headcount of graduate and professional enrollments. Totals do not include Sullivan University. Source: CPE Comprehensive Database.

# QUESTION 3

## Do more Kentuckians have certificates and degrees?



Measured by the total number of degrees and other credentials awarded by Kentucky's public and independent institutions during an academic year (July 1 through June 30). Source: CPE Comprehensive Database.



Measured by the total number of minority degrees and other credentials awarded by Kentucky's public and independent institutions during an academic year (July 1 through June 30). Source: CPE Comprehensive Database.



### Degrees Awarded MAKING PROGRESS

**Status:** Annual degree and credential production jumped an impressive 12 percent in 2005-06, and has increased by nearly 63 percent since 2000-01. Baccalaureate degree production increased by 27 percent during this same time period.

**Purpose:** Degrees awarded is arguably the most important indicator the Council tracks, as it most directly impacts the Commonwealth's goal of reaching the national average in educational attainment by the year 2020.

**Goal:** The Council approved a goal of 27,925 bachelor's or higher degrees by 2007-08 for the public four-year and independent institutions and a KCTCS goal of 18,445 associate degrees and credentials by 2007-08. These goals were negotiated based on 2020 projections, historical trends, institutional cohort data, and targets approved by the KCTCS Board of Regents.



### Minority Degrees Awarded MAKING PROGRESS

**Status:** The state has made remarkable strides in this area, increasing its performance by nearly 28 percent from last year and more than 100 percent since 2000-01.

**Purpose:** Tracking the number of degrees awarded to racial-ethnic minorities focuses attention on the persistent achievement gap in Kentucky that must be erased.

**Goal:** Kentucky's goal is to produce 2,563 minority bachelor's or higher degrees and an additional 1,436 minority associate degrees and credentials by 2007-08. These goals were negotiated based on 2020 projections, historical trends, institutional cohort data, and targets approved by the KCTCS Board of Regents.



# QUESTION 4

## Are college graduates prepared for life and work in Kentucky?



### Licensure Examination Pass Rates MAKING PROGRESS

- Status:** On the 11 exams tracked by the Council, five pass rates increased, two stayed the same, and four decreased slightly from the previous year. Encouragingly, Kentucky pass rates equaled or exceeded national pass rates in almost every area. Graduate school entrance exam data (such as the GMAT, LSAT, GRE, and MCAT) are not currently available at the statewide level, but the Council is working to obtain this information and other measures of college learning.
- Purpose:** Performance on licensure exams is a strong indication of college graduates' readiness for life and work. Licensure exams directly measure students' employability in their chosen fields and in most cases provide a useful comparison to other states.
- Goal:** Kentucky's goal is to exceed the national pass rate in all areas.



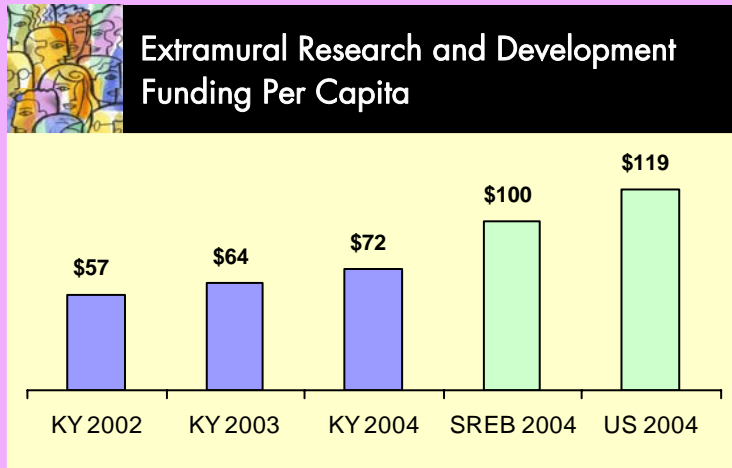
### Kentucky Licensure Examination Pass Rates

LICENSURE EXAMINATION	PREVIOUS YEAR PASS RATE	MOST RECENT YEAR PASS RATE	NATIONAL PASS RATE
NCLEX (nursing licensure examination) Pass Rates — Baccalaureate (2004-05)	93%	91%	85%
NCLEX (nursing licensure examination) Pass Rates — Associate (2004-05)	92%	91%	85%
NCLEX (nursing licensure examination) Pass Rates — Practical Nursing (2004-05)	90%	94%	90%
Physical Therapist Licensing Examination (2005-06)	83%	89%	88%
National Council for Examiners for Engineering Exam, Part 1 (2004-05)	86%	75%	76%
Kentucky Bar Exam (2004-05)	81%	81%	N/A
National Dental Board Exam, Part 2 (2005-06)	92%	98%	N/A
North American Pharmacist Licensure Exam (2003-04)	99%	100%	N/A
US Medical Licensure Exam, Part 2 (2005-06)	95%	92%	92%
American Registry of Radiologic Technicians (2004-05)	91%	91%	N/A
National Board for Respiratory Care Exam (2005-06)	78%	92%	79%

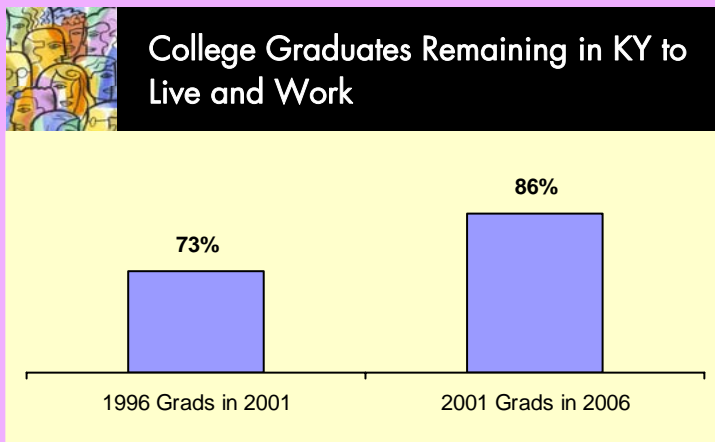
Measured by comparisons of Kentucky and national pass rates on professional licensure examinations. The average of Kentucky's public institutions is reported where available; the state pass rate is reported for physical therapy. *SOURCE: State licensing boards and CPE Comprehensive Database.*

# QUESTION 5

## Are Kentucky's people, communities, and economy benefiting?



Measured by the total extramural and development expenditures per capita, including all federal, state, local, corporate, and foundation funding sources and excluding only institutionally funded research and development. Source: National Science Foundation Survey and US Census Bureau.



Measured by the percentage of graduates of Kentucky's public and independent institutions living or working in Kentucky five years after graduation. Source: CPE Comprehensive Database and Kentucky Department of Transportation Driver's License Records.



### Extramural Research and Development Per Capita MAKING PROGRESS

**Status:** Kentucky's performance on this indicator increased by 12 percent in 2004, but continues to significantly lag SREB states and the US average.

**Purpose:** Research and development expenditures relative to the state's population are an index of a state's intellectual capital and potential for economic growth.

**Goal:** Kentucky will strive to close the gap with SREB states with a goal of \$90 of extramural research and development per capita by 2008. The goal is a product of the sum of institutional goals and the Kentucky State Data Center population projection for 2008.



### College Graduates Remaining in Kentucky MAKING PROGRESS

**Status:** In recent years, concerns have surfaced about Kentucky's "brain drain," a phenomenon where the best and brightest leave the state to pursue career opportunities elsewhere. Although talented college graduates do leave the state, recent data suggests that the vast majority of them stay here to live and work. In addition, roughly one out of five non-resident students also remain.

**Purpose:** This indicator measures the extent to which the state benefits from its investment in postsecondary education when its graduates remain in Kentucky to enhance the economy and quality of life.

**Goal:** Kentucky will strive to keep at least 75 percent of its recent college graduates in the state, which is equal to the percentage of native Kentuckians in the state's general population.

# QUESTION 5

## Are Kentucky's people, communities, and economy benefiting?



### STEM Degrees and Credentials MAKING PROGRESS

**Status:** Kentucky has made progress in this area, increasing total science, technology, engineering, and mathematics (STEM) credentials from 13,983 in 2004-05 to 15,873 in 2005-06, a gain of 14 percent. However, most of this growth has been in certificates and does not address the serious need for bachelor's and graduate level credentials.

**Purpose:** Severe shortages in science, technology, engineering, and mathematics-related fields have prompted national initiatives to increase the number of STEM graduates. Increasing the number of degrees in these new economy fields is vital to attracting more high-value jobs and industries to Kentucky.

**Goal:** Kentucky's goal is to increase the number of STEM degrees to 18,200 by 2007-08, with a larger proportion of these degrees being bachelor's degrees or higher. This goal is based on an historical rate of change of 10 percent, applied over three years.

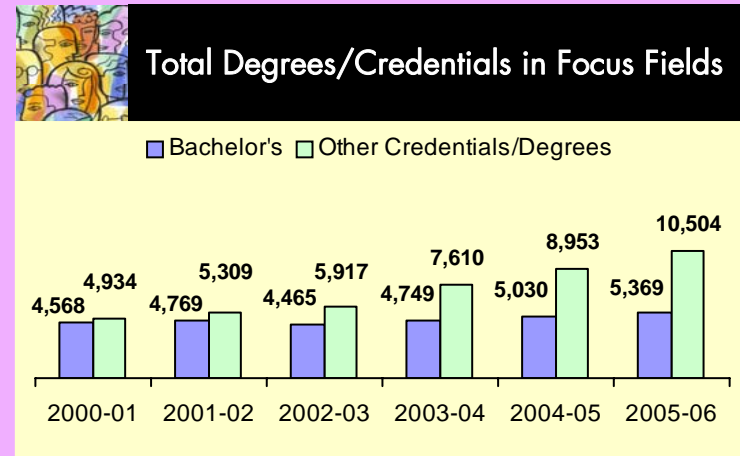


### Workforce Training MAKING PROGRESS

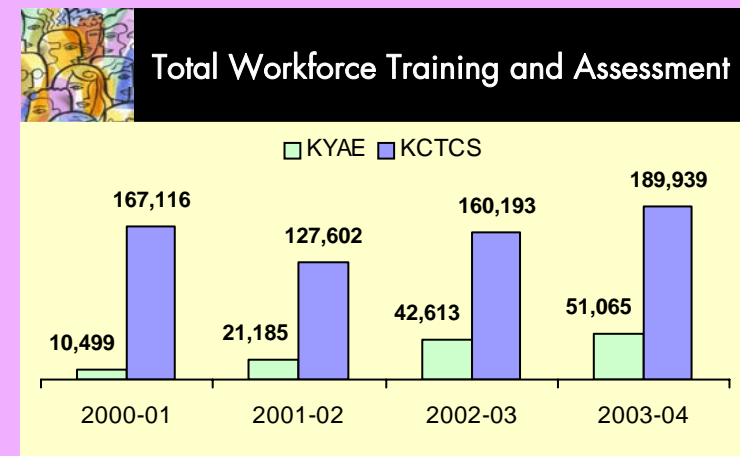
**Status:** KCTCS and Kentucky Adult Education work hand-in-hand with employers to improve the skills of Kentucky's workforce. Total training and assessments rose from 202,806 in 2002-03 to 241,004 in 2003-04, an increase of nearly 19 percent. Assessments accounted for 91,931 of this total.

**Purpose:** Workforce training is a vital service institutions provide to employers and employees and has a direct impact on economic development.

**Goal:** A goal of 225,000 trainings and assessments by 2007-08 was approved by the KCTCS Board of Regents. A Kentucky Adult Education workforce training goal will be set when KYAE determines how policy changes emphasizing greater academic focus will affect workforce training enrollment.



Measured by the total number of credentials at all levels awarded in science, technology, engineering, and mathematics (STEM) fields by Kentucky's public and independent institutions during an academic year (July 1 through June 30), using federal EPSCoR STEM categories. Source: CPE Comprehensive Database.



Measured by participation in Kentucky Adult Education and KCTCS workforce training and assessment programs. Source: KYAE and CPE comprehensive databases.

# SELECT INSTITUTIONAL KEY INDICATORS

The tables highlighted below provide summary data and goals on select institutional key indicators for 2005-06. Information on all institutional key indicators is included in the full 2005-06 Accountability Report.

	Teacher Quality (Quality Performance Indicator )					Undergraduate Fall Enrollment				Graduate & Professional Fall Enrollment				Degrees & Credentials (BA and Higher)			
	ACTUAL		Goal			ACTUAL		Goal		ACTUAL		Goal		ACTUAL		Goal	
	2004-05	2005-06	2007-08			2003	2004	2005	2007	2003	2004	2005	2007	2003-04	2004-05	2005-06	2007-08
Eastern Kentucky University	Satisfactory (3.41)	Satisfactory (3.15)	Excellent (3.5-4.0)			13,567	13,837	13,942	14,250	2,384	2,346	2,277	2,675	2,308	2,449	2,827	2,675
Kentucky State University	Excellent (3.76)	Excellent (3.72)	Excellent (3.5-4.0)			2,138	2,183	2,228	2,526	168	152	158	162	256	281	229	330
Morehead State University	Satisfactory (3.35)	Satisfactory (3.14)	Excellent (3.5-4.0)			7,929	7,762	7,549	8,050	1,580	1,531	1,513	1,650	1,350	1,411	1,461	1,505
Murray State University	Excellent (3.84)	Excellent (3.76)	Excellent (3.5-4.0)			8,385	8,371	8,585	8,758	1,715	1,757	1,689	1,772	2,013	1,943	2,091	2,030
Northern Kentucky University	Satisfactory (3.49)	Satisfactory (3.34)	Excellent (3.5-4.0)			12,223	12,070	12,107	12,900	1,722	1,851	1,918	2,200	1,890	2,063	2,116	2,270
Western Kentucky University	Satisfactory (3.37)	Excellent (3.55)	Excellent (3.5-4.0)			15,798	15,846	15,978	16,290	2,593	2,667	2,667	2,671	2,890	2,963	3,037	3,227
University of Kentucky	Excellent (3.70)	Excellent (3.54)	Excellent (3.5-4.0)			18,190	18,492	18,732	19,500	7,289	7,252	6,970	7,352	5,247	5,313	5,503	5,839
University of Louisville	Satisfactory (3.40)	Satisfactory (3.35)	Excellent (3.5-4.0)			14,742	14,933	15,057	15,057	6,101	6,103	5,996	6,101	3,676	3,986	4,170	4,249
Independents (AIKCU)	Excellent (3.52)	Excellent (3.54)	Excellent (3.5-4.0)			22,375	22,556	23,088	26,000	3,157	3,595	3,820	4,800	4,774	5,003	5,110	5,800
TOTAL						196,024	198,040	202,197	215,797	26,709	27,254	27,008	29,383	24,404	25,412	26,544	27,925

	Minority Degrees (BA and Higher)				Six-Year Graduation Rates				Transfers from KCTCS			Extramural Research and Development Funding				
	ACTUAL		Goal		ACTUAL		Goal		ACTUAL		Goal	ACTUAL (\$000)		Goal (\$000)		
	2003-04	2004-05	2005-06	2007-08	2002-03	2003-04	2004-05	2007-08	2002-03	2003-04	2004-05	2007-08	2003-04	2004-05	2005-06	2007-08
Eastern Kentucky University	96	122	124	135	37.1%	33.5%	36.9%	38.5%	573	662	701	766	\$376	\$462	\$286	\$508
Kentucky State University	174	198	164	229	39.0%	29.5%	28.5%	33.0%	25	29	39	50	\$3,291	\$3,614	\$3,298	\$3,800
Morehead State University	43	53	44	58	44.2%	37.9%	41.6%	44.0%	389	312	396	425	\$1,084	\$1,094	\$1,245	\$880
Murray State University	162	136	172	143	56.3%	57.3%	56.6%	55.0%	444	419	512	540	\$1,307	\$1,801	\$2,978	\$1,837
Northern Kentucky University	101	120	111	156	33.3%	40.5%	40.9%	41.9%	76	61	77	110	\$48	\$275	\$584	\$785
Western Kentucky University	206	230	219	251	43.4%	44.5%	45.5%	45.8%	431	424	474	542	\$4,644	\$3,734	\$5,192	\$6,813
University of Kentucky	371	401	390	447	61.1%	59.6%	59.8%	62.0%	957	896	815	860	\$162,441	\$187,028	\$203,223	\$272,000
University of Louisville	701	698	804	744	34.9%	33.1%	36.7%	45.0%	512	551	594	667	\$57,992	\$62,515	\$81,167	\$97,170
Independents (AIKCU)	351	349	341	400	45.4%	48.4%	48.0%	52.4%	402	514	583	750				
TOTAL	2,205	2,307	2,369	2,563					3,809	3,868	4,191	4,710	\$231,183	\$260,523	\$297,973	\$383,793

	Fall Undergraduate Enrollment				Three-Year Persistence Rate				Associate Degrees				Certificates and Diplomas Awarded				Minority Degrees and Credentials Awarded			
	ACTUAL		Goal		ACTUAL		Goal		ACTUAL		Goal		ACTUAL		Goal		ACTUAL		Goal	
	2003	2004	2005	2007	2003-04	2004-05	2005-06	2007-08	2003-04	2004-05	2005-06	2007-08	2003-04	2004-05	2005-06	2007-08	2003-04	2004-05	2005-06	2007-08
KCTCS	80,695	81,990	84,931	92,466	40.5%	43.3%	43.3%	43.3%	5,420	5,723	6,028	6,640	7,979	10,018	13,777	11,805	1,060	1,225	1,883	1,436





# MOVING FORWARD

The Commonwealth continued to make significant progress in many areas of the Public Agenda in 2005-06, improving on 12 of 19 statewide key indicators. In fact, Kentucky's postsecondary accountability system was cited in several national publications in 2006 as a model for other states. However, it is clear that the pace of change must intensify if the state is to achieve its 2020 educational attainment goals and increase the standard of living and quality of life for all Kentuckians. Highlighted below are a number of statewide initiatives and issues that the Council will work on over the next year.

- Question 1:**
- Go Higher Kentucky Phase II—to increase college access
  - Developmental Education Task Force—to reduce remediation and increase student success
  - GEAR UP Kentucky II Grant—to promote low-income student success
  - P-16 Council performance indicators—to measure the effectiveness of P-16 initiatives
  - Improving Educator Quality Grants—to enhance teacher professional development
  - Kentucky Adult Education—to promote GED completion and college going
- Question 2:**
- Need-based financial aid—to encourage access for low-income and adult students
  - Funding, tuition, and financial aid—to improve alignment and promote efficiency
  - CPE Affordability Study—to update information from the 2004 study
- Question 3:**
- 2020 bachelor's degree projections—to produce cost estimates and funding parameters
  - Statewide Transfer Committee—to increase transfers and enhance student success
  - Kentucky Virtual Campus new strategic plan—to promote statewide technology initiatives
  - Kentucky Adult Education—to increase its focus on college readiness
- Question 4:**
- College-level learning initiatives—to assess life and work skills
  - National Survey of Student Engagement and Community College Survey of Student Engagement—to measure the quality of college experience and increase student success
- Question 5:**
- STEM Task Force—to promote degree production and impact the economy
  - Translational Research Conference—to promote greater economic impact
  - Regional Stewardship Program—to encourage community partnerships and benefits
  - Statewide Engineering Strategy—to expand the engineering pipeline
  - Kentucky Science and Technology Corporation—to increase intellectual capital and research and development investment

Please refer to the Council's Web site, <http://www.cpe.ky.gov>, for more details on these statewide initiatives, as well as the full 2005-06 Accountability Report.

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The full 2005-06 Accountability Report is available online at  
<http://cpe.ky.gov/planning/statusreports/>.

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**Council on Postsecondary Education**  
**January 29, 2007**

**P-16 Council Update**

Several national reports and state initiatives were reviewed at the December 12 meeting.

The Council on Postsecondary Education and Kentucky Adult Education provided funding for a local P-16 council initiative proposed by the Jackson Purchase Area Local P-16 Council, and Dr. Dale Duvall updated council members on activities and issues of concern to local councils across the Commonwealth. Of particular concern is the need for a consistent funding mechanism so that local councils can hire and maintain staff to coordinate ongoing P-16 partnerships. State-level funding and support will allow local councils to create awareness in their communities of the importance of education and application of consistent guidelines for performance and accountability.

Dean James Cibulka (UK College of Education) and Dean Cathy Gunn (MoSU College of Education) led a discussion of Arthur Levine's recent report on "Educating School Teachers." Both deans found some of the report's findings more applicable to Kentucky teacher preparation programs than others, and both agreed that teacher preparation programs must become more closely engaged in local school districts and that a greater emphasis in the approval, certification, and evaluation of teacher preparation programs should be placed on students *learning* rather than on teachers *teaching*. Dr. Phil Rogers, executive director of the Education Professional Standards Board, reported on the multi-faceted approach being taken by Kentucky's certification board to recommend new goals for evaluating and approving programs, structuring professional development and career advancement of teachers and administrators, and the use of K-12 student data to assess the quality of teacher education programs in the Commonwealth. One area of discussion was the disjunction between CPE and EPSB program approval guidelines on the one hand, and institutional accreditation processes on the other, and whether National Accreditation of Colleges of Teacher Education (NCATE) principles indeed correlate to higher-quality teacher education programs. Staff also reported to P-16 council members on the 2007 Teacher Quality Summit and the new round of Improving Educator Quality grants (CPE November 2006 agenda items).

P-16 Council Chair Mark Wattier led a discussion of dual credit issues reviewed in the American Youth Policy Forum report, *The College Ladder: Linking Secondary and Postsecondary Success for All Students*. The report surveys a variety of models providing college-level learning opportunities to high school students. The Kentucky Department of Education's Dual Credit Task Force is working with the AYPF to participate in its research agenda to document and compare the learning results of these options and will report on them as they are available.

Dr. Tom Layzell, CPE president, reviewed U.S. Department of Education Secretary Margaret Spellings' report, *A Test of Leadership: Charting the Future of U.S. Higher Education*. He noted that approximately 60 percent of the world's jobs within the next decade will require some amount of postsecondary education and Kentucky will need to double the number of its baccalaureate degree holders by 2020 to keep pace with the nation. The nation and the Commonwealth will need to reallocate resources to address these challenges. Postsecondary educators must develop specific assessments to be accountable for college-level learning and to document the value added by postsecondary education. Dr. Jim Applegate, CPE vice president for academic affairs, reported on Secretary Spellings' follow-up meeting with educational leaders across the country. He also updated council members on the work of the Developmental Education Task Force (see page 39 of this agenda book) and the regional stewardship initiative (see page 93).

Al Lind (CPE vice president for information and technology), Myk Garn (CPE senior advisor), and Linda Pittenger (Kentucky Department of Education) summarized the strategic planning process of the Kentucky Virtual Campus and its implications for postsecondary and K-12 educational access and interagency and interstate collaborations. Not only will the KVC and KVHS make Kentucky courses and teaching modules more readily available to students and teachers within the Commonwealth, but the Southern Regional Education Board's initiative to share curricular and instructional content in an electronic data repository will make such materials available to educators in SREB states.



**COUNCIL ON POSTSECONDARY EDUCATION REPORT**  
**1/29/07**  
**FROM THE KENTUCKY BOARD OF EDUCATION**  
**BY**  
**INTERIM COMMISSIONER KEVIN M. NOLAND**

**January 29, 2007 Public Hearing and Commissioner's Search Committee Meeting**

The Kentucky Board of Education (KBE) is holding a public hearing today, January 29, 2007, to receive input on the draft characteristics for the next commissioner of education, which the Board composed, considering all input it had received prior to its January 10, 2007, meeting. Notice of the hearing, along with the draft characteristics, was sent to various constituencies and the public, including the Council on Postsecondary Education. The Commissioner's Search Committee, a subcommittee of the KBE, will finalize the characteristics at its meeting following the hearing. The draft characteristics are listed below:

**DRAFT CHARACTERISTICS FOR THE NEXT COMMISSIONER OF**  
**EDUCATION**  
**1/19/07**

***The Kentucky Board of Education***  
***Is Seeking a Commissioner of Education who...***

- Has successfully met the challenges of leading a large organization dedicated to ambitious goals, high standards, and continuous improvement.
- Has demonstrated the ability to articulate a clear vision of quality education with documented evidence of consistent, positive results.
- Understands and appreciates Kentucky's institutions, culture, and political and educational leadership.
- Has a proven track record of implementing programs that address the achievement gap with an emphasis on special needs, African-American, Hispanic, culturally and linguistically diverse, and low socio-economic students, while focusing on the needs of all students.
- Is committed to producing measurable results in low-performing schools and reaching the goal of proficiency by 2014 in all Kentucky schools.
- Demonstrates an ability to inspire, motivate and build consensus among high-impact decision makers such as legislative, business, community, and school leaders.
- Is well informed about standards-based education and successful education reform efforts in Kentucky and throughout the nation.
- Is strongly committed to a student-first philosophy.
- Inspires trust, possesses self-confidence, and models high standards of integrity.

- Possesses excellent communication skills and can effectively establish dialogue with all stakeholder groups.
- Demonstrates an appreciation for and commitment to producing measurable results relative to issues of diversity.
- Holds an advanced degree.

### **January 10, 2007 Kentucky Board of Education Meeting**

The Kentucky Board of Education met on January 10, 2007, with highlights of that meeting being as follows:

- Discussion on Characteristics for the Next Commissioner - Following the meeting, the search firm drafted a list of characteristics from what they heard at the January 10 meeting that were circulated to the Board. Edits were submitted by members and a set of draft characteristics was agreed upon that could be circulated for input.
- Discussion of the Input Process - It was agreed that a public hearing would be held on January 29, 2007, to take input, both oral and written, on the draft characteristics. The Board reviewed a list of constituencies to which the hearing notice would go and added some groups. Department staff were assigned to send out the notice and draft characteristics to the agreed upon list. The Commissioner's Search Committee, a subset of the Board, agreed to meet following the public hearing to discuss the input and finalize the characteristics.
- Discussion of Salary Range and Benefits for the Position - The Board agreed to set the salary for the successful candidate in the range of \$220,000, plus an excellent comprehensive benefits package. The final salary will be negotiated based upon experience and the criteria established by the Board.
- Discussion of Timeline for the Search - The search firm presented a draft timeline for the search that had to be revised due to schedule conflicts. The revised timeline indicates that applications from candidates must be received by the search firm by March 14, the Commissioner's Search Committee will do its paper review of candidates to narrow down to semifinalists on March 28, the semifinalists will be interviewed the week of April 2 and the full board will interview the finalists the week of April 9. All dates are subject to change if scheduling becomes a problem.

### **December 6-7, 2007, Kentucky Board of Education Meeting**

Highlights of the meeting are as follows:

- *FINAL APPROVAL GIVEN TO 703 KAR 5:020, THE FORMULA FOR DETERMINING SCHOOL ACCOUNTABILITY*

At its December 6-7 meeting, the Kentucky Board of Education gave final approval to 703 KAR 5:020, The formula for determining school accountability. Major changes that will affect the accountability system include:

- For 2006-07, an ACT index at the high school level will be computed from the results of PLAN to compose 5% of high school accountability.
- In 2007-08, the ACT will be administered to all grade 11 students statewide along with a complete Kentucky Core Content Test (KCCT). The ACT results will be studied and analyzed. The academic index will be based on KCCT items. An ACT index will continue to compose 5% of high school accountability; however, it will be computed from both PLAN and ACT.
- For 2008-09, the ACT will continue to be administered to all grade 11 students statewide and augmented with KCCT items. A Kentucky scale combining ACT/KCCT items to be used in calculating an academic index for accountability will be applied in 2008-09 and from that point forward. The ACT index, computed from PLAN and ACT, will continue to count 5% of high school accountability in 2008-09 and in the future.
- For state-required high school assessments administered in the fall, schools shall be held accountable based on students who have been enrolled for a full academic year in the prior school year. (Begins 2006-07)
- The weights for KCCT reading and mathematics will be increased to 22% for both subjects at the elementary level and 19% for both subjects at the middle school level (Begins in 2006-07)
- Kentucky Department of Education (KDE) staff will work with vendors and the National Technical Advisory Panel on Assessment and Accountability to resolve technical issues and create a growth measure that may be included in accountability in the future.
- Beginning in 2006-07, at the elementary level, districts shall identify a grade level, select a norm-referenced test (NRT) from a KDE approved list, and administer the reading and mathematics components. School and district results shall be publicly reported and individual student results communicated to parents for this elementary NRT plus EXPLORE at grade 8, PLAN at grade 10 and beginning in 2007-08, ACT at grade 11 and WorkKeys as an optional test at grades 10, 11 or 12. The KDE will provide districts with a per pupil allocation to support the purchase of the elementary level NRT.

- Nonacademic index calculations will include:
  - The values for attendance rate will be the actual percentage reported in Average Daily Attendance (ADA) for each school and district. (Begins 2006-07)
  - The values entered into the formula calculations for retention rate at elementary and middle school and dropout rate at middle school shall be 100 minus the actual percentage calculated. (Begins 2006-07)
  - Beginning in 2008-09, graduation rate at the high school level shall be used for retention and dropout calculations and shall be calculated as required by the No Child Left Behind Act of 2001. Kentucky values shall be added to the graduation rate as follows:
    - students receiving Certificates of Attainment (1 point)
    - students graduating by age 21 (1 point)
    - students completing a secondary GED (.50 point)
    - students graduating in three years or less as defined in the student's Individual Learning Plan (.50 point) for a total of 1.5 points
  - High school nonacademic data shall include transition to adult life data and beginning in 2008-09, the values for transition to adult life shall be based on those graduates who:
    - complete an Individual Learning Plan (ILP);
    - meet or exceed the ACT benchmarks set by the Council on Postsecondary Education;
    - indicate a workforce or military career path on their ILP and earn a silver level Kentucky Employability Certificate; or
    - meet or exceed the transition criteria for the Kentucky Certificate of Attainment, divided by twice the number of graduates.
  - A bonus point shall be added to the transition to adult life calculation for each graduate who:
    - passes three Advanced Placement exams with scores of three or greater
    - receives an International Baccalaureate Diploma
    - receives a Commonwealth Diploma
    - receives a National Merit Finalist designation
    - has an ILP that indicates a workforce or military career path and who earns a gold level Kentucky Employability Certificate, a Kentucky Occupational Skill Standards Certificate or national industry certification.

- Bonus points shall be added to the base transition to adult life calculation and capped at 100.

A public hearing was conducted on the regulation on January 25. Following the public hearing any comments will come back to the Board at the February meeting and members will have the opportunity to decide if further changes are necessary. After that, the regulation will proceed through the legislative committee review process.

□ *BOARD APPROVES LEGISLATIVE AGENDA*

The Kentucky Board of Education gave approval to its legislative agenda for the 2007 General Assembly session. The following proposals were approved:

- Principal Selection –
  - Require the school council to select a principal from among multiple candidates recommended by the superintendent
  
  - Expand the criteria for low-performing schools (beyond Level 3 for two successive biennia) for which either the superintendent or the highly skilled educator would select the principal
  
- Nonresident Student Options –
  - Provide grounds for appealing nonresident student agreements to the Commissioner and Kentucky Board of Education
  
  - Request LRC to conduct a study considering all factors relative to nonresident student/county and independent districts that would lead to recommendations for a long-term solution
  
- Prevailing Wage –
  - Suspend the prevailing wage requirement for school construction for three years to study the impact so that a more accurate determination can be made about the impact of the prevailing wage law
  - Seek changes to make the prevailing wage more representative of the region's actual wages
  
- SEEK –
  - Pursue a technical amendment to the definition of assessment to define assessment as “accessible” assessment
  
- School Facilities –

- Use of Restricted Funds; Capital Outlay and FSPK
  - Capital Outlay may be used for Tier 2B Maintenance with KDE approval (replacement of components of a useful system that is expected to operate for at least three more years).
  - Capital Outlay and FSPK may be used for Tier 3 Capital Replacement (one major building system).
  - Upon approval of the Commissioner, Capital Outlay may be used for maintenance without forfeiting the district’s participation in SFCC. Maintenance does not include property insurance.
  - Allow land for new schools or modifications to existing schools to be purchased with restricted cash for projects noted on the District Facility Plan for use in the next eight years. Land will not be counted in the calculation of need.
  
- Taxing Authority
  - KRS 157.621 would be amended to remove the sunset provision of the growth nickel.
  - KRS 160.470 would be amended to provide that no local board of education shall have to levy a tax rate lower than the rate set by the board in the previous year.
  - Increase 5 cent FSPK to 10 cents and provide equalization. Require all districts to levy this. Those already levying 10 cents would be authorized to levy another nickel, but would not be required to do this. The recallable nickel and EFF funding programs would become a part of FSPK. No district shall have to lower its tax levy for facilities.
  
- Process
  - Change the date of KDE’s needs determination from October 15 to December 15.
  - The calculation of local available revenue should be revised to use debt service that will be available in the future instead of a “snap shot”.
  
- Support for SFCC Statutory Changes
  - Provide a statutory program for targeted funding.
  - Provide that the SFCC consider additional factors when awarding targeted funding.
  - Allow SFCC funding for Priorities 1 and 2 regardless of the order in which projects are undertaken.
  - SFCC escrow requirements would be revised to eliminate the escrow balances in capital outlay and FSPK as of June 30 each year.

- *SEARCH FIRM SELECTED TO ASSIST IN HIRING THE NEXT COMMISSIONER*

On December 7, the Kentucky Board of Education chose Ray and Associates from Cedar Rapids, Iowa as the firm to assist it in finding the next commissioner of education. This search firm is nationally known and has over 30 years of experience in educational searches.

**Next Meeting: February 7-8, 2007, Frankfort, KY**

**Council on Postsecondary Education  
January 29, 2007**

**2007-08 Tuition and Fee Proposals**

The institutions will be presenting proposed tuition and required fees for 2007-08 at both the January and March Council meetings. The proposals will be based on the tuition policy and maximum parameters established by the Council at its Executive Committee meeting in November 2006. As was the case last year, the Council has agreed to provide two dates for tuition approval to accommodate the meeting schedules of the institutions' boards.

The Council has requested that the institutions present planned uses of the increased funding as well as to submit proposals to increase institutional financial aid for students with financial need.

The proposals are currently being developed by the institutions and will be completed and provided to the Council members prior to the January 29 meeting.



**Council on Postsecondary Education  
January 29, 2007**

## 2007-08 Tuition and Fee Proposals

**ACTION:** The staff recommends that the Council approve 2007-08 tuition and mandatory fee charges for the University of Kentucky, Eastern Kentucky University, Morehead State University, and the Kentucky Community and Technical College System.

The Council revised its tuition policy in 2005 to reflect the following policy objectives:

- **(Access)** - College education in Kentucky should be accessible and affordable for all qualified Kentuckians.
- **(Adequacy)** - Tuition policy decisions should provide adequate total public funding levels necessary for institutions to meet the objectives of the Public Agenda.
- **(Aid)** - Tuition and student financial aid policies should be coordinated effectively to ensure sufficient financial aid for students with financial need.
- **(Alignment)** - The following three policies should be aligned with each other and the Public Agenda: (1) General Fund appropriations, (2) financial aid, and (3) the establishment of tuition and required fees at the institutions.

Pursuant to these objectives, the Council established maximum tuition parameters for resident undergraduate students for 2007-08 on November 11, 2006. In addition, the Council mandated that the published price for nonresident students be established at least 1.75 times higher than the resident rates.

Four institutions are submitting proposals for tuition and fees for 2007-08 on January 29, 2007:

- University of Kentucky (UK)
- Eastern Kentucky University (EKU)
- Morehead State University (MoSU)
- Kentucky Community and Technical College System (KCTCS)

The remaining institutions are expected to submit proposals to the Council in March.

### Summary of Proposed 2007-08 Rates:

All four institutions submitted proposals that are within the maximum parameters approved by the Council. **Attachment A** provides the details for resident undergraduate tuition and fee charges, which are subject to the maximum parameters approved by the Council.

**Attachment B** provides a complete listing of tuition and mandatory fee charges for all students including graduate programs, nonresident students, and online course offerings.

A summary of annual tuition and required fees for undergraduate resident students is as follows:

Institution	Maximum	Proposed	Difference	\$ Increase	% Increase
UK	\$7,199	\$7,199	\$0	\$595	9.0%
EKU	5,685	5,682	3	490	9.4%
MoSU	5,333	5,280	53	410	8.4%
KCTCS	3,570	3,450	120	180	5.5%

The proposals for nonresident undergraduate rates are summarized as follows:

Institution	Proposed Resident Undergrad	Proposed Nonresident Undergrad	\$ Differential	% Required Differential	% Proposed Differential
UK	7,199	14,995	7,796	1.75	2.1
EKU	5,682	15,382	9,700	1.75	2.7
MoSU	5,280	13,340	8,060	1.75	2.5
KCTCS	3,450	10,350	6,900	1.75	3.0

**Planned Uses of Public Funding Increases:**

Institution	Planned Use of Funding
UK	<ul style="list-style-type: none"> <li>▪ Three percent salary increase for faculty and staff</li> <li>▪ Two percent for faculty retention “fighting fund” (market catch-up funds)</li> <li>▪ Increases in student financial aid</li> <li>▪ Health insurance, utility cost, and other fixed cost increases</li> </ul>
EKU	<ul style="list-style-type: none"> <li>▪ 3.5 percent faculty and staff salary increase and increased benefits</li> <li>▪ Academic/strategic initiatives</li> <li>▪ Increase in institutionally funded financial aid</li> <li>▪ Phase-in salary equity initiative</li> </ul>
MoSU	<ul style="list-style-type: none"> <li>▪ Four percent faculty &amp; staff salary increase and increased benefits</li> <li>▪ New academic program in space science</li> <li>▪ Increase in institutionally funded need and merit financial aid</li> <li>▪ Fixed cost increases</li> </ul>
KCTCS	<ul style="list-style-type: none"> <li>▪ Increase in faculty and staff salary and benefits</li> <li>▪ Programs to expand student access</li> <li>▪ Implementation of strategic plan initiatives</li> <li>▪ Increase in institutionally funded need-based aid</li> </ul>

## Institutional Planning for Financial Aid for Students with Financial Need

**Attachment C** details plans for increases in financial aid for students who have a demonstrated financial need. The table presents aid to be available for students who meet the federal definition of financial need (Pell Grant eligibility).

The Council requested additional financial assistance from institutional resources in 2007-08 above 2006-07 levels for students who have demonstrated financial need. All four institutions submitted proposals that demonstrate an increased commitment ranging from about 6 percent of tuition revenue at ECU to over 13 percent at UNH. In addition, information concerning the specifics of financial aid policies in 2007-08 for the four institutions is provided in **Attachment D**.

