

AGENDA
Council on Postsecondary Education
May 21, 2007
 10 a.m. (ET)
 CPE Meeting Room A
 Frankfort, Kentucky

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The Council Business

Other Business

Next Meeting – July 16, 2007

Adjournment

MINUTES
Council on Postsecondary Education
April 4, 2007

The Council on Postsecondary Education met April 4, 2007, at 8 a.m. (ET) at the Council offices in Frankfort, Kentucky. Chair John Turner presided.

ROLL CALL

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

**APPROVAL OF
MINUTES**

The minutes of the January 28 and 29 study session and Council meeting were approved as distributed.

**PRESENTATION
TO GREENBERG**

Mr. Turner presented Mr. Greenberg a gavel in recognition of his service as Council chair.

**STATEWIDE
FACILITIES
CONDITION
ASSESSMENT
REPORT**

The Council heard a report that assessed the condition, adequacy, and capacity of over 700 campus buildings at Kentucky's public colleges and universities. The statewide facilities assessment was conducted by Vanderweil Facility Advisors, Inc., (VFA) of Boston. The report examined all educational space, constituting about 63 percent of the system's square footage, to determine if campus facilities are adequate to meet Kentucky's 2020 educational attainment goals.

The study found that most of Kentucky's campus buildings are over 30 years old and their current condition is consistent with their age. Compared to accepted industry standards, Kentucky's campus facilities are in poor condition with a current facility condition score of 22 percent. If left unaddressed, the condition score in five years will be 36 percent – twice as high as the average of 18 percent for other institutions reviewed by the consultant, and higher than the recommended standard of 10 percent. According to the report, significant state investment will be required over the next 15 years to repair, renovate, and replace campus facilities in order to achieve the ambitious goals established by House Bill 1.

The details of the study will be used to develop an action plan and to inform the capital priorities of the Council's 2008-10 budget recommendation. The Council will work with the institutions to develop long-term strategies to improve institutional investments for maintaining facilities consistent with industry best practices.

**BUDGET &
FINANCE POLICY
GROUP**

Mr. Flanagan reported that the Budget and Finance Policy Group has been working toward the 2008-10 budget request document since late last fall. The group has had input from the presidents and their staffs, legislative leadership, and members of the Governor's executive and budget staffs. The policy group will continue its work on the funding document and will continue to seek input from all affected groups.

QUALITY & ACCOUNTABILITY POLICY GROUP

Mr. Wattier reported that the Quality and Accountability Policy Group met in March and had preliminary discussions about education doctorates, House Bill 1 institutional goals, and the engineering education strategy. The policy group will continue these discussions and will bring recommendations to the Council at future meetings. Mr. Wattier offered the following recommendation on the report of the Developmental Education Task Force.

DEVELOPMENTAL EDUCATION TASK FORCE

RECOMMENDATION: The Quality and Accountability Policy Group recommends that the Council accept the six core recommendations identified in the Developmental Education Task Force 2007 report, *Securing Kentucky's Future: A Plan to Improve College Readiness and Success*, and refer the plan to the Budget and Finance Policy Group for review and implementation in the Council's 2008-10 biennial budget request and to the Quality and Accountability Policy Group for programmatic implementation.

These six items are the priority actions recommended:

1. Update college admissions regulations – Revise current guidelines for admission (13 KAR 2:020) to reflect best practices in student preparation and enrollment.
2. Create an integrated accountability system tied to performance funding – Develop accountability plans with educational partners that recognize important measures and targets for student success.
3. Fund infrastructure improvement – Fund infrastructure support and provide weighted funding for greater support for the enrollment of underprepared students.
4. Align college readiness standards and tie to educator professional development – Enhance student success through collaborative professional development programs.
5. Better link educator preparation to college readiness – Require the Education Professional Standards Board to include criteria for program approval that trains teachers and adult educators to diagnose and address learner problems.
6. Develop early student interventions – Use the implementation of the EPAS (Educational Planning and Assessment System) to develop collaborative interventions to improve college readiness.

Mr. Turner, chair of the Developmental Education Task Force, said that the group was charged by the 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 underprepared. He said that Representative Harry Moberly and Senator Jack Westwood were engaged participants in the work of the task force. The report was approved by the task force and released February 12, 2007. The

recommendations were recently endorsed by the P-16 Council.

Detailed descriptions, deliverables, and responsible partners are noted for each recommendation in the final report. A timeline for implementation of the core recommendations also is included. The Quality and Accountability Policy Group will report to the Council about the progress made on each recommendation. Council members will be asked to consider recommendations for changes to the college admissions regulations (13 KAR 2:020) at the May 2007 meeting in support of the task force recommendation.

MOTION: Ms. Bertelsman moved that the report recommendations be accepted. Mr. Canafax seconded the motion.

VOTE: The motion passed.

President Layzell said that several items fit together and should be kept in mind moving forward – the 2020 projections which laid down the baseline degree targets to meet the general goal of HB 1 to increase educational attainment, the facilities condition report, the Developmental Education Task Force recommendations, the STEM Task Force recommendations, and the diversity plan to be complete by spring 2008.

REGIONAL STEWARDSHIP INFRASTRUCTURE PROPOSALS

RECOMMENDATION: The Quality and Accountability Policy Group recommends that the Council approve regional stewardship program infrastructure plans for Eastern Kentucky University, Kentucky State University, and Morehead State University.

EKU, KSU, and Morehead will each receive \$400,000 over the next two years to support the development and implementation of regional stewardship programs. The institutions will use these funds to hire staff and create regional stewardship offices on their campuses. The offices will have primary responsibility for implementing regional stewardship plans on each campus. The Council approved funding for Northern Kentucky University's regional stewardship program in September 2006 and programs for Murray State University and Western Kentucky University in January 2007. Funds will not be allocated to the institutions on a recurring basis until the plan is fully implemented. The Council staff will review each institution's infrastructure plan and the Council will then consider moving the funds into the institution's base funding.

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

VOTE: The motion passed.

STEM TASK FORCE

RECOMMENDATION: The Research, Economic Development, and Commercialization Policy Group recommends that the Council accept the eight recommendations of the STEM Task Force detailed in the March 2007

report *Kentucky's STEM Imperative: Competing in the Global Economy*.

1. Energize and fund a statewide public awareness campaign to help Kentuckians understand the critical importance of STEM to their own economic competitiveness and to that of the Commonwealth.
2. Create incentives and a supportive environment for students, teachers, and institutions that pursue, succeed, and excel in STEM disciplines throughout the P-20 pipeline.
3. Implement international best practices in professional development programs for P-16 STEM teachers to increase the intensity, duration, and rigor of professional development.
4. Improve teacher preparation programs and encourage people with undergraduate and graduate STEM degrees to enter the teaching profession.
5. Revolutionize how STEM subjects are taught, learned, and assessed and implement a statewide research-based STEM curriculum that is aligned with global workforce and academic standards.
6. Engage business, industry, and civic leaders to improve STEM education and skills in the Commonwealth and create incentives for Kentucky businesses that employ and invest in STEM educated students.
7. Develop an ongoing, coordinated statewide STEM initiative that maximizes the impact of resources among state agencies, schools, colleges and universities, and businesses and is focused on developing and attracting STEM-related jobs to Kentucky.
8. Target energy sustainability problems and opportunities in Kentucky and the nation as a primary objective of statewide STEM enhancements.

At its November 2006 meeting, the Council charged the STEM (Science, Technology, Engineering, and Mathematics) Task Force with developing a statewide P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines. The 110 task force members are leaders within the government, business, and education sectors from across the Commonwealth and included Senators Dan Kelly and Gerald Neal and Representatives Jeff Hoover and Tanya Pullin. UK President Lee Todd served as chair. During the past three months, the task force reviewed data, heard testimony, and examined a wide variety of national reports that identify the scope and seriousness of the STEM crisis in America.

Dr. Allyson Handley of the Council staff reported that the Research, Economic Development, and Commercialization Policy Group held a conference call meeting March 19 to accept the recommendations of the STEM Task Force. The report was rolled out at a press conference March 20 at Tates Creek

Senior High School in Lexington.

Senate Resolution 241 and House Resolution 224, passed during the 2007 legislative session, continue the work of the STEM Task Force. Task force members will have the opportunity to join study groups that will meet from April to August 2007 to develop more detailed implementation action plans associated with each of the eight recommendations. These action plans will be released in September 2007 to be utilized in developing the Council's 2008-10 biennial budget recommendations.

MOTION: Mr. Canafax moved that the recommendations be accepted. Ms. Moore seconded the motion.

VOTE: The motion passed.

2007 LEGISLATIVE SESSION

A summary of legislative actions pertaining to postsecondary and adult education passed in the 2007 General Session was distributed. Despite early endorsement by the legislative and executive branches, measures to restore capital projects vetoed in the 2006 session stalled due to a stalemate over a proposed overhaul of the state's retirement system. Also left unaddressed were state-level funding pools to support capital renewal and maintenance, research, and statewide technology upgrades. One capital-related project that made it successfully through the process was the authority given to UK to use its own funds to purchase Good Samaritan Hospital. Among the legislation passed was House Bill 185 which established a collaborative initiative among state agencies, the legislature, the administration, business, health care entities, and the postsecondary institutions to address cardiovascular disease.

CPE 2008-14 CAPITAL IMPROVEMENTS PLAN

The Council's six-year capital plan will be submitted to the Capital Planning Advisory Board April 15, 2007. Technology is the primary capital resource included in the Council's plan. Current technology is dated and upgrades are needed to support the current program demands and to meet the goals of HB 1 and the Public Agenda. Refinements to the plan are expected over the next few months as the Council develops its funding priorities for the FY 2008-10 budget recommendation.

HIGH SCHOOL FEEDBACK REPORT

Dr. Layzell said that the High School Feedback Report for the class of 2004 offers a broad range of information about college preparation and participation of Kentucky's 2004 high school graduates. It was produced collaboratively with data collected by the Council, the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority, ACT Inc., and The College Board. Substantial improvements have been made to the report since the Council last published it in 2006. This year's report uses students' highest ACT scores, rather than their most recent, and for the first time includes the graduation rates of each high school and the average high school grade point average for all 12th graders. Each high school report features comparison information at the school, district, and state levels and important school statistics such as ACT and Advanced Placement test-taking

and success. With a more user-friendly format, the report is designed to be a tool for data-based decision-making at the local and state levels. Statewide data included in the report shows 81 percent of students graduate high school and 51 percent enroll in a Kentucky college or university. Of those students that enroll in college, 95 percent attend full-time and 64 percent enter a bachelor's degree program. The report also details how the class of 2004 performed in their first two years of college. Eighty-nine percent of students returned for a second semester and the mean grade point average at the end of their first year was 2.3. Statewide findings show 79 percent returned for their second year. KHEAA's participation in the report also provides information about the Kentucky Educational Excellence Scholarship Award program for the first time. The report shows Kentucky students earned an average KEES award of \$1,054.

KBE REPORT

A written report was distributed from Kevin Noland, interim commissioner of education, on activities of the Kentucky Board of Education.

2007-08 TUITION & FEE PROPOSALS

RECOMMENDATION: The staff recommends that the Council approve 2007-08 tuition and mandatory fee charges for Kentucky State University, Murray State University, Northern Kentucky University, and Western Kentucky University and approve 2007-08 tuition and mandatory fee charges for the University of Louisville contingent upon approval of the proposed increases by the UofL Board of Trustees at its April 5 meeting.

Tuition rates for undergraduate resident students will increase 7.5 percent at KSU, 8.4 percent at Murray State University, 9.3 percent at NKU, 7.8 percent at WKU, and 9.9 percent at UofL. All tuition increases are within the tuition parameters established by the Council in 2006. Additionally, per the Council's request, each institution submitted plans for increases in financial aid for students who have a demonstrated financial need.

The Council approved proposals for tuition and fees for 2007-08 for UK, EKU, MoSU, and KCTCS at its January 2007 meeting.

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

VOTE: The motion passed.

Mr. Canafax urged the Council to discuss increased funding for Pell grants in Kentucky with the members of the federal delegation. Dr. Layzell said that the Council staff will be attending a forum held by Congressman John Yarmuth the following week. One item of discussion will be increased Pell grant funding. Dr. Layzell said that work done recently on financial aid programs seemed to indicate that Kentucky is leaving Pell grant money on the table, so work will continue on this issue.

KY/INDIANA

RECOMMENDATION: The staff recommends that the Council approve the

RECIPROCITY
AGREEMENT

tuition reciprocity agreement with Indiana.

Dr. Layzell said that the current agreement with Indiana expires June 30, 2007. The Council staff has worked with Indiana and the participating institutions to renegotiate the agreement in compliance with the policies adopted by the Council.

MOTION: Ms. Bertelsman moved that the agreement be approved. Mr. Canafax seconded the motion.

VOTE: The motion passed.

CEO REPORT

Mr. Baker gave a report on activities of the Committee on Equal Opportunities. An agreement has been reached with the presidents and fellows of Harvard College on behalf of their Civil Rights Project to conduct the statewide diversity study for public postsecondary education in the Commonwealth to be completed by March 1, 2008. The cost of the contract is \$200,000 funded by a contribution of \$20,000 from each institution and the Council.

COUNCIL
COMMITTEES

Mr. Turner announced Council committee assignments. The Executive Committee will consist of John Turner, Dan Flanagan, Walter Baker, Peggy Bertelsman, Kevin Canafax, and Mark Wattier. Mr. Greenberg will replace Mr. Turner on the Budget and Finance Policy Group. Mr. Turner will serve as an ex officio member on all policy groups.

PRESIDENTIAL
PROFILE

Mr. Turner said that the agenda item pertaining to the presidential profile had been removed from the agenda.

CPE STAFF

Dr. Layzell announced that Sandy Woodley will leave the Council staff to become the chief financial officer for the Arizona Board of Regents. She will continue to work part-time at the Council through July.

MOTION: Ms. Bertelsman moved that the Council go into executive session to discuss a personnel matter. Mr. Flanagan seconded the motion.

VOTE: The motion passed and the Council went into executive session.

When the Council returned to open session, the following motion was offered.

EMPLOYMENT
AGREEMENT FOR
CPE PRESIDENT

MOTION: Ms. Bertelsman moved that the Council extend President Layzell's employment agreement from April 16, 2007, to September 30, 2007, and authorize the Council chair to execute an addendum to the employment agreement. Mr. Baker seconded the motion.

VOTE: The motion passed.

NEXT MEETING The next Council meeting is May 21, 2007.

ADJOURNMENT The meeting adjourned at 10 a.m.

Thomas D. Layzell
President

Phyllis L. Bailey
Senior Associate, Executive Relations

**Council on Postsecondary Education
May 21, 2007**

GED Top Score Award

The GED Testing Service annually recognizes the person with the highest score in each state through the GED National Awards for Outstanding Achievement Program. John Moriarity of Louisville is the recipient of Kentucky's 2006 award for high score with a total GED score of 3860 out of 4000 possible points. John will be recognized at the May Council meeting.

John is a Louisville Technical Institute student and plans to major in clinical psychology at Murray State University. When John's father retired from the military, he started working for GE in Louisville. John attended Trinity High School and then Bluegrass ChalleNGe Academy, where he earned his GED. In his biography John said,

"During my junior year I was making bad decisions concerning my life and my parents thought that the Bluegrass ChalleNGe Academy would help. I attended the Bluegrass ChalleNGe Academy in Fort Knox for the next six months. There I received direction in life because the decisions I was making were leading me nowhere. I learned many things while attending, mainly that of responsibility. I had always blamed others for my actions, but now everything was placed squarely on my shoulders."

Major General Donald C. Storm, Adjutant General, Kentucky National Guard, said,

"The Kentucky Bluegrass ChalleNGe Program is a Kentucky National Guard and National Guard Bureau initiative designed to enable Kentucky's youth an opportunity for a second chance. While we are very proud of John's accomplishments during his attendance and completion of the resident phase of the program, we are very thankful for the opportunity to partner with state and federal agencies to promote and execute positive programs that provide hope and opportunity to young Kentuckians."

Bluegrass ChalleNGe consists of eight core components delivered in a 22-week residential environment and includes a 12-month nonresidential phase providing mentoring and placement support. Attainment of the GED is an important facet of the total program. Bluegrass ChalleNGe receives funding from Kentucky Adult Education as well as the National Guard Bureau, Department of Defense.

Kentucky GED test centers tested more than 12,000 candidates in calendar year 2006, and the state awarded more than 9,000 GED high school equivalency diplomas. Five students had scores higher than 3700.