**2007-08 Tuition and Fees: Comparison of Maximum Parameters and Institutional Proposals**

For Institutions Submitting Proposals on January 29, 2007

Institution	Tuition & Fees 2007	Tuition and Fees as % of State Median Family Income \$48,168	2007-08 Maximum Parameters				January 29, 2007 Institutional Proposals			
			Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 \$49,420	% Change at Max	\$ Change at Max	Maximum Nominal Tuition & Mand. Fees	Max Tuition and Fees as % of MFI 2008 \$49,420	% Change at Max	\$ Change at Max
Research Institutions										
UK (Average Lower and Upper)	\$6,604	13.7%	\$7,199	14.6%	9.0%	\$594	\$7,199	14.6%	9.0%	\$595
UofL	6,252	13.0%	7,002	14.2%	12.0%	750				
SECTOR AVERAGE	6,428	13.3%	7,101	14.4%	10.5%	672				
Comprehensive Institutions										
EKU	5,192	10.8%	5,685	11.5%	9.5%	493	5,682	11.5%	9.4%	490
KSU	4,950	10.0%	5,420	11.0%	9.5%	470				
MoSU	4,870	10.1%	5,333	10.8%	9.5%	463	5,280	10.7%	8.4%	410
MuSU	4,998	10.4%	5,473	11.1%	9.5%	475				
NKU	5,448	11.3%	5,966	12.1%	9.5%	518				
WKU	5,860	12.2%	6,417	13.0%	9.5%	557				
SECTOR AVERAGE	5,220	10.8%	5,716	11.6%	9.5%	496				
Two-Year Institutions										
KCTCS	3,270	6.8%	3,570	7.2%	9.2%	300	3,450	7.0%	5.5%	180
KCTCS (Per Credit Hour)	109		119			10	115			6

**2007-08 TUITION & MANDATORY FEE RATES  
(Fall 2007 and Spring 2008)**

	<b>Fall 2007 Rates</b>	<b>Spring 2008 Rates</b>	<b>Annual 2007-08 Rates</b>
<b><u>University of Kentucky</u></b>			
<i>Undergraduate (Lower Division)</i>			
Resident			
Full-time	\$3,548	\$3,548	\$7,096
Per Credit Hour	282	282	
Nonresident			
Full-time	7,448	7,448	14,896
Per Credit Hour	607	607	
<i>Undergraduate (Upper Division)</i>			
Resident			
Full-time	3,651	3,651	7,302
Per Credit Hour	290	290	
Nonresident			
Full-time	7,547	7,547	15,094
Per Credit Hour	615	615	
<i>Graduate</i>			
Resident			
Full-time	3,835	3,835	7,670
Per Credit Hour	401	401	
Nonresident			
Full-time	8,079	8,079	16,158
Per Credit Hour	873	873	
<i>Master in Business Administration (MBA)</i>			
<i>Evening and part-time students</i>			
Resident			
Full-time	4,434	4,434	8,868
Per Credit Hour	468	468	
Nonresident			
Full-time	9,643	9,643	19,286
Per Credit Hour	1,046	1,046	
<i>Master of Arts in Diplomacy and International Commerce and Master of Science in Physician Assistant Studies</i>			
Resident	4,022	4,022	8,044
Nonresident	8,266	8,266	16,532
<i>Master of Science in Radiological Medical Physics and Master of Science in Health Physics (College of Health Sciences, Division of Radiation Sciences)</i>			
Resident	4,464	4,464	8,928
Nonresident	8,695	8,695	17,390

**2007-08 TUITION & MANDATORY FEE RATES  
(Fall 2007 and Spring 2008)**

	<b><u>Fall 2007 Rates</u></b>	<b><u>Spring 2008 Rates</u></b>	<b><u>Annual 2007-08 Rates</u></b>
<b>University of Kentucky continued</b>			
<i>Law</i>			
Resident	6,999	6,999	13,998
Nonresident	12,402	12,402	24,804
<i>Medicine *</i>			
<i>Students - entering classes of Fall 2004 and earlier</i>			
Resident	10,987	10,987	21,973
Nonresident	21,371	21,371	42,742
<i>Students - entering classes of Fall 2005</i>			
Resident	11,729	11,729	23,457
Nonresident	22,330	22,330	44,660
<i>Students - entering classes of Fall 2006</i>			
Resident	11,802	11,802	23,604
Nonresident	22,454	22,454	44,907
<i>Students - entering classes of Fall 2007</i>			
Resident	11,876	11,876	23,752
Nonresident	22,578	22,578	45,155
* As a pilot program, beginning with fall 2007, the College of Medicine tuition and mandatory fee rates are 'locked in' for each entering class cohort. The rates will not change while students are enrolled in the program.			
<i>Dentistry</i>			
<i>Students - entering classes of Fall 2005, 2006, and 2007</i>			
Resident	10,637	10,637	21,274
Nonresident	22,427	22,427	44,854
<i>Other Returning Students</i>			
Resident	10,355	10,355	20,710
Nonresident	22,041	22,041	44,082
<i>Pharmacy</i>			
<i>Students - entering classes of Fall 2005, 2006, and 2007</i>			
Resident	8,888	8,888	17,776
Nonresident	16,549	16,549	33,098
<i>Other Returning Students</i>			
Resident	7,352	7,352	14,704
Nonresident	14,740	14,740	29,480
<i>Professional Doctoral</i>			
Resident	5,000	5,000	10,000
Nonresident	11,160	11,160	22,320
<i>Master in Business Administration (MBA)</i>			
<i>Full-time students in the "Day" Program</i>			
Resident	4,106	4,106	8,212
Nonresident	8,350	8,350	16,700
<i>Doctorate of Physical Therapy</i>			
Resident	6,235	6,235	12,470
Nonresident	13,935	13,935	27,870

\*\*Subject to slight modification

**2007-08 TUITION & MANDATORY FEE RATES  
(Fall 2007 and Spring 2008)**

	<b><u>Fall 2007 Rates</u></b>	<b><u>Spring 2008 Rates</u></b>	<b><u>Annual 2007-08 Rates</u></b>
<b><u>Eastern Kentucky University</u></b>			
<i>Undergraduate</i>			
Resident			
Full-time	2,841	2,841	5,682
Per Credit Hour	237	237	
Nonresident			
Full-time	7,691	7,691	15,382
Per Credit Hour	641	641	
Nonresident - Targeted Areas			
Full-time	4,442	4,442	8,884
Per Credit Hour	371	371	
Online Programs**			
Justice and Safety Online Courses (per credit hour)	350	350	
Other Online Courses (per credit hour)	260	260	
**Subject to slight modification			
<i>Graduate</i>			
Resident			
Full-time	3,070	3,070	6,140
Per Credit Hour	342	342	
Nonresident			
Full-time	8,419	8,419	16,838
Per Credit Hour	936	936	
Full-time - Incentive Grant Counties	4,801	4,801	9,602
Per Credit Hour - Incentive Grant Counties	534	534	
Online Programs **			
Justice and Safety Online Courses (per credit hour)	500	500	
Other Online Courses (per credit hour)	375	375	
**Subject to slight modification			
<b><u>Morehead State University</u></b>			
<i>Undergraduate</i>			
Resident			
Full-time	2,640	2,640	5,280
Per Credit Hour	220	220	
Nonresident			
Full-time	6,670	6,670	13,340
Per Credit Hour	560	560	
Nonresident -Targeted Counties			
Full-time	3,300	3,300	6,600
Per Credit Hour	275	275	
Online Programs			
Per Credit Hour	355	355	
<i>Graduate</i>			
Resident			
Full-time	2,865	2,865	5,730
Per Credit Hour	320	320	
Nonresident			
Full-time	7,275	7,275	14,550
Per Credit Hour	810	810	
Online Programs			
Per Credit Hour	355	355	
<b><u>Kentucky Community and Technical College System (KCTCS)</u></b>			
Resident			
Full-time	1,725	1,725	3,450
Per Credit hour	115	115	
Nonresident - Contiguous Counties			
Full-time	2,070	2,070	4,140
Per Credit hour	138	138	
Nonresident - Other			
Full-time	5,175	5,175	10,350
Per Credit hour	345	345	

ESTIMATED FINANCIAL AID FOR STUDENTS ELIGIBLE FOR A PELL GRANT

	Tuition and Fee Revenue and Institutional Financial Aid						Estimated Total Student Financial Aid				
	One-Year Increase (Incremental Revenue)			Comparison of Totals 2007-08			Per Pell-eligible Student				
<u>Institution</u>	<u>Increase Revenue Tuition &amp; Fees 2007 to 2008</u>	<u>Increase Institutional Student Aid* 2007 to 2008</u>	<u>Institutional Aid as % Increase in Revenue 2007 to 2008</u>	<u>Total Revenue Tuition &amp; Fees 2007-08</u>	<u>Total Institutional Student Aid* 2007-08</u>	<u>Total Institution Aid As % of Total Tuition Revenue 2007-08</u>	<u>Estimated Total Student Financial Aid for Pell-eligible Students* 2007-08</u>	<u>**Enrollment for Undergraduates Enrolled in Six or More Hours Fall 2006</u>	<u>Estimated Pell-eligible Students 2007-08</u>	<u>Pell Eligible as % of Undergraduate Enrollment</u>	<u>Estimated Student Aid per Pell-eligible Student* 2007-08</u>
Research Institutions											
UK UofL	\$17,621,400	\$2,350,700	13.3%	\$237,580,700	\$9,358,200	3.9%	\$26,947,193	18,354	3,475	18.9%	\$7,755
Comprehensive Institutions											
EKU	8,162,000	500,000	6.1%	94,385,002	5,002,000	5.3%	26,850,000	12,313	5,175	42.0%	5,188
KSU											
MoSU	3,092,678	470,589	15.2%	46,285,428	6,215,004	13.4%	25,792,241	6,469	3,418	52.8%	7,546
MuSU											
NKU											
WKU											
Two-Year College System											
KCTCS	6,600,000	573,000	8.7%	162,833,300	10,992,800	6.8%	131,195,400	49,264	36,863	74.8%	3,559

\* Student financial aid presented above for needy students is defined by the federal government (students who are eligible for a Pell Grant). Institutions provide other need-based financial aid for students who are not eligible for a Pell Grant and that information is not incorporated in this analysis.

\*\*Includes only undergraduate degree-seeking students enrolled for six or more credit hours.

\*\*\*Student financial aid does not include loans or workstudy, only grant aid.



**2007-08 Financial Aid Policies  
(EKU, KCTCS, MoSU, and UK)**

# **Eastern Kentucky University**

## NEW FINANCIAL AID INITIATIVES BEGINNING IN 2007-08

### **1. EKU REGIONAL SCHOLARS:**

Regional scholars are undergraduate, full-time, first-year Kentucky resident students that reside in one of the 22 counties located in EKU's service region.. In accordance with EKU's mission and in order to provide assistance to students from these counties, funding will be provided at the level of the in-state undergraduate tuition cost and will be renewable up to 10 consecutive semesters. For 2007-08, EKU will have an investment of \$2,611/semester and \$5,222/annual.

#### ***Qualifications:***

- Graduate from a high school located in one of the 22 identified counties in EKU's service region
- Must have a Median Household Income of \$30,000 or less
- Must have an Estimated Family Contribution (EFC) of up to \$5,000
- Must have completed the Kentucky Pre-College Curriculum requirements in high school<sup>2</sup>
- Have a cumulative GPA of at least 3.25
- Receive Full Admission status to EKU<sup>2</sup>

#### ***Requirements:***

- Must complete a FAFSA<sup>1</sup>
- Must maintain a GPA of at least 2.75
- Remain a full-time student in good standing with satisfactory academic progress
- Maintain required minimum eligibility for all awarded federal, state and institutional grants

### **2. MATH/SCIENCE SCHOLARS**

Math/Science Scholars are undergraduate, full-time, first-year Kentucky residents that reside in EKU's primary service region. EKU will have 22 of these scholarships, one from each of the counties in the service region. Math/Science Scholars will have demonstrated excellence in their high school curriculum as well as chosen to study in the fields of mathematics and/or science. These students will be provided tuition, room, board and books and the award will be renewable up to 8 consecutive semesters. For 2007-08, EKU's will have an estimated annual cost of \$11,600 per scholar.

#### ***Qualifications:***

- Graduate from a high school located in one of the 22 identified counties in EKU's primary service region
- Must have completed the Kentucky Pre-College Curriculum requirements in high school<sup>2</sup>
- Have a cumulative GPA of at least 3.75
- Receive Full Admission status to EKU<sup>2</sup>

**Requirements:**

- Declare and maintain a major in a math or science discipline
- Must maintain an overall GPA of at least 3.5 including a 3.5 within their major
- Remain a full-time student in good standing with satisfactory academic progress
- Maintain required minimum eligibility for all awarded federal, state and institutional grants

**3. SCHOLASTIC OPPORTUNITY GRANT:**

Scholastic Opportunity scholars are undergraduate, full-time students whose family income falls at 150% or below the national poverty level. The grant amount will provide the differential between the direct costs of attendance (tuition, room, board, and books) and federal, state and institutional grants. This cost differential is estimated to be \$1,500 and will be renewable up to 10 consecutive semesters. For 2007-08, ECU will have an investment of \$750/semester and \$1,500/annual.

**Qualifications:**

- Must be Pell eligible

**Requirements:**

- Must complete a FAFSA<sup>1</sup>
- Must maintain a GPA of 2.5
- Remain a full-time student in good standing with satisfactory academic progress
- Maintain required minimum eligibility for all awarded federal, state and institutional grants

**4. TRANSFER SCHOLARS:**

KCTCS students are eligible for a new scholarship beginning in spring 2006. Each grant is valued at half the in-state undergraduate tuition rate and will be renewable for up to six consecutive semesters. For 2007-08, ECU will have an investment of \$1,305/semester and \$2,611/annual.

**Qualifications:**

- Transfer from a KCTCS institution.
- Have completed a total of at least 24 hours of course work at a KCTCS institution.
- Have a cumulative GPA of at least 3.0 on all postsecondary work at the time of transfer.

**Requirements:**

- Must complete a FAFSA<sup>1</sup>
- Must maintain a GPA of 2.5
- Remain a full-time student in good standing with satisfactory academic progress
- Maintain required minimum eligibility for all awarded federal, state and institutional grants

## **5. COVER TO COVER:**

The Cover to Cover program is aimed at undergraduate, full-time, first-year Kentucky residents. The intent of this program is to provide assistance in obtaining textbooks for those students who will not receive textbook assistance through the Scholastic Opportunity Grant, but who have demonstrated financial need. Experience indicates that students with Estimated Family Contributions just above the level for Pell eligibility have difficulty in affording textbooks. These students will be provided the cost of books up to \$400 a semester renewable for up to 10 consecutive semesters. For 2007-08, ECU will have an investment of \$400/semester and \$800/annual.

### ***Qualifications:***

- Demonstrate an Estimated Family Contribution (EFC) above 150% of the poverty level and up to \$5,000.

### ***Requirements:***

- Must complete a FAFSA<sup>1</sup>
- Remain a full-time student in good standing with satisfactory academic progress
- Maintain required minimum eligibility for all awarded federal, state and institutional grants

## **SUMMARY of AWARDS AND TOTAL COSTS:**

<b>Aid Type</b>	<b>2007-08 Awards</b>	<b>2007-08 Cost</b>	<b>2010-11 Award</b>	<b>2010-11 Cost</b>
EKU Regional Scholars	375	\$990,000	1,500	\$3,960,000
Math/Science Scholar	22	\$255,000	88	\$1,020,000
Scholastic Opportunity Grant	500	\$750,000	2,000	\$3,000,000
Transfer Scholars	200	\$520,000	350	\$910,000
Cover to Cover	300	\$240,000	1,200	\$960,000
<b>Totals</b>	<b>1,397</b>	<b>\$2,755,000</b>	<b>5,138</b>	<b>\$9,850,000</b>

<sup>1</sup>The priority data for completing the Free Application for Federal Student Aid (FAFSA) is March 15, 2007 and each subsequent year by February 15.

<sup>2</sup>Students who cannot complete the Kentucky Pre-College Curriculum (and therefore enter with Full Admission status) due to a lack of availability of necessary coursework (e. g. foreign languages) at their high schools will be considered on a case-by-case basis for this award.

## **Kentucky Community and Technical College System**

### **2007-08 Scholarship/Financial Aid Program Investments**

KCTCS will increase existing scholarships to offset increases in tuition.

Additionally, KCTCS will implement new scholarships and fund additional needs-based financial aid as follows.

**Workforce Development/Transfer Program:** KCTCS is implementing the Workforce Development/Transfer Program to develop a workforce that stimulates business development, creates better jobs and a higher standard of living, and facilitates Kentucky's transition to a knowledge-based economy. In 2007-08, KCTCS will expend at least \$300,000 to fund scholarships that support associate degree completion and subsequent transfer to baccalaureate degree programs at Kentucky public and independent institutions.

**KCTCS Needs-Based Financial Aid Program:** KCTCS will fund additional needs-based financial aid at each of its 16 colleges. Each college has committed to expend a portion of its new operating funds in 2007-08 to expand its needs-based financial aid program. "Needs-based" students will be defined as Pell-eligible students, currently approximately 75 percent of the KCTCS enrollment.

# **Morehead State University**

## **2007-2008 Scholarship/Financial Aid Program Investments**

In addition to the fixed cost expense associated with increasing existing scholarship budgets to offset increases in tuition and total cost of attendance, Morehead State University will allocate revenue from tuition increases to support two new student financial aid programs.

**Eagle Access** will provide funds to meet the gap between a student's financial aid award package and their estimated total cost of attendance including tuition, room, board, and books. To qualify for an Eagle Access award, students must meet the following criteria:

- Full-time, first-year Kentucky resident
- Unconditionally admitted to the University
- Family income at or below 120% of the federal poverty level
- Complete a Free Application for Federal Student Aid (FAFSA) by March 15<sup>th</sup> each year

The award is renewable for up to 10 semesters of undergraduate study if the student:

- Participates in the federal work study program each semester
- Maintains continuous fall/spring enrollment with a cumulative gpa of at least 2.0

The number of incoming freshman qualifying each fall for the Eagle Access (based on Fall 2006 data) is estimated at 100 with a total institutional cost of \$250,000 in 2007-08 and increasing with renewals to an estimated 400 students with a cost of \$1,500,000 annually by 2011-2012.

**Undergraduate Fellowships** – modeled after a graduate assistantship, the Undergraduate Fellowship award provides wages for undergraduate students to work directly with a faculty on research and projects focused in the student's program of study. Students are selected for Undergraduate Fellowship awards by the faculty within each academic department. The award is used both as a recruitment tool for entering freshman as well as a retention tool that engages students with faculty outside of the classroom. The fellowship also provides the opportunity for faculty to mentor top performing students with potential to be successful in graduate programs of study.

The Undergraduate Fellowship program was started in 2005-2006 with the first of a three-year commitment to invest \$75,000 each year. In Fall 2007, the third annual investment of \$75,000 will bring available recurring funds to \$225,000 and will serve approximately 120 undergraduate students.

**KCTCS Transfer Scholarships** – additional funds will be allocated to the KCTCS Transfer Scholarship program initiated in Fall 2006 which offers KCTCS students and graduates with 48 college credit hours a \$2,000 - \$2,500 award based on transfer gpa. The award is renewable each year by maintaining a cumulative 3.0 gpa each year. In Fall 2006 a total of \$134,000 was awarded in KCTCS transfer scholarships. That number is expected to increase in Fall 2007 to \$270,000.

## University of Kentucky

### TRUSTEES SCHOLARS are:

1. **100** current KCTCS students who earn an Associates Degree and a 3.5 cumulative GPA and enroll at UK full-time in Fall 2007. They can continue to pay KCTCS tuition rates for up to two years.
    - University investment per scholar in 2007-08: \$2270/semester (\$4540/year)
    - Total University investment in 2007-08: \$454,000
    - Requirement for renewal for second year: 3.3 cumulative GPA
  2. **150** current KCTCS students who earn at least 48 hours of credit (with at least 24 at a KCTCS institution) and a 3.3 cumulative GPA and enroll at UK full-time in Fall 2007. They can receive up to \$2,000 per year for up to two years.
    - University investment in 2007-08: \$300,000.
    - Requirement for renewal for second year: 3.3 cumulative GPA
  3. **275** students who have earned at least 24 hours at an accredited institution and a 3.3 cumulative GPA and transfer to UK full-time in Fall 2007. They can receive up to \$1,000 in their first year. The University's investment in 2007-08 is \$275,000
- Number of **Trustees Scholars** in 2007-08: 525
  - University investment in **Trustees Scholars** in 2007-08: \$1,029,000
  - Number of **Trustees Scholars** when fully implemented: 775
  - University investment in **Trustees Scholars** when fully implemented: \$1,783,000

PROVOST SCHOLARS are full-time, first-year UK students in Fall 2007 who earn a 28 ACT and a 3.3 cumulative GPA in high school. They will receive up to \$1,500 per year for four years. A 3.3 cumulative GPA is required for renewal.

- Number of **Provost Scholars** in 2007-08: 110 (estimate)
- University investment in **Provost Scholars** in 2007-08: \$165,000
- Number of **Provost Scholars** when fully implemented: 440 (estimate)
- University investment in **Provost Scholars** when fully implemented: \$ 660,000

FLAGSHIP SCHOLARS are full-time, first-year students in Fall 2007 who earn a 26 or 27 ACT and a 3.3 cumulative GPA in high school. They will receive a one year award of up to \$1,500. Depending on academic performance, they may be eligible for scholarships in later years.

- Number of **Flagship Scholars** in 2007-08: 475 (estimate)
- University investment in **Flagship Scholars** in 2007-08: \$712,500

CATALYST SCHOLARS<sup>1</sup> are full-time, first-year Kentucky resident students in Fall 2007 who are eligible for the federal Pell Grant and whose family income is at or below 150% of the federal poverty level guidelines. They will receive up to \$2,020 per year for four years if they maintain Satisfactory Academic Progress.

- Number of **Catalyst Scholars** in 2007-08: 375 (estimate)
- University investment in **Catalyst Scholars** in 2007-08: \$757,500
- Number of **Catalyst Scholars** when fully implemented: 1,175 (estimate)

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<sup>1</sup>Catalyst Scholars must complete a Free Application for Federal Student Aid (FAFSA) by April 1, 2007 and each subsequent year by February 15.

- University investment in **Catalyst Scholars** when fully implemented: \$2,373,600

**CATALYST SCHOLARS MATH AND SCIENCE CHALLENGE** - Beginning in Fall 2008, Catalyst Scholars will be required to have successfully completed math and science courses in their high school senior year. Beginning in Fall 2009, Catalyst Scholars will be required to have successfully completed math and science courses in their high school junior and senior years.

**NUMBER OF 2020 SCHOLARS AND TOTAL COSTS:**

Scholars	Scholars in 2007-08	Cost in 2007-08	Scholars in 2010-11	Cost in 2010-11
Trustees	525	\$1,029,000	775	\$1,783,000
Provost	110	\$165,000	440	\$ 660,000
Flagship	475	\$712,500	475	\$ 712,500
Catalyst	375	\$757,500	1175	\$ 2,373,600
<b>Totals</b>	<b>1,485</b>	<b>\$2,664,000</b>	<b>2,865</b>	<b>\$ 5,529,100</b>



**Council on Postsecondary Education**  
**January 29, 2007**

## **Developmental Education Task Force Report**

The Developmental Education Task Force was charged by the Council's Quality and Accountability Policy Group with developing a comprehensive plan to reduce the number of underprepared students and to better support and retain students who enter the institutions. Task force members (see attached) began meeting in August to identify important issues and policy options as the foundation of the plan. All meeting materials are posted on the Council's Web site at [http://cpe.ky.gov/committees/develop\\_ed/default.htm](http://cpe.ky.gov/committees/develop_ed/default.htm).

The results of recent freshmen preparation and performance reports emphasized the importance and urgency of the work of the task force. Council reports showed that in both 2002 and 2004 just over 50 percent of the first-time freshmen did not meet the Council's standard for preparation in math, English, and reading. Even higher percentages of entering minority and adult students require remediation. Additionally, underprepared students were twice as likely to drop out by the sophomore year as prepared students (38.8 percent compared to 19.5 percent). The level of college readiness of the 2004 entering college class showed little improvement over 2002.

National and state-level leaders in the developmental education field presented current issues and initiatives that may serve as models for the statewide plan. The following experts addressed the task force:

- Dr. Hunter Boylan, Director, National Center for Developmental Education
- Karen Sue Cain, President, Kentucky Association of Developmental Education, and Director of Transition and University Services at Eastern Kentucky University
- Marcella Davis, Learning Center Coordinator and Humanities Division Faculty, Madisonville Community and Technical College
- Sarah Hindman Hawker, Vice President, Kentucky Adult Education
- Phillip Rogers, Executive Director, Educational Professional Standards Board
- James G. Cibulka, Dean, College of Education, University of Kentucky
- Sam Evans, Dean, College of Education and Behavioral Sciences, Western Kentucky University
- Byron McClenney, Project Director and Senior Lecturer, Community College Leadership Program, University of Texas at Austin

Members initially identified 36 recommendations within the following framework of seven problem statements:

1. Too much variability exists in institutional delivery of developmental education services in postsecondary education, resulting in varying degrees of developmental student success.
2. More effective collaboration is needed between postsecondary education and P-12/adult education to significantly reduce the proportion of underprepared freshmen who were recent high school graduates.
3. Kentucky's teacher educator programs need more targeted programs to improve K-12 teacher preparation and professional development addressing teachers' ability to produce college-ready students in mathematics, English, and reading.
4. A targeted strategic funding and accountability system is needed to support postsecondary institutions in promoting the success of underprepared students and hold them accountable for doing so.
5. Collaboration between adult education and postsecondary education must be directed toward reducing the proportion of underprepared GED graduates.
6. The large opportunity gaps in the preparation levels of minority and nontraditional students must be reduced, and the effectiveness of postsecondary developmental education programs for those students must be improved.
7. State-level assessment and placement policies must be revised to reflect current best practices and ensure students receive the help they need when they need it.

At the January 8, 2007, meeting the group consolidated the large set of items and selected six primary recommendations as the central focus of the developmental education plan and agreed on the following six general draft recommendations. The task force will hold one additional meeting to review these draft recommendations and approve its final report to the Council.

### **1. Update College Admissions Regulations**

Revise current guidelines for admission (13 KAR 2:020) to require that underprepared students begin developmental coursework in the first semester of enrollment, continue coursework until required proficiencies are established, and begin college entry-level coursework in the semester that immediately follows completion of developmental courses in that subject area. Additionally, review and, where necessary, increase the current systemwide standards of readiness for admission in English, reading, and mathematics to be consistent with the findings of the American Diploma Project and ACT research.

### **2. Create an Integrated Accountability System Tied to Performance Funding**

Develop accountability systems and performance funding programs, with established timelines, that provide rewards and consequences for (a) postsecondary institutions and P-12 districts for the performance of high schools in postsecondary education service regions in graduating college-ready students, as defined by statewide college readiness

standards and (b) the performance of postsecondary institutions in achieving retention and graduation rates for underprepared students equal to or approaching that of prepared students.

### **3. Fund Infrastructure Improvement**

Fund infrastructure support for postsecondary institutions and adult education, dependent upon matching funds in the case of postsecondary institutions, to implement a plan for delivery of underprepared student services that reflect best practice and that include assessment of current services, workforce professional development needs, collaborations with area adult education programs, and goals for underprepared student performance, including opportunity gaps. Provide weighted funding in institutional budget development that provides greater support for the enrollment of underprepared students.

### **4. Align College Readiness Standards and Tie to Educator Professional Development**

Develop postsecondary, secondary, and adult education collaborations to align college readiness standards and provide professional development opportunities for educators to enhance their success in helping students meet those standards using resources such as those provided by the Kentucky Center for Mathematics and the Collaborative Center for Literacy Development. Provide funding for county-level pilot projects to implement college-bound GED curricula aligned with college-level courses, including the ADP-based content standards.

### **5. Better Link Educator Preparation to College Readiness**

Require the EPSB to include criteria for program approval and continuing accreditation that assess program components designed to ensure teachers can diagnose and address learner problems in literacy and mathematics to improve college readiness in these areas and provide similar evaluations for adult education instructor preparation.

### **6. Develop Early Student Interventions**

Implement strategies to improve the college readiness of high school students, including dual enrollment, and other senior year interventions for junior students scoring below the ACT readiness thresholds. Use the EPAS (Educational Planning and Assessment System) diagnostic data to develop collaborative interventions between postsecondary institutions and middle/high schools to target and assist significantly underprepared demographic groups to eliminate opportunity gaps by the junior year of high school.

The Developmental Education Task Force will meet January 23 to comment on the draft final report. If the task force approves the report with no major revisions, the report will be considered by the Council's Quality and Accountability Policy Group at its January 29 meeting with action by the full Council at its March 5 meeting.

## Membership

### Kentucky Developmental Education Task Force

John Turner, Task Force Chair  
Vice Chair, Council on Postsecondary Education

The Honorable Jack Westwood  
State Senator

The Honorable Harry Moberly, Jr.  
State Representative

Laura Owens  
Secretary, Kentucky Education Cabinet

Thomas Layzell  
President, Council on Postsecondary Education

Sarah Hindman Hawker  
Vice President, Kentucky Adult Education

Cheryl Karp  
Member, Prichard Committee for Academic  
Excellence

Kevin Noland  
Interim Commissioner, Kentucky Department of  
Education

Karen Sue Cain  
Past President  
Kentucky Association of Developmental Education  
Director, Transition and University Services  
Eastern Kentucky University

Gary Cox  
President, Association of Independent Kentucky  
Colleges and Universities

Michael McCall  
President, Kentucky Community and Technical  
College System

Lucian Yates III  
Chair, School of Education, Kentucky State  
University

Wayne Andrews  
President, Morehead State University

Randy Dunn  
President, Murray State University

James Votruba  
President, Northern Kentucky University

Lee Todd, Jr.  
President, University of Kentucky

James Ramsey  
President, University of Louisville

Sherry Reid  
Dean, Bowling Green Community College,  
Western Kentucky University

**Council on Postsecondary Education**  
**January 29, 2007**

## **World Languages Work Group Update**

Several recent task forces and reports recognize at the national level that competence in languages other than English, as well as international cross-cultural study and experience, are critical to the nation's ability to compete economically in a global economy and to our national security.<sup>1</sup> In response to this, Pell-eligible students majoring in certain foreign languages designated as "critical" were included in the federally funded SMART grants program (National Science and Mathematics Access to Retain Talent) announced in early 2006.

The Kentucky Board of Education considered inclusion of competency in a language other than English as a high school graduation requirement during its last review of Kentucky's curriculum. An insufficient supply of foreign language teachers was cited as the chief obstacle to the approval of this change.

The Council of Chief Academic Officers of Kentucky's public postsecondary institutions asked that the Council on Postsecondary Education develop a comprehensive statewide strategy focused not only on the preparation of teachers, but on the expansion of world language learning opportunities available across and throughout the Commonwealth and the increased world language and international cultural competency of all Kentuckians. This strategy was to include recommendations on ways to: 1) increase the number of K-12 world language teachers, 2) increase the number of world languages taught at the K-12 and postsecondary and professional levels and the quality of these offerings, and 3) increase study abroad opportunities at both the K-12 and postsecondary levels.

Representatives of Kentucky's public and independent postsecondary institutions and the K-12 sector met in September and December 2006 to assess Kentucky's capacity for increasing among its students' world language and international cultural competence and develop strategies to ensure more students graduate with those competencies. They are reviewing K-12 and postsecondary enrollments, postsecondary degree production, K-12 and postsecondary world language requirements, K-12 and postsecondary study abroad opportunities, and K-12 teaching capacity and certification policies and procedures.

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<sup>1</sup> "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security" (Committee for Economic Development, February 2006): [http://www.ced.org/projects/educ\\_forlang.shtml](http://www.ced.org/projects/educ_forlang.shtml); "A Call to Action for National Foreign Language Capabilities" (The National Language Conference, February 2005): [http://www.nlconference.org/docs/White\\_Paper.pdf](http://www.nlconference.org/docs/White_Paper.pdf); "Defense Language Transformation Roadmap" (U.S. Department of Defense, January 2005): <http://www.defenselink.mil/news/Mar2005/d20050330roadmap.pdf>.

The group is scheduled to meet again in February and will begin to draft recommendations for increasing the supply of world language K-12 teachers and increasing the range of language options at the K-12 and postsecondary levels.

**Council on Postsecondary Education**  
**January 29, 2007**

## **Official Fall 2006 Postsecondary Enrollment**

Public postsecondary enrollments have been submitted to the Council for fall 2006. The following table includes official enrollment for fall 2006 and longitudinal data from the previous nine years. Highlights of fall 2006 enrollment reports include:

- This is a record year for enrollments, but the growth has slowed. Overall, fall 2006 undergraduate enrollment is up about 1.5 percent over fall 2005.
- Kentucky State University led the universities in undergraduate increases with a 5.1 percent increase over fall 2005.
- NKU had the second-largest increase with undergraduate enrollment up 4.6 percent over fall 2005.
- UK's undergraduate enrollment also was up noticeably with a 3.2 percent increase over fall 2005.
- KCTCS enrollment growth appears to be leveling off with a 1.8 percent increase over last fall.
- ECU and Morehead saw small drops in their undergraduate enrollments compared to the previous year.
- Overall, graduate enrollment is basically the same in fall 2006 as it was in fall 2005.

**Total Headcount Enrollment by Level**

Kentucky Public Institutions  
Fall 1997 - Fall 2006

Institution/Level	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>Universities</b>										
<b>Eastern Kentucky University</b>										
Undergraduate	13,437	13,480	13,274	12,909	13,023	13,053	13,567	13,837	13,942	13,623
Graduate	1,988	1,922	1,914	1,748	1,890	2,195	2,384	2,346	2,277	2,140
<b>Total Headcount</b>	<b>15,425</b>	<b>15,402</b>	<b>15,188</b>	<b>14,657</b>	<b>14,913</b>	<b>15,248</b>	<b>15,951</b>	<b>16,183</b>	<b>16,219</b>	<b>15,763</b>
<b>Kentucky State University</b>										
Undergraduate	2,203	2,205	2,277	2,129	2,165	2,107	2,138	2,183	2,228	2,341
Graduate	85	98	116	125	149	146	168	152	158	159
<b>Total Headcount</b>	<b>2,288</b>	<b>2,303</b>	<b>2,393</b>	<b>2,254</b>	<b>2,314</b>	<b>2,253</b>	<b>2,306</b>	<b>2,335</b>	<b>2,386</b>	<b>2,500</b>
<b>Morehead State University</b>										
Undergraduate	6,690	6,743	6,645	6,755	7,268	7,712	7,929	7,762	7,549	7,515
Graduate	1,518	1,520	1,526	1,572	1,759	1,678	1,580	1,531	1,513	1,510
<b>Total Headcount</b>	<b>8,208</b>	<b>8,263</b>	<b>8,171</b>	<b>8,327</b>	<b>9,027</b>	<b>9,390</b>	<b>9,509</b>	<b>9,293</b>	<b>9,062</b>	<b>9,025</b>
<b>Murray State University</b>										
Undergraduate	7,210	7,349	7,299	7,492	7,776	8,088	8,385	8,371	8,585	8,607
Graduate	1,601	1,554	1,615	1,649	1,872	1,832	1,715	1,757	1,689	1,697
<b>Total Headcount</b>	<b>8,811</b>	<b>8,903</b>	<b>8,914</b>	<b>9,141</b>	<b>9,648</b>	<b>9,920</b>	<b>10,100</b>	<b>10,128</b>	<b>10,274</b>	<b>10,304</b>
<b>Northern Kentucky University</b>										
Undergraduate	10,625	10,643	10,672	10,859	11,288	12,164	12,223	12,070	12,107	12,668
Graduate	758	764	746	871	884	1,107	1,196	1,272	1,335	1,447
First-Professional	402	392	358	371	376	472	526	579	583	523
<b>Total Headcount</b>	<b>11,785</b>	<b>11,799</b>	<b>11,776</b>	<b>12,101</b>	<b>12,548</b>	<b>13,743</b>	<b>13,945</b>	<b>13,921</b>	<b>14,025</b>	<b>14,638</b>
<b>University of Kentucky</b>										
Undergraduate	17,014	17,157	16,847	16,899	17,284	17,878	18,190	18,492	18,732	19,328
Graduate	5,142	5,142	4,822	4,837	5,399	5,767	5,881	5,825	5,485	5,584
Post-Doctoral	147	197	209	256	240	232	284	295	224	282
First-Professional	1,390	1,410	1,397	1,380	1,365	1,388	1,408	1,427	1,485	1,506
House Staff	478	488	467	480	503	476	497	506	513	509
<b>Total Headcount</b>	<b>24,171</b>	<b>24,394</b>	<b>23,742</b>	<b>23,852</b>	<b>24,791</b>	<b>25,741</b>	<b>26,260</b>	<b>26,545</b>	<b>26,439</b>	<b>27,209</b>
<b>University of Louisville</b>										
Undergraduate	14,564	14,647	14,710	14,477	14,131	14,475	14,724	14,933	15,057	15,103
Graduate	4,434	4,293	4,168	4,374	4,302	4,677	4,795	4,802	4,667	4,655
Post-Doctoral	29	65	74	84	136	87	90	124	126	145
First-Professional	1,301	1,269	1,256	1,253	1,271	1,281	1,306	1,301	1,329	1,350
House Staff	566	583	585	580	554	569	549	565	581	588
<b>Total Headcount</b>	<b>20,894</b>	<b>20,857</b>	<b>20,793</b>	<b>20,768</b>	<b>20,394</b>	<b>21,089</b>	<b>21,464</b>	<b>21,725</b>	<b>21,760</b>	<b>21,841</b>



**Total Headcount Enrollment by Level**  
**Kentucky Public Institutions**  
**Fall 1997 - Fall 2006 (continued)**

Institution/Level	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>Western Kentucky University</b>										
Undergraduate	12,338	12,713	12,921	13,272	14,135	15,234	15,798	15,846	15,978	16,067
Graduate	2,205	2,169	2,202	2,244	2,444	2,584	2,593	2,667	2,667	2,597
<b>Total Headcount</b>	<b>14,543</b>	<b>14,882</b>	<b>15,123</b>	<b>15,516</b>	<b>16,579</b>	<b>17,818</b>	<b>18,391</b>	<b>18,513</b>	<b>18,645</b>	<b>18,664</b>
<b>Total Universities</b>										
Undergraduate	84,081	84,937	84,645	84,792	87,070	90,711	92,954	93,494	94,178	95,252
Graduate	17,731	17,462	17,109	17,420	18,699	19,986	20,312	20,352	19,791	19,789
Post-Doctoral	176	262	283	340	376	319	374	419	350	427
First-Professional	3,093	3,071	3,011	3,004	3,012	3,141	3,240	3,307	3,397	3,379
House Staff	1,044	1,071	1,052	1,060	1,057	1,045	1,046	1,071	1,094	1,097
<b>Total Headcount</b>	<b>106,125</b>	<b>106,803</b>	<b>106,100</b>	<b>106,616</b>	<b>110,214</b>	<b>115,202</b>	<b>117,926</b>	<b>118,643</b>	<b>118,810</b>	<b>119,944</b>
<b>Kentucky Community and Technical College System</b>	<b>41,957</b>	<b>51,647</b>	<b>52,842</b>	<b>59,415</b>	<b>70,913</b>	<b>76,082</b>	<b>80,695</b>	<b>81,990</b>	<b>84,931</b>	<b>86,475</b>
<b>Total Public Institutions</b>										
Undergraduate	126,038	136,584	137,487	144,207	157,983	166,793	173,649	175,484	179,109	181,727
Graduate	17,731	17,462	17,109	17,420	18,699	19,986	20,312	20,352	19,791	19,789
Post-Doctoral	176	262	283	340	376	319	374	419	350	427
First-Professional	3,093	3,071	3,011	3,004	3,012	3,141	3,240	3,307	3,397	3,379
House Staff	1,044	1,071	1,052	1,060	1,057	1,045	1,046	1,071	1,094	1,097
<b>Total Headcount</b>	<b>148,082</b>	<b>158,450</b>	<b>158,942</b>	<b>166,031</b>	<b>181,127</b>	<b>191,284</b>	<b>198,621</b>	<b>200,633</b>	<b>203,741</b>	<b>206,419</b>

Notes: Enrollment data for the Technical Colleges were not collected prior to Fall 1998.  
 Lexington Community College is included in KCTCS.  
 Graduate data include doctoral students.