Staff preparation by B. J. Helton

FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE



Kentucky
UNBRIDLED SPIRIT™

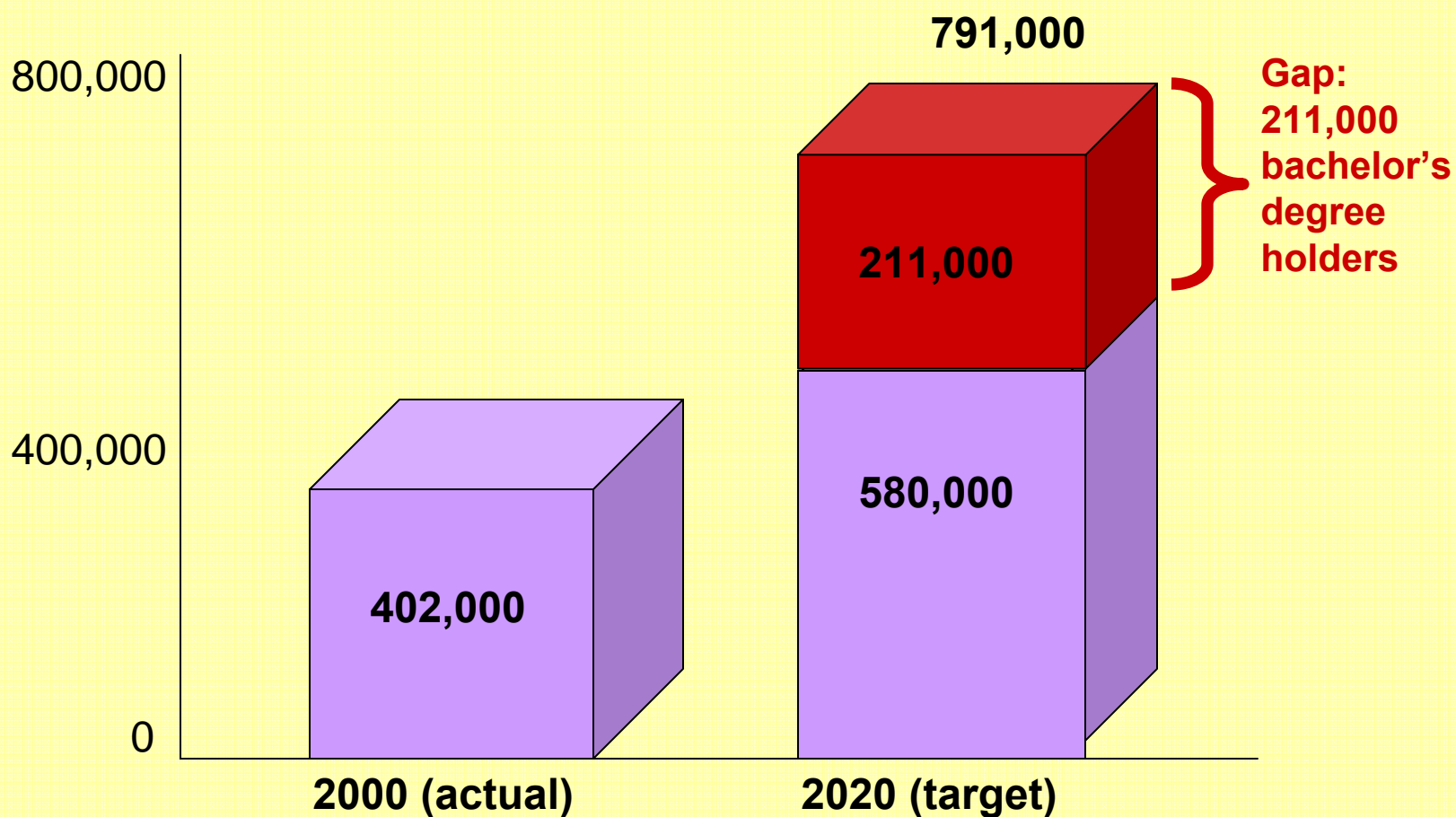
KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

“Double The Numbers”

Council Meeting
May 21, 2007

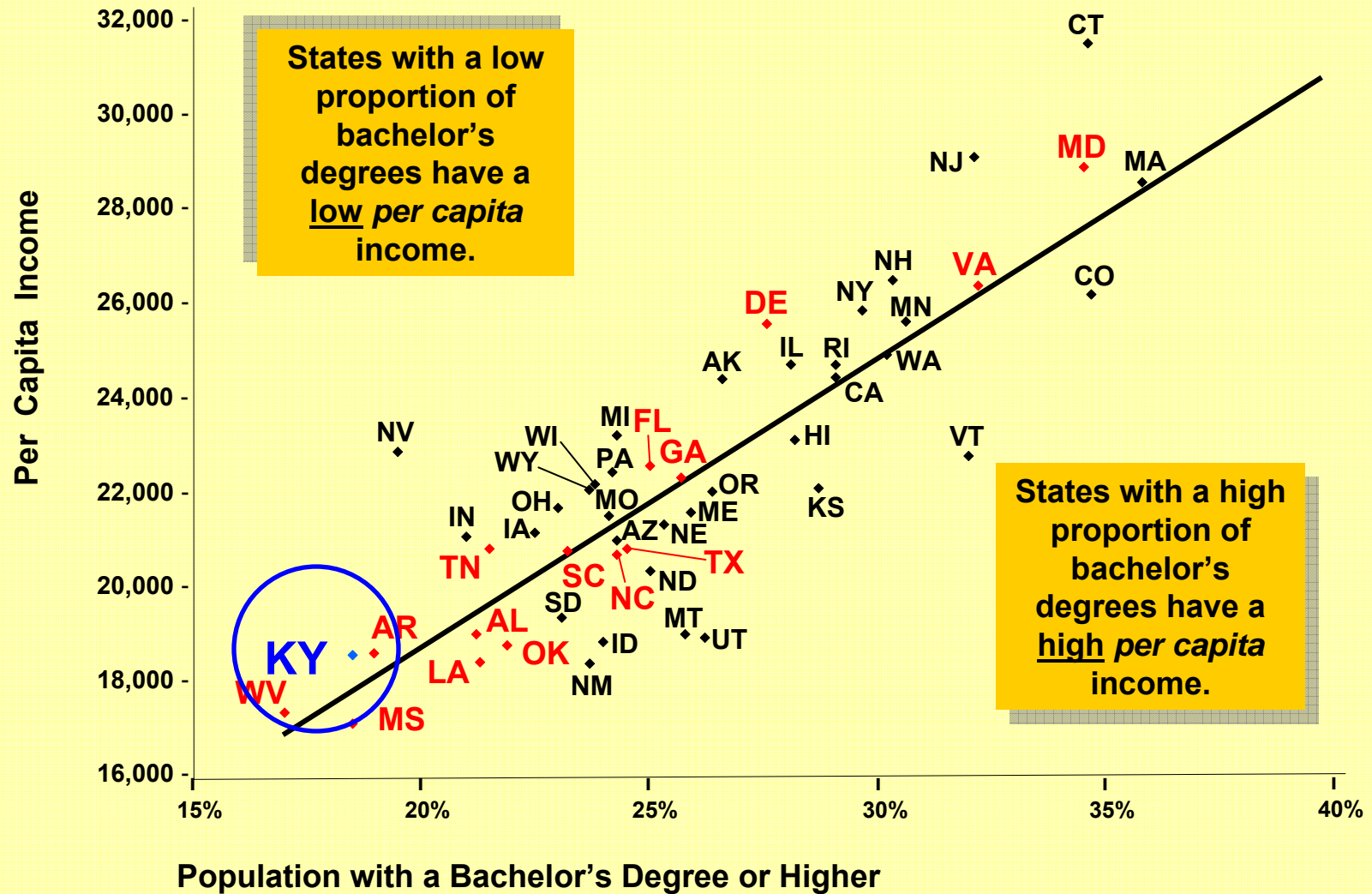


What Does it Mean?



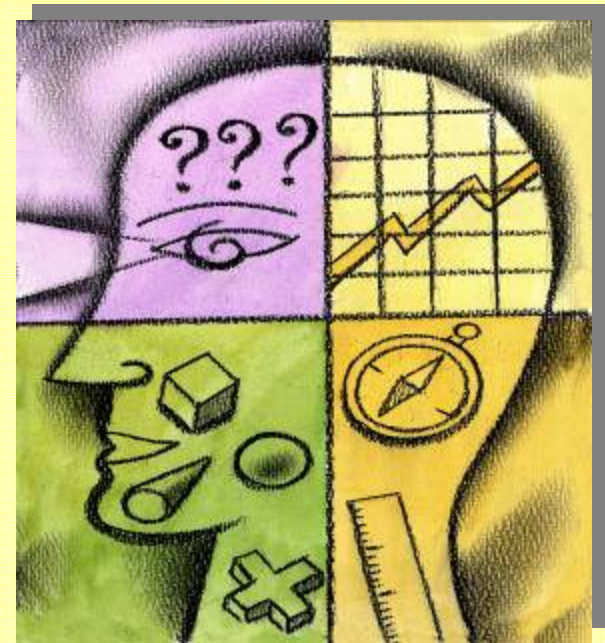
GOAL: To achieve postsecondary education reform goals, Kentucky must double the number of people with at least a bachelor's degree by 2020.

Why is it Important?



Closing the Gap- What's it Going to Take?

- 1) Increase postsecondary participation and quality
- 2) Improve GED to college transitions
- 3) Enroll more first-time students at KCTCS
- 4) Raise high school graduation and college going rates
- 5) Increase migration and economic development



What's the Cost?

Costs will be significant

- ✓ Faculty and staff
- ✓ Facilities
- ✓ Support services
- ✓ Technology and innovation

Long-term cost projections

Quality, productivity, efficiency,
resource reallocation, and
collaboration



What's the Return?

Better Lives for Kentucky's People

- ✓ Cumulative increase of \$139 billion in personal income
- ✓ Cumulative increase of \$9 billion in state General Fund revenue
- ✓ Lower healthcare, social service costs and crime rates
- ✓ Enhanced community service, civic participation, and charitable giving



What's Next

Monitor short-term goals

Draft 2020 Statewide
Business Plan and revise
funding policy

Focus new policies and
strategies on increasing
rate of change

Work collaboratively with
KHEAA, K-12, and
Economic Development

FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE



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**Council on Postsecondary Education
Quality and Accountability Policy Group
May 21, 2007**

**Postsecondary Education Working Group
on Access to Academic Programs**

A variety of Council policies enacted over the last 25 years have addressed coordinating statewide accessibility to postsecondary programs and services while minimizing non-productive competition and duplication across the public and private sectors. These include current Council policies on extended campuses and regional postsecondary education centers. The terrain for higher education has changed dramatically over the last ten years. Distance education has become a central strategy for program delivery. The Kentucky Virtual Campus has implemented a new strategic plan. Kentucky has become the first state to enact a regional stewardship program. Current policies should be reviewed in the current postsecondary environment that is characterized by higher degree production demands, greater campus entrepreneurship, shifting student populations, and current Council oversight responsibilities. A working group is requested to review the policy issues related to the delivery of institutional programs and courses and to provide recommendations tied to improved postsecondary access and productivity.

ACTION: The staff recommends that the Council charge a working group made up of both providers and consumers of postsecondary programs with reviewing policies related to the Council's role in approval of postsecondary academic programs, including extended-campus offerings and authorization and operation of extended-campus centers. The review should include, but not be limited to, regional postsecondary education centers and extended-campus policies to further the 2020 Public Agenda's call for increased postsecondary access while promoting productivity and efficient use of resources. The working group should provide a report to the Council at its November 2007 meeting.

Introduction

Kentucky's public postsecondary institutions make courses accessible to students at a variety of locations and through distance learning. Traditional courses are delivered at sites beyond the main campus, including manufacturing plants, hospitals, correctional facilities, military bases, and high schools. Two Council policies currently provide requirements for specific off-site campus entities: regional postsecondary education centers and extended-campus offerings.

Since postsecondary education reform in 1998, the Council's strategic agenda and accountability systems have been implemented and updated. Enrollments and degrees are at

record levels but must continue to grow at even higher rates. New student populations (i.e., adults) must be cultivated to meet these degree production targets. Institutional flexibility is required to meet local employer demands and to coordinate effectively with proprietary and out-of-state institutions. After years of streamlined administrative policies the Council is now increasing accountability demands in targeted areas to support the Public Agenda. Current conditions prompt the following questions about program approval and off-site course delivery policies:

- What changes, if any, are needed in program approval and extended-campus policies to support efficient use of resources to continue meeting the legislative mandates and stewardship responsibilities of the Council?
- What changes, if any, are needed in program approval and extended-campus policies to provide necessary postsecondary access while maintaining efficiency, productivity, and quality?
- How can these policy changes help institutions deliver required quality academic services and help Kentucky meet its “Double the Number” goals?

Current Policies

Extended-campus policies were initially established by the Council during the late 1970s and were generally defined as “a recognized administrative entity through which the planning, organization, and delivery of extended-campus offerings are carried out.” Extended-campus centers were not degree-granting units but a conduit for delivering the services of the main campus in an effective and efficient manner. All centers were expected to adhere to the criteria of the Southern Association of Colleges and Schools. Approval for designation as an extended-campus center, providing additional funding in the Council’s funding formula, was based on ten specific characteristics and meeting both headcount and FTE enrollment criteria.

Areas of geographic responsibility (AGR), an assigned group of nearby counties for each university, were closely affiliated with extended campuses. AGRs were originally assigned to each public four-year institution as “service regions” to represent the geographic area for extended course offerings. More recently, service areas have been redefined in the Council’s strategic plan as areas of geographic responsibility in the institutional mission parameters and in the Regional Stewardship Trust Fund program for comprehensive universities. Institutions are to assess the educational, economic, and community development needs in their area and to either support those needs directly or to facilitate support from other postsecondary resources as a broker of services.

The most recent review of the extended-campus policy was conducted in November 1999. As part of a series of streamlined academic program policies, Guidelines for Extended-Campus Offerings were developed and approved. Council Web site notification for program

and course offerings outside of an institution's AGR was required. The policy was difficult to implement. Advance notice posting requirements sometimes conflict with the need to be responsive to regional requests. Also, a preliminary review of data showed that off-campus courses taught outside an institution's AGR are quite limited for all universities, except the University of Kentucky. Due to UK's Cooperative Extension Service's outreach mission, UK offered just 5 percent of off-site courses within its AGR. For all other universities, 95 percent of off-site courses were taught in one of the AGR counties. During a fall semester, on average, a total of only 57 off-campus courses are taught in counties beyond the AGR counties of universities other than UK.

Regional postsecondary education centers were established by legislation in 1998 and then implemented according to guidelines established by the Council. In response to HB 321, the Council developed and approved planning assumptions and guidelines to direct the creation of these centers. The Kentucky Community and Technical College System and the participating universities were directed to build a facility, incorporating community residents in the planning of the facilities. The centers were to meet identified local needs documented through a required assessment of student and community needs for academic programs and student services within the region. Planners were required to include at least one ITV-equipped classroom; a satellite down-link compatible with Kentucky Educational Television requirements; and advising, testing, and other relevant student services, including computer laboratory access for virtual university students in the region.

Five regional postsecondary centers were established by HB 321 in 1998, and a sixth center was established during the 2000-02 legislative sessions.

1. Eastern Kentucky University and KCTCS: South East Regional Postsecondary Education Center—London, Corbin, and Somerset, Kentucky.
2. Western Kentucky University and KCTCS: Southern Regional Postsecondary Education Center—Glasgow, Kentucky.
3. WKU and KCTCS: Central Regional Postsecondary Education Center—Elizabethtown, Kentucky.
4. Morehead State University and KCTCS: North East Regional Postsecondary Education Center—Prestonsburg, Kentucky.
5. Murray State University and KCTCS: West Regional Postsecondary Education Center—Hopkinsville, Kentucky.
6. KCTCS: South Central Regional Postsecondary Education Center—Albany, Kentucky.

Problem Statement

Significant changes in Kentucky's postsecondary education environment have occurred over the nine years since postsecondary education reform began. These shifts in student populations, campus degree production goals, the competitive environment for postsecondary education, and use of distance education have created a new environment for academic program delivery. The Council's policies should address these changes and maintain its responsibilities as outlined in KRS 164.020(13).

1. Shifting Student Populations – “Double the Numbers” requires that the Council produce more baccalaureate graduates than at any time previously. Council initiatives to improve transfer student matriculation, the reentry of adult students, reduction of opportunity gaps for minority students, and promotion of postsecondary goals to GED graduates will require delivery of more accessible and affordable courses and programs throughout the state. Effective use of new and existing facilities has become more urgent to reach these new student populations.
2. Higher Degree Production Demands – Maintaining adequate access to academic courses and programs will be essential to meeting the goals of House Bill 1 and attaining the national average of the percent of adult population with a bachelor’s degree. The Council completed a 2020 projections study to estimate the enrollments and degrees needed to achieve this goal and determined that the number of bachelor’s degree holders must double within the next 13 years.
3. Change in Competitive Environment – Public and independent nonprofit institutions are competing in a student enrollment market with proprietary institutions. Individual models of collaboration and extended-campus offerings are emerging. WKU is planning a new facility in Owensboro, a community with two-year and independent postsecondary institutions. Also the University Center of the Mountains, a consortium of five participating postsecondary institutions, was established in 2003 and meets many of the guidelines for regional postsecondary education centers. The Council has responsibility to coordinate these activities to ensure effective use of postsecondary resources.
4. Expanding Distance Education – The Council recently announced a profound shift in the role of the Kentucky Virtual Campus as becoming a convener of partners and as a catalyst for innovation and excellence in learning. The new forum for KYVC must be integrated into Council policies in this area.

Recommendations for Working Group

The charge of the working group would be to review state policies related to approval of postsecondary programs and extended campuses. The review should include, but not be limited to, regional postsecondary education centers and extended-campus policies to further the 2020 Public Agenda’s call for increased postsecondary access while promoting productivity and efficient use of resources. A review of the existing policies and the off-campus course delivery is needed for better alignment with the current conditions. Recommendations for changes, if needed, would be proposed by the working group for Council review.