Source: Council on Postsecondary Education Comprehensive Database.  
 December 15, 2006

**Council on Postsecondary Education  
January 29, 2007**

**Updated Migration Study**

The Council has conducted a data match with the driver's license databases to identify students who graduated five years ago and who still live in Kentucky. Results will be presented at the January 29 meeting comparing the current migration rates of students to migration rates from the previous study prepared roughly ten years ago.

# Brain Gain

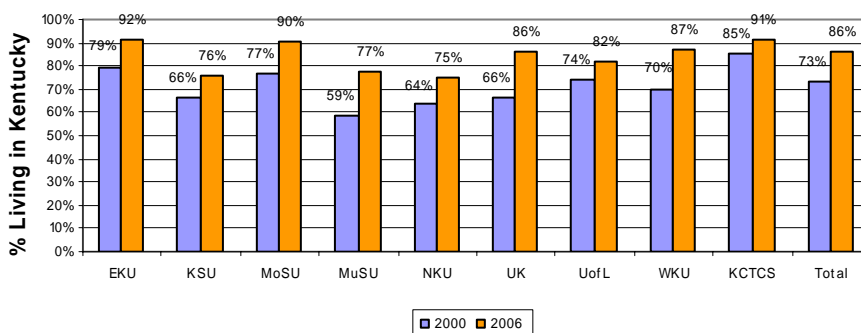
## Retaining Kentucky Graduates

The vast majority of people who earn degrees at Kentucky's public colleges and universities stay in Kentucky after graduation. In fact, the proportion of alumni who choose to stay in the Commonwealth has increased significantly since the mid-1990s based on results from a new Kentucky Council on Postsecondary Education study. The overall percent of graduates who stayed in Kentucky increased from 73 to 86 percent. The percent with a bachelors rose even more from 71 to 87 percent.

According to a 2000 study, 83 percent of in-state graduates from public institutions were still in the Commonwealth after five years. The 2006 study indicates that the proportion has risen to 95 percent. During a time frame when the number of degrees and awards was increasing, it is a very good sign that not only are more Kentuckians choosing to earn degrees but they are also choosing to remain in the Commonwealth. The actual number of graduates who choose to stay in Kentucky actually increased by 36 percent between 2000 and 2006. These increases cannot help but improve the education level of Kentuckians.

In addition to the growing number of Kentuckians who are choosing to stay, more out-of-state students are also choosing to stay in Kentucky after graduation (37 percent compared to 24 percent in the 2000 study) and roughly half (49 percent) of international students are also choosing to remain after graduation.

**Retaining Kentucky Graduates**  
All Postsecondary Graduates - 5 Years Later  
Kentucky Public Institutions - By Institution



### Highlights

- 95 percent of in-state graduates from public colleges and universities stay in Kentucky after completing their degree or credential.
- Overall, between 2000 and 2006 the proportion of graduates from public colleges and universities in Kentucky who choose to remain in the state increased from 73 to 86 percent.
- With the increase in the number of degrees and credentials being awarded, the number of graduates who choose to stay in Kentucky actually increased by 36 percent between 2000 and 2006.
- Roughly half (49 percent) of international students are choosing to remain in Kentucky after graduation.
- The proportion of out-of-state students who stay in Kentucky after graduation has increased by more than 50 percent (37 percent in 2006 compared to 24 percent in 2000).
- The percent of students who earn doctorates and stay in Kentucky nearly doubled from 27 to 52 percent.

## The Study

In 2000 the CPE conducted a data match with the Kentucky Transportation Cabinet to identify students who graduated approximately five years earlier from one of the state's public institutions to see if they were still in Kentucky. The study included graduates from the 1993-94 and 1994-95 academic years who were still in Kentucky in 2000, which was defined as either having a Kentucky driver's license or picture identification. In 2000 the CPE also performed a match with the Unemployment Insurance databases in the state; however, the Council was unable to replicate that in the 2006 study. Therefore, all comparisons will be solely between results from both the 2000 and the 2006 studies based solely on matches with the driver's license and identification databases.

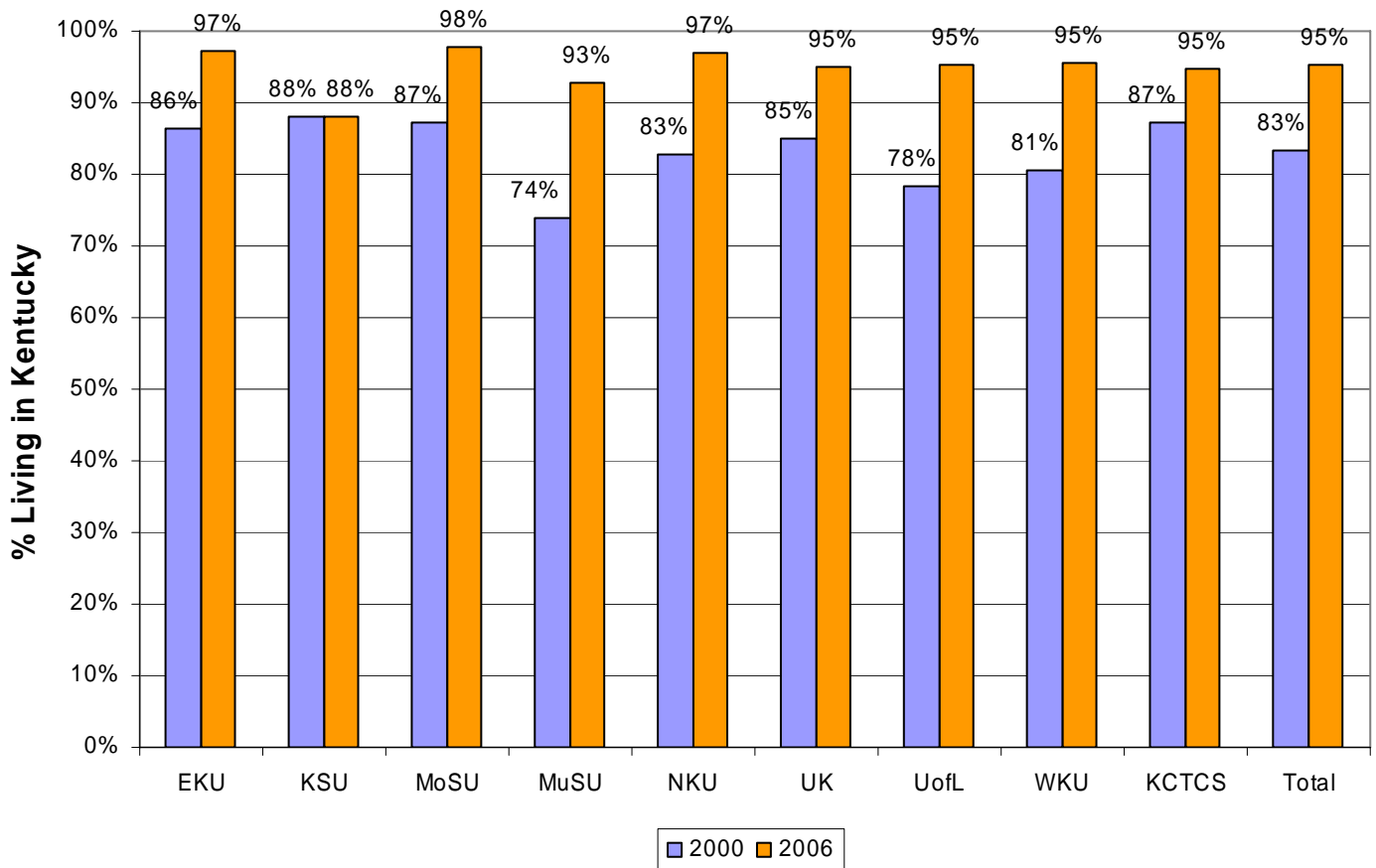
The Transportation databases include all Kentuckians who either have a driver's license or a state picture identification card. This was the first in-state and out-of-state migration study of college graduates conducted in Kentucky. Using a similar methodology, the CPE conducted a second data match with Transportation in 2006 of students who had graduated during the 2000-01 academic year. During this most recent data match, students who had graduated in the previous ten years, as well as drop-outs and current students, were also

included to allow for additional studies to better understand migration over time as well as regional migration within the Commonwealth. Without the assistance of the Kentucky Transportation Cabinet, this study would not have been possible.

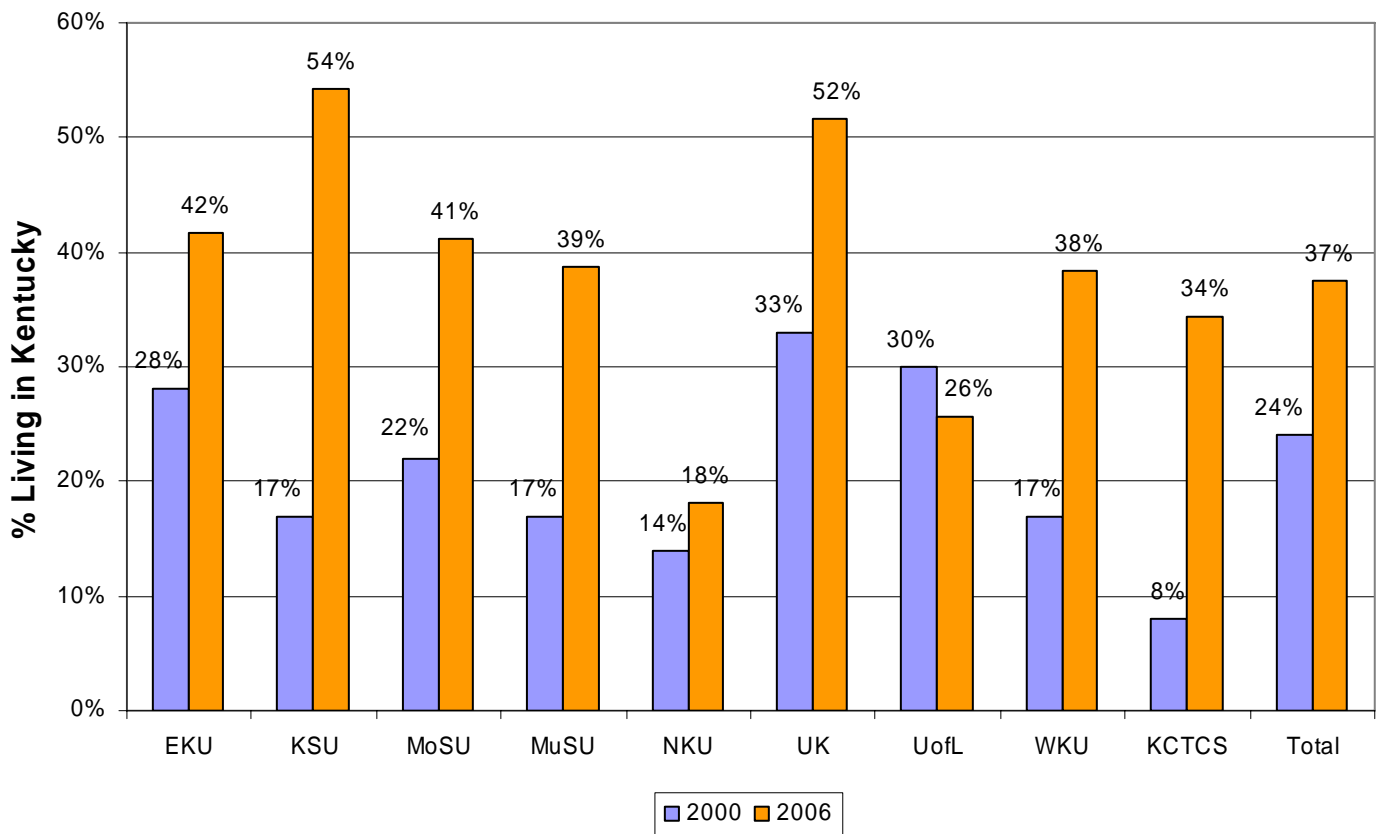
## In-State, Out-of-State, and International Students

As one might expect, native Kentuckians who go to an in-state public college or university are more likely to remain in the Commonwealth than students from out-of-state who earn degrees here (95 percent compared to 37 percent in 2006). However, the proportion of out-of-state students who stay in Kentucky after graduation has increased by more than 50 percent (37 percent in 2006 compared to 24 percent in 2000). Overall, in-state graduates from all of Kentucky's public colleges and universities are still more likely to stay in the state five years after graduation than their counterparts in the 2000 study. All of the public institutions showed increasing rates for in-state students who stay with the exception of Kentucky State whose rates remained the same compared to those in the 2000 study.

**Retaining Kentucky Graduates  
In-State Postsecondary Graduates - 5 Years Later  
Kentucky Public Institutions - By Institution**



## Retaining Kentucky Graduates Out-of-State Postsecondary Graduates - 5 Years Later Kentucky Public Institutions - By Institution



People occasionally question the utility of enrolling out-of-state students at public institutions. While it is true that out-of-state and international students are not as likely to stay in Kentucky after graduation, a growing proportion do choose to make the Commonwealth their home and ultimately contribute to the economy. The proportion of out-of-state graduates who stay in Kentucky varies from institution to institution. In some instances, such as at Kentucky State University and the University of Kentucky, more than half of out-of-state graduates choose to stay in the state and, overall, nearly half (49 percent) of the international students who earn degrees here also choose to make Kentucky their home.

in Kentucky than their counterparts from five years earlier. In the previous study only two out of five of those who received doctorates stayed in-state. In the 2006 study nearly two out of three (65 percent) doctoral graduates stayed in Kentucky five years after completing their degrees. The proportion of out-of-state students who completed doctoral degrees and stayed nearly doubled between the two studies (52 percent compared to 27 percent in the 2000 study).

### Variations by Degree Level

Graduates with different levels of education vary in terms of how likely they are to remain in Kentucky. As illustrated by the 2000 study, and as one might expect due to possibly expanded job opportunities, a student who completes an associate degree is slightly more likely to stay than one who completes a bachelor's, who is more likely to stay than one who completes a master's, who is more likely to remain than one who completes a doctorate.

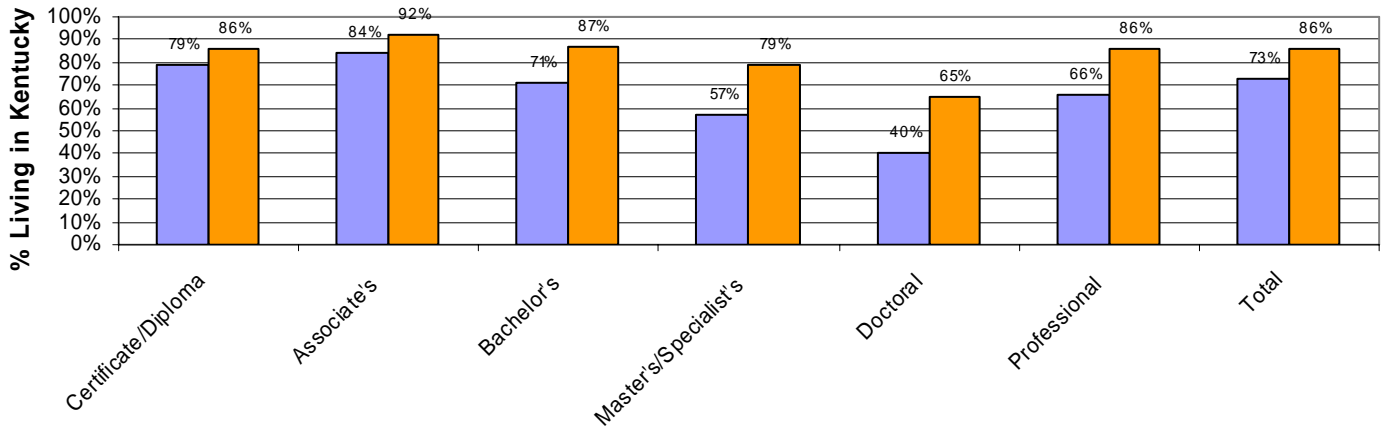
Those same relationships showed up again in the 2006 study but graduates from all levels are even more likely to stay

### Differences by Major or Degree Area and Level

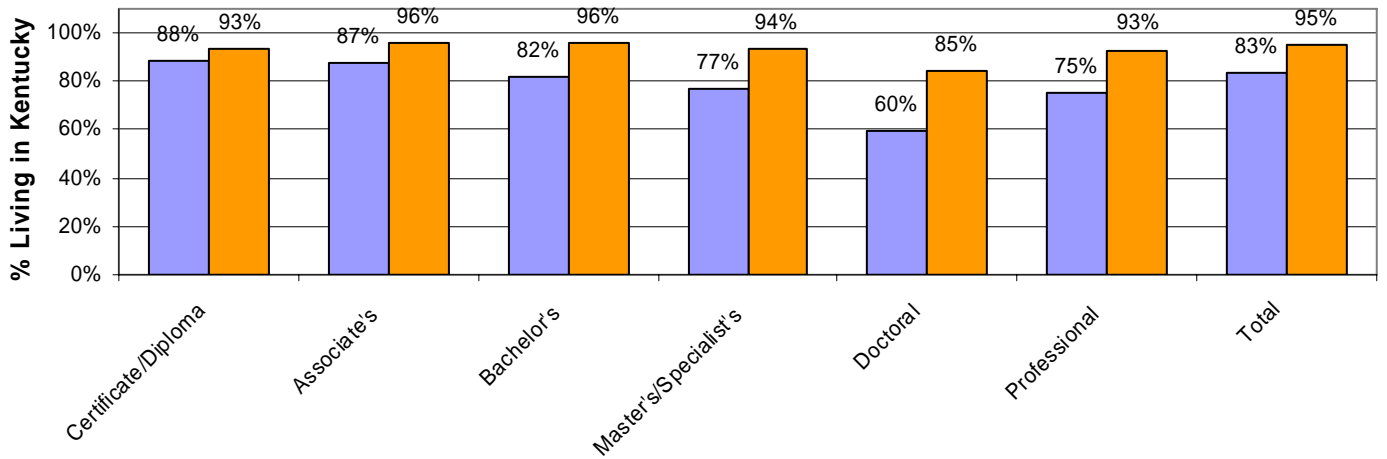
Different majors or degree areas retain students within the state at different levels. Obviously the job market and economic outlook varies in Kentucky and some professions may not be present in abundance to accommodate as many students as the institutions are graduating.

The overall picture of selected majors at various levels shows that professions such as nursing and education seem to retain more people than high-tech fields such as engineering (92 and 88 percent, respectively, compared to 78 percent). This seems plausible since there are significant numbers of nurses and teachers in every community across the Commonwealth. However, when broken out by degree level, at least at the bachelor's degree level, the engineers were actually slightly

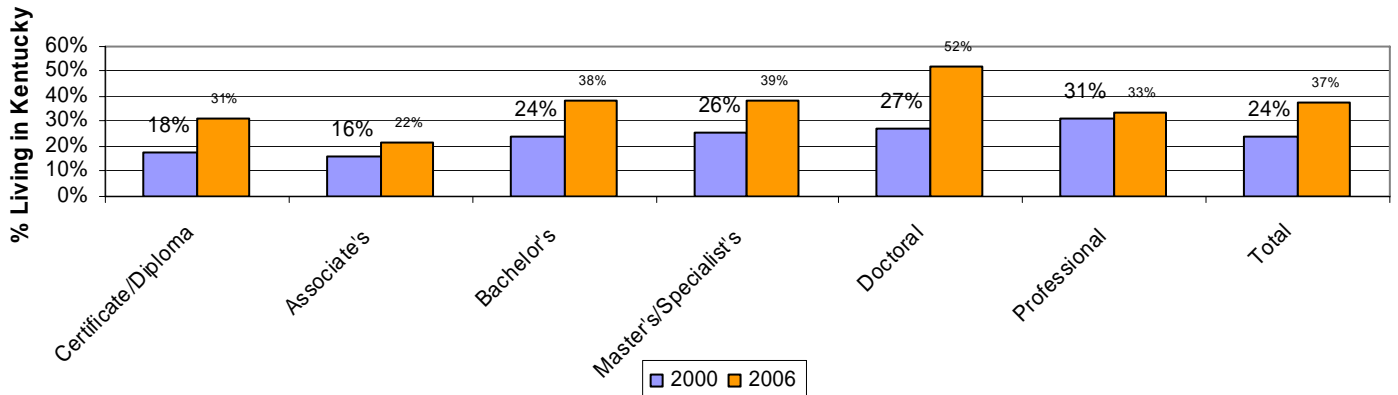
**Retaining Kentucky Graduates  
All Postsecondary Graduates - 5 Years Later  
Kentucky Public Institutions - By Award Level**



**Retaining Kentucky Graduates  
In-State Postsecondary Graduates - 5 Years Later  
Kentucky Public Institutions - By Award Level**



**Retaining Kentucky Graduates  
Out-of-State Postsecondary Graduates - 5 Years Later  
Kentucky Public Institutions - By Award Level**



more likely than those with degrees in education to stay in the state five years later.

As expected, graduates from the master's and doctoral programs are actually bringing down the overall figures for some academic programs. Specifically, the state does not seem to do a very good job of providing an environment that encourages graduate degree recipients in engineering or business to stay. This may be a reflection of the job market in these fields for workers with advanced degrees and credentials.

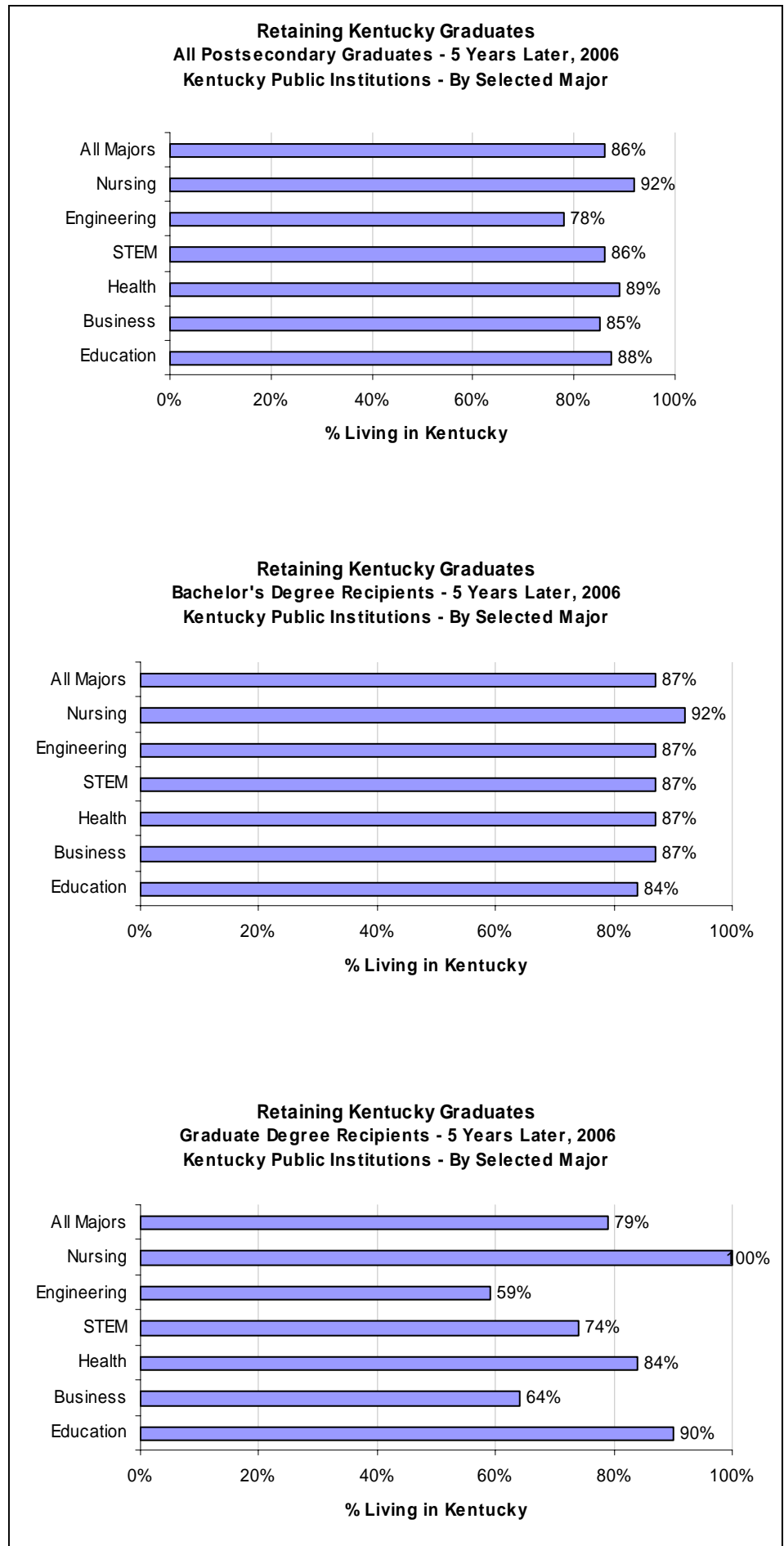
## Gender, Ethnicity, Age, and Migration

Caucasians are slightly more likely to stay in Kentucky than minorities, and females are slightly more likely than males to stay in the state after graduation. Examining the results by age defined as traditional (24 and younger) and nontraditional (25 and older) does show an unexpected lack of difference. Common sense might make people think that the younger, traditional-aged students with fewer ties would be more likely to leave the state for other opportunities than more mature students who often are expected to have families, jobs, or other ties to the region. In the overall results for all degree levels, traditional students were slightly more likely to stay in Kentucky than nontraditional students (88 percent compared to 84 percent). When breaking it down to just students who earned a bachelor's degree, there was only a 1 percent difference between the age groups. Apparently, younger, traditional-aged students are just as likely as adult students to choose to stay in Kentucky.

## What does it all mean?

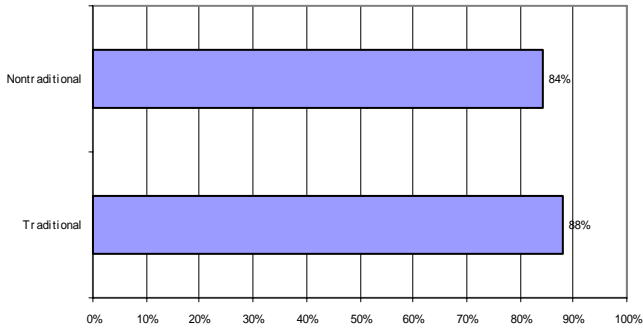
Overall, the results are very promising both in terms of Kentucky's ability to generate as well as retain an educated citizenry. In order to achieve the 2020 objective of reaching the national average in terms of the percentage of Kentuckians with a bachelor's degree or above, this improvement needs to continue.

The vast majority of Kentuckians who earn degrees from the



**Retaining Kentucky Graduates**

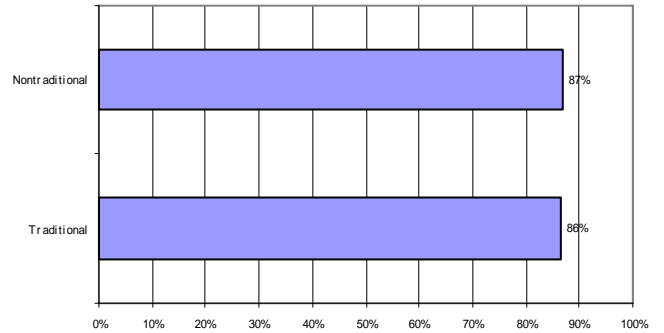
All Postsecondary Graduates - 5 Years Later, 2006  
Kentucky Public Institutions - By Age



% Living in Kentucky

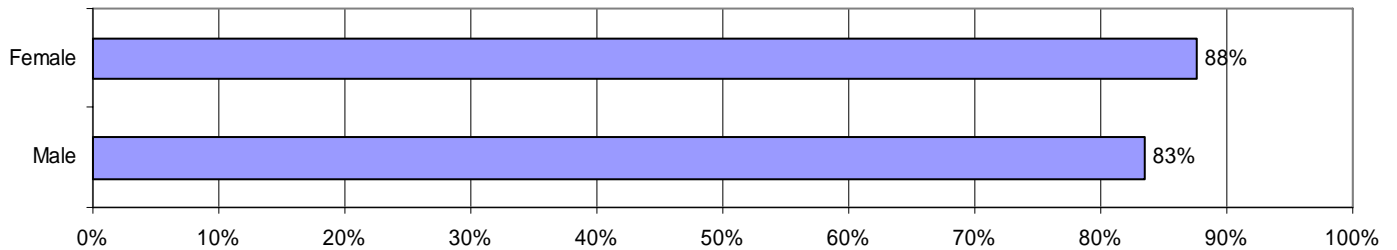
**Retaining Kentucky Graduates**

Bachelor Degree Recipients - 5 Years Later, 2006  
Kentucky Public Institutions - By Age



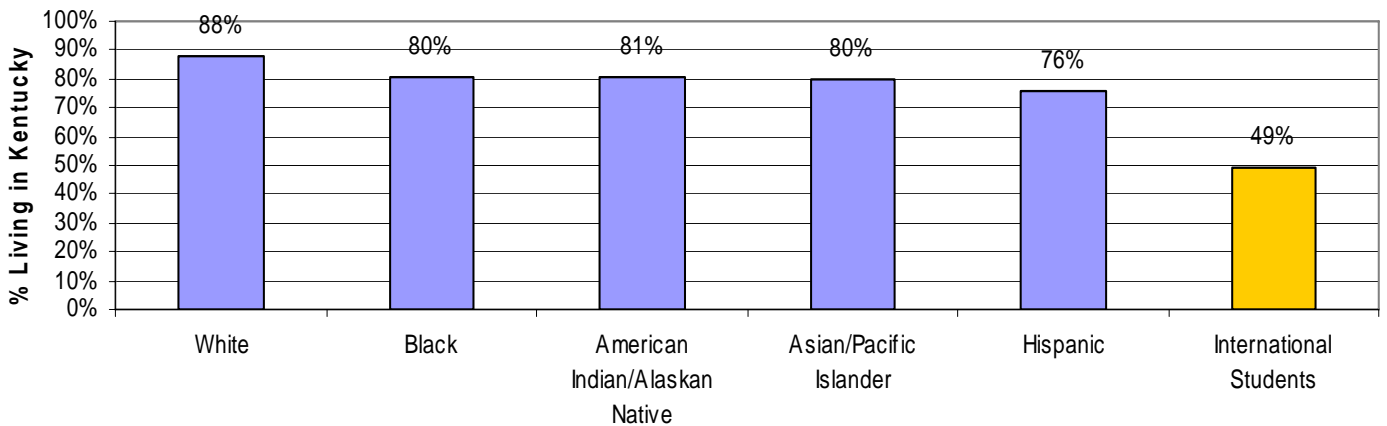
% Living in Kentucky

**Retaining Kentucky Graduates**  
All Postsecondary Graduates - 5 Years Later, 2006  
Kentucky Public Institutions - By Gender



% Living in Kentucky

**Retaining Kentucky Graduates**  
All Postsecondary Graduates - 5 Years Later, 2006  
Kentucky Public Institutions - By Race/Ethnicity



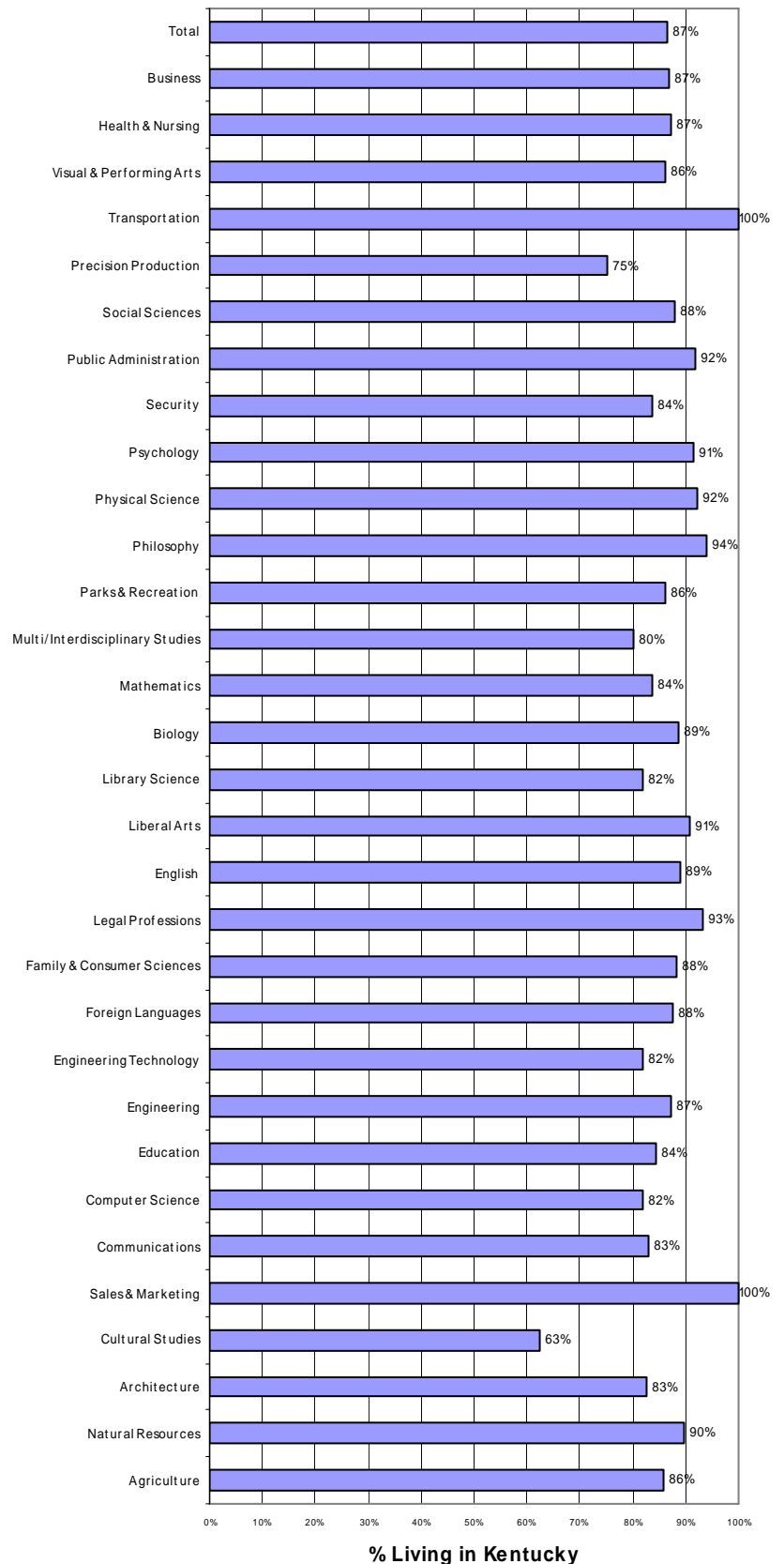


state's public colleges and universities choose to stay in Kentucky and a rapidly growing proportion of out-of-state and international students are also choosing to stay. This raises important questions about the value of importing students. There is a definite long-term impact on the Commonwealth as more than one-third of the out-of-state students and about half of the international students stay to make Kentucky their homes and contribute to the economy.

In general, the state is not losing very many of its associate and bachelor's degree completers. However, fewer than half of the graduate degree recipients are staying. More work should be done to assess the reasons for this and to evaluate how many people with advanced degrees are emigrating to the Commonwealth.

Next steps for this study include evaluating the information in greater depth. While in-state and out-of-state migration are important, it is also important to understand how people migrate within the Commonwealth from rural to urban areas and vice-versa. According to the maps at the end of this report, there does not appear to be a significant difference in the proportion of graduates from Kentucky's various counties who stay in-state verses those who leave. In general, the vast majority stay. At best it may seem like a slightly lower proportion from the western part of the state choose to stay but the differences are minimal.

### Retaining Kentucky Graduates Bachelor's Degree Recipients - 5 Years Later, 2006 Kentucky Public Institutions - By Major

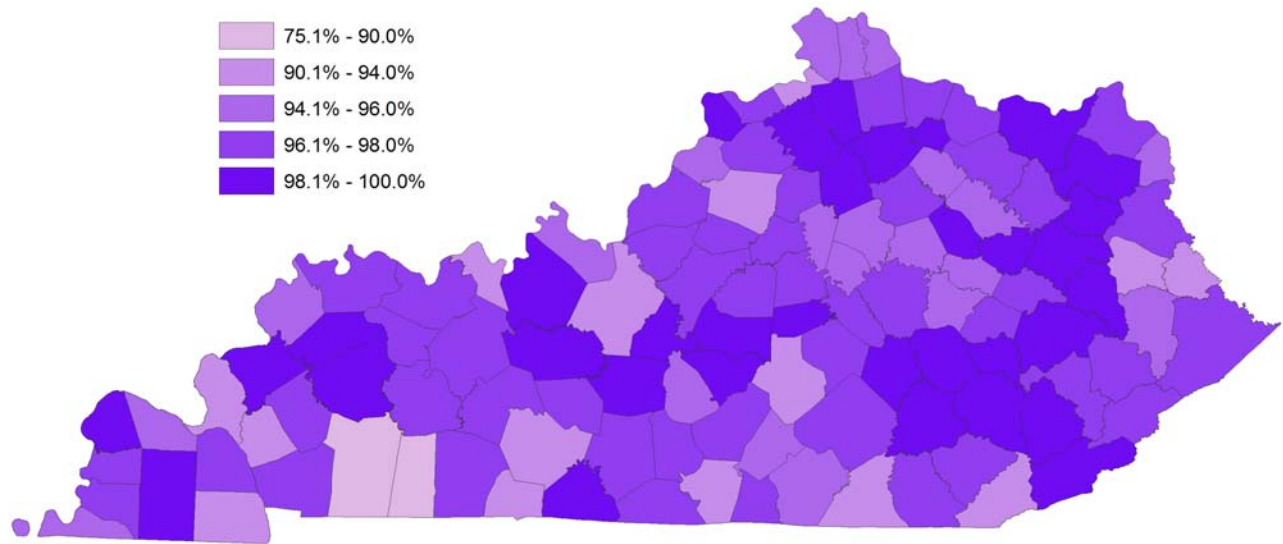


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For more research and data about postsecondary education in Kentucky, visit the Kentucky Postsecondary Data Portal:  
<http://cpe.ky.gov/info>

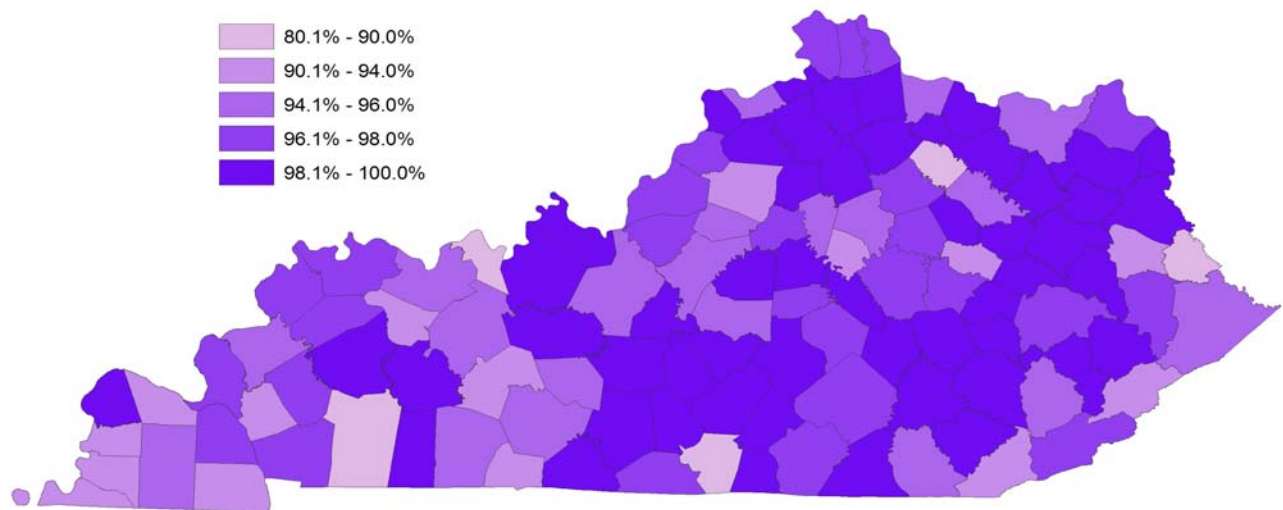
# Retaining Kentucky Graduates

Percentage of Postsecondary Graduates Who Remain in Kentucky  
Five Years Later, 2006



# Retaining Kentucky Graduates

Percentage of Bachelor's Degree Recipients Who Remain in Kentucky  
Five Years Later, 2006



**Council on Postsecondary Education**  
**January 29, 2007**

## **Committee on Equal Opportunities Report**

Kentucky entered into a partnership with the U. S. Department of Education's Office for Civil Rights to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964. The partnership is a joint, cooperative effort between the Commonwealth, the institutions, and the OCR. *The Kentucky Plan*, established by postsecondary education to accomplish the same objectives as the partnership, is folded into this agreement with the OCR.

Following is a summary of recent CEO activities:

- The Committee on Equal Opportunities meeting dates for 2007 are February 20, April 16, June 18, August 13-14, and October 15. All meetings are scheduled to be held in Frankfort unless otherwise noted.
- There is no change in the status of the partnership with the U.S. Department of Education Office for Civil Rights. Kentucky is not yet released from the agreement.
- The committee adopted a resolution expressing an intention to engage in diversity planning statewide upon Kentucky's full release from the partnership by the U.S. Department of Education Office for Civil Rights. A request for proposals to conduct a statewide diversity study was issued in September and contract negotiations are underway with the selected vendor. The projected schedule for completion of the study is February 2008.
- The CEO will conduct a campus visit at Kentucky State University in conjunction with its regular meeting February 20, 2007. The CEO will hold its regular meeting on the KSU campus.

**Council on Postsecondary Education  
January 29, 2007**

**Kentucky Plan for Equal Opportunities  
2007 Degree Program Eligibility**

This assessment is an annual report card that describes institutional success in implementing strategies to achieve the objectives of the *1997-2002 Kentucky Plan for Equal Opportunities* that promotes compliance with Title VI of the Civil Rights Act of 1964.

Based on the success in enrolling, retaining, and hiring African Americans, more of Kentucky's public postsecondary institutions qualified for the most favorable category of eligibility for new programs in 2007 (19) compared to 2006 (13). Seven universities and 12 community and technical colleges qualify for automatic status in 2007 compared to six universities and seven community and technical colleges in 2006.

Seven universities, compared to six in 2006, are automatically eligible to propose new degree programs. One university received the quantitative waiver status. Kentucky State University showed continuing progress on each of its seven Kentucky Plan objectives, while the University of Louisville showed continuing progress on all objectives. Murray State University and Western Kentucky University showed continuing progress on seven of eight Kentucky Plan objectives while Morehead State University, Northern Kentucky University, and University of Kentucky showed progress on six objectives. Among the universities, the performance of one declined, two improved, and five were unchanged.

In the Kentucky Community and Technical College System, 12 districts are automatically eligible to propose new degree programs, compared to seven in 2006. Two institutions received the quantitative waiver status. One institution received the qualitative waiver status. Madisonville Community and Technical College is not eligible to propose new programs in 2007 because new programs were implemented in 2006 under a waiver provision. Madisonville did not make sufficient progress on the Kentucky Plan objectives to be eligible in the current evaluation year. The number of KCTCS districts falling into the qualitative (least desirable) category decreased from three in 2006 to one in 2007.

Eight community and technical colleges, Bluegrass Community and Technical College, Bowling Green Community and Technical College, Elizabethtown Community and Technical College, Gateway Community and Technical College, Hopkinsville Community College, Jefferson Community and Technical College, Somerset Community and Technical College, and West Kentucky Community and Technical College showed progress on all Kentucky Plan objectives.

Four KCTCS institutions made progress on three Kentucky Plan objectives, and three KCTCS districts showed continuous progress on two objectives. Among the 16 districts, seven improved their performance and eight performed at the same level.

African Americans make up 5.4 percent of total black and white faculty (404 of 7,425) in the postsecondary system including 5.0 percent (271 of 5,412) at traditionally white four-year institutions, 4.2 percent (79 of 1,878) at the KCTCS and districts, and 40.0 percent (54 of 135) at Kentucky State University. Proportionately, African American faculty continues to have the greatest representation at Kentucky State University, while numerically the University of Louisville employs the most.

African Americans make up 9.4 percent of total black and white executives/administrative/managerial staff (131 of 1,397) in the postsecondary system including 7.1 percent (81 of 1,136) at traditionally white four-year institutions, 7.7 percent (17 of 220) at KCTCS and districts, and 80.5 percent (33 of 41) at Kentucky State University.

African Americans make up 7.0 percent of total black and white professional staff (560 of 8,022) in the postsecondary system including 6.0 percent (419 of 7,035) at traditionally white four-year institutions, 8.7 percent (78 of 892) at KCTCS and districts, and 66.3 percent (63 of 95) at Kentucky State University.

In fall 2005, Kentucky resident African Americans made up 8.1 percent of total black and white Kentucky resident undergraduate students (11,627 of 142,826) in the postsecondary system including 7.0 percent (5,057 of 72,016) at traditionally white four-year institutions, 8.5 percent (5,883 of 69,398) at KCTCS and districts, and 48.7 percent (687 of 1,412) at Kentucky State University.

Of 1,851 first-time degree-seeking resident African American students, 46.6 percent (862) were retained from fall 2005 to fall 2006 compared to 59.3 percent (11,667) of 19,683 whites during the same period. 37.6 percent (307) of the 2000 cohort of 817 Kentucky resident African American students graduated within six years of enrolling compared to 51.7 (4,649) percent of the 2000 cohort of 8,987 whites.

Following review of the evaluation results by the Committee on Equal Opportunities, the degree program eligibility status reports will be forwarded to the institutional presidents.

**POSTSECONDARY SYSTEM SUMMARY  
DEGREE PROGRAM ELIGIBILITY STATUS  
CALENDAR YEAR 2007**

*Revised: January 23, 2007*

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060).

**Postsecondary system performance**

Eligibility Category	Universities		Community & Technical College Districts		Total	
	2007	2006	2007	2006	2007	2006
Automatic	7	6	12	7	19	13
Quantitative Waiver	1	1	2	3	3	4
Qualitative Waiver	0	1	1	3	1	4
Not Eligible	0	0	1	3	1	3
Total	8	8	16	16	24	24

**Performance by universities**

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2007	2006
Eastern Kentucky University	5	8	Quantitative	Automatic
Kentucky State University	7	7	Automatic	Automatic
Morehead State University	6	8	Automatic	Quantitative
Murray State University	7	8	Automatic	Qualitative
Northern Kentucky University	6	8	Automatic	Automatic
University of Kentucky	6	8	Automatic	Automatic
University of Louisville	8	8	Automatic	Automatic
Western Kentucky University	7	8	Automatic	Automatic

**Notes:**

Universities (except Kentucky State University) have eight equal opportunity objectives. Kentucky State University has seven objectives (the objective related to enrollment of graduate students does not apply to KSU).

Automatic eligibility equals continuous progress in at least six of eight objectives. KSU is at least five of seven objectives.

Quantitative waiver equals continuous progress in five of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2007. KSU is four of seven objectives.

Qualitative waiver equals continuous progress in four or fewer of eight objectives. New degree programs must be implemented under the waiver provisions during calendar year 2007. KSU is three or fewer of seven objectives.

## INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY CALENDAR YEAR 2007

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060).

### Performance by KCTCS Colleges

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2007	2006
<b>Kentucky Community and Technical College System</b>			<b>2007</b>	<b>2006</b>
Ashland Community & Technical College	3	4	Automatic	Qualitative
Big Sandy Community & Technical College	3	4	Automatic	Qualitative
Bluegrass Community & Technical College	4	4	Automatic	Automatic
Bowling Green Technical College	4	4	Automatic	Automatic
Elizabethtown Community & Technical College	4	4	Automatic	Automatic
Gateway Community & Technical College	4	4	Automatic	Not Eligible
Hazard Community & Technical College	2	4	Quantitative	Not Eligible
Henderson Community College	3	4	Automatic	Automatic
Hopkinsville Community College	4	4	Automatic	Automatic
Jefferson Community & Technical College	4	4	Automatic	Automatic
Madisonville Community & Technical College	2	4	Not Eligible	Quantitative
Maysville Community & Technical College	2	4	Quantitative	Qualitative
Owensboro Community & Technical College	3	4	Automatic	Not Eligible
Somerset Community College	4	4	Automatic	Qualitative
Southeast Community & Technical College	1	4	Qualitative	Qualitative
West KY Community & Technical College	4	4	Automatic	Automatic

#### Notes:

The community and technical colleges have four equal opportunity objectives.

Automatic eligibility equals continuous progress in at least three of four objectives.

Quantitative waiver equals continuous progress in two of four objectives. New degree programs must be implemented under the waiver provisions during the 2007 calendar year.

Qualitative waiver equals continuous progress in zero or one of four objectives. New degree programs must be implemented under the waiver provisions during the 2007 calendar year.

**Council on Postsecondary Education  
January 29, 2007**

## **Statewide Engineering Strategy Report 2001-2006**

<p><b>ACTION: The staff recommends that the Council approve the attached report and adoption of its recommendations.</b></p>
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The Council on Postsecondary Education approved the Statewide Engineering Strategy in July 2000 to increase geographic access and the number of baccalaureate engineers in Kentucky through collaborative offerings at two comprehensive universities, Murray State University and Western Kentucky University, in partnership with the University of Kentucky and the University of Louisville. In addition to the joint baccalaureate programs, the strategy specified the need to increase the pre-engineering “pipeline” by strengthening mathematics and science education at the P-12 level, expand pre-engineering curricula and engineering technology associate degree programs at the Kentucky Community and Technology College System transferable to baccalaureate programs, and recruit and mentor women and minorities to the engineering profession.

The joint programs expanded engineering education between UK and WKU in civil and mechanical engineering, between UofL and WKU in electrical engineering, and between UofL and MuSU in electrical engineering. Each of the participating institutions receives funding for its participation in joint engineering programs to support faculty, staff, equipment, and the administrative costs of managing the curricula. Funding allocations to date to the four postsecondary institutions total \$4 million (\$125,000 annually per institution per program).

The full report of the joint engineering programs 2001-2006 is attached and includes an analysis of the strategy’s programmatic outcomes and institutional fiscal accounting. It has been reviewed by the deans of the joint engineering programs and their provosts. The report’s 11 recommendations include three focusing on expanding the pipeline, six suggested program modifications, and two targeting work and industry partnerships.





**FIVE QUESTIONS – ONE MISSION**  
**Better Lives for Kentucky's People**

**Strategy for Statewide Engineering in  
Kentucky: A Review 2001 - 2006**

**Council on Postsecondary Education**

January 2007



## Strategy for Statewide Engineering Education in Kentucky A Review 2001- 2006

In 2000, the Council on Postsecondary Education approved a *Statewide Strategy for Engineering Education in Kentucky* to integrate secondary, baccalaureate, and post-baccalaureate programs to address the need for a highly skilled workforce tied to the state and nation's economic strength. (Appendix I) The strategy involved secondary schools, public postsecondary institutions, including the Kentucky Community and Technical College System (KCTCS), Association of Independent Kentucky Colleges and Universities (AIKCU), and the Kentucky Virtual University (KYVU), now the Kentucky Virtual Campus (KYVC). This report documents the impact of this strategy since its inception.

The strategy was developed in collaboration with the deans of Kentucky's engineering schools, KCTCS, and members of the practicing engineering community. Its purpose was to meet two primary needs:

- Increase the number of baccalaureate engineers in Kentucky.
- Increase greater geographic access and productivity in engineering education.

Postsecondary institutions play pivotal roles in the economy of Kentucky by recruiting and producing graduates in STEM fields of study (science, technology, engineering, and mathematics). To sustain the intellectual, social, cultural, and economic development of the Commonwealth, both two- and four-year institutions must work collaboratively to develop a pipeline of students from Kentucky's secondary school students prepared to study the STEM disciplines.

The strategy included plans to encourage graduate study in engineering at the research institutions utilizing state-of-the-art recruiting, mentoring, and placement initiatives for students, inclusive of women and minorities. Building on the strengths of the existing engineering programs at the research institutions, one of the first initiatives was to develop joint engineering degree programs. This was done through collaboratives between the University of Kentucky (UK) and the University of Louisville (UofL) offering joint programs at two of the comprehensive institutions, Murray State University (MuSU) and Western Kentucky University (WKU). The structure of these programs was to reflect the needs of area employers and the strengths of the

institutions involved in each program, while providing greater geographical access for students. Appropriate faculty at each participating institution agreed to appointments, tenure, and promotion policies, the allocation of equipment and facilities, the provision of student services, assessment criteria, and the general management of the joint programs. KCTCS was responsible for developing pre-engineering curricula through *transfer critical courses* that would enable community and technical college graduates to meet all third-year engineering entrance requirements of Kentucky's public baccalaureate institutions. KCTCS also was to develop additional engineering technology programs at the associate degree level.

In addition to the joint programs developed, through the UK and UofL with MuSU and WKU, other comprehensive universities continue to offer baccalaureate degrees in engineering technology. UK and UofL have additional programs in engineering at the baccalaureate, master's, and doctoral degree levels. In addition to these joint programs, other ABET-accredited programs are offered by Kentucky postsecondary institutions in applied science, computing, and technology (Appendix II).

A key component of the statewide joint engineering strategy is to increase the number of Kentucky high school graduates prepared to succeed in engineering programs at the postsecondary level. In 2006-08, the Council requested funding to assist the Kentucky Department of Education (KDE) in developing an articulated engineering pipeline to increase the number of Kentucky students prepared for engineering degrees through implementation of Project Lead The Way® (PLTW), the model pre-engineering curriculum recommended in the 2006 National Academies Report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future*.

In the summer of 2006, five years since the Council approved the strategy, an analysis of the joint programs was conducted through reviewing the data and information submitted to the Council by the research staff, engineering deans, and faculty at each of the participating universities. Analysis of these data may be found in Appendix III. Beginning in the 2002-03 academic year, the four institutions working jointly to increase engineering education statewide were funded annually at \$1,000,000 (\$125,000 per program, per institution). Fiscal reporting of the programs may be found in Appendix IV.

The following is a summary of the information provided about the engineering and engineering technology programs between 2001 and 2005:

### Degrees

- Degrees and formal awards conferred in engineering and engineering technology increased at all levels, **except** baccalaureate degrees (Figure 2).
- Certificate completions increased substantially more than any other level of engineering degree or formal award (Figure 2).
- Engineering baccalaureate degrees declined while the total number of baccalaureate degrees conferred, across all disciplines, increased significantly (Table 1). The pattern of production shows a decline through 2004 with a significant increase between 2004 and 2005.
- Graduate degree production increased significantly with a 25 percent increase in master's in engineering and 72 percent increase in master's in engineering technology while the doctoral degrees have tripled (Figure 2).
- In the joint engineering disciplines, degrees in civil and mechanical engineering increased while electrical engineering degree production decreased (Table 3b).
- Engineering and engineering technology baccalaureate degrees show similar patterns of modest decline (Figure 1).
- The proportion of engineering and engineering technology baccalaureate degrees awarded to females and to African American graduates is fairly constant and remains below national averages (Table 2).
- Engineering and engineering technology baccalaureate degrees awarded to international students (non-resident aliens) declined significantly during 2001-05 and were below national proportions (Table 2).
- Among the engineering technology program disciplines, degrees in computer engineering and industrial/manufacturing engineering showed the greatest increase while architectural engineering technology and occupational safety and health showed significant declines (Table 3a).
- Baccalaureate degrees conferred in civil and mechanical engineering showed the greatest increase. Significant declines in electrical and chemical engineering baccalaureate degrees were evident during this time (Table 3b).
- To date, only Western Kentucky University has graduated students from the joint engineering programs at the comprehensive institutions (Tables 6a-6d).

## Enrollment

- Between 2000 and 2005, enrollment in engineering baccalaureate programs increased by 13 percent and enrollment in the three joint program disciplines increased 25 percent (Table 7b). During the same time, baccalaureate enrollment in engineering technology programs decreased by 5 percent (Table 7a).
- In 2004-05, enrollment in the joint engineering program at Western Kentucky University was substantially greater than at Murray State University (Table 8).
- The number of applicants to the joint engineering programs at the comprehensive universities has more than tripled since 2002, although the growth is not consistent each year (Table 9).
- Transfer students from KCTCS institutions admitted to the joint engineering programs have increased each year, up to 21 students in 2006 (Table 10a).
- KCTCS transfers into baccalaureate engineering programs at the research universities have not increased in the last five years and, in fact, UK has reported a decline of 27 percent of transfer students between 2001 and 2004, while the UofL enrollments are unchanged over the same period (Table 10b).

## Funding

- During 2003 to 2006, \$4 million in state funds has been expended for the joint engineering programs.
- MuSU, WKU, and UK leveraged over \$3.5 million in additional institutional and matched support; an additional \$4.8 million was realized in tuition and fees.
- Faculty costs exceed the state allocations by over \$3.5 million.
- Funds utilized for scholarships totaled \$35,092.
- Operating expenses totaled over \$4.6 million.
- Carry forward for fiscal year 2006-07 totaled \$605,895.

## Outcomes

- Capacity and geographic access to engineering degree programs have increased with the four joint programs at WKU and MuSU (Appendix III, Table 5).
- WKU has ABET-accredited programs in all three joint engineering programs (Appendix II).



- The overall pass rates of the Fundamentals of Engineering Examination are comparable between comprehensive and research universities (Appendix III, Table 11).
- Trend data between 2000 and 2005 show an increase of 16 percent in the number of participants from Kentucky institutions taking the Fundamentals of Engineering Examination (the first exam taken by potential licensees) (Figure 11) while the number of licensed engineers in Kentucky for this time period increased by 33 percent (Figure 12).
- Recent awards totaling \$650,000 were made to 13 school districts across the Commonwealth to implement or expand the Project Lead The Way® curriculum. The staff of the Council and the Kentucky Department of Education are working to select a postsecondary institution to serve as a university affiliate for the program. This affiliate institution will work in collaboration with K-12 teachers, training teachers in the PLTW curriculum and evaluating such programs in Kentucky.

## Conclusions

The establishment of three new ABET-accredited joint engineering programs at WKU will allow Kentucky to capitalize on the recent enrollment increases in baccalaureate engineering programs. Degree output has been modest but consistent in the early years of the program. The three accredited joint programs only recently began to produce graduates. Their numbers should continue to grow. Earning ABET accreditation at MuSU, an original goal for the strategy, has not yet been achieved. This program should be important if efforts to strengthen the pipeline result in greater numbers of highly qualified engineering undergraduate students.

The joint programs have not used all of the allocated funds. Distance learning education research indicates ITV as one method of delivery, but finds students who are *digital natives* prefer Web-enhanced instructional design, which maximizes effectiveness and student learning. The ITV used in these joint programs has met with some difficulty both in meeting students' expectations and as a reliable method of curricula delivery. The unallocated funds could be used to reassess the programs to identify which courses are best taught by the University of Kentucky and the University of Louisville at the comprehensive campuses, then redesign those courses to take full advantage of current best practices in distance learning.

Strategy funds also could be used to support efforts to improve the pipeline for engineering programs: providing high-quality professional development for middle and high school teachers

in the PTLW program and elsewhere, and developing programs to recruit and retain students in these pre-engineering programs, especially women and minorities. Finally, *transfer*-critical pre-engineering courses should be developed at selected KCTCS institutions which currently have the capacity but not the courses to support pre-engineering students.

Council data and institutional reports provided for this review indicate that Kentucky's postsecondary engineering and engineering technology programs provide the Commonwealth with the capacity to meet near-term workforce needs. However, two concerns remain:

- This capacity could well be underutilized if the K-14 pipeline to draw students into baccalaureate engineering programs is not enlarged. The number of Kentucky students expressing interest in engineering careers and preparing for these careers is declining, while the need for baccalaureate engineering degree-holders is increasing nationwide and internationally.
- If baccalaureate engineering degree production increases, or is even sustained without additional jobs being generated in Kentucky, graduates from these programs will leave the state. Students at both the postsecondary and pre-baccalaureate level need to be trained to "think entrepreneurially" in order to generate jobs in-state, as well as to attract jobs and employers from out-of state.

Some would suggest that engineering degree production is reasonable for the number of statewide engineering employment opportunities. While increasing the number of engineering graduates to work in the global economy and in Kentucky's competition for economic development, degree production and employment opportunities must be aligned on both fronts.

The joint degree programs have increased geographical access and are producing growing numbers of graduates, while enrollments and degrees have declined in the University of Kentucky programs. However, the University of Kentucky's dean of engineering indicated that the number of students from the western part of the state has not declined, indicating the joint programs are serving the purpose of making engineering available to students in that region who might not otherwise pursue the degree. All of this suggests the larger pipeline problem, one Kentucky shares with much of the nation.

The following recommended changes in the statewide strategy are in part designed to address this pipeline problem and the findings of this review.

## Recommendations

### Pipeline

1. Increase the pipeline of prepared students for baccalaureate engineering programs by improving middle and high school mathematics and science curricula and instruction.
  - a. Expand implementation of PLTW and designate a PLTW-affiliate university.
  - b. Increase dual credit opportunities in STEM fields.
  - c. Expand KCTCS engineering pre-requisite curricula.
  - d. Provide support to transfer students in engineering baccalaureate programs using transfer scholarship funds allocated to KCTCS for 2007-08 and matching university scholarships.
  - e. Improve the quality of teacher preparation and professional development in STEM disciplines through collaboration between colleges of engineering and colleges of education.
2. Target recruitment, financial aid, and compensation strategies to attract and retain K-14 instructors in STEM disciplines.
3. Target women, minorities, and rural students with aggressive recruitment efforts and financial aid incentives. Increase Kentucky's enrollment and degree production rates of women and minorities to those of the nation.

### Program Modifications

4. Provide faculty review of engineering offerings at the joint colleges to utilize advanced expertise of the research institutions.
5. Use unexpended funds to redesign both shared and specialized courses, employing best practices in the delivery of distance learning curricula in consultation with the Kentucky Virtual Campus. Priority should be given to the joint electrical programs.
6. Allow MuSU to expand their ABET-accredited engineering physics program by utilizing joint engineering program funds, contingent upon achieving ABET accreditation of the MuSU/UofL joint electrical engineering program by 2009-10.
7. Reward WKU's success in leveraging funding for the joint engineering program by moving the current funding allocations to WKU's base funding.
8. Apply lessons learned from WKU's accreditation and funding success to strengthen the statewide strategy.



9. Present this engineering report to the Council's Research, Economic Development, and Commercialization Policy Group to address the job creation component of the Statewide Engineering Strategy - - including economic development, innovation, commercialization, and entrepreneurship.

#### Work and Industry Partners

10. Work with representatives of joint programs in electrical engineering and the KCTCS to target this area of program development.
11. Increase engagement of the engineering industry and other state partners (e.g. Kentucky Engineering Center, Chambers of Commerce, Department for Workforce Investment, and Department of Commercialization and Innovation) in the strategic plan to improve engineering education in Kentucky.
  - a. Investigate further the need for engineers in Kentucky based on current job openings and planned economic development.
  - b. Develop early career awareness through public communication and direct K-12 engagement.
  - c. Expand the provision of scholarships and internships for engineering candidates.
  - d. Provide competitive salaries to prevent out migration of Kentucky's engineering graduates. (Note: Council staff is currently assembling data on migration patterns detailing in- and out-migration in STEM disciplines.)

## **Appendix I**

### **Statewide Strategic Plan for Engineering Education**

# **STRATEGY FOR STATEWIDE ENGINEERING EDUCATION IN KENTUCKY**

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**ACTION**  
**Agenda Item D-1**  
**July 17, 2000**

## **Recommendation:**

- That the Council approve the attached "Strategy for Statewide Engineering Education in Kentucky."
- That the Council instruct staff to expedite reviews of all proposed programs that fall within this strategy.
- That the Council commend the presidents, chief academic officers, and members of institutional faculties and staffs for working together to develop this strategy quickly.

## **Rationale:**

- This statewide strategy takes advantage of the substantial resources invested in engineering, science, and technology while creating programs that are multi-institutional, and available throughout the state, and that meet the needs of traditional and nontraditional students as well as practitioners.
- This strategy reflects the intent of *The Postsecondary Education Improvement Act of 1997* and the Council's *Action Agenda*: to grow responsibly, to focus on the highest possible quality, to use resources effectively, to use technology wisely, to target underserved areas, and to help employers be successful.
- The need for expanded engineering education is immediate and requires that programs of high quality be developed, approved, and implemented as quickly as possible.

## **Background:**

At its March 2000 meeting, the Council requested that the University of Kentucky, the University of Louisville, Western Kentucky University, and Council staff, in consultation with the other comprehensive universities and the Kentucky Community and Technical College System, design a proposal to expand engineering education in Kentucky.

Since the March meeting, the presidents of Kentucky's universities, the president of the KCTCS, and the chief executive officer of the Kentucky Commonwealth Virtual University have met several times with Gordon Davies and Sue Hodges Moore and held a joint meeting with chief academic officers and faculty representatives. The chief academic officers and faculty representatives also met to discuss the strategy.

The strategy has been signed by the presidents, with the exception of Dr. Charles Wethington, University of Kentucky, who is consulting with the UK engineering faculty.

## Strategy for Statewide Engineering Education in Kentucky July 17, 2000

Kentucky needs a statewide strategy to educate more engineers and to integrate engineering education more closely into the technology-driven "New Economy." The Council on postsecondary Education, at its March 20, 2000, meeting, approved the recommendation that the public universities and colleges work together with the Council staff to design a statewide strategy to expand engineering education. The statewide strategy is intended to meet two primary needs:

1. the need to increase the number of baccalaureate engineers in Kentucky, and
2. the need to address regional issues of access and productivity in engineering education.

Kentucky's progress in meeting these needs will be assessed periodically by the Council and all participating institutions.

The strategy for engineering education in Kentucky will eventually integrate secondary, baccalaureate, and post-baccalaureate programs. It will involve secondary schools, the Kentucky Community and Technical College System, the comprehensive universities, the research universities, the independent colleges and universities, and the Kentucky Commonwealth Virtual University.

Access to undergraduate engineering education will expand primarily through the creation of joint programs managed by multiple postsecondary institutions. The programs will be tailored to meet demonstrated regional or statewide needs. They will be separately accredited and degrees will be conferred jointly. All participating institutions will be involved in program development, delivery, and administration. Students will be able to complete all degree requirements at their home campus through resident instruction, courses delivered through the Kentucky Commonwealth Virtual University, or courses delivered by participating institutions through other distance delivery methods.

The Council would like to consider the first joint program proposals as early as November 2000. The Council will accelerate the approval process for joint programs that satisfy the criteria outlined in this strategy document's final form.

The joint programs should build on the strengths of existing engineering programs at the University of Kentucky and the University of Louisville while accommodating employer needs identified by the comprehensive institutions. The University of Kentucky and the University of Louisville will agree which institution will have the responsibility for statewide development of joint programs by discipline with interested comprehensive institutions. All joint programs will become separately accredited by the Engineering Accreditation Commission of the accreditation Board for Engineering and Technology (EAC/ABET) as soon as possible.

During the start-up phase of each joint program, the deans of engineering at the University of Kentucky and the University of Louisville will, on behalf of all participating institutions, recommend that the Kentucky State Board for Licensure for Professional Engineers and Land Surveyors grant approval to the joint program so that students may sit for the appropriate Engineering Fundamentals Examination administered by the board twice yearly in Lexington and Louisville.

The specific structure of each joint program may differ from one another, depending on the needs of area employers and the strengths of the institutions involved in each program. Prior to submitting a proposal for the Council's consideration, the appropriate faculty of each participating institution will agree on the appointment, tenure, and promotion policies for program faculty, the allocation of equipment and facilities, provision of student services, assessment criteria, and the general management of the joint program. Decisions regarding the salary, rank, and tenure of individual faculty members will be the responsibility of the employing institution. Adjunct or joint appointments to the faculty of the other participating institution(s) may be offered.

The Council staff will recommend to the Council appropriate funding for the equipment and facilities needs of the strategy as the Council develops its operating and capital budget recommendations for the next biennium. Funding could also be sought in the 2002 Legislative Session as part of the "New Economy" initiatives authorized in House Bill 572 of the 2000 session.

Working with the institutions, the Council will develop procedures for counting enrollments and graduates, disbursing funds, and establishing tuition rates.

The strategy is open to selected, non-duplicative, stand-alone engineering programs at comprehensive universities as well as to other types of multi-institutional arrangements. The strategy also envisions the continued strengthening and expansion of the existing engineering programs at the University of Kentucky and the University of Louisville and the development of new undergraduate and graduate engineering programs that support the strategic plans of both institutions and the "New Economy" initiatives.

The Kentucky Community and Technical College System and Lexington Community College will develop pre-engineering curricula (in conjunction with the University of Kentucky and the University of Louisville) that will enable community and technical college graduates to meet all third-year engineering entrance requirements of Kentucky's public baccalaureate institutions. In addition, the Kentucky Community and Technical College System and Lexington Community College may develop additional Engineering Technology programs at the associate degree level. The universities may also work with the Kentucky Community and Technical College System and Lexington Community College to offer such programs and to align associate and baccalaureate engineering technology programs. These programs will become accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET) as soon as possible.

The strategy will encourage recruiting, mentoring, and placement initiatives for women and minorities.

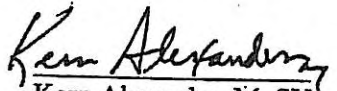
The strategy envisions the creation of a clearinghouse for information about student engineering employment opportunities, including cooperative education, summer internships, and permanent employment with Kentucky businesses and industries.


Students at participating institutions will be encouraged to apply for graduate study in engineering at the University of Kentucky and the University of Louisville. Engineering articulation agreements, early admissions policies, and other strategies will be used to make the transition to graduate study as smooth as possible. The strategy is also open to the use of comprehensive institutions as remote sites for the delivery of master's programs of the University of Kentucky and the University of Louisville through resident instruction, courses

delivered through the Kentucky Commonwealth Virtual University, or courses delivered through other distance delivery methods.

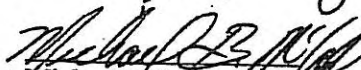
The Council will play its usual coordinating role in the development and implementation of the strategy, including adjudicating disputes, facilitating statewide discussions, measuring effectiveness, and determining statewide funding and construction needs.

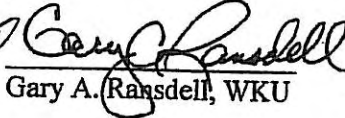
Signed July 5, 2000


  
Kern Alexander, MoSU

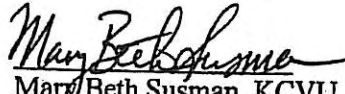
  
Ronald G. Eaglin, MoSU

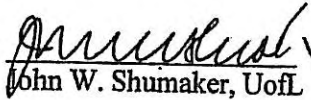
  
Robert Kustra, EKU

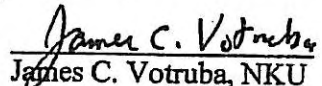
  
Michael B. McCall, KCTCS

  
Gary A. Ransdell, WKU

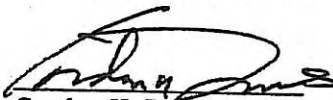
  
George W. Reid, KSU

  
Mary Beth Susman, KCVU

  
John W. Shumaker, UofL

  
James C. Votruba, NKU

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Charles T. Wethington, UK

  
Gordon K. Davies, CPE



## Appendix II

### Kentucky's ABET-Accredited Programs

Institution	Review Date	Program	Level (Degrees)	Since	Program
EKU	2005-06	Computer Science w/concentration in Gen Computer Science	BS	1991	Computing
MuSU	2010-11	Occupational Safety & Health	BS	1988	Applied Science
	2010-11	Occupational Safety & Health	MS	1988	Applied Science
	2009-10	Engineering Physics	BS	1998	Engineering
	2010-11	Civil Engineering Technology	BS	1990	Technology
	2010-11	Construction Engineering Tech Option of Civil Engineering Technology	BS	1981	Technology
NKU	2007-08	Electronic Engineering Technology	BS	1996	Technology
	2007-08	Manufacturing Engineering Technology	BS	1996	Technology
UK Paducah -	2008-09	Chemical Engineering	BSCME	2003	Engineering
UK Paducah -	2008-09	Mechanical Engineering	BSME	2003	Engineering
UK	2011-12	Computer Science	BSCS	2006	Computing
	2010-11	Bio-systems & Agricultural Engineering	BSBAE	1967	Engineering
	2010-11	Chemical Engineering	BSCHE	1969	Engineering
	2010-11	Civil Engineering	BSCE	1936	Engineering
	2010-11	Electrical Engineering	BSEE	1940	Engineering
	2010-11	Materials Engineering	BSMAE	1936	Engineering
	2010-11	Mechanical Engineering	BSMEE	1940	Engineering
	2010-11	Mining Engineering	BSMIE	1936	Engineering
UofL	2007-08	Computer Engineering & Computer Science	BS	1996	Computing
	2006-07	Chemical Engineering	ME	1936	Engineering
	2006-07	Civil Engineering	ME	1936	Engineering
	2006-07	Electrical Engineering	ME	1936	Engineering
	2006-07	Computer Engineering & Computer Science	ME	1983	Engineering
	2006-07	Industrial Engineering	ME	1983	Engineering
	2006-07	Mechanical Engineering	ME	1936	Engineering
WKU	2007-08	Computer Science – Scientific Option	BS	1993	Computing
	2010-11	Civil Engineering	BS	2005	Engineering
	2010-11	Electrical Engineering	BS	2005	Engineering
	2010-11	Mechanical Engineering	BS	2005	Engineering

Accrediting Board for Engineering and Technology as of October 1, 2006. ABET accredits postsecondary degree-granting programs housed within regionally accredited institutions. ABET accredits programs only, not degrees, departments, colleges, or institutions.



## Appendix III

Table 1. Baccalaureate Degrees Conferred, All Kentucky Institutions

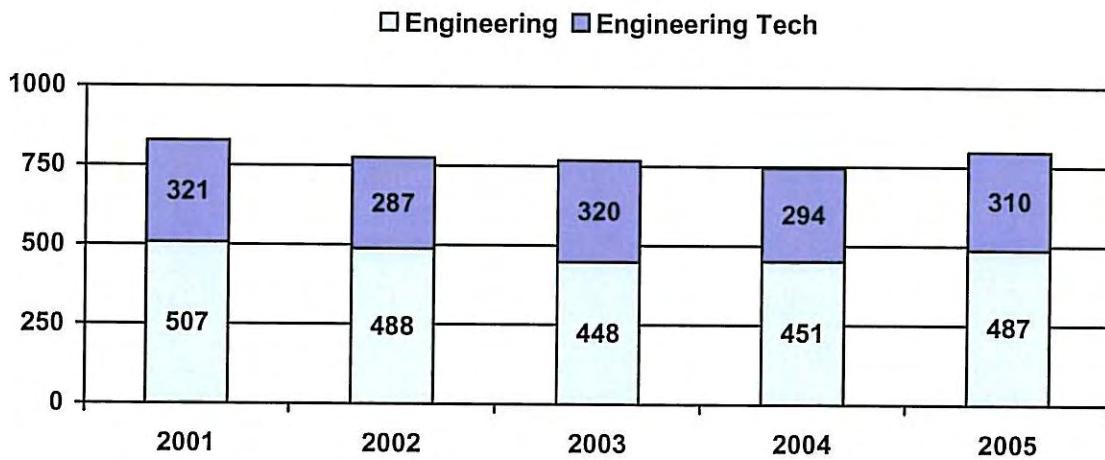
	2001	2002	2003	2004	2005	4-year % Change
Engineering & Engineering Technology	828	775	768	745	797	-3.7
All Other Baccalaureates	14,572	15,593	15,432	16,470	17,014	16.8
<b>Total</b>	<b>15,400</b>	<b>16,368</b>	<b>16,200</b>	<b>17,215</b>	<b>17,811</b>	<b>15.6</b>
Percent Engineering & Engineering Technology Degrees of Total	5.3	4.7	4.7	4.3	4.5	

### Engineering Degree Production Trends

Engineering baccalaureate degrees awarded are the key deliverables of the statewide engineering strategy. Engineering technology program graduates are not eligible to be licensed and are less likely to establish independent businesses that contribute to the local economy.