The chair of the working group would be appointed by the Council chair. Multiple perspectives are needed to address these comprehensive Council policy issues, but the group should be made up of no more than 20 members to expedite the process. Representatives of adult education, regional stewardship leaders, distance learning, business leaders, and campus academic program leaders representing the sectors of research universities,

comprehensive universities, public two-year institutions, independent institutions and proprietary institutions should be included on the working group to address the effectiveness of current policies in supporting Kentucky's postsecondary needs and make recommendations for change.

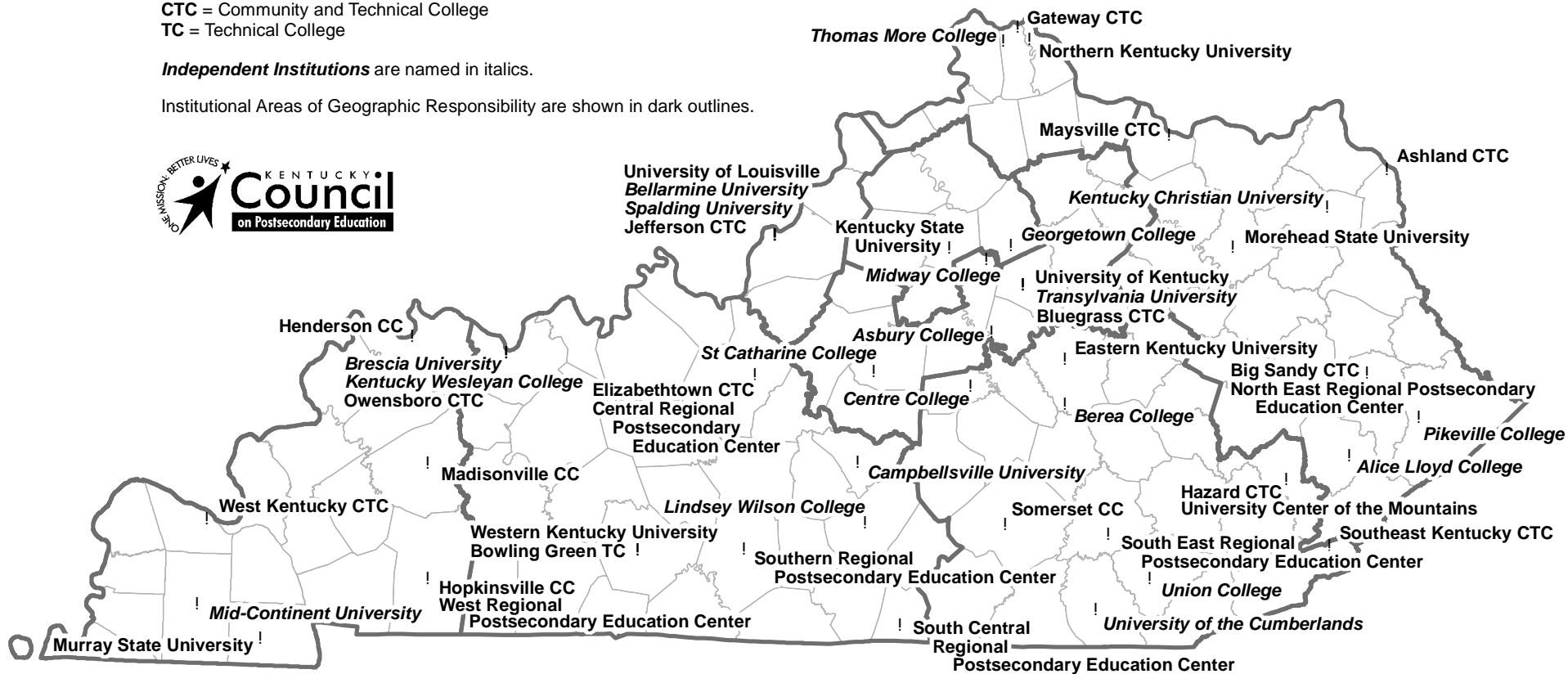
Staff preparation by Jim Applegate and Sherri Noxel

Kentucky Postsecondary Institutions

CC = Community College
 CTC = Community and Technical College
 TC = Technical College

Independent Institutions are named in italics.

Institutional Areas of Geographic Responsibility are shown in dark outlines.

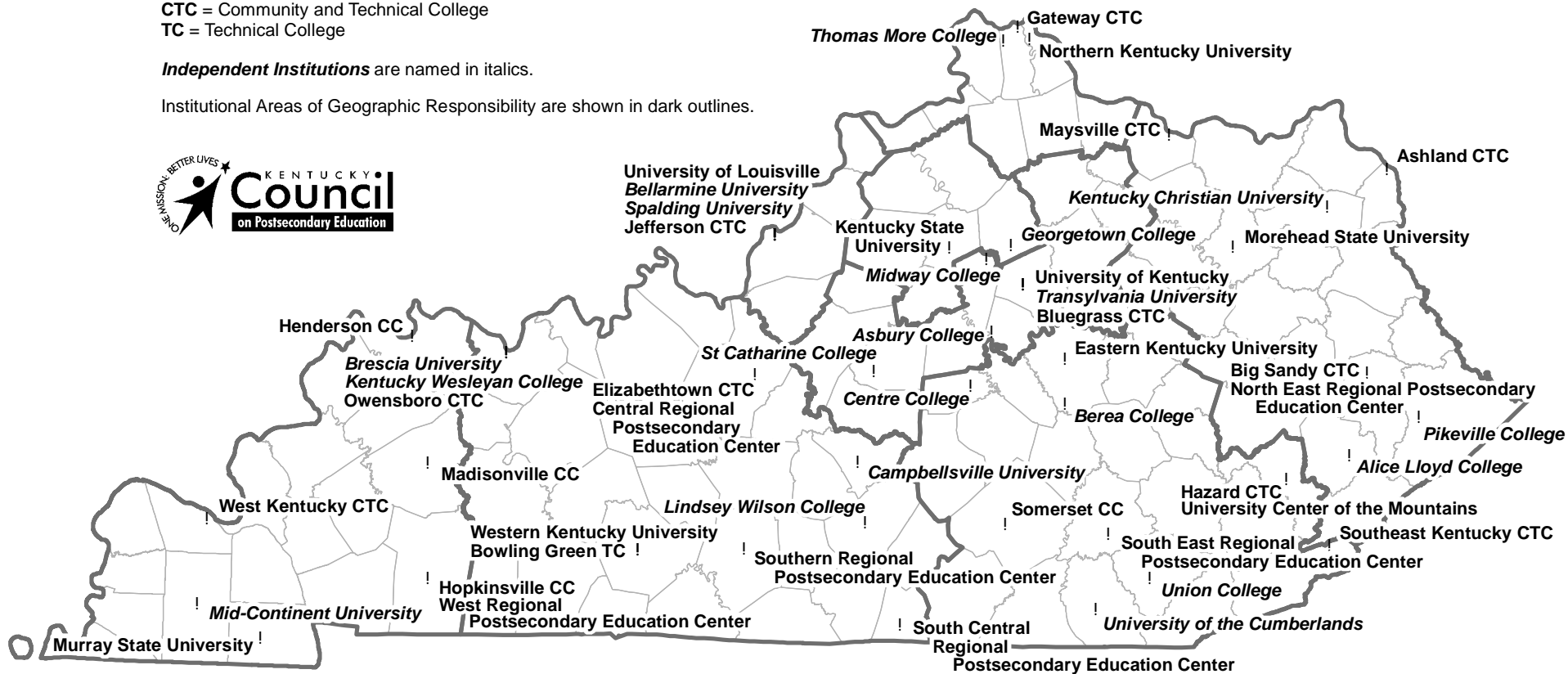


Kentucky Postsecondary Institutions

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 CTC = Community and Technical College
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Independent Institutions are named in italics.

Institutional Areas of Geographic Responsibility are shown in dark outlines.



**Council on Postsecondary Education
Quality and Accountability Policy Group
May 21, 2007**

Revisions to Minimum College Admission Requirements

Recent changes in Kentucky's education policies and the final report from the Developmental Education Task Force approved by the Council in April 2007 recommend needed changes to the administrative regulation establishing public college admission requirements and mandatory assessment and placement of first-time students.

Action: The staff recommends that the Council approve the revised administrative regulation 13 KAR 2:020 guidelines for admission to the state-supported postsecondary education institutions in Kentucky. The staff will report back to the Council on changes made during the administrative regulation review process.