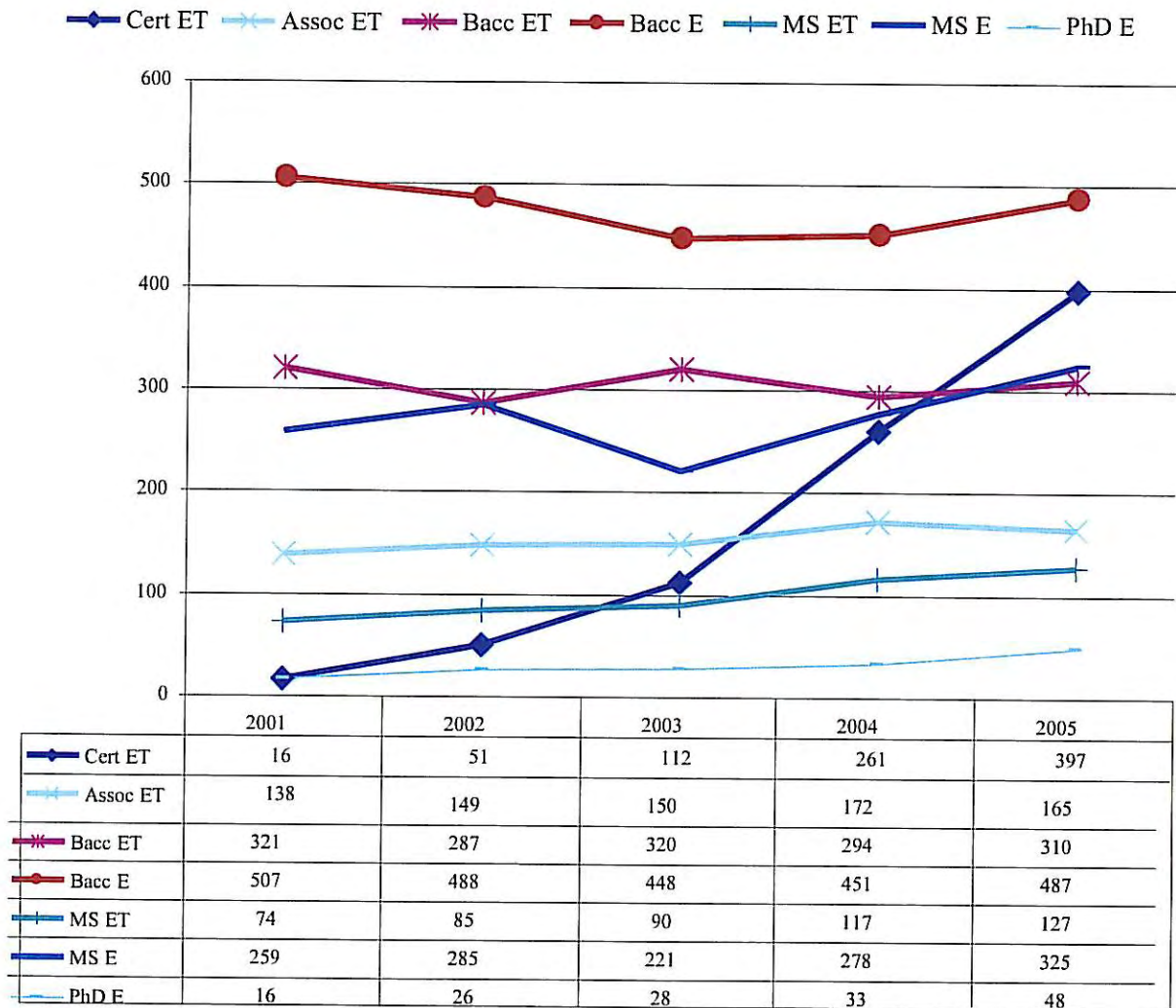
Table 1 illustrates the overall decline in baccalaureate degrees in Engineering and Engineering Technology, in spite of an increase in 2005. Also, with significantly greater degree production at the universities, engineering degrees now account for a smaller share of all baccalaureate degrees awarded. Engineering and engineering technologies degrees accounted for 5.6 percent of all baccalaureate degrees awarded in the U.S. in 2004 (NCES, Digest of Education Statistics, 2005, Table 249).

Figure 1. Engineering and Engineering Technology Baccalaureate Degrees Conferred



The proportion of engineering (Classification of Instructional Programs Code 14) to engineering technology (Classification of Instructional Programs Code 15) degrees is shown in Figure 1. Engineering typically accounts for sixty percent of the combined baccalaureate degrees. Both types of engineering degrees have declined slightly since 2001, although the numbers of engineering degrees have increased in 2004 and 2005 for engineering degrees (CIP 14).

Figure 2. Degrees Awarded by Level in Engineering and Engineering Technology



All degree levels and formal awards in Engineering and Engineering Technology (ET) increased between 2001 and 2005, except baccalaureate degrees (Figure 2). The count of ET certificates showed the largest increase, from just 16 certificates in 2001 to 397 certificates awarded in 2005. Engineering and engineering technology combined produced 119 more master's degrees awarded in 2005 than in 2001 and 32 more engineering doctoral degrees produced.

Table 2 - Demographic Characteristics of Baccalaureate Engineering and Engineering Technology Graduates, 2001 – 2005

	2001		2002		2003		2004		2005	
	N	%	N	%	N	%	N	%	N	%
<b>US Total Graduates</b>	<b>72,975</b>		<b>74,679</b>		<b>77,267</b>		<b>78,227</b>			
<b>KY Total Graduates</b>	<b>828</b>		<b>775</b>		<b>768</b>		<b>745</b>		<b>797</b>	
Female	143	17.3	143	18.5	130	16.9	141	18.9	137	17.2
Male	685	82.7	632	81.5	638	83.1	604	81.1	660	82.8
African American	31	3.7	31	4.0	30	3.9	34	4.6	31	3.9
White, Non-Hispanic	719	86.8	673	86.8	686	89.3	665	89.3	717	90.0
Hispanic	1	.1	4	.5	6	.8	4	.5	8	1.0
Asian	19	2.3	29	3.7	11	1.4	21	2.8	19	2.4
Nonresident Alien	52	6.3	36	4.6	30	3.9	18	2.4	19	2.4
Other	6	.7	2	.3	5	.7	3	.4	3	.4
KY Resident	678	81.9	620	80.0	633	82.4	607	81.5	660	82.8
Non Resident	67	8.1	78	10.1	53	6.9	55	7.4	57	7.2

As noted in Table 2 the proportion of female engineering and engineering technology graduates has remained relatively stable at nearly 17 percent. This proportion is lower than the national percentage of female baccalaureate graduates for 2004, or 18.8 percent (NCES, Digest of Education Statistics, 2005, Table 281). The proportion of African American engineering and engineering technology graduates has remained relative stable at 4 percent, except for 2004 when the proportion increased to 4.6 percent. In 2003 the percentage of African American baccalaureate recipients in the U.S. was 6.2 percent (NCES, Digest of Education Statistics, 2005, Table 263).

Kentucky resident graduate production has been fairly consistent recently at 82 percent. The proportion of non-resident graduates, which includes both out-of-state and international graduates, has remained at roughly 7 percent since 2003. An indication of the decline of international students at the baccalaureate level is the proportion of Nonresident Alien graduates in the race-ethnic category. Nonresident aliens, according to the federal postsecondary education reporting definitions, are not permanent residents or citizens of the United States. The proportion of graduates in this race-ethnic category has declined from 6.3 percent down to just 2.4 percent. In the US, in 2003, 6.2 percent of the baccalaureate engineering and engineering technology degrees conferred was awarded to Nonresident Aliens (NCES, Digest of Education Statistics, 2005, Table 263).

The total U.S. baccalaureate degrees awarded in engineering and engineering technology increased 7.2% between 2001 and 2004, while Kentucky numbers declined by 10%. (NCES, Digest of Education Statistics, 2005, Table 249).

Table 3a - Baccalaureate Degrees Awarded in Engineering Technology Disciplines  
Kentucky, 2001 – 2005

Engineering Technology Program	2001	2002	2003	2004	2005	4-Year Change
Architectural Engineering	51	41	43	44	25	-26
Occupational Safety and Health	46	34	40	43	27	-19
Mechanical Engineering/Mechanical	13	6	8			-13
Electrical, Electronic/Communications Engineering	23	19	29	23	13	-10
Civil Engineering	18	24	25	15	15	-3
Environmental Engineering	3	4	4	6	7	4
Water Quality/Wastewater Treatment/Recycling	22	25	28	29	29	7
Computer Electronic Networking/Systems	1	8	14	13	25	24
Industrial/Manufacturing	144	126	129	121	169	25
<b>Grand Total</b>	<b>321</b>	<b>287</b>	<b>320</b>	<b>294</b>	<b>310</b>	<b>-11</b>

Table 3b - Baccalaureate Degrees Awarded in Engineering Disciplines  
Kentucky, 2001 - 2005

Engineering Program	2001	2002	2003	2004	2005	4-Year Change
<b>Electrical, Electronics/Communications</b>	<b>120</b>	<b>98</b>	<b>83</b>	<b>86</b>	<b>93</b>	<b>-27</b>
Chemical Engineering	69	53	52	53	46	-23
Mining and Mineral Engineering	10	3	1	3	2	-8
Industrial/Manufacturing Engineering	24	12	18	17	21	-3
Applied Science-Engineering Transfer	4	3	1		4	0
Materials Engineering	4	7	1	1	4	0
Agricultural/Biological and Bioengineering	8	12	14	11	10	2
Computer Engineering, General	35	40	34	43	41	6
Engineering Physics	9	11	8	5	15	6
<b>Civil Engineering, General</b>	<b>113</b>	<b>121</b>	<b>106</b>	<b>110</b>	<b>123</b>	<b>10</b>
<b>Mechanical Engineering</b>	<b>111</b>	<b>127</b>	<b>129</b>	<b>121</b>	<b>128</b>	<b>17</b>
Grand Total	507	488	448	451	487	-20

**Bold** indicates joint engineering discipline.

Baccalaureate degrees awarded since 2001 in both engineering technology (Table 3a) and in engineering (Table 3b) are provided. In Kentucky's engineering technology programs, the significant increases were made in industrial/manufacturing and computer/electronic networking. In the engineering disciplines, Civil and mechanical engineering degrees showed modest increases. Electrical, electronic/communications engineering and chemical engineering degrees show the largest declines. This represents a decline over the last five years of 3.0 percent in engineering technology and a 3.9 percent in engineering.



Figure 3. Baccalaureate Degrees in Engineering Disciplines, Kentucky

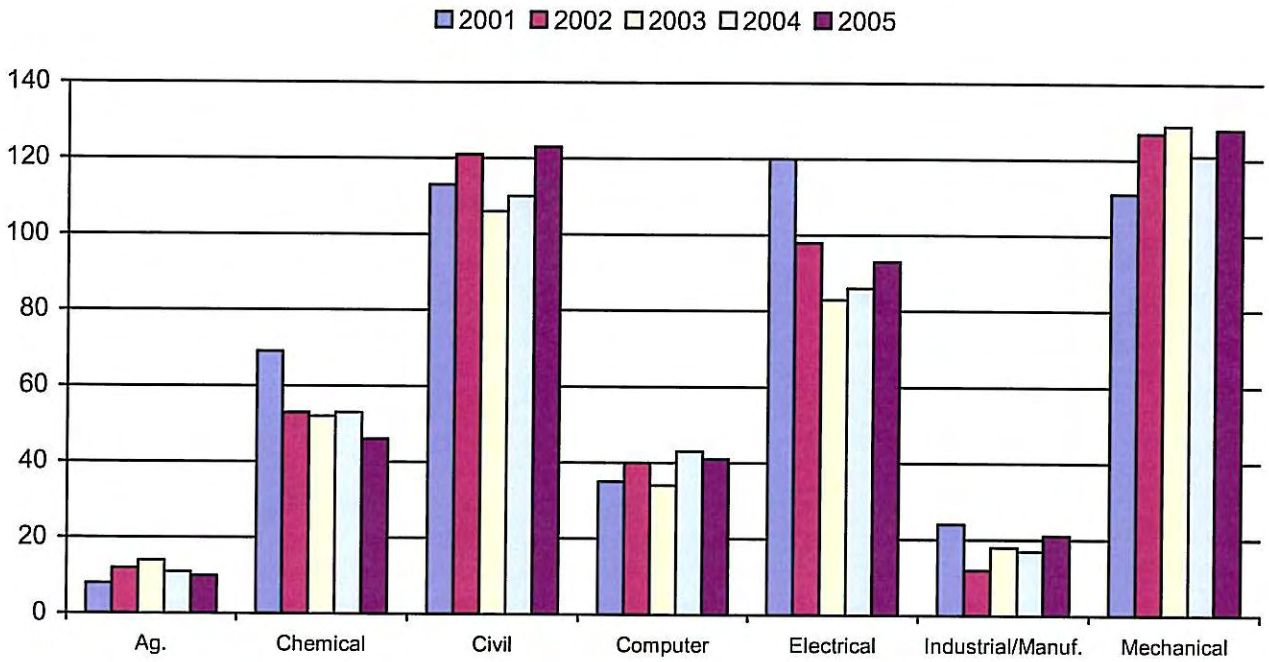
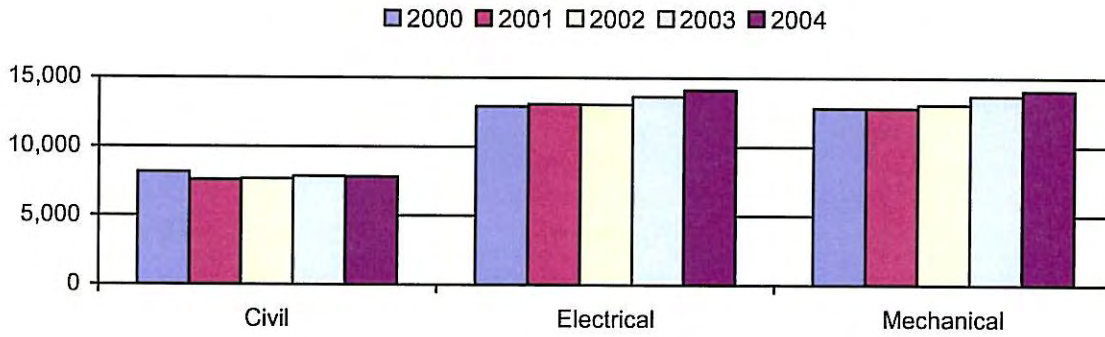


Figure 4. Baccalaureate Engineering Degrees by Discipline, U.S.



Source: NCES Condition of Education 2005, Table 282

Table 4 - Percentage Change in Engineering Baccalaureate Degrees Awarded

<b>Engineering Discipline</b>	<b>KY 2001-2004</b>	<b>U.S. 2001-2004</b>	<b>KY 2001-2005</b>
Civil Engineering	-3%	3%	9%
Electrical, Electronics & Communications Engineering	-28%	8%	-22%
Mechanical Engineering	9%	10%	15%

Relative to national baccalaureate degree reports it is evident that the Kentucky change patterns in civil and mechanical engineering reflect national trends for those disciplines (NCES, Digest of Education Statistics, 2005, Table 282). Kentucky's decline in electrical engineering degrees counters the national trend of increasing electrical engineering degrees during the same time period. Although Kentucky's percentage of change over the 4-year period 2001-2005 is positive, no comparable U.S. data is available.

Table 5 - Joint Engineering Baccalaureate Programs  
(Civil, CIP 14.0801, Electrical, CIP 14.1001; Mechanical, CIP 14.1901)\*

Degree Title	Research Doctoral Institution	Degree	Comprehensive Institution	Degree
	<b>Non-Joint Programs</b>		<b>Joint Programs**</b>	
Bachelor of Science, Electrical Engineering	University of Louisville	BEE	Murray State University	BS
Bachelor of Science, Electrical Engineering		BEE	Western Kentucky University	BS
Bachelor of Science, Civil Engineering	University of Kentucky	BSCE	Western Kentucky University	BS
Bachelor of Science, Mechanical Engineering		BSME	Western Kentucky University	BS

\* CIP is the Classification of Instructional Programs coding based on the U.S. Department of Education, National Center for Education Statistics taxonomy.

\*\* Joint Programs at MuSU and WKU only.

### Joint Engineering Baccalaureate Programs

Three engineering disciplines were targeted to establish joint engineering baccalaureate programs between selected comprehensive and research universities. Civil and mechanical engineering degrees were established at WKU through collaborations with UK and UofL. MuSU offers an electrical engineering baccalaureate with the cooperation of UofL.

Engineering students at MuSU have an alternative to the joint ETE program in the ABET-accredited engineering physics program. Since 2000, MuSU's engineering physics program enrollment has grown from 54 to a peak of 101 in 2004, and the program has graduated 61 students in the past six years. MuSU also is a partner in delivering UK's two engineering degree programs at Paducah, with five of more than a dozen faculty having joint appointments with both institutions. From 2000-2006, the Paducah programs produced 93 graduates and currently have an enrollment of 90 students. MuSU also produces technology graduates who are in high demand in the industrial in the industrial and manufacturing sectors of west Kentucky. In 2005, nearly 600 students were enrolled in these technical programs, producing 473 graduates.



Table 6a - Baccalaureate Degrees in Civil, Electrical and Mechanical Engineering Programs, Unduplicated, All Degrees Combined

Degrees Conferred	2000	2001	2002	2003	2004	2005	2006	Total
MUSU								0
UK	249	239	224	222	197	197	198	1526
UofL	102	105	122	96	92	117	115	749
WKU					28	30	26	84
Total	351	344	346	318	317	344	339	2359

Table 6b - Civil Engineering

Degrees Conferred	2000	2001	2002	2003	2004	2005	2006	Total
UK	96	85	85	80	78	69	75	568
UofL	27	28	36	26	24	39	28	208
WKU					8	15	9	32
Total	123	113	121	106	110	123	112	808

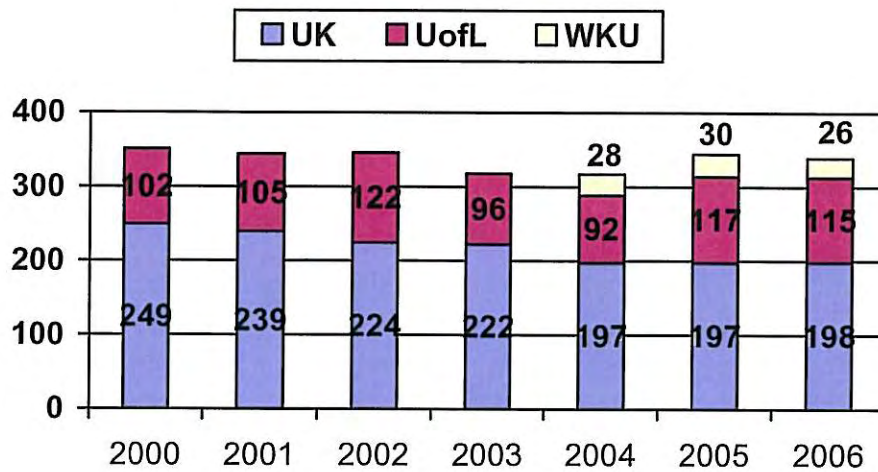
Table 6c - Electrical Engineering

Degrees Conferred	2000	2001	2002	2003	2004	2005	2006	Total
MUSU								0
UK	72	75	53	52	48	53	41	394
UofL	37	45	45	31	30	36	46	270
WKU					8	4	5	17
Total	109	120	98	83	86	93	92	681

Table 6d - Mechanical Engineering

Degrees Conferred	2000	2001	2002	2003	2004	2005	2006	Total
UK	81	79	86	90	71	75	82	564
UofL	38	32	41	39	38	42	41	271
WKU					12	11	12	35
Total	119	111	127	129	121	128	135	870

Figure 5. Total Baccalaureate Degrees Conferred in Joint Engineering Programs



#### Joint Engineering Program Baccalaureate Degrees

Because the students are receiving a degree from two institutions, unduplicated counts of degrees are reported in tables 6a through 6d. Figure 5 displays the total engineering degrees conferred by institution each year since 2000. Starting in 2004, WKU conferred degrees in all three programs. MuSU has not yet graduated any students from their joint program. In each of these engineering fields UK's output declined between 2000 and 2005. UK-Paducah campus showed stable degree output.

Table 7a - Fall Semester Enrollment in Baccalaureate Engineering Technology Disciplines  
Kentucky, 2000 – 2005

Program	2000	2001	2002	2003	2004	2005	5-Year Percent Change
Mechanical Engineering/Mechanical Technology	64	97	104	132	1		
Electrical/Electronic/Electromechanical	200	188	180	182	97	99	-51%
Environmental Engineering/Environmental	30	26	30	29	22	22	-27%
Architectural Engineering Technology	201	199	200	220	145	188	-7%
Occupational Safety and Health Technology	166	159	156	149	143	157	-5%
Water Quality/Wastewater Management/Recycling	119	107	113	105	129	117	-2%
Industrial/Manufacturing Technology	577	526	595	623	678	647	12%
Civil Engineering Technology	160	201	205	210	159	183	14%
Computer/Computer Systems/Networking	46	79	89	91	86	78	70%
<b>TOTAL</b>	<b>1563</b>	<b>1582</b>	<b>1672</b>	<b>1741</b>	<b>1460</b>	<b>1491</b>	<b>-5%</b>

Table 7b - Fall Semester Enrollment in Baccalaureate Engineering Disciplines  
Kentucky, 2000 - 2005

Program	2000	2001	2002	2003	2004	2005	5-Year Percent Change
Applied Science-Engineering Transfer	43	43	39				
Engineering, General			17	17	6	3	
Biomedical/Medical Engineering						21	
Chemical Engineering	382	322	296	303	275	283	-26%
Computer Engineering, General	402	415	371	371	340	314	-22%
Agricultural/Biological Engineering and Bioengineering	65	63	74	70	74	63	-3%
<b>Electrical, Electronics and Communications Engineering</b>	541	519	560	504	568	563	4%
Industrial/Manufacturing Engineering	77	92	98	103	83	86	12%
<b>Civil Engineering, General</b>	598	578	583	625	670	700	17%
<b>Mechanical Engineering</b>	806	814	846	927	1151	1176	46%
Engineering Physics	54	64	72	93	101	84	56%
Materials Engineering	25	19	27	30	46	49	96%
Mining and Mineral Engineering	23	24	50	53	55	71	209%
<b>Total</b>	<b>3016</b>	<b>2953</b>	<b>3003</b>	<b>3096</b>	<b>3369</b>	<b>3413</b>	<b>13%</b>

**Bold** indicates joint engineering discipline.

### Engineering and Engineering Technology Enrollment Trends

Although enrollments by academic program do not precisely reflect student intentions, the data provide general trends of the potential supply of graduates. Large program enrollments are considered an important input but alone, without a high rate of successful completions, will not meet the goals of the statewide engineering strategy.

Based on the figures in Table 7a and 7b differences are evident in enrollment trends between engineering and engineering technology programs. The closure of WKU's mechanical engineering technology with the availability of their mechanical engineering program is evident in the mechanical engineering enrollment patterns. Similarly, electrical engineering technology has declined since 2000 while electrical engineering has increased. The opposite trend is evident in computer engineering, which has decreased, while computer engineering technology program enrollment has increased. Civil engineering and industrial/manufacturing engineering enrollments have grown in both degree programs. MuSU's engineering physics program enrollment has also increased since 2000. Chemical engineering enrollment has been reduced by one quarter since 2000.

Table 8 - Joint and Research Engineering Program Baccalaureate Unduplicated Enrollment

Engineering Discipline		Civil		Electrical		Mechanical		Total	
		2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
Joint	MUSU			4	17			4	17
	WKU	99	121	83	89	164	167	346	377
Research	UK	409	410	305	275	605	632	1,319	1,317
	UofL	253	252	260	251	508	529	1,021	1,032
Total		761	783	652	632	1,277	1,328	2,690	2,743

Enrollments in the joint engineering programs, similar to degree reports, also were unduplicated. Enrollment in the joint programs at WKU was up to 377 students during the 2005/06 academic year (Table 8) and the WKU applicant count in academic year 2005/06 was the highest to date (Table 9). MuSU reported four enrolled students in 2005 with an increasing applicant pool.

Table 9 - Joint Engineering Program Baccalaureate Applicants

Year	2001-02	2002-03	2003-04	2004-05	2005-06
MuSU		4	10	17	
WKU	52	138	151	137	162
Total	52	138	155	147	170

Source: Murray State University and Western Kentucky University

Over the last five years of admission to the joint baccalaureate engineering programs at the comprehensive universities, applications have more than tripled (see Table 9) totaling 179 applicants in 2005-06. WKU has substantially more applicants than MuSU.



Table 10a - KCTCS Transfer Students Admitted to MuSU and WKU Engineering Programs

Year	2001-02	2002-03	2003-04	2004-05	2005-06
Total	6	10	16	14	21

Source: Murray State University and Western Kentucky University

Table 10b - KCTCS Transfer Students Admitted to Research Institutions' Engineering Programs

	2000	2001	2002	2003	2004	2005	% Change 2000- 2004	% Change 2000- 2005
UK	194	173	191	150	142	108	-27%	-44%
UofL*	24	31	26	34	24	22	0%	-8%
<b>Totals</b>	<b>218</b>	<b>204</b>	<b>217</b>	<b>184</b>	<b>166</b>	<b>130</b>	<b>-24%</b>	<b>40%</b>

Source: University of Kentucky and University of Louisville, 2006.

### Transfers from Community and Technical College System

The count of entering transfer students from KCTCS to the comprehensive university engineering programs has increased each year with the exception of a slight decline 2004-05 (see Table 10a) with twenty-one students being admitted in 2005-06. However, a recent review of engineering program admissions at UK reported a significant decline between 2000 and 2004 in the number of KCTCS transfer students enrolling in the college (See Table 10b). UofL's transfer student numbers indicate a stable number of transfers from 2000-2004

Two out-of-state but nearby engineering programs enroll very few Kentucky residents. Southern Illinois University at Carbondale enrolled three Kentucky residents in fall semester 2005 while the University of Tennessee at Martin enrolled five Kentuckians.

Table 11 - Kentucky Engineering Schools' Fundamentals of Engineering Examination Pass Rates

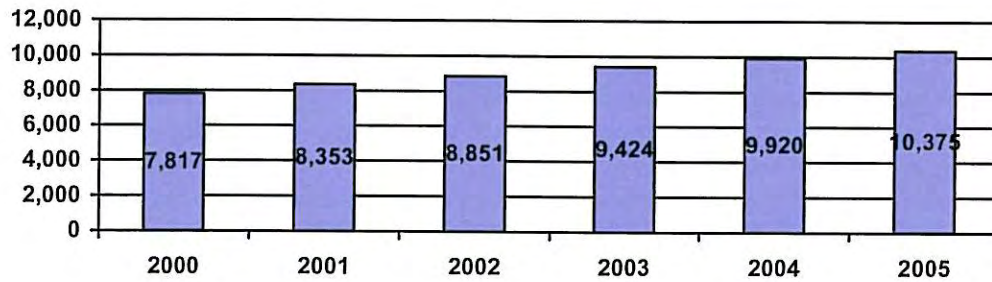
	UK			UofL			MuSU			UK-Paducah			WKU		
Exam	N	N	Pass	N	N	Pass	N	N	Pass	N	N	Pass	N	N	Pass
Date		Pass	Rate		Pass	Rate		Pass	Rate		Pass	Rate		Pass	Rate
1998	69	50	72%	43	37	86%	0	0		0	0		0	0	
1999	161	121	75%	70	53	76%	1	1	100%	0	0	N/A	0	0	N/A
2000	136	108	79%	46	35	76%	13	13	100%	0	0	N/A	0	0	N/A
2001	124	106	85%	53	39	74%	5	4	80%	5	5	100%	0	0	N/A
2002	113	92	81%	41	32	78%	8	8	100%	5	4	80%	0	0	N/A
2003	134	115	86%	38	33	87%	0	0	N/A	9	9	100%	4	4	100%
2004	153	123	80%	29	25	86%	0	0	N/A	0	0	N/A	18	14	78%
2005	149	99	66%	38	31	82%	10	6	60%	12	9	75%	17	13	76%
<b>Totals</b>	<b>1040</b>	<b>814</b>	<b>78%</b>	<b>358</b>	<b>285</b>	<b>80%</b>	<b>37</b>	<b>32</b>	<b>86%</b>	<b>31</b>	<b>27</b>	<b>87%</b>	<b>39</b>	<b>31</b>	<b>79%</b>

Source: The Kentucky State Board of Licensure for Professional Engineers & Land Surveyors

### State Engineering Strategy Contribution to the Workforce

Program outcome data, other than degrees conferred, are somewhat limited. The Kentucky State Board of Licensure for Professional Engineers & Land Surveyors annually provides Fundamentals of Engineering Examination results by institution to the Council (Table 11). This is the first exam that potential licensees take, usually in their senior year or just after graduation. Examinees are then required to complete four years of experience before taking the second exam. Fundamentals examination pass rates of WKU students and graduates of the joint engineering programs are comparable to the research universities. MuSU pass rates reflect outcomes of students and graduates in the existing engineering physics program and exceed the general pass rates of the research universities. National pass rates are based on selected examination modules and overall national pass rate standards are not available. The total count of Kentucky students sitting for the exam increased from 195 students in 2000 to 226 in 2005, an increase of 16 percent.

Figure 12. Licensed Engineers in Kentucky



Source: The Kentucky State Board of Licensure for Professional Engineers and Land Surveyors

The number of licensed engineers in KY increased by 33 percent between 2000 and 2005 (Figure 12). These figures include licenses awarded by both initial licensure and reciprocity.

One of the primary goals of the engineering strategy is to increase the number of baccalaureate engineers in Kentucky. Detailed and comparable placement data for joint program graduates across institutions are not available. Generally, UK and UofL report roughly 70 percent of engineering baccalaureate graduates employed in Kentucky, except for electrical engineers that are closer to 60 percent. WKU reported high placement rates for the 2004 class of joint engineer program graduates but found placement rates between 50 and 54 percent for electrical and mechanical engineering graduates in 2005.





## **APPENDIX IV**

### **FISCAL REPORTING BY INSTITUTION**



**Council on Postsecondary Education**  
**January 29, 2007**

## Regional Stewardship Proposals

*Murray State University and Western Kentucky University are seeking Council approval of their respective regional stewardship infrastructure plans. With that approval, each university will qualify to receive \$200,000 in 2006-07 and \$200,000 in 2007-08 infrastructure funds to support the development and maintenance of organizational structures, personnel, information systems, and community relationships necessary to sustain a viable stewardship program.*

<p><b>ACTION: The staff recommends that the Council approve regional stewardship program infrastructure plans for Murray State University and Western Kentucky University.</b></p>
--

On April 24, 2006, House Bill 380 was enacted by the 2006 General Assembly. The bill authorized funding of \$1.2 million in 2006-07 and \$3.6 million in 2007-08 for a Regional Stewardship Program. The Council approved guidelines governing the distribution and application of these funds at its May 2006 meeting. The guidelines stipulate that \$1.2 million each year of the biennium will be used to bolster infrastructure at Kentucky's comprehensive universities in preparation for performing stewardship work. These funds are to be allocated among the six comprehensive universities in equal amounts of \$200,000 per institution each year and will be used to develop and maintain organizational structures, personnel, information systems, advisory committees, and external partnerships necessary to sustain stewardship activities.

To qualify to receive infrastructure funds, each participating institution is required to submit a comprehensive plan to the Council for making regional stewardship a priority consistent with Council-approved guidelines and indicating how program funds will be used to support implementation of that plan. Council staff then provides detailed written feedback followed by meetings with the teams responsible for the plan at each campus. The university then provides a revised plan based on the written feedback and meeting discussion. All of this material is available on the Council Web site to support plan development at each university. Infrastructure plans for Murray State University (Attachment A) and Western Kentucky University (Attachment B) are presented for Council approval. A summary of each plan is provided below, along with CPE staff's assessment of proposal content.

If approved, funds will be made available to each university to implement their regional stewardship plan according to the goals and timelines included in each. Funds will not be allocated to the institution on a recurring basis until the plan is fully implemented.

## Murray State University's Infrastructure Plan

On September 29, 2006, Murray State University submitted its regional stewardship plan to the Council. A revised plan was submitted in January 2007. The plan includes a request to the Council for \$200,000 in 2006-07 and \$200,000 in 2007-08 Regional Stewardship Program funds. If approved, these distributions will deplete the university's 2006-08 infrastructure pool allocation. The university proposes to use these funds to staff and provide operational support for a newly created Office of Regional Stewardship and Outreach to lead implementation of its regional stewardship plan.

About 80 percent of the requested funds will pay salaries and benefits for a full-time director, half-time administrative assistant, and full-time secretary for the Office of Regional Stewardship and Outreach. The director, working in conjunction with community partners and the Regional Stewardship Advisory Committee, will oversee the development and implementation of strategies to advance regional development. The remaining 20 percent of requested funds will support office operating expenses, including travel and related expenses associated with establishing and maintaining external relationships, and costs or services associated with convening advisory meetings, hosting public forums, hiring stewardship consultants, implementing a public awareness campaign, providing faculty professional development, and integrating public engagement into the curriculum. These proposed uses of infrastructure funds comply with guideline requirements for the stewardship program.

MuSU has an extensive history of public engagement activity in its region. The university's proposal identifies a number of ways that campus officials plan to expand and focus engagement activity in response to the stewardship initiative. Indeed, the ultimate goal of the plan is to advance core stewardship values, commitment, and action by revising the institution's administrative structure, providing expanded service incentives, and creating policies and procedures to enhance the institution's ability to form working partnerships. Listed below are selected components of MuSU's stewardship implementation plan.

- Using the institution's assigned areas of geographic responsibility (Attachment C), establish a Regional Advisory Council and begin the process of surveying citizens, meeting with business, education, and other important external constituents, conducting research, and hosting town hall meetings to determine the long-term needs of western Kentucky. The results of this research will drive the identification of regional priorities in the next phase of regional stewardship funding.
- Modify collegiate guidelines to ensure that effective stewardship work is a clear criterion for annual evaluation, merit, tenure, and promotion.
- Require units across campus to develop strategies and action plans to advance strategic goals, including those related to public engagement activity, and to establish key indicators for measuring progress.
- Establish a new Office of Regional Stewardship and Outreach on campus with the sole mission of leveraging institutional resources and expertise to promote the welfare of the region. The office will serve as a clear "one-stop" point of contact for regional partners needing university assistance.

- Hire a director of regional stewardship and outreach who, working in conjunction with community partners and the Regional Stewardship Advisory Committee, will oversee the development and implementation of strategies to advance regional development.
- Develop policies providing release time and resources to support faculty and staff stewardship activities.
- Recognize engagement through an institutional award similar to those for teaching and research excellence.
- Consider a new model for faculty workloads and evaluation based on differential roles for faculty that better allow a focus on stewardship work.
- Develop and implement a comprehensive institutionalized plan for integrating stewardship into the curriculum, including more engaged classroom teaching, directed coursework and engagement strategies for students, new teaching materials, and a new tracking system.
- Enhance ongoing faculty development and training for new research/teaching methods directed at stewardship.
- Review employment policies and practices related to faculty and staff engagement and modify to make stewardship activity a clear priority.
- Restructure budget tracking systems to bring all public engagement accounts under one umbrella in a separately identified part of the budget.
- Devise a statement regarding the university's commitment to regional engagement and include that statement in employment advertisements.
- Add an institutional definition of service to faculty and staff handbooks.
- Inventory public engagement activities already occurring on campus conducted by individuals in both academic and administrative units to identify strengths and gaps in the stewardship work being provided.
- Create an outreach directory and publicize it externally via Web site and other more traditional means.
- Develop a data system for reporting and updating the public engagement inventory linked to a statewide system for tracking the impact of the regional stewardship program.

MUSU's proposed use of infrastructure funds meets eligibility requirements for the program and campus officials have outlined a detailed action plan for promoting and supporting a culture of engagement.

### **Western Kentucky University's Infrastructure Plan**

On October 4, 2006, Western Kentucky University submitted a request to the Council for \$200,000 in 2006-07 and \$200,000 in 2007-08 Regional Stewardship Program funds. A revised plan was submitted in January 2007. If approved, these distributions will deplete the university's 2006-08 infrastructure pool allocation. The university proposes to use these funds to pay salaries and benefits for three full-time positions and to provide operational support for "A Local Information and Volunteer Exchange" (ALIVE) Regional Stewardship Center that will have primary responsibility for ensuring implementation of WKU's comprehensive regional stewardship plan. ALIVE is an existing office that will be converted to regional stewardship.

About 80 percent of the requested funds will pay salaries and benefits for a community engagement coordinator, faculty engagement coordinator, and communications and marketing coordinator. The community engagement coordinator will serve as the primary interface between WKU and its community partners, and will work closely with the Regional Advisory Committee to identify regional needs, explore opportunities for campus/community collaboration, and develop a strategic plan for the region. The faculty engagement coordinator will help faculty and staff focus their teaching and scholarly activities on regional priorities and will conduct research to identify best practice models. The communications and marketing coordinator will collect, store, and disseminate data related to ALIVE Center functions and will be responsible for stewardship program marketing and public relations activities that promote involvement of regional partners in the initiative.

The ALIVE Regional Stewardship Center will serve as the hub of WKU's engagement infrastructure and center staff will have direct responsibility for bringing together campus and community leaders to identify and address regional priorities. The remaining 20 percent of requested infrastructure funds will support center operating expenses, including travel for professional development and supporting stewardship initiatives, equipment and supplies, and costs or services associated with convening advisory group meetings, hosting public forums, and developing information/tracking systems. These proposed uses of infrastructure funds comply with guideline requirements for the stewardship program.

Western Kentucky University has a long tradition of engaging students, faculty, and staff with the local community. Although WKU already has committed considerable personnel and resources to community outreach activity, campus officials propose to expand that commitment by matching regional stewardship funds, better coordinating regional stewardship efforts, and focusing on regional priorities in response to the stewardship initiative. Selected components of the university's action plan are listed below.

- Using the institution's assigned areas of geographic responsibility (Attachment C), engage in focus group conversations with partners throughout the region to create a representative Regional Advisory Committee and establish regional priorities for the next phase of regional stewardship funding.
- Dedicate a facility (i.e., 2,100 square feet) and the expertise and energies of five professional positions (two funded by WKU and three funded with infrastructure funds) to the stewardship initiative.
- Hire a community engagement coordinator to serve as the primary interface with community partners in identifying regional needs and exploring opportunities for campus/community collaboration.
- Hire a tenure-track faculty engagement coordinator to work with faculty in advancing projects that bring their disciplinary or interdisciplinary expertise to bear on projects that address identified regional priorities.
- Hire a communications and marketing coordinator to serve as the primary point of contact for material related to the university's regional stewardship mission and to promote that mission with regional partners.

- Conduct a campus-wide review of tenure, promotion, and merit pay policies to ensure that community-based scholarship and engagement activities are included for consideration.
- Create an equitable faculty rewards system (tenure, promotion, merit pay, and workload) that values stewardship work on an even par with traditional research.
- Provide faculty the opportunity to opt for reassigned time to reduce teaching loads and increase capacity to participate in stewardship initiatives.
- Use evidence of stewardship as an important determinant of accountability and reward for each college and administrative unit.
- Include stewardship as an item of accountability in the deans' annual reports to the provost.
- Adopt common language in advertisements and position descriptions identifying priorities related to the university's stewardship mission.
- Include community partners in campus planning and decision-making processes.
- Develop accountability systems that value the stewardship program.
- Refine university planning and budgeting processes to operationalize systems that will facilitate and support the university's public engagement agenda.
- Transform the ALIVE Center into the ALIVE Regional Stewardship Center by formulating a new mission and organizational goals to promote regional stewardship and by establishing additional partnerships with business and governmental sectors.
- Designate the ALIVE Regional Stewardship Center as the hub of the university's public engagement infrastructure.
- Continue to emphasize community engagement as a means of enhancing student learning through faculty and staff professional development that supports activities like service learning.
- Establish an "Engaged Department" grant program that provides awards for departments desiring to be engaged with at least one regional priority.
- Develop recognition systems for faculty and staff that engage in stewardship and outreach work (e.g., publications that highlight the work of both individual faculty and departments).
- Fully integrate Quality Enhancement Plan (QEP) outcomes, including the outcome of engaging students with individuals, groups, and issues beyond campus boundaries, into the curricular and co-curricular learning environment for all students.
- Increase the number of courses put forward for review by the curriculum committees that add service-learning designations.
- Implement a co-curricular transcript/e-portfolio system that will track and record student participation in diverse types of learning experiences, including service learning, study abroad, and leadership, and that will link activities to discrete learning goals.

As demonstrated by its proposal, WKU is committed to working with community partners to address regional needs. The proposed uses of program funds meet eligibility requirements for the program, and campus officials have outlined a detailed action plan for promoting and supporting regional stewardship.





Murray State University  
2006-2008 Regional Stewardship Program  
Infrastructure Plan

September 26, 2006

Murray State University respectfully submits the following infrastructure plan designed to stimulate effective and sustainable regional partnerships. The ultimate goal of the plan is to advance core stewardship values, commitment, and action by revising the institution's configuration, providing expanded service incentives, and creating policies and procedures to enhance the institution's ability to form working partnerships. When civic activists conceptualize engagement, increasingly, they emphasize the role of coalitions and the formation of networks to more effectively address critical issues. There is mounting evidence to suggest that social capacity is strengthened and broadened by the use of networking strategies. When implemented, Murray State University's plan will build upon a history of institutional service and dramatically expand the institution's and the community's stewardship capacity to promote the region's welfare.

**I. Programmatic Plan Narrative**

**a. Mission/Vision/Strategic Priorities**

As a regional, comprehensive educational entity, Murray State University (MuSU) is charged with serving the state with an emphasis on the eighteen westernmost counties of the Commonwealth of Kentucky (Appendix I). Through a variety of means, campus leaders have placed emphasis on civic engagement in its various forms, including: service learning, participation in the American Democracy Project, outreach partnerships, volunteering, and traditional institutional service to the region. In 2002 the university embarked on a comprehensive strategic planning process which began with the establishment of a Strategic Planning Taskforce charged with the responsibility of creating a framework for expanding our capacity for learning, research, and service excellence. This task force included faculty and staff from every planning unit across the campus, community members, representatives from business and industry, K-12 and Kentucky Community and Technical College System educational partners, and state-wide stakeholders. The result of this visioning process was the creation of a refined mission, vision and value statements, a set of ten learning-outcomes for undergraduate education, and thirty-seven strategic goals. Running throughout these defining statements is the

theme of service. The University consistently communicates the importance placed upon public engagement and underscores the concept of *making place matter* through the mission statement: *Murray State University places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad*” (Murray State University Strategic Plan, 2003-2008; Appendix II).

During the strategic planning process a Vision Statement was crafted for the institution. It states, MuSU’s vision is to “To build on our reputation as one of the best student-centered, comprehensive universities in the nation.” This broad statement addresses quality and a philosophy of student–focused decision making. Murray State University’s 11<sup>th</sup> President, Dr. Randy Dunn, indicated in his first official speech to the campus (on December 1<sup>st</sup>) that his vision for the university includes enhanced partnerships in the region and internationally. As President Dunn’s first 100 days in office proceed, he will continue to articulate the importance of regional stewardship to MuSU’s future and create linkages between what it means to be “one of the best comprehensive universities in the nation” in relation to engaged scholarship, learning, and service.

Murray State University’s strategic goals and priorities clearly and directly underscore the importance of regional stewardship:

- *The University shall play an active role in regional economic development;*
- *The University shall support the region through arts, cultural, and professional programs; and*
- *The University shall engage in public service programs with business, industry and labor, public and private schools, governmental agencies, and the general public. (Murray State University Strategic Plan, 2003-2008; Appendix II)*

The language used throughout the strategic planning goals emphasizes that MuSU values activities involving collaborative community relationships. The Carnegie Classification Project (2005) defines community engagement as a “collaboration between higher education institutions and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Murray State University’s goal of ‘engaged public service’ is in harmony with the Carnegie definitions and also with Barbara Holland’s idea of “engaged research, service, and learning” (Barbara Holland, IUPUI Conference on Assessing Service Learning, 2006).

In addition to the mission, strategic goals, and student learning outcomes, the institution consciously encourages engagement through other aspects of academic life. As part of the institution’s strategic planning, ten specific learning outcomes for baccalaureate students (called, *The Characteristics of the MSU Graduate*) were reviewed, refined and reaffirmed.

These learning goals include Characteristic #7:

*Murray State University graduates will understand the importance of and engage in ethical behavior and responsible citizenship (Appendix III).*

MuSU actively encourages engaged student learning and utilizes undergraduate research to link student learning to community needs. In addition to providing internships, Murray State University places a premium on strengthening campus and community partnerships and addressing regional issues by promoting student engagement through the Service-Learning Scholars Program, the American Democracy Project, and through institutional membership in the Kentucky Campus Compact. Service learning is, in particular, closely aligned with the values of engagement. By definition, service learning is an educational experience “in which students participate in organized activity that meets identified community needs” (Bringle and Hatcher, 1995). Central to the success of a service learning program is the understanding that these educational programs require reciprocal partnerships.

In keeping with the commitment to *making place matter*, the institution maintains numerous programs and offices which leverage intellectual capital and institutional resources to operate primarily with community partners. These public service units are housed in all five of the academic colleges, the School of Agriculture, and throughout the institution to provide outreach services in the domains of: education, business and economic development, the arts and humanities, health care, the environment, agriculture, animal welfare, governance, and social services; including:

- The Innovation Center, developed in 2004, to assist current expanding businesses in the region, and start up companies;
- The Teacher Quality Institute, developed in 2001 to actively support work with public school teachers throughout the region and partner to provide professional development instruction and seminars; and
- The Center for School Safety, an educational unit promoting safe schools throughout the region partners with local schools.

(A more complete list of institutional offices and centers dedicated to outreach and service is listed in Appendix IV.)

In addition to on-campus units, MuSU currently has four regional campuses in Henderson, Hopkinsville, Madisonville, and Paducah which actively conduct and support service and outreach activities within these local communities.

Though “engagement” is an important requirement of Murray State faculty, currently, academic units are not expected to set annual public engagement goals and thus, they are not measured against such criteria. However, each academic unit at MuSU embraces and accepts the institution’s Strategic Plan which details the clear expectation of the campus

serving the full breadth of its teaching, research and public engagement mission; a few of Murray State's strategic goals as related are:

- Quality teaching and learning shall be the pre-eminent activities at the institution;
- The campus focus shall be on developing information literacy and academic excellence through active learning; and
- Research and service shall be important functions of the University (Appendix II).

While no clear expectation for community service is currently required of the faculty, a model for regional service exists at MuSU through the Roads Scholars program. Roads Scholars, a unique outreach program developed by Murray State University, is a partnership with regional high schools which links faculty and professional staff to the administrators and teachers in the high schools and middle schools within the region throughout the academic year. These Road Scholars Teams visit public schools to work directly with school partners to address identified needs. Roads Scholars Teams may collaborate with high school professionals to write a grant, teach a class in a particular academic subject, start a dialogue on a specific topic as recommended by the teacher, partner on curricula alignment, meet with students about "going higher" (seeking a college degree), or other support activities as requested by the teacher or school principal. Currently, over 250 MuSU faculty and professional staff participate on a Roads Scholars Team. As the institution embarks on a highly visible association with a regional engagement council, the Roads Scholars program will serve as a common reference and blueprint for how to integrate a new vision of engagement into campus culture. (Appendix V: Roads Scholars Map)

In the external funding arena, MuSU's Office of Sponsored Programs highly promotes and actively seeks grant funding for projects which engage regional organizations as appropriate. Further, the office seeks, develops and promotes regional partnerships regularly. For example, the Office of Sponsored Programs recently collaborated closely with the MuSU Office of Development to develop, write and secure external grant funding to support regional activities and programs, economic, and international cultural development initiatives. Professional staff members from each office continue to work cooperatively to secure grants with a regional focus. Recently, MuSU secured a Kellogg Foundation Engagement Grant to expand upon the Service Learning Scholars Program.

**Action:** Murray State University's existing mission is well aligned with the state's stewardship agenda and clearly defines the institutional commitment to regional outreach. MuSU will reinforce the importance of collaborative regional engagement by adding a new declaration to the *Murray State University Value Statements* (Appendix II). Adding a core value statement related to engagement serves to highlight the fact that MuSU is a pivotal leader and partner in regional development. The MuSU vision statement will be reviewed as a part of the strategic planning process. The Mission, Vision, and Strategic Goals will continue to clearly articulate the importance of engagement and regional stewardship to the university's vision and these values will be reinforced through public speeches and remarks made by key administrators (for example, Dr. Randy Dunn's



December 1 speech cited above). Additionally, the following action steps will be taken to integrate regional stewardship into the campus vision:

- Create a MuSU webpage highlighting regional stewardship and engagement;
- Recognize, reward, and publicize public service accomplishments;
- Integrate highlights from engagement, service, and regional stewardship activities into our annual report;
- Work with the Alumni Office to include feature articles on regional stewardship in the Alumni Magazine;
- Integrate statements related to the importance of engagement and stewardship in selected institutional publications; and
- Include a poster session focused on partnerships with the region to the Scholars Week program.

Vision is established through more than a statement in the Strategic Planning publications, it is articulated through speeches, included in publications, and reinforced through personnel development. Consequently, the University will articulate its vision through on-campus engagement events with external speakers focused on regional stewardship. Additionally, throughout the year, the Center for Teaching, Learning, and Technology, working closely with the newly established Office for Regional Stewardship and Outreach, and Academic Affairs will provide workshops and seminars on engaged teaching, engaged research, and engaged service. This year-long set of events will provide the campus with an opportunity to learn more about stewardship and how engaged teaching, research and collaboration will enhance the institutional mission and goals, and how it relates to their professional development. This is planned for 2007-2008 in conjunction with the review of the “focus goals” for strategic planning. The goals selected for campus focus in 2007-08 include: *The University shall engage in public service programs with business, industry and labor, public and private schools, governmental agencies, and the general public (Goal 4.6)*. The selection of this goal was intentionally timed to correspond to the Regional Stewardship initiative, the opening of the Office of Regional Stewardship and Engagement, the engagement conference, and the faculty development workshops planned for 2007-08.

As the university moves toward a model of more intentional engagement through regional stewardship, the objective is to expand existing institutional frameworks, processes, language, and values related to traditional forms of public service in order to capitalize on what is familiar to the campus to build broad understanding and acceptance. MuSU’s long and extensive tradition of service and existing processes related to engagement and service provide powerful common references from which to launch campus support for regional stewardship. After all, service is a core value at MuSU and is connected to our teaching, research, and service endeavors.

In response to the existing strategic goals and regional stewardship, internal key indicators of progress will be established. The indicators of progress will include measures associated with the key areas of student learning, civic participation, and scholarship, and they will be designed to measure the impact of collaborative actions on the strategic directions established by the Regional Stewardship Council. Indicators will

be based upon both the short term and long term goals that measure economic development, quality of life, and/or progress toward long-term solutions to the regional issues identified by the region. The key indicators of progress include both internal indicators measuring participation and external indicators established by the Regional Stewardship Advisory Council. These internal indicators will be determined by the Strategic Planning Council, approved by the upper administration, and tracked annually through the existing strategic planning processes. Once the campus has clearly defined regional stewardship as a sub-category of engagement, the reporting process will allow campus planners to track and report progress.

In 2004, MuSU administered an engagement survey to faculty and professional staff, and a separate survey to MuSU students. Among the first in the state to gather institutional data on engagement, the MuSU survey received a response rate in excess of 40% and provided institutional planners with a snapshot of information related to engagement activities across the institution. Additionally, the university administers both NSSE and FSSE surveys on a rolling calendar. The faculty and professional staff engagement survey will be updated and modified to include some of the question categories found on the Michigan State faculty engagement survey. The institution will administer the NSSE on a regular basis and continue to use the results to measure student engagement. Results of the survey will be utilized by institutional planners, and shared with constituents through the website and in the institutional annual report.

**Timeline:** Adding a core value statement related to engagement will require six months to draft, disseminate, and route through the institutional approval structure. Retooling the reporting mechanism to include the indicators and integrating the feedback process into the current planning structure will greatly strengthen and enhance the institution's already robust regional, civic engagement activities and provide the framework for greater accountability. The institution has begun work on the establishment of internal key indicators and that will continue as the campus focuses upon regional stewardship. The timeline for these actions is nine months. Inclusion of regional stewardship language in speeches and publications will begin immediately. The creation of a website and brochure outlining the university's engagement activities and stewardship partnerships will be completed in one year. Creation of an updated survey was begun in 2005 and should be completed this spring.

#### **b. Planning/Budgeting**

The Murray State University mission statement and strategic plan reveal the importance the institution places upon public engagement throughout the region. That emphasis is not as readily detectable in the funding processes at the institution. While Murray State University is investing considerable human and financial capital into the region, these investments are often folded into individual unit budgets and not reflected in stand-alone budget lines. So, while the University provides full or partial funding to support numerous centers, offices, and activities designed to serve the region, no macro-budgeting process or allocation currently exists which defines funds to be specifically used for public engagement activities, above and beyond the operating budgets allocated

to specific units. Additionally, with the possible exceptions of Roads Scholars and the Center for Service Learning and Civic Engagement, units are not required to report separately on the investments they have made in support of regional stewardship.

**Action:** To effectively implement the stewardship program, the institution budget process and budget tracking systems will require identifying and tracking the institution's public engagement activities and accounts under one office. To accomplish this, MuSU will develop clear categories and definitions for engagement. A university-wide taskforce will be formed to identify the categories of engagement, including community engagement, public service, and regional stewardship. A reporting mechanism, including budgetary indicators, will be standardized and used across the campus. In order to plan effectively for sustainable regional stewardship the institution will need to clarify expectations, establish impacts and goals, and determine strategies to track the impact of activities. Since the impact of the long term goals can only be measured effectively over time, the institution will need to develop long-term tracking systems. Currently, the institution is reviewing options for electronic tracking. The newly established Office of Regional Stewardship and Engagement will be responsible for managing, tracking, and reporting the dollars received for Regional Stewardship.

**Timeline:** Changes to the Murray State budgeting process stemming from the implementation of the stewardship program will occur within the 2007-2008 budget planning process.

### **Engagement Infrastructure**

As indicated above, Murray State University currently engages in a wide variety of public engagement activities. Most of these activities are typically coordinated at a unit level, including both academic and administrative units (Appendix IV). Thus, support for public engagement formally occurs at the unit level. Individual departments, colleges, and administrative units (such as the Center for Continuing Education) strategically plan for, implement, and coordinate these activities within their individual unit. This means that the University's public engagement infrastructure can best be described as decentralized. By contrast and by design, Regional Stewardship will be coordinated institutionally and the collaborative activities and progress made will be tracked and reported to the Office of Regional Stewardship and Outreach. This will allow the institution with a staff to focus attention on all engagement activities and to identify and track progress made on service, engagement, and regional stewardship collaborations.

The University's Office of Institutional Advancement coordinates the provision of University information to external constituencies, and the Office of Service Learning and Civic Engagement coordinates service-learning classes and student-focused engagement activities across all disciplines, but currently the University does not have a single centralized office of regional public outreach that plans for, coordinates, and supports regional engagement activities. The University possesses several centers and institutes that organize knowledge and their activities around problems rather than disciplines, including the Center for Continuing Education, the Teacher Quality Institute, The Bureau of Business and Economic Research, the Center for Environmental Education, the Center

for Reservoir Research, the Breathitt Veterinary Center, and the Center for Telecommunications Systems Management. Service-learning and problem-based learning classes are also organized around problems rather than specific disciplines.

Currently, the University does not have a formal centralized mechanism to provide reassigned time for faculty and professional staff to facilitate public engagement. However, reassigned time and support for faculty public engagement does occur on an individual academic unit (department and/or college) basis in a manner consistent with the unit's mission, strategic plan, personnel policy and reward structure. In addition, several professional staff, for example staff in the Center for Continuing Education and Academic Outreach, have an outreach component explicitly defined in their job responsibilities.

**Action:** With CPE approval of the infrastructure plan, Murray State University will build upon and extend the current extensive set of public engagement activities currently occurring on a decentralized basis by establishing a university *Office of Regional Stewardship and Outreach*. The office will leverage and extend existing activities in several ways:

- Serve as a first point of contact with community members seeking assistance from the university;
- Systematically inventory and catalogue the varied public activities already occurring by individuals in academic and administrative units across campus;
- Create an "Outreach Directory" which will be publicized externally via website and other more traditional means (please see section *g. Information/Reporting Systems* below for more detail). The detailed knowledge gleaned from completing the inventory and organizing the directory will allow the Office to perform its "first point of contact" responsibilities effectively and efficiently;
- Perform needs assessment and gap analysis concerning public engagement activities at the University to determine community needs that are/are not currently addressed effectively by the university;
- Facilitate the Regional Stewardship Advisory Council to determine regional priorities;
- Marshal and coordinate intellectual capital and institutional resources to address the identified priorities and needs of the region;
- Work closely with the Center for Service Learning and Civic Engagement and colleges to involve student volunteers and learners;
- Serve on the MuSU Strategic Planning Council to facilitate communication between the Regional Stewardship Advisory Council and Murray State University and align planning at the institution with community action;
- Administer faculty reassigned time, incentives, and awards;
- Identify faculty development needs and work closely with the Center for Teaching, Learning, and Technology to establish faculty development activities
- Track regional stewardship indicators of progress; and
- Report engagement and regional stewardship progress through the creation of an annual report.



Reporting directly to the President of Murray State University, the Director will also possess authority, sometimes implicit, but sometimes explicit, in order to operate effectively campus wide. A study will be conducted to determine which outreach offices now located throughout the university will be brought under the Director so activities and resources can be utilized more effectively. (Institutional Organizational Chart with Office of Regional Stewardship and Outreach indicated, Appendix VI.)

One of the most significant duties of MuSU's Director of Regional Stewardship and Outreach will be to work closely with and facilitate the activities of the **Regional Stewardship Advisory Council**. The Council will be comprised of dedicated individuals from the eighteen county service areas from business and industry, government, education, environment, healthcare, interest groups and citizens who will identify regional needs and actions, and recommend the expenditures of the Regional Trust fund appropriations. As a facilitator of the Regional Stewardship Advisory Council and a member of the MSU Strategic Planning Council (SPC), MuSU's Director of Regional Stewardship and Outreach will be a key contributor to the long-term alignment of institutional priorities with regional needs. Alignment between the institutional plan and the regional goals is critical and will be accomplished through the creation of an Implementation team made up of the steering committees from the Regional Stewardship Advisory Council and the Murray State University's Strategic Planning Council (Appendix VII). The MSU Strategic Planning Steering Committee will include the Strategic Planning Executive Committee, the Director of Regional Stewardship, and selected members of the SPC. The Strategic Planning Executive Council consists of the President, Provost, Vice Presidents, and Chair of the Strategic Planning Council. Organizing the process thus will guarantee both institutional alignment and the participation of the campus leadership team.

To support the activities associated with regional stewardship, MuSU will modify the current policies to allow for institutionally supported reassigned time for key faculty involved with research and collaboration with the Regional Stewardship projects. This will be funded with Phase 2 stewardship dollars. Faculty release time will be administered by the Director of the Office of Regional Stewardship and Outreach. Selection of faculty will be determined by the focus of issues selected by the Regional Stewardship Advisory Council.

**Timeline:** The Office of Regional Stewardship and Outreach will be established within one (1) year of Council approval using the 2006-2007 infrastructure pool allocation. This includes hiring the executive director and support staff, and establishing the infrastructure (office space, communications, and technology) necessary for the office to fulfill its responsibilities. The Office of Regional Stewardship and Outreach will immediately begin to serve as a first point of contact and interfacing with the Regional Stewardship Advisory Council. The public engagement activities inventory will be completed and the needs assessment will begin as soon as possible. The office will continually update the inventory, engage in needs and gap analysis with formal involvement of regional representatives, and implement strategies to address identified needs on an ongoing basis.

#### **d. Recruitment/Professional Development**

While clearly reflected in the Mission of the University (“Murray State University places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad.”), the importance of these activities is not explicitly recognized in the hiring and professional development activities of the institution. At present, employment ads, with the exception of those professions like nursing and education, whose programs rely heavily on engagement with community organizations, do not include references to civic engagement. Murray State University advertisements and position descriptions do not state that public engagement is a key component of the university’s overall mission. Over the past several years, the university has “standardized” and reduced the length of faculty job advertisements to reduce advertising costs. Additionally, for faculty positions, the role of community involvement is not consistently included as a priority in the interview and selection process. With the exception of those programs that engage the community directly (nursing, social services, fine arts, education, etc), departments make limited use of a candidate’s interest or experience in community-related activities in selection criteria and decisions.

For administrative positions like those of President, Vice President, and Dean, positions where there is a significant expectation of community engagement, questions related to an applicant’s prior outreach experience are a part of the interview process. When filling directors and chair vacancies, little emphasis has traditionally been placed on the candidate’s prior community work. Exceptions would again be for those disciplines that require close community ties, such as nursing and social service departments. For other administrative positions, questions regarding community engagement are less frequent.

While all faculty evaluation processes include a service component, faculty and administrator performance evaluations include a specific reference to community involvement in certain disciplines (i.e. nursing) but not in all. Generally, when this is evaluated, it is done at the department/college level. Across the campus, faculty and administrators can and do include community-related activity under service, along with service they provide to the profession and to the university. The definition of service and the weight placed on community service activities vary by department and college.

Faculty development at Murray State University takes place on the departmental, collegiate, and institutional levels. The Center for Teaching, Learning, and Technology coordinates institution-wide development workshops, brown-bag lunches, and peer discussions focused at chairs, faculty, adjuncts, and graduate teaching assistants. In the area of outreach, the Office of Service Learning and Civic Engagement offers several workshops each semester to train faculty in best practices associated with service learning.

**Action:** The MuSU goal is to weave engagement through the fabric of the institution in teaching/learning, scholarship, and engaged service. Faculty hiring and development is central to success.

With the CPE approval of the Infrastructure Plan, the university will undertake the following actions:

- Work closely with the Center for Teaching, Learning, and Technology to plan ongoing faculty development workshops and seminars on engaged research, service learning and other forms of engaged teaching and learning, and engaged service;
- Devise a statement regarding the institution's commitment to regional stewardship through engaged learning, research, and collaboration in appropriate employment advertisements;
- Create an institutional definition for engagement, service, and regional stewardship and incorporate that definition in the Staff and Faculty Handbooks;
- Create a pamphlet about MuSU's commitment to civic engagement to share with candidates for faculty and professional staff positions; and
- The institution will review current policies or practices that both support and deter the institution's commitment to faculty and professional staff public engagement.

**Timeline:** Creation of the engagement pamphlet and the statement for employment advertisements will be completed in six months. Over a period of twelve months, the institution will review and modify as needed employment policies and practices related to faculty and professional staff engagement. The creation of a clear definition of categories of engagement and plans for 2007-08 faculty development workshops and seminars will begin immediately.

#### **e. Incentive/Reward System**

Every faculty and professional staff member at MuSU is expected to report annually on how they contribute to the university's mission and goals, and to the goals established by their unit. Annual faculty and staff reviews assure that quality work is linked to institutional priorities. Those faculty and staff whose contributions exceed expectations also receive additional incentives in the form of merit awards which are applied to base salaries. Currently, engagement activities are recognized for tenure/promotion/ merit in some academic units, falling under service as defined by the unit. While outreach is included in each faculty member's annual evaluation under service, it is unevenly defined, recognized, and rewarded. Additionally, no such annual evaluation criteria exist for administrators and professional staff.

Separate merit is awarded to employees involved in the Roads Scholars program (an initiative designed to strengthen relations with the P-12 community) and to faculty who complete training for service-learning and initiate a course utilizing service-learning methodologies. Currently, Roads Scholars and Service Learning Scholars are the only

programs which provide separate incentives on an individual level. Departmental or collegiate incentives are not associated with these programs.

While service by faculty is rewarded by the institution in merit, tenure and promotion decisions, at this time service is defined many different ways across the campus. At MuSU, salary decisions are, for the most part, decentralized to the colleges and departments. Tenure and promotion decisions, while starting at the department level, do pass through a university, presidential and Board of Regents review.

Each year the university hosts a faculty recognition banquet. Awards for years of service, distinguished professor, distinguished researcher, and the Regents Award for Teaching are announced. Currently, Service-Learning faculty members are recognized at the awards banquet. No awards are presented for distinguished community service.

Many academic colleges host annual banquets and present awards. Outstanding teaching, scholarship and service (to the institution, discipline and community) are recognized in these venues.

**Action:** With the CPE approval of the Infrastructure Plan, the university will undertake the following actions:

- Modify university guidelines associated with service to make certain that engagement and stewardship are clear criterion for annual evaluation, merit, tenure, and promotion;
- Work closely with the deans to insure that public engagement is valued through hiring practices, promotion, and tenure decisions, and through annual evaluations on the departmental and collegiate levels;
- Identify and address the need for greater support (reassigned time, financial, etc.) to support faculty and professional staff engagement; and
- Recognize professional staff and faculty engagement through an institutional award similar to those already in existence for teaching and research excellence.

Additionally, the university is currently discussing a new model for faculty workloads and evaluation based on the concept of differentiated roles. The purpose of differentiated faculty assignments is to provide flexibility in assignment, allowing for shifts in the emphasis placed on teaching, research, and service throughout the faculty member's career. Within the context of the program needs and institutional priorities, this model allows faculty members to capitalize upon their interests and strengths and allows the university to leverage human capital more effectively across the breadth of institutional goals. Differentiated assignments provide the faculty member with greater flexibility, aligns needs to expertise, and removes many of the unintentional disincentives blocking faculty engagement.

The University will explore the possibility of purchasing a new database manager, such as Digital Measures.com, to help faculty track their work and assist administrators and campus planners with gathering information on work accomplished.



The institution is creating a new engagement award that will be as significant as the Faculty Teaching and Faculty Scholarship awards currently in place. Additionally, the institution will honor those faculty and professional staff involved in collaborative regional engagement through the creation of an engagement Honor Roll which will be included in the annual report and list both the names of our engaged faculty and a list of engagement activities in the region. Students and student groups engaged in stewardship will be honored by including those students in the Student Accomplishments all campus e-mail messages that are sent throughout the campus monthly.

**Timeline:** Changing faculty and professional staff evaluation and rewards systems, and selecting a database manager to track faculty work will take time to develop and approve. This will take place in two phases. Phase one will include clarifying and reaffirming the institutional policies related to service and engagement at all levels. This will occur during 2007-08 academic year. Phase two will include the creation of a new approach to faculty advancement, in particular a differentiated load policy to allow for greater flexibility. The process will begin during Fall 2007 and move through the various campus committees for approval by spring 2008. Two years to complete all these activities is a reasonable estimate. Recognition of faculty and students can begin almost immediately.

#### **f. Learning Environment**

Public engagement has an extensive history at Murray State University. Due to both the rural location and distinct characteristics of the region, MuSU has been relied upon equally as an authority and resource for its expertise in countless areas. From agriculture to finance, from the arts to education, university students, faculty and professional staff have been engaged in helping the community and the region in a myriad of ways. These relationships have been both formal and informal, curriculum based, and co-curricular in nature.

Murray State has defined ten specific qualities, and characteristics which all graduates are expected to possess (Appendix III). We continually strive to inculcate these characteristics in our students and throughout the academic environment. Characteristic numbers 6 & 7 state respectively, Murray State University undergraduate students will:

- *Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues, and*
- *Understand the importance of and engage in ethical behavior and responsible citizenship.*

These *Characteristics* underscore MuSU's ongoing commitment to fully incorporate public engagement into the learning environment. Public engagement is explicit in our mission, included in our strategic goals, and a cherished part of institutional tradition.

Murray State University has several curriculum based public engagement programs. They include American Humanics, the Service Learning Scholars Program, Undergraduate Research and Scholarly Activity (URSA), internship programs across the institution, and Recreation/Leisure Services and Youth Non-Profit Leadership. In addition, the

foundation of many disciplines require public engagement activity be actively integrated into course work. Examples of this include the graduate program in Clinical Psychology where students provide psychological services to individuals, families, and children in the community through the MuSU Psychological Center; and the Teaching English to Students of Other Languages program which offers free English language education to non-English speakers in the community. There are many research and service centers on campus that cut across all colleges and disciplines; (Business and Public Affairs, Education, Health Sciences and Human Services, Humanities and Fine Arts, Sciences, Agriculture, etc.). These centers were established out of direct community need or the obligation to give students expanded experiential learning opportunities. Services are provided or delivered through directed course work and classroom laboratories or through augmented and co-curricular course work.

Learning is at the heart of the university and Service Learning is at the heart of MuSU's plan for student engagement. MuSU has a well-respected service learning program that has been a model for institutions throughout the nation and recognized by the Kellogg Foundation. Murray State has institutionalized Service Learning on campus through the nationally recognized *Service Learning Scholars Program*. Service Learning courses are offered in a wide variety of disciplines every semester and students participating in service-learning courses receive special recognition and a service designation on their diploma. Countless opportunities exist for MuSU students to be involved in community-based learning, both formally and through co-curricular activities. Formally, they include programs such as the Henry County Mentor Program, American Humanics, the Center for Nursing Research and Scholarship, the Occupational Safety and Health Training Center, URSA (Undergraduate Research and Scholarly Activity) the Hancock Biological Station, Minority Graduate Fellowship Program, Mid-America Remote Sensing Center, and Mabel G. and J Stanley Pullen Farm Appendix IV).

In addition, a recent informal survey of department chairs revealed that most every academic unit on campus participates in some form of experiential learning or community outreach that has been woven into the curriculum, but has not been captured in any current data. Many of those outreach pieces include offering services such as conducting marketing surveys, onsite safety assessments for workers, chemical analysis of various substances, and other needs as requested by community organizations. MuSU plans to leverage these traditional engagement activities to assist the regional stewardship initiative once the Regional Stewardship Council has identified priority issues.

In addition to the institutionalized Service Learning Scholars Program, MuSU has a well established undergraduate research program. Administered by the Undergraduate Research and Scholarly Activity Office (URSA), student research is frequently applied to issues identified by the MuSU service region. With this tradition in place, the URSA program is prepared to support the regional stewardship initiative by organizing collaboration between faculty mentors and student researchers.

In addition to engagement activities, volunteer opportunities abound for MuSU students. Many are deeply involved in not-for-profit organizations through the Residential College

system “adopt-a-cause” program, through Greek organizations, the American Democracy project, along with other campus clubs and other organizations. Murray State University has formal agreements with numerous local agencies and provides student volunteers on a regular basis (Appendix VIII).

Murray State University does not have a comprehensive, institutionalized graduation requirement for community service. However, many individual programs do require service in the major. These include, American Humanics, Social Work, Nursing, Occupational Health and Safety, the Graduate Program in Clinical Psychology, Speech Pathology, Service Learning in Recreation/Leisure Services/Youth and Non-Profit Leadership and others. While the campus has discussed the possibility of requiring a service component of all students, the local service agencies have indicated that they would be unable to effectively utilize so many young people. Subsequently, the discussions have focused on requiring a selected student population (for example, freshmen or the senior class) to participate in structured outreach activities. The Vanderbilt model of Alternative Spring Breaks and a concept MuSU has called “Super Service Saturdays” are also under review for implementation at Murray State University.

**Action:** To advance service on campus, each department in the university will develop an engagement plan during 2007-08 in conjunction with the Strategic Planning process featuring Goal 4.6: *The University shall engage in public service programs with business, industry and labor, public and private schools, governmental agencies, and the general public.* The units will demonstrate their commitment to public engagement by providing advocacy and support for engagement activities, and making those opportunities broadly known. The university will review models to determine how to accomplish greater student participation. Awareness, opportunity, and incentives plans will be developed. Additionally, it is important to track and disseminate information about how our students are engaging with the region. The university will develop a shared database tracking system that will allow individual units to add and track community based research, volunteerism, and Service-Learning activities. The timeline will be three years with actions divided as follows:

- Collect comprehensive data on what is currently in place and effective in regards to outreach and stewardship activities across campus; identify gaps/needs within the institution, develop plan of institutionalized approach to stewardship and more engaged classroom teaching;
- Secure an additional Kellogg grant to expand the service learning workshops on campus and expand engaged learning across all colleges;
- Enhance on-going faculty development and training for new learning/teaching methods directed at engagement. Develop (with community partner input) directed course work and engagement strategies for students. Develop new materials as needed, and introduce new tracking system;
- Continue campus discussions about how to engage students through required service, Alternative Spring Breaks, or Super Service Saturday programs;
- The offices of Service Learning and Undergraduate Research and Scholarly Activities will collaborate closely to connect student learning and research to the Regional Stewardship initiative; and

- Complete implementation of comprehensive institutionalized plan, including courses, and all necessary university and departmental related materials, and implement assessment processes.

MuSU will capitalize on its well-established Service-Learning Scholars Program by connecting relevant service learning classes to the Regional Stewardship Initiative.

**Timeline:** The University will phase in the actions (in the order listed above) over a three- year period.

### **g. Information/Reporting Systems**

Information/reporting systems and engagement infrastructure are intertwined. In fact, information/reporting systems would appear to be functions of an effectively operating engagement infrastructure. As a result, some responses to section *g. Information /Reporting Systems* mirror many responses to section *c. Engagement Infrastructure*.

Consistent with the University's current decentralized public engagement infrastructure, the tracking of public engagement and environmental scanning activities occurs primarily at the unit (both academic and administrative) level. While the Provost's Office has identified outreach as a goal for all colleges at the University and established a set of Key Performance Indicators to enhance institutional accountability, the planning, implementation, coordination, data collection, and evaluation of unit specific goals and objectives occur at this individual unit level. Even though performance of individual units in the outreach area will be reported to the University Strategic Planning Council, no centralized data base currently exists for tracking campus/community interactions, because no centralized office with this task as its charge currently exists. The lack of a ubiquitous tracking system seriously hampers regional outreach coordination and accountability.

The University has instituted a variety of environmental scanning activities to help identify pressing regional problems and opportunities. Our relatively new University Strategic Planning process is explicitly engaged in and utilizing regional environmental scans in establishing goals across the university. A community survey created in partnership with MuSU's Center of Service Learning and Civic Engagement of community service organizations is currently underway and could become a model for surveys needed in the region (Appendix IX). The University recognizes the need to coordinate regional activities with other partners who may be engaged in similar activities (such as Regional Development District Offices), as well as other educational partners in the region, especially Kentucky Community and Technical College institutions. For the most part, the University's scanning activities have focused upon economic, environmental, and fine arts indicators of quality of life.

**Actions:** As noted above, MuSU proposes to establish a university Office of Regional Stewardship and Outreach. The office will leverage and extend existing activities in several ways, but one of its core responsibilities will be to systematically inventory and



catalog the varied public activities already occurring by individuals in academic and administrative units across campus. Once completed, this inventory will be continuously updated and maintained by the Office of Regional Stewardship and Outreach and form the basis of an "Outreach Directory" which will be publicized externally via website and other more traditional means. A system for reporting and updating the inventory will be developed by the Office of Regional Stewardship and Outreach in order to continually update the directory. Continually updated public engagement inventories and "Outreach Directories" will allow for effective continuous needs assessment and gap analysis concerning public engagement activities at the University. Currently, MuSU has an RFP to determine an electronic record, database manager, and campus information system which will allow the institution to more accurately and easily store, search, and report information related to engagement. Additionally, the institution is reviewing the possibility of purchasing Digital Measures, a searchable data manager that tracks faculty accomplishments. The use of such a manager will be an incentive for faculty to use, for it will allow them to search and retrieve information as needed for reports, tenure and promotion reviews, and annual evaluation. It will also streamline the reporting process and simplify archival of faculty and professional work. A new data manager will assist with decision support and planning. Funding for purchasing Digital Measures will come from Phase 2 stewardship dollars.

**Timeline:** The Office of Regional Stewardship and Outreach will be established in year one. This includes hiring staff and establishing infrastructure (administrative, physical and communications) necessary for the office to fulfill its responsibilities. The office will complete the public engagement activities inventory and begin the needs assessment in year two. Additionally, in year two a system for updating the public engagement inventory technology and "Outreach Directory" will be established. The office will continue to update the inventory as well as fine tune the systems for reporting and updating public engagement data in year three and beyond.

#### **h. Campus/Community Interaction**

Murray State University houses many special centers and outreach programs that are located both on campus and in the community. These centers are configured in a variety of ways and offer a wide array of services to the region (Appendix IV). A sample of the offices and programs would include the Small Business Development Center, which offers free business support services for the local community and region, and the Department of Music which provides music workshops and performances for high schools. Other good examples include the Purchase Area Health Education Center (AHEC), which addresses health issues among lower income families, and Murray State University's Breathitt Veterinary Center which provides animal disease diagnostic laboratory services for western Kentucky and bordering states. In fact, the Breathitt Veterinary Center processes over 15,000 diagnostic cases per year for the benefit of Kentucky veterinarians and animal owners. The MuSU College of Education has developed several innovative programs directed at providing professional assistance and development for teachers and increasing the utilization of technology in schools. Murray State University is often called upon by individuals, and organizations to help in

numerous ways. The university is both keenly aware of existing need along with its unique position in the region and makes every effort to bring its resources to bear in helping to mitigate issues and solve problems.

Several advisory groups in the region cut across traditional boundaries to create high-functioning teams from education, industry, and the service sector. Included in this list are the Rural Health Initiative, the regional office of the Kentucky World Trade Center, the Regional Business and Innovation Center, the Career Discovery Center, and the Teacher Quality Institute. Recently, following the hurricane Katrina disaster and in reaction to the need to accommodate increased demand by evacuees, a grass-roots group called the Community Needs Committee was formed. This group works to identify community needs and define broad based community solutions. The group includes non-profit organizations, social service agencies, churches, the Coordinator of Murray State University's Center for Service Learning and Civic Engagement, and MuSU's Associate Provost. In addition, in 2004-05 a planning effort called, "Calloway 2020" was created to develop a local vision/plan for the community. Numerous employees of Murray State University worked on that planning initiative and several individuals served in leadership capacity on the Calloway 2020 project.

Murray State University's campus leadership is heavily involved in regional issues, planning, and problem solving. In fact, the Strategic Plan includes one goal which states, *The University, through its leadership, shall engage in discussions that shape the educational policies in the region and the Commonwealth.* The University administration, deans, faculty and professional staff serve on a variety of regional committees and Boards.

Regional partners are involved in various aspects of Murray State University's strategic planning process. The faculty/professional staff or directors of several of the institution's outreach centers are automatically included in the planning process. For example, the dean of MuSU's distance learning centers in Madisonville, Henderson, Fort Campbell, Hopkinsville, and Paducah have been on the planning council since 2002. Additionally, the Taskforce on Strategic Planning involved business, educational partners, government leaders, and citizens from throughout the region and their collective recommendations helped to shape the institutional vision and strategic goals. The Murray State University 2003-08 Strategic Plan specifically outlines seven goals for external outreach and relations, including goals related to providing support to the region through partnerships with business, industry, labor, arts organizations, public and private schools, governmental agencies and the general public. Tracking the impact of MuSU's public engagement is decentralized, and as such, it is sporadically collected and inefficiently shared with our campus and regional constituents.

**Action:** Once funded by CPE, the infrastructure plan includes the creation of a new office on campus whose sole mission is to leverage institutional resources, volunteers, and intellectual know-how to promote the welfare of the region by addressing the issues identified by the community working through the Regional Stewardship Advisory Council. The many benefits of this addition to the campus include:

- A shared vision and thus, better coordination of human capital and resources;
- A vehicle for broader and more efficient community/university communication and understanding;
- Greater coordination and collaboration enhances efficiency;
- Expanded partnerships to support the University's Service-Learning Scholars program and internships;
- Mutual accountability;
- Increased regional participation in the university planning efforts;
- Transparent access to the university through the Office of Regional Stewardship and Outreach.