13 KAR 2:020 is Kentucky's comprehensive administrative regulation, set by the Council on Postsecondary Education, that establishes minimum admission requirements for entering Kentucky's public colleges and universities, conditional admissions qualifications, transfer admissions and advising obligations, dual credit provisions, and institutional responsibilities to students who start college underprepared for college-level work. The regulation was last revised in 2000. Since that time changes have been made in the required high school curriculum, the Kentucky Community and Technical College System organizational restructuring has been completed, recommendations of the Developmental Education Task Force have been released, and Kentucky's Statewide Public Postsecondary Placement Policy has been approved. These changes require revisions in this administrative regulation. The proposed draft of the regulation revision is attached. An explanation of the major educational policy changes and the corresponding recommendations for the minimum college admission regulation follows.

In fall 2006, the Kentucky Board of Education approved a new, more rigorous high school curriculum that is very closely aligned to the existing pre-college curriculum. No changes are proposed in the pre-college curriculum for admission to college. Revisions in the regulation remove the temporary curriculum requirements that were put in place between 2000 and 2004 to transition to the full implementation of the current pre-college curriculum.

In November 2004, the Council approved a statewide placement policy based on research conducted during Kentucky's participation in the American Diploma Project and faculty reviews of admissions expectations. Also, research is now available from ACT to predict student success in college courses based on their level of preparation as entering students. The proposed revision inserts language of the Statewide Public Postsecondary Placement Policy, with the provision that meeting these ACT thresholds does not guarantee admission to

the institution, only placement in credit-bearing courses. The changes in threshold are consistent with the recommendations of the Developmental Education Task Force endorsed by the Council at its April 2007 meeting.

The remaining changes would be effective fall 2009 to allow enough time for institutional reviews and enhancements in their developmental education program delivery. Pending support in the Council's 2008-2010 budget, institutions will receive funds for infrastructure improvements as early as July 2008. Also, the entering freshmen of 2009 who are Kentucky high school graduates will have participated in mandatory ACT testing as juniors in the 2007-08 academic year as part of the state Educational Planning and Assessment System implementation.

The February 2007 release of *Securing Kentucky's Future: A Plan for Improving College Readiness and Success* recommends several changes in the assessment and placement regulations to provide more support for underprepared first-time college students. As a result of this work, the revised regulation increases the statewide standard of readiness in mathematics to 19 and the statewide standard of readiness in reading to 21. This increase in the statewide standard for college readiness does not change institutional admissions criteria but simply sets a higher standard for preparation. All enrolled students who score below the standard must receive an intervention of additional institutional placement testing, developmental instruction, or college-level course enrollment with supplemental instruction.

The next three regulation revisions are proposed based on the recommendations made by the Developmental Education Task Force supported by the research of best practices reviewed by the task force. Underprepared students must receive developmental education during their first term of enrollment, must enroll in developmental or supplemented courses consecutively, and must enroll in credit-bearing courses immediately following the completion of their developmental coursework. Together these changes provide the necessary support for underprepared students. Council studies of college readiness show that 20 percent of the students who were underprepared in mathematics did not enroll in any mathematics courses, developmental or college-level, during their first two years of college. The same was true for students who were underprepared in reading. Moreover, underprepared students currently drop out after the first year of college at twice the rate of prepared students. National studies show that effective developmental education that conforms to the changes recommended here dramatically improves the success of underprepared students.

Changes in the structure of KCTCS have also occurred and should be captured in this administrative regulation update. References to separate community and technical college campuses and to Lexington Community College are being removed.

The process of revising an administrative regulation, established by the Legislative Research Commission, will be initiated with Council approval of this revised regulation. The Council staff has distributed drafts of the changes to representatives from the Kentucky Department of Education, the P-16 Council, the Education Professional Standards Board, the Statewide Mathematics Placement Testing Group, the chief academic officers of the public

postsecondary institutions and KCTCS, the Kentucky Association for Developmental Education, and the Kentucky Association of Collegiate Registrars and Admissions Officers. The administrative regulation will go through a public hearing and review by the Administrative Regulation Subcommittee and the Interim Joint Committee on Education.

Guidelines for admission to state-supported postsecondary education institutions in Kentucky



An overview of proposed changes to Administrative Regulation 13 KAR 2:020

What is covered under this regulation?

This regulation establishes minimum admission requirements for entering Kentucky's public colleges and universities along with conditional admissions qualifications, transfer admissions and advising obligations, and dual credit provisions. It also establishes institutional responsibilities for mandatory assessment and placement of students who enter postsecondary institutions underprepared for college-level work.

Why are the changes necessary?

The regulation was last revised in 2000. Since that time the Kentucky Board of Education has approved a new, more rigorous high school curriculum. Also, new research that predicts student success in college courses is based on their level of preparation as entering students is available from both Kentucky's public college and university faculty and from ACT. The February 2007 report, *Securing Kentucky's Future: A Plan for Improving College Readiness and Success*, recommends several changes in the assessment and placement regulations to provide more support for underprepared first-time college students. Changes in the structure of the Kentucky Community and Technical College System and in Council documents have also occurred and should be captured in this administrative regulation update.

What main changes are proposed?

Standards of mathematics readiness for college mathematics are increasing from 18 to 19 on the ACT mathematics subscore, and reading readiness standards are increasing from 18 to 21. The provisions of the Kentucky Public Postsecondary Placement Policy are being added to the regulation to stipulate that students scoring at or above the college readiness standards must be placed in credit-bearing courses. Section 6, Mandatory Assessment and Placement of Students, will now require that underprepared students be given a subject placement test, be provided developmental support during their first term of enrollment, be required to continue developmental programs until they have demonstrated competence in the subject area, and be placed in college-level coursework immediately following completion of their developmental courses.

When will the proposed changes take effect?

It is anticipated that the regulation will be approved in late 2007 with changes to be effective beginning fall 2009 to give colleges, students, and parents time to accommodate to the new standards. These changes will take effect after anticipated funds for infrastructure improvements in developmental education have been distributed in July 2008. Kentucky high school graduates entering postsecondary institutions in fall 2009 would have completed the mandatory ACT in their junior year during 2007-08 testing.

How will the change in readiness thresholds affect the number of underprepared students requiring help?

The proposed increase in the mathematics readiness standard to 19 would have meant that an additional 1,634 students of the 2004 total cohort were underprepared, or 50.7 percent of the incoming cohort compared to 42.5 percent at 18.

The proposed increase in the reading readiness standard to 21 would have meant that an additional 4,226 students of the 2004 total cohort were underprepared, or 47.8 percent of the incoming cohort compared to 26.6 percent at 18.

What if a student scores below the thresholds on the newly required ACT in their junior year of high school?

A student who scores below the statewide standard of readiness as a junior and who participates in accelerated learning assistance available through their individual learning plan is permitted to take the ACT exam a second time, at the expense of the Kentucky Department of Education. Once they are admitted to a public postsecondary institution, they will receive placement tests for the subject areas where they are underprepared. Improved scores on the second ACT exam or on placement tests resulting from high school interventions in the senior year could move the student to credit-bearing courses when they begin college. For students who remain below the minimum thresholds, institutions will determine the best type of intervention, such as summer bridge programs, online tutorials, remedial courses, or college-level courses with supplemental instruction to help students improve their academic preparation and skills, allowing many students to move quicker into credit-bearing coursework. Equally important, students who score above the readiness standards are guaranteed placement in credit-bearing courses.

What are the benefits to the students?

While more students may require developmental education or supplemental instruction, students who do receive the help guaranteed by this change will have a much better chance of actually leaving college with a degree. The Council's previous reports clearly show that students who fall below the state readiness standards are twice as likely to pay for the first year of college and not make it to the second.

What are the benefits to teachers and parents?

As early as middle school, teachers and parents will know if students are on track to be ready for college through student scores on ACT EPAS assessments - in time to help students accelerate their learning. Even after the ACT is administered to high school juniors, parents and teachers can help ensure the senior year is targeted to areas in need of improvement. By taking the ACT again in the senior year (at state expense) or scoring well on placement tests once in college, students can enroll in credit-bearing courses.

In addition, the changes in the way developmental education will be offered will allow students options that may not require a full semester of developmental work. In the final analysis, however, if a student needs developmental help, parents can be better assured their students will receive high-quality help and that the money they spend on the first year of college will be used to give their students what they need to return the second year and leave with a degree.

These changes bring together extensive work by the faculty of Kentucky's postsecondary institutions, the Developmental Education Task Force, the Council's reports on the college performance of underprepared students, and the American Diploma Project initiatives. These changes affirm ACT's recommended standards for college readiness and supporting national research in best practice for developmental education. This regulation stipulates the additional help that institutions must provide to support underprepared students.

How are these changes made?

Kentucky's administrative regulation changes are overseen by the Legislative Research Commission. The process is initiated by Council approval of the revised regulation. The Council staff has collected feedback on the proposed changes from educational stakeholders in revising the regulation.