The Director of the Office of Regional Stewardship and Engagement will serve as the university's official liaison to the Regional Stewardship Advisory Council. Additionally, faculty, students, and campus administrators will be involved (as appropriate) in the regional stewardship efforts. The central administration will be valuable players in this endeavor; articulating the roles and benefits of an engaged university, interacting with the Council, and directing university resources to advance the regional blueprint for action.

**Timeline:** Once the Council on Post-Secondary Education has approved the infrastructure plan, the Office of Regional Stewardship and Outreach will be operational within the year. Simultaneously, the Regional Stewardship Advisory Council will be established and begin the process of surveying the citizens, meeting with business, government, education, and service representatives, conducting research, and hosting Town Hall Meetings to establish the long-term needs of west Kentucky.

Once the Regional Stewardship Advisory Council and MuSU's Office for Regional Stewardship and Outreach are established, transformational change will begin to occur rapidly. By year three, a new model for proactive stewardship interaction will exist in west Kentucky. At Murray State University, these interactions, if cultivated, will evolve and grow stronger over time and begin to shape both the regional dialog and actions in ways not yet anticipated. Strong partnerships between the region and the university will address House Bill 1 and the *2020 Agenda*. Through regional stewardship we will address the specific needs and challenges of our service area and create direct benefits, including the creation of more educational and employment opportunities, for the citizens of the Commonwealth.

## Financial Information

### a. Proposed Budget

Category	2006-07	2007-08
Personnel	157,658	165,540
Operating Expenses	42,342	42,342
Total	200,000	207,882

### b. Budget Narrative

#### Stewardship Coordinator:

The proposed personnel budget will go to support a full-time Regional Stewardship Director at a proposed salary of \$85,000 plus university benefits. (Position description is included in Appendix X.

#### Stewardship Staff:

In addition, the personnel budget will support a half-time Administrative Assistant position at \$20,000 plus benefits. Also, included with the stewardship staff is a full time secretarial position at the G9 level at \$18,170 plus benefits. Benefits are calculated at a rate of 28 percent of salaries for a total of \$34,488.

#### Related Operating Expenses:

The proposed budget includes \$9,000 for travel and related expenses associated with establishing and maintaining external partnerships, \$21,342 for services including the costs associated with convening advisory meetings or hosting public forums, services of a regional stewardship consultant(s), a public awareness campaign, professional development for faculty, hiring a Vista volunteer for one year (approx. \$6000) and costs associated with integrating public engagement into the curriculum. Finally, the proposed budget includes \$12,000 for operating equipment and supplies including computer equipment and software, as needed to support the stewardship director and staff activities, including the development of environmental scanning and institutional/community interaction databases.

In-Kind Contributions and Related Commitments to Regional Stewardship:

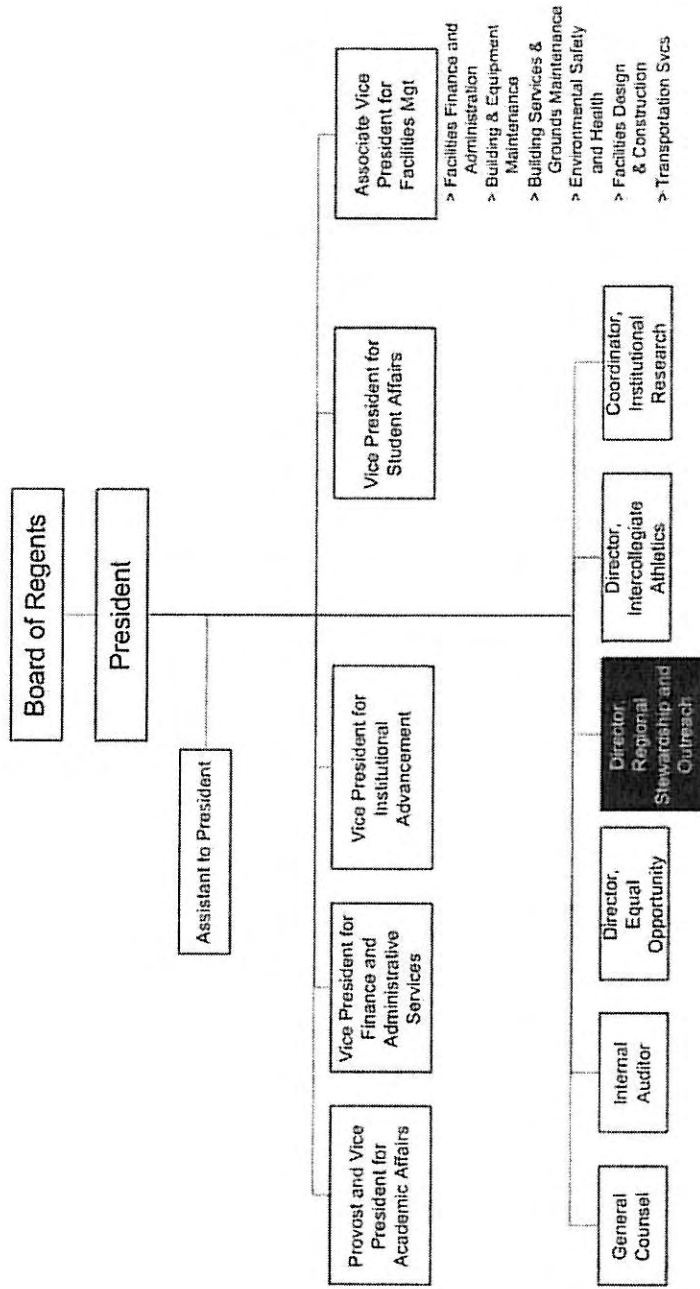
Murray State University will provide office space and provide necessary university services such as accounting, human resources, technology and facilities management to support the Office of Regional Stewardship and Outreach. Using a standard indirect cost percentage of 13 percent, this amounts to an in-kind contribution of \$26,000 in support of the stewardship office.

In addition MuSU currently budgets and provides for several public engagement activities in the region. Determining a specific dollar figure on all of the current public engagement expenditures of the university is difficult since many of the costs are borne by numerous academic and service units throughout the university. Nonetheless, it is important to note the following university and grant budgeted amounts for some of the key regional service activities currently provided by Murray State University. Some of these regional service activities include, but are not limited to:

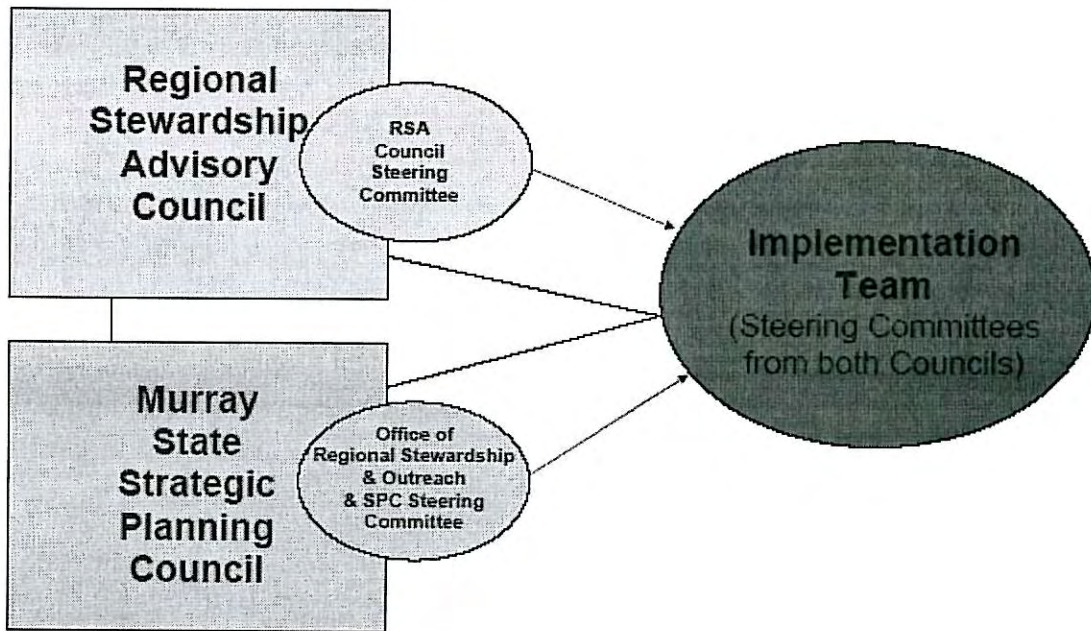
Small Business Development Center	245,000
World Trade Center	20,904
Regional Center for Emerging Technologies	352,771
Innovation and Commercialization Center	450,000
Teacher Quality Institute	621,974
Kentucky Academy for Technology Education	439,008
Road Scholars Program	111,051
Breathitt Veterinary Center	2,997,088
Mid-America Remote Sensing Center	159,772
Center for Service Learning/Civic Engagement	83,500
Occupational Safety Training Center	50,000



MURRAY STATE UNIVERSITY ORGANIZATIONAL CHART  
2006-2007 (proposed)



**Alignment of Regional Advisory Council and  
Murray State University's Strategic Planning Council**





**Council on Postsecondary Education  
2006-08 Regional Stewardship Program Infrastructure Plan**

**Overview**

The following document summarizes Western Kentucky University's plan to utilize infrastructure dollars through the Regional Stewardship Program. WKU has a long tradition of engaging students, faculty and staff with the community, and is committed to working with our community partners to address regional needs in its role as a public institution. Herein, we propose to utilize \$200,000 in state dollars to:

- Designate the ALIVE Regional Stewardship Center as the hub of our public engagement infrastructure, and provide operational support for its mission to coordinate the university's regional stewardship efforts;
- Hire a Community Engagement Coordinator to serve as the primary interface with our community partners in identifying regional needs and exploring opportunities for university/community collaborations;
- Hire a tenure-track Faculty Engagement Coordinator to serve as the primary interface with faculty in advancing projects that bring their disciplinary or interdisciplinary expertise to bear on projects that address identified regional priorities;
- Hire a Communications and Marketing Coordinator to serve as the primary point-of-contact for data and source material related to our regional stewardship mission;

Western Kentucky University will demonstrate its commitment to the Regional Stewardship Program through its commitment to:

- Invest \$215,000 in recurring university base funding to complement the capacity established through state funding;
- Provide 50 % release time of a tenured faculty member to serve as Stewardship Director, responsible for overseeing development an strategic implementation of the university's Regional Stewardship Plan;
- Provide and fund a position of Service Learning Coordinator to serve as the primary interface with faculty and departments in developing service learning opportunities for students, and to serve as the university representative to the Kentucky Campus Compact;



- Fund an Americorps VISTA volunteer to serve as the primary interface with in-need constituencies throughout the region, bringing their voice to the discussion of regional needs and priorities;
- Provide recurring summer support for the Faculty Engagement Coordinator as a means of further advancing the professional development of faculty and staff in the area of the Scholarship of Engagement;
- Dedicate a portion of the effort of the Associate Vice President for Research and Economic Development, the Assistant Vice President for Institutional Planning and Assessment, and an Information Specialist in the area of Information Technology to support the initiatives of our Regional Stewardship Plan;

## I. Programmatic Plan Narrative

### a. Mission/Vision/Strategic Priorities

- i. Dedication to public engagement is deeply embedded in the fabric of Western Kentucky University. This commitment is clearly reflected in our Mission Statement, which reads in part, “WKU is responsible for stewarding a high quality of life throughout its region.” It is also evident in other seminal documents of the university. For example, the Statement of Purpose of WKU states, “Its faculty engage in creative activity and diverse scholarship, including basic and applied research, designed to expand knowledge, improve instruction, increase learning, and provide optimum service to the state and nation. The University directly supports its constituents in its designated service areas of Kentucky with professional and technical expertise, cultural enrichment, and educational assistance. The University encourages applied research and public service in support of economic development, quality of life, and improvement of education at all levels, especially elementary and secondary schools. In particular, WKU faculty contribute to the identification and solution of key social, economic, scientific, health, and environmental problems within its reach, but particularly throughout its primary service area. WKU recognizes that its mission continues to evolve in response to regional, national, and global changes, and the need for lifelong learning.”

Additionally, stewardship priorities are included among the Core Values of the institution such as the following:

- Encouragement of meaningful and active partnerships among students, faculty, staff, and constituents to strengthen the learning environment.
- Commitment to contributing to improved quality of life and economic well being of Kentuckians, especially those in our primary service area, as well as other constituents and stakeholders.

Perhaps most importantly, institutional engagement with regional issues is prominent in the guiding document of our institution, our *Challenging the Spirit* Strategic Plan, which lists “Enhance Responsiveness to Constituents” as one of our five institutional Strategic Goals. Elaborating further on this goal, *Challenging the Spirit* expressly states our intention to “respond to educational, social, cultural, and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning.” Personnel within each unit of the university, academic as well as administrative, annually develop and evaluate an Action Plan that articulates more focused objectives and the specific activities they will undertake to contribute to the overall achievement of the institutional mission and strategic goals, including that to Enhance Responsiveness to Constituents.

Additionally, performance indicators are established by every unit to track progress on each activity.

In an effort to highlight regional stewardship priorities and increase both incentives and accountability within individual academic units, the Academic Affairs Division has included the following as one of eight objectives in its 2006-07 Action Plan: “Extend impact of community outreach and stewardship programs.” Specific activities to achieve this objective include:

- Implement the Regional Stewardship Infrastructure Plan
- Create and implement a Regional Advisory Board
- Develop a Regional Plan
- Fully connect the ALIVE Center to academic other campus units
- Create and expand collaborations with community partners
- Connect to Quality Enhancement Plan (QEP)
- Clarify unit participation expectations
- Identify resources/incentives to advance participation

This will focus attention within Academic Affairs on these critical activities over the current academic year and beyond. The Assistant Vice President for Academic Affairs – Institutional Effectiveness is assigned responsibility for implantation and assessment of these activities and for communicating to deans, department heads, and faculty regarding opportunity and accountability in key stewardship initiatives.

WKU’s commitment to Community engagement also is evident in a number of other influential documents that inform institutional decision-making on a daily basis. For example, our QEP has as its theme *Engaging Students for Success in a Global Society*. The central learning goal of this plan is that “Students will engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society.” This goal is linked to three attendant student learning outcomes: (1) Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community and society; (2) Students will demonstrate respect for diversity of peoples, ideas, and cultures; and (3) Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society. Beginning with the 2006-07 assessment cycle, each academic unit must include at least one of these outcomes as part of its assessment plan, articulate how the outcome will be assessed, and specify a criteria for evaluation of accomplishment. Over the following two assessment cycles (2007-08 and 2008-09), programs are expected to include each of the other outcomes such that all three will be addressed by the end of three years. In this manner, faculty and students within each academic program will be accountable for the three QEP learning outcomes. Through our implementation of the QEP, the

concept of student engagement with community is becoming a major driver in each academic program of the university.

There can be little doubt that the WKU administration articulates a vision for the university that is built upon engagement with community. In his 2006-2007 opening remarks to the faculty and staff, President Gary Ransdell noted that: *“My comments this morning would be incomplete if I did not acknowledge the nature of our publicness as a state university and an important agency of state government. While we intentionally and strategically control our own destiny as an institution, ...we first and foremost are here to serve this Commonwealth and its people. We are proud of our publicness and our responsibility to be a good steward of this region even while our mission is rapidly changing in dramatic ways. Our pursuit of national prominence, our desire to be a leading American university, ...is largely energized through a growing institutional capacity and firm belief that quality, on a national scale, positions us to better serve the Commonwealth to which we are dedicated.”*

In an event celebrating the opening of WKU’s Clinical Education Complex, President Ransdell pointed to the CEC as an example of how the university and the community can partner to meet a need. *“At WKU these days we are about identifying and solving problems that affect people within our reach. People in this community identified a problem and set about the business of solving it and we could not be more proud to play a role in helping to bring those solutions to our community and to the young people who need those solutions.”* At the same event, Provost Barbara Burch highlighted the theme of engagement that runs across the WKU campus: *“We talk about engaging our faculty and our students in ways that increasingly connect them to the community. That engagement produces a more lasting learning experience that helps our students develop habits, attitudes and skills that make them contributors to the community in addition to achieving strong academic preparation for their careers.”*

For several years, campus leadership has incorporated an emphasis on public engagement into the Mission and Vision of the university and into the principal documents guiding our actions and our accountability. Leaders frequently reflect upon the importance of our contribution to public good to audiences both large and small and demonstrate this commitment in numerous ways publicly and privately.

- ii. Although we believe that our Mission/Vision/Strategic Priorities are aligned with public engagement, implementation of the regional stewardship program will enable us to bring regional priorities to the forefront of campus planning conversations in concrete ways and put these concerns into even sharper focus as we identify our unique capacities to contribute to solutions. It is true that Mission and Vision frequently do not get translated into specific activities

with associated accountability measures. However, the stewardship program gives us a greater ability to operationalize and institutionalize those aspects of our mission that affirm the public purposes of our university. We anticipate a heightened awareness of stewardship goals at all levels of the campus community and an enhanced ability to articulate specific, targeted initiatives and activities to achieve the objectives of a publicly engaged institution. Clearly, the stewardship program provides us with a greater opportunity to engage students and faculty in community-based, applied research and enhances the type, quality, intensity, and impact of campus-community interactions. It also encourages faculty to place community-based research high on their own personal and professional agenda. Perhaps most importantly, through the formation of a Regional Advisory Committee, the stewardship program will allow us to connect with our community and regional partners more meaningfully than ever before in terms of collaborative strategic planning and true partnership building.

- iii. We believe that these transformations will begin immediately. Discernable increases (over Fall 2006) in regional stewardship activities will be seen in the unit Action Plans by the Fall 2008. Community-based scholarship and applied research initiatives will also increase by Fall 2008.

#### **b. Planning/Budgeting**

- i. Western Kentucky University actively supports creative initiatives that engage students, faculty and staff with community. WKU's Strategic Plan, *Challenging the Spirit*, identifies five university strategic goals, namely: (1) Increasing Student Learning; (2) Developing the Student Body; (3) Assuring High-Quality Faculty and Staff; (4) Enhancing Responsiveness to Constituents; and, (5) Increasing Institutional Effectiveness. Elements of public engagement are embedded within each of these goals, and progress in advancing the university's overall stewardship commitment is tied to specific performance indicators to be achieved by 2008. This guiding document orients and drives the planning process of all units.

As discussed above under Mission/Vision/Strategic Priorities, each unit within the university is responsible for developing yearly Action Plans that outline their strategic priorities and targets. Units identify objectives for the coming year, activities to be undertaken to address those objectives, and specific performance indicators to be used to assess their progress towards meeting the objectives. Action plans are organized around the five university strategic goals outlined above, such that their planning processes are consistent with overall priorities of the institution while still sufficiently flexible so as to reflect the unique mission of each unit. In this way, the university's public engagement agenda is translated down to individual units in a tangible, impact-centered way. Additionally, the Provost designates key areas for priority emphasis within units' Action Plans. Non-recurring cash incentives



(i.e. Unit Productivity Awards) of up to \$7500 per unit are awarded to those units that make the most progress in advancing the Academic Affairs agenda in these priority areas. Singling out stewardship work as an area of emphasis will be another opportunity for unit level incentive and reward.

WKU views public engagement as a powerful pedagogical tool for enhancing students' learning, and their professional and personal development. The university's Quality Enhancement Plan, *Engaging Students for Success in a Global Society*, identifies three targeted student learning outcomes associated with the student learning goal of engaging students with "communities other than their own" as a means of enhancing student learning (see I.a.i.). Academic units are responsible for developing implementation and assessment strategies that define and address each student learning outcome in ways that are relevant to their students and discipline. As such, the QEP theme of student engagement influences units' curricular and co-curricular planning and assessment.

As noted previously, each academic unit is responsible for developing Outcomes Assessment Plans that identify locally relevant student learning outcomes with associated assessment mechanisms and performance targets. Beginning in 2006-2007, units are expected to incorporate one or more QEP outcomes into their assessment plans. This process of targeting QEP outcomes will continue until such time that all academic units are systematically addressing all three QEP outcomes on behalf of their students. Because the QEP is built on the premise of student engagement with community, the university's stewardship and public engagement priorities are becoming more deeply inculcated into our teaching mission.

Funding for public engagement initiatives consistent with QEP and Strategic Plan goals comes through line-item allocations for specific programs as well as competitive grant programs that support the creative energies of faculty, staff and students.

The ALIVE Center (the acronym stands for A Local Information and Volunteer Exchange) currently serves as WKU's organizing unit for service learning and engagement of students with the local community. Originally established through a federal appropriation from the Department of Justice, the ALIVE Center is a core infrastructure unit supporting the university's community engagement initiatives. In 2005, WKU purchased the property in which the ALIVE Center is housed. University time allocation for the Center's Director is being transitioned from grant funding to the university's budget. Additionally, the university has permanently funded a full-time Service Learning Coordinator for the Center. These steps are being taken in anticipation of incorporating the ALIVE Center as a central component of the infrastructure plan for the university's stewardship initiative. The university has invested over \$200,000 in purchasing the building and approximately

\$120,000 per year thus far in recurring dollars to institutionalize the Center as the hub of the stewardship infrastructure.

The Clinical Education Complex (CEC) is a community-university partnership that assists individuals and families by providing skill development for individuals with autism, early childhood education, family counseling, brain injury rehabilitation, and professional services in the area of communication disorders. Construction of the first portion of this newly opened facility was facilitated through partnerships between the university and private donors in order to meet clearly identified community needs.

The Provost's Initiatives for Excellence (PIE) program is a competitive grant program established in 2004-05 to provide seed money for projects that advance the university's student engagement and stewardship missions. In excess of \$820,000 per year is allocated from the university's base budget to fund the PIE program. Of this total, \$114,000 in recurring funding is earmarked specifically for supporting initiatives related to the QEP; \$295,000 supports P-16 and teacher preparation initiatives. The remaining funds support a wide range of initiatives that enhance student learning through engagement, increase the university's capacity to be responsive to its constituents, and enhance the quality of life in the region. These funds will be available to support stewardship work.

A number of other competitive programs exist that allow individuals and units to undertake public engagement and outreach. Units can make budgetary requests for new initiatives through the strategic planning process. Requests are justified on the basis of the proposed initiatives' alignment with and potential impact on university strategic goals, including public stewardship. These budgetary requests are reviewed annually. Unit Productivity Awards and Priority Initiative Awards also are monetary incentives that are distributed on an annual basis. These awards recognize units who have contributed meaningfully to advancing university priorities (including stewardship). The Division of Extended Learning and Outreach (DELO) was structured to create incentives for faculty to contribute to programs designed to meet regional needs. During the current year, \$350,000 was distributed to faculty and colleges as incentive rewards for their participation in outreach and stewardship initiatives.

- ii. WKU's stated aspiration to become "a leading American university with international reach" has served as the impetus for a broadening of the university's public engagement profile over the past five to six years. Identification of community engagement and social responsibility as major QEP themes, in conjunction with steady growth of the Applied Research and Technology Program of Distinction, establishment of the College of Health and Human Services, and participation in the American Democracy Project, has led to more explicit emphasis being placed on the relationship between



public engagement and student learning. Together these factors have established a framework in which WKU is a responsive partner in the community.

Implementation of the Regional Stewardship Program will offer the university an additional mechanism for building strong, reciprocal partnerships with business, governmental and non-profit sectors. This will further strengthen our ability to prepare students for success while stewarding a high quality of life in the region. As regional stewardship becomes a more explicit component of the university's service mission, a number of positive changes in our planning and budgeting systems will accrue, namely:

- Increased attention on articulating the connection between planning components and budgeting decisions with respect to public engagement
- Focused intentionality in ensuring support for stewardship
- Meaningful accountability systems to show value for that support
- Clarity in the roles each of the different university divisions have to play in supporting a public engagement mission
- Significant inclusion of community partners in the planning and decision-making processes.

In an effort to achieve connectedness and communication, Academic Affairs has undertaken the task of re-focusing our Action Plan to better communicate across campus. We are following the CPE model of a focus on a few core items (e.g. the five questions). We have converged on eight specific objectives that we are communicating centrally to campus. Stewardship is one of those core objectives. Consequently, evidence of stewardship will be used as an important determination of accountability and reward for each unit (e.g. Unit Productivity). Stewardship will also become an item of accountability for the Deans' annual reports to the Provost. We will also create working groups within the university that will institutionalize the priorities. More clarity will come in the months ahead as we re-focus our institutional strategic plan. One key aspect will be alignment of our rewards and recognitions systems with our public engagement mission (see I.e.ii.)

We will be as inclusive as possible with respect to community partners across our service region. We will invite United Way, non-profits, County Judge-Executives, mayors, Housing Authority, Chamber of Commerce, school districts and others to provide their perspectives. As we work through the process of formulating a Regional Advisory Board and (together) defining regional priorities, we will first hold four to five regional meetings: one in Warren County, others in various locations across the region involving several counties. These will be focus groups to find out the needs and priorities.

This process will be aided by the work of the Americorps VISTA volunteer assigned to the Regional Stewardship Initiative. This individual will work with grass-roots organizations in our service region (representing

constituencies such as youth, immigrant communities, low-income individuals, and the elderly) to codify their needs and bring their voice to the table.

We will then call key representatives across the entire region to serve on our Regional Advisory Board. We will pull together what we have learned in terms on needs and issues and will determine a process for decision making and prioritization. We recognize the danger of creating a huge number of needs. We want the group to determine just a few major initiatives. We want a clear set of deliverables so that we can accomplish and be inspired to the next level of planning.

The Regional Stewardship Program will provide both a strong university context as well as enhanced fiscal capacity to increase the impact of the university's public engagement agenda. By helping define specific stewardship priorities for the institution, we will be in a better position to allocate effort and resources in ways that maximize efficiency and impact. In addition, by providing real dollars in support of regional priority initiatives, the Program will allow the university, together with community partners, to create and sustain innovative programs to effect meaningful change in the region. Finally, growth of the Regional Stewardship Program will focus individuals' and units' thinking about public engagement, creating a synergistic effect that will bring additional university monies to bear on the public agenda. We recognize that transparency in the link between budgeting and planning is a huge challenge for Universities. Many priorities are not achieved through a single line item but are achieved when integrated with other funded activities and merged with actions in multiple individual units.

As an example of this latter impact, the PIE program has proven to be an exceptionally successful in advancing our capacity for engaging students and serving regional needs. In 2005-2006 alone, \$621,000 was allocated in support of initiatives that directly linked campus and community and/or supported engagement initiatives. This program certainly will continue. However, we anticipate that as public engagement becomes an increasingly prominent point of emphasis at WKU, the number and/or proportion of PIE proposals that have a stewardship focus will increase as well. More resources and creative energy thus will be brought to bear on regional priorities.

- iii. University planning and outcomes assessment processes are already established, and units are well along in the process of integrating public engagement goals and initiatives into those plans. Over the near term (1-2 years), we will continue to refine our planning and budgeting processes to operationalize systems that will facilitate and support our public engagement agenda. Alignment of rewards and recognition systems with this agenda will be of paramount importance during this time (see I.e.ii.).

The time frame for completing our focus group conversations with partners throughout our region, and subsequent development of regional priorities is Spring/Summer 2007.

### **c. Engagement Infrastructure**

- i. One of the greatest assets that Western Kentucky University has to connect it with regional partners and collaborative initiatives is the ALIVE Center. The Center was established in 2003 with an original mission “to promote placement and effective use of volunteers and to provide access to information and resources enhancing human service delivery.” The ALIVE Center offers the following services free of charge to nonprofit organizations in the region:
  - VOLUNTEERISM**
    - Maintains an online list of short-term and ongoing volunteer opportunities
    - Connects youth and adult volunteers to service organizations
    - Matches WKU faculty and student interests with agency needs
  - INFORMATION AND REFERRAL**
    - Maintains a comprehensive directory of regional service organizations and support groups
    - Responds to inquiries regarding childcare, health, education, recreation, housing, monetary/food/shelter needs and other service requests
    - Maintains a regularly updated listing of community events
    - Provides large and small conference rooms for agency or coalition meetings
    - Provides tables and chairs to be checked out for community events
  - GRANT ASSISTANCE**
    - Conducts grant research and provides online listing of funding opportunities for service organizations
    - Offers free editing and review of grant applications
    - Facilitates workshops on grant topics
  - YOUTH OPPORTUNITIES**
    - Engages young people in service projects, leadership opportunities and community events
    - Empowers youth to have a voice through governance and board membership
    - Provides support to youth organizations and initiatives
    - Connects families with children to needed health and human services

To provide a brief summary of the Center’s activities, in 2005 there were 345 organizations, 48 support groups and 145 volunteer opportunities listed on the website directory (located at [www.alivebg.org](http://www.alivebg.org)). Three hundred sixteen meetings with 3,844 people in attendance were held at the Center and 3,238 calls were received for human service information and referrals. Staff at the Center participated in 95 meetings in the community (with 2,815 people in attendance) to promote volunteer opportunities. Staff also facilitated workshops on the following topics: grant writing; volunteerism;; youth

development; team-building; bullying prevention; board development; computer literacy; special event planning; fundraising; community resource mapping; and service learning. In total, the Center offered 34 workshops to 652 participants over the course of the year. Over 50 nonprofit agencies were provided with grant assistance and as a result, \$322,000 in grant funds flowed into the community. Youth accessed \$26,000 in grant funding for service projects awarded to teams of youth from 29 different organizations. The ALIVE Center coordinated volunteer work for 457 youth. In addition, the Center compiled valuable listings for the general public of summer activities for children, regional clothes and food banks, and seasonal giving needs (agencies requesting donations and volunteer help during the holiday season). The full version of the Center's annual report is included as Appendix 1.

Comments about the Center from community partners include "ALIVE Center's continued support enables us to provide positive role models in the lives of underprivileged children in the community. Thank you for helping us make a difference in the world" (from Big Brothers, Big Sisters), and "The Center is such a connector. It is also a really good thing for agencies that the ALIVE Center offers training opportunities to teach service providers how to work with volunteers and give them a meaningful experience" (from Bowling Green/Warren County Community Education).

With the mission of serving the public, the university, and regional human service agencies, the ALIVE Center is ideally situated to be the hub for WKU's stewardship initiative. The work of the Center is, by its very nature, stewardship. Located one block from campus, the Center is easily accessible to both university and community partners; large and small conference rooms are available to support the work of regional organizations. Staff at the Center serve on boards, planning committees and coalitions, and participate in numerous community and university events (for a complete listing, reference the "Community Outreach" section of the annual report). The Center helped to establish and provides ongoing leadership for two active regional councils: Vision Multi-Agency Council and Youth Alliance of Bowling Green/Warren County. These groups share information, identify community needs, and seek to leverage resources to collaboratively address pressing social issues. To support this effort, the Center matches students, faculty and staff at Western Kentucky University with local organizations to meet real needs through volunteerism and service learning. All of these capacity-building activities exemplify "stewardship" to the region.

Successful stewardship involves trust, healthy relationships, effective planning, knowledge of the essential elements of true collaboration, and a strong leadership team dedicated to guiding the initiative through the phases of development and implementation. The ALIVE Center has many of these pieces in place. Staff members have spent years building positive relationships with community partners. They have extensive experience in strategic



planning, building coalitions, and implementing collaborative initiatives. In the nonprofit world, the ALIVE Center has earned a reputation of providing reliable services and valuable resources. The stewardship initiative will receive a substantial jumpstart by building on the network of relationships and resources already established by the ALIVE Center.

Since its inception, the ALIVE Center has functioned under the guidance of a Steering Committee composed of University and community representatives. One of the University representatives from this group (Katrina Phelps) will serve as the Regional Stewardship Director for Western Kentucky University. Three of the community representatives (the Directors of the Chamber of Commerce, United Way of Southern Kentucky and Community Action of Southern Kentucky) will serve on our core six-member team to start up our Regional Stewardship initiative. The three Western representatives on this core team will be Dennis George, Katrina Phelps and Doug McElroy. This group will be responsible for initiating the Stewardship process by hiring relevant positions and identifying Regional Stewardship Advisory Council members. Several of these core team members may serve on the Advisory Council once it is established. It will be the responsibility of this group (with approval from the Provost and the President) to determine which campus leaders and which regional leaders will be invited to serve on the Regional Stewardship Advisory Council. Once the Council is established, the sub-committee structure will be determined and additional individuals with relevant expertise will be identified to serve on the various subcommittees.

- ii. While we hope to continue much of the positive work of the ALIVE Center related to nonprofit organizations and human services, we also seek to create significant change to transform it into the ALIVE Regional Stewardship Center. The Center will formulate a new mission and organizational goals to promote regional stewardship. Additional partnerships with the business and governmental sectors will be established to build the four aspects of regional leadership, which include collaborative government, innovative economy, livable community and social inclusion. Staff members dedicated to this initiative will oversee the four strategic planning steps of establishing a regional context, assessing university-system-state resources and capacity, developing goals and success measures, and developing a stewardship roadmap. The ALIVE Regional Stewardship Center will have direct responsibility for bringing together campus and community leaders to identify and address regional priorities in a comprehensive and collaborative way.

Our infrastructure plan provides a spacious facility and the expertise and energies of five professional positions. Currently, the ALIVE Center facility is owned by Western Kentucky University. It is approximately 2100 square feet with a front lobby, one large and one small conference room, three office suites, three bathrooms and storage space including an outdoor shed. The

building will be dedicated to the stewardship initiative and the Center will be renamed the ALIVE Regional Stewardship Center.

Two of the five positions supporting the work of the ALIVE Regional Stewardship Center will be funded through WKU. One is a half-time faculty position of Stewardship Director. The person identified for this role secured the initial grant funding for the ALIVE Center and has overseen the development of numerous outreach programs connecting Western with its surrounding community. She has a strong network of connections to service providers and leaders in the region. In her role, she will guide the transition of the ALIVE Center into the Regional Stewardship Center, directly supervise the activities of the stewardship team, provide oversight for the planning and implementation processes of identifying and addressing regional needs as outlined by the CPE, and serve as a liaison to state and national leaders involved in stewardship.

The other university-funded position is a full-time professional staff position of Service Learning Coordinator. This individual will bridge community involvement with academic curriculum through service learning, internships, and volunteerism. The Service Learning Coordinator will connect with other engagement activities and relevant units on campus, including the American Democracy Project, American Humanics, the Student Volunteer Bureau, International Center, Leadership Studies, Freshman Seminar, National Panhellenic Council and Interfraternity Council, student government, and students clubs and campus organizations. She will serve as the university representative to the Kentucky Campus Compact and draw from the wealth of Compact resources available to institutions to enhance student engagement. The Service Learning Coordinator will deliver or sponsor workshops, seminars, and other training opportunities to help faculty incorporate community-based learning into their classes, as well as maintain an extensive library of print and electronic media resources for community engagement and service learning. She will be a key player in supporting the university's QEP theme of "engaging students for success in a global society."

There will be three full-time positions funded in the infrastructure plan. These will be the Community Engagement Coordinator, Faculty Engagement Coordinator and Communications and Marketing Coordinator. The Community Engagement Coordinator will be a professional staff position. This individual's responsibilities will be to identify and recruit community leaders to participate in the planning process, to facilitate meetings and ensure the integrity of the process, to promote ongoing and effective communication between partners, to interface with the Alliance for Regional Stewardship, to gather and disseminate data related to regional needs, and to leverage resources (university, community and grants) to support stewardship initiatives. This individual will provide staff support for the Regional Stewardship Advisory Committee and will be tasked with directly guiding the

process of identifying regional priorities and developing the Regional Strategic Plan (Roadmap for Action). For a detailed job description for the Community Engagement Coordinator, please refer to Appendix 2.

We also propose to hire a faculty member with specific disciplinary expertise in community based research and engagement to serve as the Faculty Engagement Coordinator. This individual will be responsible for assisting faculty (and staff) in bringing their teaching and scholarly activities to bear on regional priorities in collaboration with community partners. Working together with the Community Engagement Coordinator, this faculty member will identify opportunities for collaboration with community partners and match interested faculty and staff with relevant community based projects. As partnerships develop, he or she will provide assistance with needs assessments, program planning, evaluation, sustainability and research publication. This individual will be responsible for connecting with other model stewardship/community based centers in the United States to access information regarding successful programs and best practice in the field. Please refer to Appendix 3 for a detailed job description for this position.

Finally, the Communications and Marketing Coordinator will manage the collection, storage and dissemination of data related to current ALIVE Center functions (serving nonprofit organizations) and new stewardship needs. The ALIVE Center website is highly interactive and requires an extensive amount of maintenance. With the new stewardship initiative, technical demands will increase and the need to stay abreast of new developments and transmit the information to relevant stakeholders will be paramount. The Communications and Marketing Coordinator will interface with the public (answering phones and responding to online inquiries), with advisory council and committee members, with Western faculty and students, as well as with stewardship staff. This individual will be responsible for marketing and public relations related to the stewardship initiative. Appendix 4 contains a detailed job description for the Communications and Marketing Coordinator.

As additional needs for specific expertise to support stewardship partnerships are identified, faculty at the university will have the opportunity to opt for re-assigned time to reduce their teaching load and increase their capacity to participate in stewardship initiatives. In the infrastructure phase of the WKU plan, funding for this commitment of faculty time will be provided by Western Kentucky University. It is expected that faculty release time will be included in the request for funds in the second cycle of stewardship funds dedicated to building intellectual capacity in the areas of the regional priorities.

- iii. The university is poised to move forward on its expansion of the ALIVE Center's role in regional stewardship. All dedicated positions will be hired by the summer of 2007. We anticipate that the marketing of the ALIVE Center



stewardship activities to university and community partners will be complete by Fall 2007. It will be the goal of the Community Engagement Coordinator to complete the regional strategic planning process (including identifying regional priorities and creating a Roadmap for Action) by January 1, 2008. The Office of the Provost and Vice President for Academic Affairs will provide oversight for this unit and it will be closely affiliated with other university interdisciplinary initiatives.

#### **d. Recruitment/Professional Development**

- i. An emphasis on student and public engagement permeates the processes of recruitment and professional development of faculty, staff and administrators. From the initial contact with prospective members of the university community, the linked university priorities of enhancing student learning through community engagement and responding to the needs of constituents within our reach are made clear. These points of emphasis are carried through university programs for professional development, such that all members of the university community appreciate our collective role as a public institution with a responsibility to act as a steward of place.

In the last five years, WKU has successfully conducted national searches for an (1) Associate Vice President for Academic Affairs (overseeing faculty personnel and academic policy), (2) Associate Vice President for Research and Economic Development, (3) Dean of the (newly-created) College of Health and Human Services, (4) Dean of the Gordon Ford College of Business, (5) Dean of the (newly-established) Division for Extended Learning and Outreach, and (6) Director of the University Honors Program. Additional searches have been conducted for department heads and directors of various units across the university. In every search, the university's commitment to public engagement and stewardship is well articulated, beginning with the advertisement and continuing throughout the screening and selection processes. A sampling of statements from each of the position advertisements testifies to this emphasis:

- (1) "The university has adopted an aggressive strategy of continuing growth in academic quality, resources and reputation with an emphasis on student learning, applied research, and stewardship of place."
- (2) The position of Associate Vice President for Research and Economic Development will provide leadership in areas of local, state and federal partnerships for economic development."
- (3) "We seek a visionary, creative leader who shares the College's commitment to academic excellence and to using the resources of the College to enhance the quality of life for our constituents."
- (4) Candidates should have..."Demonstrated commitment to building a strong learning environment for students that stresses academic quality, student engagement, experiential learning, global perspectives, entrepreneurship,

and the role of technology...” and “evidence of ability to work with external constituencies to attract financial resources, build partnerships, and promote the College.”