Is there more information available?

The proposed regulation is available at <http://cpe.ky.gov/about/cpe/meetings/2007/May+212007CPEMeetingAgenda.htm>



Developmental Education Task Force Recommendation 1 Implementation Schedule

Date	Action	Leading Agency
5/21/07	Approve revised administrative regulation that will be forwarded for approval	Council on Postsecondary Education
6/8/07	File approved, revised regulation with all attachments and signature pages with Legislative Research Commission	Council on Postsecondary Education General Counsel
6/13/07	Notification of public hearing	Legislative Research Commission
7/1/07	Publication of administrative regulation	Legislative Research Commission
7/1/07 – 7/31/07	Public comment period	Legislative Research Commission
7/16/07	Postsecondary budget framework approval including developmental education funding proposals	Council on Postsecondary Education
8/15/07	Statement of consideration generated if comments were received during the public comment period	Legislative Research Commission
9/11/07	Administrative Regulation Review Committee review of revised administrative regulation	Legislative Research Commission
10/07	Second review of revised administrative regulation by the Interim Joint Committee on Education	Legislative Research Commission
10/19 (approx.)	If approved by second review then revisions in administrative regulation become effective	Legislative Research Commission
11/5/07	Postsecondary budget approval	Council on Postsecondary Education
1/08 – 6/08	Review and evaluation of developmental education infrastructure fund proposals from public postsecondary institutions	Council on Postsecondary Education

Date	Action	Leading Agency
6/08	Release of approved 2008-2010 state budget	Office of the State Budget Director
7/08	Release of funds to institutions for developmental education infrastructure enhancement	Council on Postsecondary Education
Fall 2009	Implementation of increased readiness standards in mathematics and reading and mandatory assessment and placement changes	Council on Postsecondary Education
Spring 2011	Report on compliance of placement and first-year retention rate of fall 2009 freshmen cohort	Council on Postsecondary Education

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3

4 **13 KAR 2:020. Guidelines for admission to the state-supported**
5 **postsecondary education institutions in Kentucky.**

6

7 RELATES TO: KRS 156.160, 164.001, 164.011, 164.020(3), 164.030

8 STATUTORY AUTHORITY: KRS 164.020(8)

9 NECESSITY, FUNCTION, AND CONFORMITY: Pursuant to KRS 164.020(8)

10 the council sets the minimum qualifications for admission to the state-supported
11 postsecondary education institutions. It is the intent of the council that all
12 students have available to them an opportunity for postsecondary education
13 appropriate to their interests and abilities. This administrative regulation
14 establishes the minimum qualifications related to admission at state-supported
15 postsecondary education institutions.

16

17 Section 1. Definitions. (1) "Adult student" means a student who is twenty-one

18 (21) years of age or older.

19 (2) "Council" is the Council on Postsecondary Education established by KRS

20 164.011 [~~defined by KRS 164.001(7)~~].

21 (3) [~~"Foreign language" means a language that is not the primary language~~

22 ~~used at home.~~

1 —(4) "Institution" or "institutions" means a state-supported postsecondary
2 education institution as defined in KRS 164.001(11) [~~KRS 164.001(10)~~].

3 (4) [(5)] "KCTCS" means the Kentucky Community and Technical College
4 System as defined in KRS 164.001(11).

5 (5) [(6)] "Program of Studies" means the document "Program of Studies for
6 Kentucky Schools: Grades Primary-12" published by the Kentucky Board of
7 Education.

8 (6) [(7)] "Developmental course" [~~"Remedial course"~~] means a college or
9 university class or section that prepares a student for college-level study and
10 does not award credit toward a degree.

11 (7) [(8)] "System-wide standard" means an ACT Assessment sub-score [~~a~~
12 ~~score~~] of eighteen (18) in [~~or above on a mathematics,~~] English, [~~, or reading~~]
13 ~~subscale of the ACT Assessment~~] nineteen (19) in mathematics, or twenty-one
14 (21) in reading.

15
16 Section 2. Minimum Qualifications for Institutional Admission as First-time
17 Students[~~Freshmen~~]. (1)(a) Except as provided by paragraph (b) of this
18 subsection, an applicant seeking to enter a community and technical college
19 shall have fulfilled the minimum requirements for admission to a degree program
20 established by the Kentucky Community and Technical College System
21 consistent with this administrative regulation [~~at a community or technical college~~
22 ~~or to a community college-type program at a university~~] if the applicant has:

23 1. Graduated from a public high school or a certified nonpublic high school; or

1 2. Earned a high school general equivalency certificate (GED).

2 (b) The Kentucky Community and Technical College System may exempt a
3 student who is eligible to pursue a GED from the requirements of paragraph (a)
4 of this subsection.

5 (c) An applicant to a community-college type program at a university shall:

6 1. have satisfied the minimum requirements for admission to a two-year
7 degree program established by the admitting institution consistent with this
8 administrative regulation; and

9 2. take the ACT Assessment.

10 (2)(a) Except as provided in paragraph (b) of this subsection, and applicant
11 shall have fulfilled the minimum requirements for admission to a baccalaureate
12 program at a university if the applicant has:

13 1. Graduated from a public high school or a certified nonpublic high school;

14 2. Completed the precollege curriculum established in Section 3 of this
15 administrative regulation; and

16 3. Taken the ACT Assessment.

17 (b) An applicant who has earned a high school general equivalency certificate
18 (GED) or who is a graduate of a noncertified nonpublic high school, including a
19 home school, may be admitted to a baccalaureate program at a university by
20 taking the ACT Assessment and by scoring at levels [~~a level [n the subtests]~~]
21 established by a [~~the~~] university. An applicant shall satisfy the provisions of
22 paragraph (a)2 of this subsection by taking the ACT Assessment and by scoring
23 at levels [~~on the ACT Assessment subtests that are~~] established by a university.

1 (3) Notwithstanding the provisions of subsections (1) and (2) of this section, a
2 university may substitute the SAT for the ACT Assessment. The ACT
3 RESIDUAL, ASSET Testing Program, COMPASS Testing Program, or
4 ACCUPLACER Testing Program may be substituted for the ACT Assessment
5 requirement for an adult student ~~[students]~~.

6 (4) An institution shall establish a written policy for admitting a student if an
7 applicant has attended a noncertified or nonpublic school and completed a
8 course of study. Noncertified nonpublic schools shall include a home school.

9 ~~(5)(a)~~ A nonresident seeking admission to a baccalaureate degree program at a
10 university shall complete:

11 (a) [1.] The ACT recommended college core courses for the precollege
12 curriculum which is listed in the annual ACT High School Profile Report: High
13 School Graduating Class ~~[1999]~~; or

14 (b) [2.] A college preparatory curriculum comparable to Kentucky's precollege
15 curriculum.

16 ~~[(b) Except as provided in Section 3(10)(e) of this administrative regulation, a~~
17 ~~nonresident shall meet the same minimum qualifications for admission as a~~
18 ~~Kentucky resident as established in subsections (1) through (4) of this section.]~~

19 (6)(a) A university may, under extenuating circumstances, admit a student
20 who has not met the testing requirements of subsection (2)(a)3 of this section if
21 the university has a written policy defining extenuating circumstances.

1 (b) If a university admits a student under paragraph (a) of this subsection, the
2 student shall satisfy the provisions of subsection (2)(a)3 of this section during the
3 first semester of enrollment.

4 (7) A university may establish, in writing, additional admission criteria to
5 supplement these minimum requirements.

6

7 Section 3. Precollege Curriculum. (1) ~~[Effective for the fall semester of 2000,~~
8 ~~an applicant to a baccalaureate degree program at an institution shall complete~~
9 ~~twenty (20) or more approved high school units including the following courses in~~
10 ~~the precollege curriculum. The precollege curriculum established in this section~~
11 ~~shall include the following categories and courses of study and is based on the~~
12 ~~Program of Studies.~~

13 ~~— (a) Four (4) units of high school study in English/language arts, specifically~~
14 ~~including English I, English II, English III, and English IV or AP English.~~

15 ~~— (b) Three (3) units of high school study in mathematics, including algebra I,~~
16 ~~algebra II and geometry. This mathematics requirement may be met by~~
17 ~~completing the integrated mathematics series consisting of three (3) units.~~

18 ~~— (c) Two (2) units of high school study in science, biology I and either~~
19 ~~chemistry I or physics I. At least one (1) science course shall be a laboratory~~
20 ~~course.~~

21 ~~— (d) Two (2) units of high school study in social studies, that shall include~~
22 ~~world civilization and either U.S. history or AP American history.~~

1 ~~—(e) A college-bound student is encouraged to take, as part of his elective~~
2 ~~course selection, additional coursework in mathematics, sciences, foreign~~
3 ~~languages, arts, and computer literacy.~~

4 ~~—(f) A substitution shall not be made for any course identified in this subsection~~
5 ~~unless the course in question has been deemed equivalent in content by the~~
6 ~~Council on Postsecondary Education in consultation with the Department of~~
7 ~~Education.~~

8 ~~—(2) Effective for the fall semester of 2002,]~~ An applicant to a baccalaureate
9 degree program at an institution shall complete twenty-two (22) or more
10 approved high school units including the following courses in the precollege
11 curriculum. The precollege curriculum established in this section shall include the
12 following categories and courses of study and is based on the Program of
13 Studies.