- (5) Requirements include “Demonstrated ability to interact dynamically and productively with academic and administrative leaders across the campus and with business and industry corporate executives...” and “Knowledge of key issues and optimal strategies for identifying and meeting constituent needs...”
- (6) Qualifications include “Evidence of ability to engage students in challenging and enriching educational experiences both within and beyond the classroom.”

While the nature of public engagement varies in accordance with the specific duties of each position, there can be no doubt that supporting public engagement is a fundamental expectation of faculty, staff and administrators. The selected statements document that administrators in all areas are expected to provide leadership in community involvement in ways that are relevant to their units’ individual mission and purpose.

This expectation is reinforced in the performance evaluation of individuals and units. Each year, the Provost reviews the performance of Deans and other senior administrators with respect to their units’ contribution to ten university priorities. Among these priorities are a number that directly reflect our regional stewardship priorities, including student engagement, service to external constituencies, teacher preparation, and educational outreach to our extended campus communities. Through this process of shared accountability, Deans in turn work with department heads in their respective areas to identify means and targets for each college’s contribution to university strategic goals.

Enhancing human capacity for community engagement is a central focus of WKU’s professional development programs for faculty and staff. The university Faculty Center for Excellence in Teaching (FaCET) sponsors a series of workshops and symposia each year that help faculty and staff integrate active learning, service learning, and community engagement into their teaching.

Two years ago, the Office of Academic Affairs instituted the annual *Engaging the Spirit* conference for faculty and staff during the week immediately prior to the beginning of the Fall semester. This conference highlights best practices in student and community engagement being undertaken by WKU faculty and staff. It also features keynote addresses by nationally-recognized figures in higher education, including George Mehaffy and Dee Fink. This conference is integrated with new faculty and staff orientation, further emphasizing the importance of public engagement at WKU. In excess of 600 faculty and staff have participated in the *Engaging the Spirit* conference each year.

- ii. With implementation of the Regional Stewardship Program, we anticipate that our recruitment of faculty, staff, administrators and students will more consistently articulate our commitment to public engagement. Search committees for all major leadership committees have community representatives. We also typically have sessions during the search process in which community people are invited to come and meet with the candidates and offer input to search committee. As the regional priorities become codified, we will likely adopt a more common language in our advertisements and position descriptions, at least with respect to identifying specific university priorities underlying our stewardship mission. Such a confluence has already taken place regarding our stated emphasis on student engagement as a result of our QEP implementation; we would expect the same tendency as our Regional Stewardship Program unfolds.

Professional development of faculty and staff will continue to emphasize community engagement as a means of enhancing student learning. It is customary at our institution to allow time and incentives to accomplish whatever goals are of priority to the university. Currently the standard faculty load is 12 credit hours. Actually, the average across campus is about 9.5 credit hours because we generously allow re-assigned time to support faculty engagement in priorities. Stewardship is one of those priorities. Re-assigned time will be given for stewardship activities as needs are considered and points of accountability are established within each college. We have a very flexible faculty workload system that allows faculty to opt to spend time in a variety of areas. We have a workload category for community service that includes stewardship activities.

We expect that more emphasis will need to be placed on how to implement regional stewardship programs within a curricular or co-curricular context. At present, our faculty and staff are learning how best to engage students in experiential activities that promote learning and citizenship; the next step will be to expand our knowledge and capacity in working with community partners in conducting needs assessments, and building partnership programs that offer learning benefits to students, scholarly benefits to faculty and staff, and meaningful outcomes for the community and the region.

We believe the most effective way to catalyze such thinking and capacity in our faculty and staff is to make available such expertise on a continuing basis. Our infrastructure plan includes the proposed hiring of a faculty member specifically trained in community engagement; this individual will work with current faculty and units to design community based programs that complement their teaching, research and service aspirations. This new faculty member will identify opportunities for collaboration with community partners, match interested faculty and staff, and as partnerships develop, provide assistance with program planning, implementation, evaluation, and sustainability.

It is equally important, however, that individuals currently undergoing review/revision of T&P criteria; unit productivity and incentive award criteria will be aligned for review of 2006-2007 applications

- iii. Again, WKU is well-positioned to advance quickly in integrating regional stewardship priorities into our recruitment and professional development. Changes to our advertising and screening processes can begin immediately. We can likewise respond quickly in the professional development area. For example, planning for the 2007 Engaging the Spirit conference will begin during the Spring 2007 semester; it is feasible that regional stewardship could be identified as the conference theme, providing a strong kick-off to our Regional Stewardship Program.

The search for the Faculty Development Coordinator will begin as soon as funds are available. We expect to have the Faculty development Coordinator on board as of August 15, 2007. The timeline for increasing emphasis on needs assessment and building partnerships among faculty and community partners will begin with the hiring of the Faculty Development Coordinator. This will take advantage of the expertise of the Coordinator and will build on the priorities established during the Regional Advisory Board process to take place during Spring/Summer 2007

#### **e. Incentive/Reward System**

- i. All six of the institution's academic colleges reward the participation in community engagement activities in tenure, promotion, and merit pay decisions. In addition, all departments have been asked to review tenure and promotion guidelines to ensure that engagement of students with community is part of the expectations for faculty. Various departmental tenure and promotion criteria already include language that explicitly states the expectation for faculty to be active in community engagement. For example, the promotion and tenure policy for the Department of Educational Administration, Leadership, and Research states "All faculty members are expected to insure that student learning connects academic experiences with purposeful activities that engage students in the community. The expectation is to develop students as responsible members of their community and society who contribute by addressing relevant concerns, who demonstrate respect for diversity of people, ideas, and cultures, and who demonstrate awareness of their opportunities as responsible citizens working and living in a global society."

At the institutional level, we are currently moving to revise Faculty Handbook tenure and promotion guidelines to reflect the importance of community engagement as a scholarly activity. A performance indicator in our current institutional strategic plan (to be achieved by June 2008) requires that we



“Review and revise promotion, tenure, and merit pay processes to ensure that reward structures are aligned with institutional priorities and a broad definition of scholarship that ensures the scholarship of engagement.”

The classification of community engagement scholarship varies by college/department. Depending on the nature of the engagement, it may be recognized as teaching, research, or service. In general, if the community engagement activity results in a scholarly product such as journal article or conference presentation, the work will be evaluated as part of the faculty’s research effort. As stated previously, all colleges are currently reviewing and revising tenure and promotion policies to more clearly delineate and classify community engagement under any of the three activity rubric areas as appropriate. For example, the following changes have been proposed to the Potter College of Arts and Letters Promotion and Tenure Policies:

- Under Effective Teaching: “...*faculty members may promote student learning using a variety of instructional methods and activities. These may include...use of service learning or community-based teaching strategies.*”
- Under Scholarship: “*The college recognizes that scholarship may take many forms...Scholarship may also be community based, addressing the problems and needs of a public beyond the campus.*”
- Under Service: “[*Faculty members*] *also use their expertise to address regional issues and to support public constituencies beyond the campus in keeping with the university’s commitment to serve as a regional steward.*”

- ii. Clearly, one very important driver of faculty involvement will be the opportunity for reward in terms of tenure and promotion. Towards this end, the Academic Affairs Division has identified the following set of activities in its 2006-07 Action Plan:

Create a equitable faculty rewards system (tenure, promotion, merit pay, workload) that:

- recognizes and rewards a variety of faculty roles and responsibilities, including academic advising
- considers contributions of faculty to the department as a whole (i.e. unit productivity), and
- accepts alternative forms of scholarship and creative activity (e.g. scholarship of teaching, engagement, etc.) on an even par with traditional research

The key element here for the regional stewardship program is the third bullet. The plan is to move the WKU campus to a more balanced model of scholarship that allows faculty with capacity to contribute to key regional priorities to do so within in a system of tenure and promotion that recognizes and rewards those efforts. It will also be critical to help faculty, as well as

administrators, understand the distinction between traditional community service and the focused, strategic, collaborative activities encompassed by the regional stewardship program. The Associate Vice President for Academic Affairs – Academic Policy and Personnel has been designated to coordinate this effort from the Provost's office.

We anticipate that implementation of the regional stewardship program will provide added impetus to our ongoing emphasis on increasing incentives for engagement activities. The program will not only encourage positive changes in tenure, promotion, and merit pay policies but will also facilitate increased visibility and recognition for faculty engaged in public engagement scholarship. Specifically, we believe that the infrastructure established by this program will accomplish the following:

- Facilitate department-level conversations concerning the acceptance of community-based scholarship on a par with other, more traditional forms of scholarship;
- Provide examples of community-based scholarly/creative products that cover a broad spectrum of activities that contribute to community development;
- Assist in the development of guidelines for the evaluation of community-based scholarship and creative activity that are recognized as equivalent in rigor to those standards applied to traditional forms of scholarship;
- Advocate for the recognition of community-based scholarship in institutional reward systems (i.e. promotion, tenure, and merit pay);
- Support faculty in identifying and developing the scholarly dimensions of their community-based activities including literature searches, research designs and statistical analysis;
- Assist faculty in preparing their tenure and promotion dossiers in ways that highlight the scholarly/creative aspects of their community-based activities;
- Encourage faculty to value community-based scholarship in their evaluation of colleagues.

In addition to changes in the tenure and promotion system to reflect contributions to stewardship, an additional incentive program intended for implementation in year 2 (after regional priorities have been determined) is the establishment of "Engaged Department" grants. Following the model of the Campus Compact a pool of \$50,000 from the Regional Grant funds will be set aside to establish awards for departments desiring to be engaged with at least one regional priority. These funds will be competitively awarded based upon the department's capacity to contribute to addressing the priority. The grants will last from one to three years and may be used in a variety of ways including funding re-assignment time for faculty involved.

Additionally, our intent is to develop recognition systems for faculty and staff that engage in stewardship and outreach work. Recently, a group of WKU faculty and administrators visited Northern Kentucky University to learn first hand some of the very successful techniques employed by NKU's model stewardship program. Numerous excellent strategies were observed, including publications highlighting the work of both individual faculty and departments. The WKU plan is to implement similar strategies to disseminate the stewardship activity of the campus community and to clearly show that campus leaders value this important work. The Communications and Marketing Coordinator at the ALIVE Regional Stewardship Center will be a principal coordinator for this strategy.

- iii. As mentioned, a campus-wide review of tenure, promotion, and merit pay policies is already underway to ensure that community-based scholarship and engagement activities are included for consideration. We anticipate these changes to be complete by the end of the 2006/07 academic year. Changes in the overall institutional tenure and promotion policy will be completed by June 2008 in accordance with the *Challenging the Spirit* Performance Indicator.

#### **f. Learning Environment**

- i. Public engagement is a foundational component of WKU's Quality Enhancement Plan, *Engaging Students for Success in a Global Society*. The QEP articulates the following student learning goal:

“Students will engage with communities other than their own in purposeful learning activities that explicitly address the capacity and responsibility to contribute to community and society.”

As discussed previously, this goal is linked to three attendant student learning outcomes designed to enhance the student experience and promote community engagement and stewardship:

1. Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
2. Students will demonstrate respect [or appreciation] for diversity of peoples, ideas and cultures.
3. Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society.

Engaging students with individuals, groups and issues beyond the bounds of campus is integral to each of these student learning outcomes. Applied research, service learning, study abroad, civic engagement, and cultural exchange represent a few examples of the ways in which our students enhance their learning through engagement. Our stated intent is to produce students



with both the capacity to excel professionally in a global environment as well as the commitment to respect and contribute to society and the world in which they live. To do so requires that we provide students meaningful opportunities to interact with real-world issues in a tangible way.

This approach to teaching and learning is not new at WKU. Our learning environment has long been built upon the premise that the more students are actively engaged in a broad educational experience, the richer their learning will be and the greater their potential to contribute to society in positive ways. WKU's founding President, Henry Hardin Cherry, established this commitment to engaged learning, stating his desire for the institution "*to be a live school and to impart to [our] students a burning desire to do and be something.*" The QEP and its learning outcomes represents the most contemporary formulation of WKU's underlying educational philosophy.

Every academic unit is charged with articulating each of the QEP learning outcomes in ways that are relevant to their students and their mission; they must implement strategies to enhance students' learning along these vectors. Significant institutional resources have been dedicated to providing the necessary infrastructure and human capacity to allow departments to engage their students in creative and meaningful ways.

Service learning is becoming an increasingly important pedagogical tool across all disciplines. The university has adopted standardized guidelines that permit newly created courses to be identified as having a significant component of community-based learning. Many faculty have implemented community-based learning in already-existing courses as well. In WKU's inaugural Winter Term (2006), over one-third of the 130 courses offered included study abroad, service learning or alternative delivery as fundamental elements of the course. During the 2005-2006 Fall and Spring semesters, at least 60 courses were offered that included a significant service-learning component; this represents between 17 % and 35% of the total courses offered (the proportion varies by college). Eighty-four percent of the academic departments, and roughly 20 % of the faculty offered service learning courses during 2005-2006.

Over 300 students in the sciences each year conduct independent research activities under the auspices of the Applied Research and Technology (ARTP) Program of Distinction. The mission of the ARTP centers is to provide technical expertise and services to external agencies, organizations, governments and businesses, while promoting the involvement of students in meaningful learning experiences. These community-based projects address regional problems and involve ongoing partnerships with local, state, federal and international agencies, organizations and governments.

Service learning and interaction with community is a fundamental element of the curriculum in the College of Health and Human Services. Each degree program in that college incorporates community involvement, and a number of large-scale programs have been developed to provide service to the community.

Although community involvement is not a graduation requirement at WKU at this time, the learning environment is such that students are inevitably in a position to place their learning within a broader public or societal context.

- ii. With implementation of the Regional Stewardship Program, we anticipate that we will become more explicit in defining the value of public engagement to students' professional and personal development. Our faculty and departments will be encouraged and receive support to seek community partnerships for applied learning and problem solving. This will be supported through ongoing evolution of our institutional reward and recognition systems. This in turn will catalyze important reflection concerning the complementary roles that curricular and student life experiences play in advancing students' learning. We expect the result of this conversation to be a strengthening and expansion of the partnerships between the Academic and Student Affairs divisions of the university.

Whereas at this point the faculty's impetus for incorporate community-based learning elements is outpacing the course approval/modification process, we anticipate that more and more courses will be put forward for review by the curriculum committees to add service-learning designations as a result of the emphasis on regional stewardship. The synergistic interaction between the Faculty Development and Service Learning Coordinators (and in turn their professional development work with faculty and staff) will provide a vital capacity to design learning outcomes for students that simultaneously advance our efforts to address regional priorities.

A greater focus on community-based experiential learning will assist WKU in developing and implementing its co-curricular transcript/e-portfolio system for students. This initiative, just beginning, will track and record students participation in diverse types of learning experiences, including service learning, study abroad, and leadership, and will link activities to discrete learning goals. Engaging in the process of identifying regional priorities and developing university/community partnerships to address those priorities will help us codify the educational value of different types of experiences as well as provide students with new and more valuable opportunities to become involved in community based initiatives.

We do not necessarily believe that establishing graduation requirements for community service or service learning is the best approach for inculcating a public engagement commitment at WKU. Our goal, fundamental to our QEP

and other guiding documents, is to enable a change in university culture that permeates the thinking of students, faculty, staff and administrators in a deep way. This objective may not be advanced by instituting a requirement that students demonstrate public engagement as part of their degree program. Moreover, at a university such as WKU, it would be difficult to identify a requirement suitable for all student constituencies (including diverse majors, non-traditional and online students). Ultimately, such a decision requires a campus conversation, and is the purview of appropriate university decision-making bodies.

- iii. Development and implementation of strategies to address QEP learning outcomes is currently underway in each academic unit. Over the next two years, QEP outcomes will be fully integrated into the curricular and co-curricular learning environment for all students. A working version of the co-curricular transcript will be available by Spring 2007; the Class of 2010 will be the first class to graduate with a four-year record of their experiences and accomplishments in the form of an electronic portfolio.

#### **g. Information/Reporting Systems**

- i. The university has no single, comprehensive data collection and reporting system used to track public engagement activities and campus/community interactions. These activities are currently captured within specific units (e.g., colleges, centers, institutes, etc.) for a variety of documentation and reporting purposes. For example, the Applied Research and Technology Program of Distinction details the engagement activities of students and faculty as part of its periodic reporting requirements to the council. The ALIVE Center tracks its services to partners in the non-profit sector for the purposes of developing proposals for community grants and gauging the efficacy of their programs.

At the institutional level, we have a mechanism for tracking the achievement of student learning outcomes related to engagement activities. As mentioned, the QEP targets three student learning outcomes. Achievement of these outcomes is tracked at the institutional level via the online Assessment Database. Beginning in Fall 2006, each academic unit must select at least one of the engagement outcomes, specify a means for its assessment, and establish criteria for determining if the progress has been made towards achieving the outcome. In Fall 2007, each program will report results into this database for review and dissemination.

A number of units on campus regularly scan regional needs to guide the development of community based initiatives and assess the impact of the university's community engagement. Most notably, scans are conducted in the areas of economics, health and human services, and education. Faculty and students in the Department of Economics annually assess the economic impact

of the university's faculty, staff and students on the vitality of area businesses. Surveys conducted by community partners, including the United Way of Southern Kentucky, the Bowling Green Area Chamber of Commerce, and the Mayor's Task Force on Volunteerism, identified a critical gap in centralized information and referrals for the human service sector. These data led directly to the establishment of the ALIVE Center. The Center stands as an example of a successful university-community partnership that functions collaboratively to effectively address an identified regional need. Community needs assessments also played a key role in development of the Applied Research and Technology Program of Distinction and specific curricular programs in Engineering. The College of Health and Human Services draws on regional environmental scans to design outreach programs in the health services sector. Similarly, the College of Education and Behavioral Sciences develops programs based on regional P-12 educational needs identified through the work of the Green River Regional Educational Cooperative.

- ii. A current *Challenging the Spirit* Performance Indicator requires that we "Build a system that records and documents student engagement experiences as part of a student learning portfolio." WKU is in the process of developing a database and reporting system to achieve this indicator. Many departments and colleges have tracking systems in place for their student majors (including electronic portfolios), however, these databases do not interface, so a complete picture of the student's university and community experience is not available. Creating this overarching system will have the benefit of linking existing databases to provide students with richer documentation of their educational experience and provide the university with comprehensive engagement data for students, faculty and staff. With this information, the university will be positioned to accurately and efficiently assess the extent and effectiveness of community engagement and responsiveness to regional needs.

The Office of Information Technology, in conjunction with Academic Affairs, has recently funded and filled a technical position to handle the systems analysis, technical design, and development of an integrated engagement tracking system. In addition, the university has dedicated in excess of \$100,000 in funding to develop a comprehensive institutional tracking system. It is anticipated that the data will be tracked centrally at the ALIVE Regional Stewardship Center and will closely match that required by the Carnegie Community Engagement Classification including:

- Partnership name
- Community partner(s)
- Institutional partner(s)
- Purpose of partnership
- Number of faculty involved
- Number of students involved
- External funding
- Institutional impact



- Community impact

Principal responsibility for tracking and maintaining the database will fall to the Communications and Marketing Coordinator at the ALIVE Center. WKU looks forward to working with CPE in developing indicators for assessing and tracking impact on the quality of life in the region.

- iii. The expected completion of Phase I of the reporting system is Fall 2007.

#### **h. Campus/Community interaction**

- i. The President of Western Kentucky University has established and regularly convenes an external advisory group consisting of WKU alumni and members of the local community. This group provides the President with valuable strategic insight related to the university's desire to be a contributing partner in driving economic development and enhancing quality of life in the region. Job searches for campus leaders (Dean level positions and above) include at least one community representative to ensure input from the broader constituency. In this way, the university is dynamically responsive to the changing needs of the community, as well as the perceptions of the community regarding our efforts and initiatives.

Most campus units having significant community outreach initiatives maintain external advisory boards to provide similar reflective assessment of the university's performance and to guide their program review process. Among these units are the College of Health and Human Services, the Applied Research and Technology Program, the Clinical Education Complex, and the ALIVE Center. Each of these advisory boards include representatives from relevant agencies and constituencies in the community, and offer critical assessment of the effectiveness of university programs designed to engage students with regional issues, address and solve problems in the region, and provide enhanced opportunities and services for individuals and groups within our service region.

Feedback from community members serving on external advisory boards informs the strategic planning process. The university's strategic plan, *Challenging the Spirit*, is a dynamic document that ensures the university remains flexible and responsive to a changing environment. Goals, targeted outcomes and performance indicators are reviewed and revised as needed every two years. Ongoing conversation with our community partners is critical to this reflective process, and meaningfully shapes the discussion of university priorities and directions.

Similar processes exist for all units maintaining advisory boards related to their outreach efforts. The university's action planning process, modeled through *Challenging the Spirit* and its development, is very well developed and follows a similar process in every unit across the university. Quantitative

and qualitative assessments (each locally-derived and mission-relevant) inform reflective consideration of unit effectiveness and form the basis for development of priorities, goals, and indicators for the coming year(s). These priorities and targets are linked to budgetary needs and requests to ensure that units are acting with maximally efficiency, relevance and with the greatest potential for meaningful impact.

Although no current strategic plan for the region exists, the university is involved in numerous partnerships and projects addressing pressing needs in our region. These collaborative initiatives include the Institute for Rural Health Development and Research, Clinical Education Complex, South Central Kentucky Area Health Education Center, Center for Gerontology, Kentucky Emergency Medical Services Academy, Adult Literacy Clinic, and Upper Green River Biological Preserve. A full list of partnerships is included as Appendix 5.

University outreach activities also are dictated by regional needs and serve to support regional development. The Applied Research and Technology Program is comprised of a multidisciplinary group of 13 research centers in the sciences, engineering and mathematics. ARTP centers provide technical expertise and services to external agencies, organizations, governments and businesses. The program is supported by the Commonwealth of Kentucky's Council on Postsecondary Education and through external grants and contracts obtained by ARTP faculty and staff.

The Division of Extended Learning and Outreach (DELO) Continuing Education Program provides programming for over 10,000 individuals each year, and coordinates awarding of Continuing Education Units (CEUs) to over 800 individuals annually on behalf of non-university sponsored workshops, conferences and seminars. DELO offers non-credit training courses through its Center for Training and Development (CTD). Customized training programs are offered with Siegel-Robert, ArvinMeritor (in Franklin, KY), Logan Aluminum, BG Municipal Utilities, City of Bowling Green, SCA Personal Care, Warren County Water District, Stephens Manufacturing (Tompkinsville), Renaissance Mark, New Mather Metals, and Holley Manufacturing, on leadership, interpersonal skills, software training, listening, teamwork, decision making, problem solving, conflict resolution and other topics customized to meet business needs.

In the area of human services, the College of Health and Human Services offers a variety of undergraduate and graduate courses in which students work with community groups to assess and deliver programs on issues including rural health, Hispanic health needs, women's health, sexual awareness, and body image. Students in the College of Education and Behavioral Sciences provide after school tutoring to children served by the Bowling Green Housing Authority. The Clinical Education Complex provides evaluation and

clinical services for members of the community in the areas of autism, K-12 and adult literacy, family counseling, and communication disorders.

Finally, a less interactive but nonetheless valuable way in which the university is engaged with the community is through sharing resources with the public. The University Cultural Enhancement Series brings world-renowned lecturers, literary figures, and performers to campus each year. Events are free and open to the public; generally, attendance exceeds 700 people per event. In the past several years, the Cultural Enhancement Series has brought to campus individuals and groups such as Jared Diamond, The Blind Boys of Alabama, Barbara Ehrenreich, E.O. Wilson, Steven Pinker, Los Lobos, Brian Greene, Anoushka Shankar, and the Los Angeles Guitar Quartet

The Bowling Green Western symphony Orchestra is a cooperative venture between the WKU Department of Music and the Bowling Green Western Symphony Orchestra Association. Founded in 1908, its purpose is to provide the opportunity for musicians, students and professionals, to perform in an orchestral setting and to contribute to the cultural enrichment and enjoyment of its audiences. Orchestra participants include WKU students and faculty as well as members of the local community.

Each year since 1999, the University Libraries, Bowling Green Public Library, and Barnes and Noble sponsor the Southern Kentucky Book Fest. This event focuses on the importance of reading, love of books and literacy. Proceeds from the Book Fest are used for the promotion of literacy in our community. Held annually during National Library Week, the festival is a two-day event. The first day is devoted to schoolchildren; youth have the opportunity to meet their favorite authors, participate in dramatic and musical performances, and exercise their creativity in the make and do room. The second day is the major book signing and authors' readings event. The Southern Kentucky Book Fest is supported by a wide range of underwriters from the local community.

University Libraries provides community access to the Kentucky Virtual Library. This statewide service offers access to library materials and databases to anyone with a computer connected to the internet. The Virtual Library was the result of a successful collaboration between the states' libraries, the General Assembly, and the people of Kentucky. The Kentucky Library and Museum is dedicated to the preservation and appreciation of Kentucky's cultural heritage. Established in 1939, the Library and Museum resides on the WKU campus. It houses primary source material related to Kentucky history and personalities, offers a speakers bureau accessible to civic groups, historical societies, and literary groups, and provides public cultural events throughout the year.



- ii. Several key elements of regional stewardship were presented at the Regional Stewardship Workshop sponsored by the Council on Postsecondary Education in July, 2006 (and are outlined in the Alliance for Regional Stewardship monograph *Regional Stewardship: A Commitment to Place*). These elements include focusing on the four target areas of innovative economy, livable community, social inclusion and collaborative governance and understanding the importance of a commitment to place. The shift in mindset from traditional academic endeavors to regional stewards includes movement towards idea application, collaborative innovations, interdisciplinary focus, sustained involvement, strategic institutional commitment, an emphasis on community/regional well-being, and shared responsibility for results. The greatest change we can expect to see in campus/community interactions at Western Kentucky University as a result of the stewardship initiative is to see these elements begin to emerge in practice across numerous outreach and engagement initiatives.

The university will benefit from engaging in the four-step stewardship process of establishing regional context, assessing university system-state resources and capacity, developing goals and success measures, and developing a stewardship roadmap. This will model to all participants the process of true university-community collaboration and regional innovation. Once the success of this priority of “making place matter” catches on, it will become infused into many of the current outreach activities the university supports and will lead to the development of new collaborative partnerships.

- iii. Although culture change does not occur rapidly, evidence of the types of shifts indicated by a stewardship of place (as listed above) will be apparent in university-community interactions in Fall 2008. Perceptions and actions of both university and community partners will be assessed to document this change.

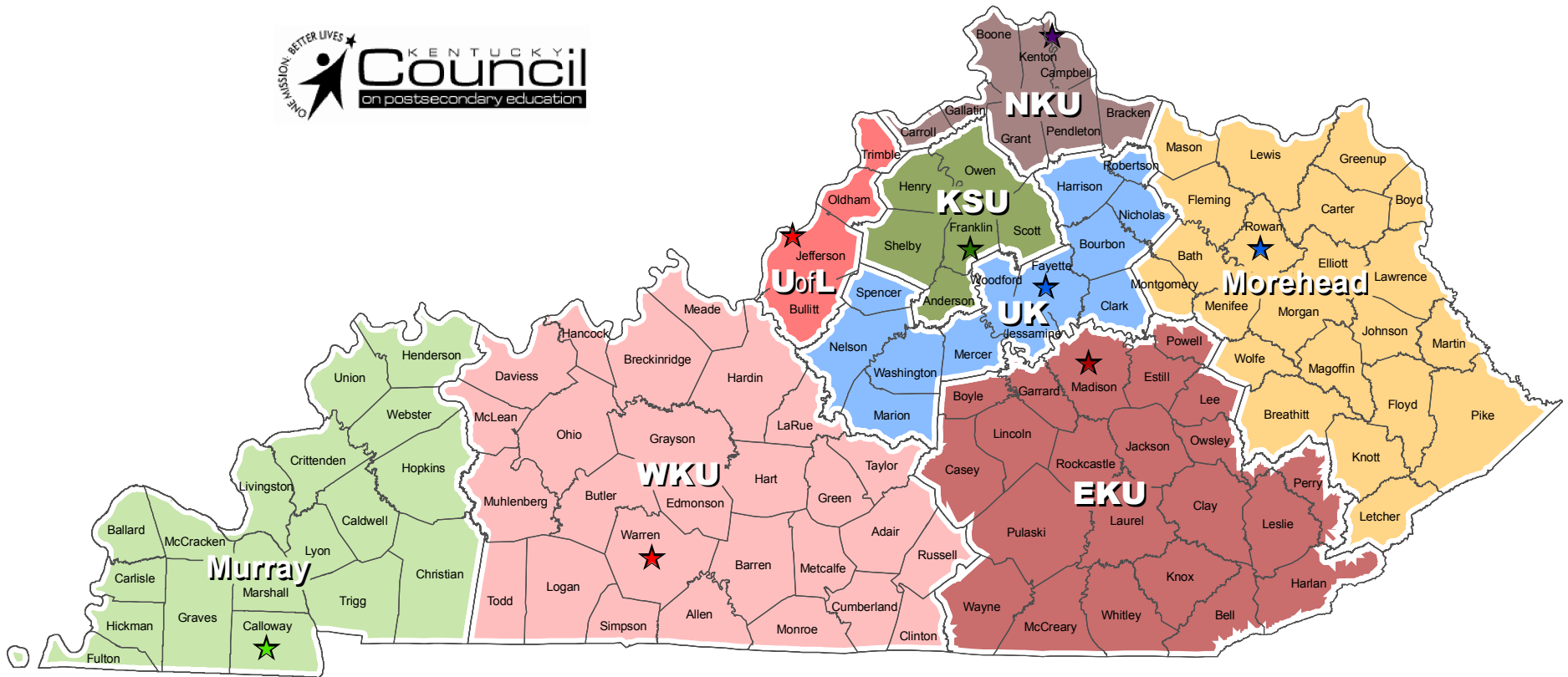
**Regional Stewardship Infrastructure Funds - Budget Year 1 (2006/07) and Year 2 (2007/08)**

Budget Year 1 (2006/07)	Regional Stewardship	WKU	Total
<b>A. Salaries and Wages</b>			
Community Engagement Coordinator (Professional Staff)	\$ 40,000.00		\$ 40,000.00
Faculty Engagement Coordinator (Faculty)	\$ 46,000.00	\$ 8,000.00	\$ 54,000.00
Communications and Marketing Coordinator (Professional Staff)	\$ 32,000.00		\$ 32,000.00
Director (1/2 Faculty plus 2 months)*		\$ 43,330.00	\$ 43,330.00
Service Learning Coordinator (Professional Staff)		\$ 44,000.00	\$ 44,000.00
Information Technology Specialist (50% @ \$50,000)		\$ 25,000.00	\$ 25,000.00
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 6,250.00	\$ 6,250.00
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 10,000.00	\$ 10,000.00
Americorps Vista		\$ 5,500.00	\$ 5,500.00
Subtotal Salaries	\$ 118,000.00	\$ 142,080.00	\$ 260,080.00
<b>B. Fringe Benefits</b>			
Community Engagement Coordinator (Professional Staff)	\$ 14,596.00		\$ 14,596.00
Faculty Engagement Coordinator (Faculty)	\$ 15,566.40	\$ 1,954.40	\$ 17,520.80
Information Coordinator (Professional Staff)	\$ 11,676.80		\$ 11,676.80
Director (1/2 Faculty plus 2 months)*		\$ 14,662.87	\$ 14,662.87
Service Learning Coordinator (Professional Staff)		\$ 16,055.60	\$ 16,055.60
Information Technology Specialist (50% @ \$50,000)		\$ 9,122.50	\$ 9,122.50
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)		\$ 2,280.63	
Asst. VP for Inst. Effectiveness (10% @ \$100,000)		\$ 3,649.00	
Americorps Vista			
Subtotal Fringe Benefits	\$ 41,839.20	\$ 47,725.00	\$ 89,564.20
<b>C. Operating Costs</b>			
Travel for professional development in key areas and to support stewardship initiatives (multiple individuals)	\$ 8,000.00		\$ 8,000.00
Equipment (Computers, copying machine, furniture, other office equipment)	\$ 10,000.00		\$ 10,000.00
Supplies (Office items, copying, disposable items phone, printing, postage, marketing)	\$ 10,160.80		\$ 10,160.80
Convening Regional Advisory Board, facilitating meetings, etc.)	\$ 12,000.00		\$ 12,000.00
Information/Tracking systems cost		\$ 25,000.00	\$ 25,000.00
<b>D. Total Direct Costs, Year 1</b>	\$ 200,000.00	\$ 214,805.00	\$ 414,805.00

<b>Budget Year 2 (2007/08)</b>				<b>WKU</b>	<b>Total</b>
	<b>Regional Stewardship</b>				
<b>A. Salaries and Wages</b>					
Community Engagement Coordinator (Professional Staff)	\$ 40,000.00			\$	40,000.00
Faculty Engagement Coordinator (Faculty)	\$ 46,000.00		8,000.00	\$	54,000.00
Communications and Marketing Coordinator (Professional Staff)	\$ 32,000.00			\$	32,000.00
Director (1/2 Faculty plus 2 months)*			43,330.00	\$	43,330.00
Service Learning Coordinator (Professional Staff)			44,000.00	\$	44,000.00
Information Technology Specialist (50% @ \$50,000)			25,000.00	\$	25,000.00
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)			6,250.00	\$	6,250.00
Asst. VP for Inst. Effectiveness (10% @ \$100,000)			10,000.00	\$	10,000.00
Americorps Vista			5,500.00	\$	5,500.00
Subtotal Salaries	\$ 118,000.00		142,080.00	\$	260,080.00
<b>B. Fringe Benefits</b>					
Community Engagement Coordinator (Professional Staff)	\$ 14,596.00			\$	14,596.00
Faculty Engagement Coordinator (Faculty)	\$ 15,566.40		1,954.40	\$	17,520.80
Information Coordinator (Professional Staff)	\$ 11,676.80			\$	11,676.80
Director (1/2 Faculty plus 2 months)*			14,662.87	\$	14,662.87
Service Learning Coordinator (Professional Staff)			16,055.60	\$	16,055.60
Information Technology Specialist (50% @ \$50,000)			9,122.50	\$	9,122.50
Assoc. VP for Res. And Econ. Dev (5% @ \$125,000)			2,280.63	\$	2,280.63
Asst. VP for Inst. Effectiveness (10% @ \$100,000)			3,649.00	\$	3,649.00
Americorps Vista					
Subtotal Fringe Benefits	\$ 41,839.20		47,725.00	\$	89,564.20
<b>C. Operating Costs</b>					
Travel for professional development in key areas and to support stewardship initiatives (multiple individuals)	\$ 8,000.00			\$	8,000.00
Equipment (Computers, copying machine, furniture, other office equipment)	\$ 10,000.00			\$	10,000.00
Supplies (Office items, copying, disposable items phone, printing, postage, marketing)	\$ 10,160.80			\$	10,160.80
Convening Regional Advisory Board, facilitating meetings, etc.)	\$ 12,000.00			\$	12,000.00
Information/Tracking Systems Cost			25,000.00	\$	25,000.00
<b>D. Total Direct Costs, Year 2</b>	<b>\$ 200,000.00</b>		<b>214,805.00</b>	<b>\$</b>	<b>414,805.00</b>

# Areas of Geographic Responsibility

## Public Four-Year Postsecondary Institutions



August 15, 2006

**Council on Postsecondary Education  
January 29, 2007**

## Statewide Facilities Condition Assessment Status Report

*On November 17, 2005, the Council issued a request for proposals (RFP) to conduct a statewide facilities condition assessment. VFA, Inc., of Boston, Massachusetts, was selected as the prime contractor to implement the study. A contract with VFA, Inc., was approved April 11, 2006. The cost of the project is \$1.8 million and is shared among the institutions and the Council. The assessment was completed by VFA in December 2006 and postsecondary institutions are currently reviewing and commenting on the draft report. VFA will present their findings to the Council at the March 5, 2007, meeting.*

Based on available funding, the Council and institutions contracted with VFA, Inc., to complete a Level I assessment of education and general facilities for the postsecondary education system, i.e., not all institutional space is included in the study. Therefore, the study results cannot be applied beyond the specific group of facilities identified for the study. The project is nearing completion. Following is a summary of the space assessed by the study:

	<b># of Buildings</b>	<b>GSF</b>	<b>% of Space</b>
Postsecondary System Total	2,000	46,372,425	100
VFA Study – Total Assessed	731	29,940,339	64.6
Paulien & Assoc. – Adequacy & Fit for Continued Use	141	10,038,067	21.6
1. GSF is gross square feet. 2. Space not assessed include: auxiliary, housing, athletics, farms, parking garages, off-campus/extended campus sites, and other public service facilities. 3. The Paulien study is a subset of the VFA, Inc., total space assessed.			

### **Project Implementation:**

A kick-off and demonstration seminar was held May 10, 2006, at Kentucky State University. Invitations to attend the seminar were extended to each institution (three representatives), Capital Planning Advisory Board staff, Capital Projects and Bond Oversight Committee staff, Office of the State Budget Director staff, Finance and Administration Cabinet staff, Office of Facilities Management staff, and others.

Phase I of the project, VFA facility assessments, was completed in September 2006. Draft assessment reports (VFA only) were reviewed by institutions and Council staff with comments provided to VFA in September and October 2006. The final draft report was provided by VFA in December 2006 with review and final comments by institutions and the Council forwarded to VFA in January 2007. The final report of the assessment is scheduled to be presented to the Council at its March 5, 2007, meeting. The report will be used to: a) update the statewide facilities database that is maintained by the Finance and Administration

Cabinet, Division of Facilities Management; b) update the Council's comprehensive facilities database and the individual facilities databases of each institution; and, c) form the primary basis for the development of the biennial six-year capital improvement plans and biennial capital project requests.

Phase II of the study was a condition and fit-for-continued-use and space need analysis conducted by Paulien & Associates of Boulder, Colorado. This phase of the review addresses a group of specific facilities regarding their fit-for-continued-use for the purpose that they were constructed or are currently being used and provides projections of space needed over the next 15 years. Site visits by Paulien were completed by October 30. The findings and recommendations of Paulien & Associates will be included in the final VFA report. Representatives of Paulien & Associates will discuss the findings and recommendations as a part of the VFA, Inc., presentation to the Council at the March 5, 2007, meeting.

### **Next Steps**

1. After acceptance of the report by the Council, present assessment findings and recommendations to the Capital Planning Advisory Board, the Capital Projects and Bond Oversight Committee, and other groups.
2. Use findings and recommendations to develop the postsecondary institution 2008-14 capital plans.
3. Use the assessment report to update the postsecondary education capital request and recommendation process.

**Council on Postsecondary Education  
January 29, 2007**

**Nominating Committee Report**

Mr. Canafax, chair of the Nominating Committee, will present recommendations for Council chair and vice chair to serve February 1, 2007, through January 31, 2008.