14 (a) Four (4) units of high school study in English/language arts, specifically,
15 including English I, English II, English III, and English IV or AP English.

16 (b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three
17 (3) units of high school study in mathematics, including algebra I, algebra II, and
18 geometry.

19 1. A student may substitute for algebra I a mathematics course whose
20 content is more rigorous than that described in the Program of Studies.

21 2. Algebra I may be taken prior to high school and counted as a required
22 mathematics course if the academic content of the course is at least as rigorous
23 as that listed in the Program of Studies.

1 3. Algebra II shall include the content and skills described in the Core
2 Content for Mathematics Assessment.

3 (c) Three (3) units of high school study in science, to include physical
4 science, life science, and earth and space science. At least one (1) unit shall be
5 a laboratory course.

6 (d) Three (3) units of high school study in social studies, from the following
7 content areas: United States history, economics, government, world geography,
8 and world civilization.

9 (e) One-half (1/2) unit in health education.

10 (f) One-half (1/2) unit in physical education.

11 (g) One (1) unit in history and appreciation of visual and performing arts.

12 (h) ~~[Effective with the fall semester 2004, an applicant shall:~~

13 ~~1. Complete] two (2) units in the same foreign language unless the~~
14 applicant's local school has:

15 ~~1. [a.]~~ Diagnosed the student as having a learning disability as set forth in
16 KRS 157.200 and 707 KAR 1:280 or 707 KAR 1:310; and

17 ~~2. [b.]~~ Determined that the learning disability precludes the student from
18 successfully completing a foreign language course; or

19 ~~3. [2.]~~ the applicant demonstrates ~~[demonstrate]~~ linguistic competence and
20 awareness of a foreign language at least equivalent to two (2) years of high
21 school language ~~[: or 3. Completes two (2) units of English as a second~~
22 ~~language (ELS)].~~

1 ~~[(3)(a) Beginning with fall semester 2002 through the academic year 2003-~~
2 ~~2004, a student shall, in addition to the requirements of subsection (2) of this~~
3 ~~section, take seven (7) (electives. Five (5) of the seven (7) electives shall be~~
4 ~~courses with academic content that is at least as rigorous as that required in the~~
5 ~~minimum high school graduation requirements and shall be in an approved area:~~

6 ~~— 1. Social studies.~~

7 ~~— 2. Science.~~

8 ~~— 3. Mathematics.~~

9 ~~— 4. English/language arts.~~

10 ~~— 5. Arts and humanities.~~

11 ~~— 6. Physical education and health. A student shall be limited to one-half (1/2)~~
12 ~~unit as an elective in physical education and to one-half (1/2) unit in health.~~

13 ~~— 7. Foreign language.~~

14 ~~— 8. Agriculture, industrial technology education, business education, marketing~~
15 ~~education, family and consumer sciences, health sciences, technology education~~
16 ~~and career pathways. The academic content shall be more rigorous than the~~
17 ~~introductory level as described in 703 KAR 4:060.~~

18 ~~— 9. A college-bound student is encouraged to take, as part of an elective~~
19 ~~course selection, additional coursework in mathematics, sciences, and arts.~~

20 ~~(b) Beginning with the fall semester 2004,]~~

21 (2) In addition to the requirements of subsection (1) ~~[(2)]~~ of this section, a
22 student shall take five (5) electives. Three (3) of the five (5) electives shall be
23 courses with academic content that is at least as rigorous as that required in the

1 minimum high school graduation requirements and shall be in the following areas
2 of study:

3 (a) ~~{1.}~~ Social studies.

4 (b) ~~{2.}~~ Science.

5 (c) ~~{3.}~~ Mathematics.

6 (d)~~{4.}~~ English/language arts.

7 (e)~~{5.}~~ Arts and humanities.

8 (f)~~{6.}~~ Physical education and health. A student shall be limited to one-half
9 (1/2) unit as an elective in physical education and to one-half (1/2) unit in health.

10 (g)~~{7.}~~ Foreign language.

11 (h) ~~{8.}~~ Agriculture, industrial technology education, business education,
12 marketing education, family and consumer sciences, health sciences, technology
13 education and career pathways.

14 ~~{an approved area of study set forth in paragraph (a)1 through 8 of this~~
15 ~~subsection}.~~

16 (3)~~{(4)}~~ (a) A student may substitute an integrated, applied, interdisciplinary,
17 or higher level course within a program of study for a course listed in subsections
18 (1) or (2) of this section, if the substituted course offers the same or greater
19 academic rigor and the course covers or exceeds the minimum required content.

20 (b) Integrated mathematics courses are intended to be taken as a sequence.
21 A student shall choose either the algebra/geometry sequence or the integrated
22 mathematics sequence.

1 (c) An approved substitute course may include an honors course, advanced
2 placement course, dual credit course, or a course taken at an institution.

3 ~~(4)~~~~(5)~~ An institution may establish additional requirements to supplement
4 this minimum academic preparation.

5 ~~(5)~~~~(6)~~ (a) A waiver of a required precollege curriculum course may be
6 justified if:

7 1. A student is physically unable to complete a course because of a physical
8 handicap;

9 2. A student's handicapping condition is verified through appropriate
10 documentation; and

11 3. The school district superintendent or designee ~~{(or designee)}~~ verifies that
12 a student's handicapping condition will prevent the student from completing the
13 course in question.

14 (b) Following a determination that a student is unable to complete a course
15 based upon paragraph (a) of this subsection, a local school may substitute
16 another course in accordance with 704 KAR 3:305, Section 2(3).

17 ~~(6)~~~~(7)~~ A course selection is tied to the Program of Studies and the individual
18 course descriptions contained in that document. For guidance in the selection of
19 a specific course, a counselor may consult the program of studies and Council
20 materials on the precollege curriculum.

21 ~~(7)~~~~(8)~~ An ~~Each~~ institution shall determine whether an applicant has met
22 these minimum academic preparation requirements.

23 ~~(8)~~~~(9)~~ The precollege curriculum requirement shall apply to:

1 (a) A first-time student [~~freshman~~] pursuing a baccalaureate degree with or
2 without a declared major;

3 (b) A student converting from nondegree status to baccalaureate degree
4 status;

5 (c) A student changing from certificate or associate-degree level to
6 baccalaureate-degree level; or [~~and~~]

7 (d) A student who, transferring from another institution, has been admitted to
8 baccalaureate-degree status by the receiving institution.

9 ~~(9)~~[(10)] The following shall be exempted from the requirements of the
10 precollege curriculum:

11 (a) An adult student;

12 (b) A student entering baccalaureate-degree status with twenty-four (24) or
13 more semester credit hours applicable to a baccalaureate degree with a GPA
14 (grade point average) of at least 2.00 on a 4.00 scale;

15 (c) Active duty military personnel, their spouses, and their dependents;

16 (d) A student enrolled in a community or technical college or a community
17 college type program at a university;

18 (e) A nonresident student because he or she is subject to the provisions of
19 Section 2(5); or

20 (f) An international student.

21

22 Section 4. Conditional Admissions Qualifications. (1) A university shall have
23 the option of admitting conditionally a first-time student [~~freshman~~] applicant to a

1 baccalaureate degree program who has not met the requirements of Section 3 of
2 this administrative regulation. A first-time student ~~{freshman}~~ admitted
3 conditionally shall remove or otherwise satisfy ~~{all}~~ academic deficiencies in a
4 manner and time period established by the enrolling institution.

5 (2) An institution enrolling students in a baccalaureate degree program under
6 the conditional admission provisions in subsection (1) of this section shall admit
7 conditionally each academic term not more than five (5) percent of a base figure.
8 The base figure shall be the average number of students reported as enrolled
9 with baccalaureate-degree status over the preceding four (4) years.

10 (3) Although not subject to the precollege curriculum for admission purposes,
11 the precollege curriculum status of students enrolled in a community college-type
12 program in a university shall be assessed and reported to the Council on
13 Postsecondary Education.

14 (4) An applicant of superior ability, as demonstrated by exceptional academic
15 achievement, a high ACT Assessment score, and social maturity, may be
16 granted early admission. An applicant granted early admission by an institution
17 shall be exempt from the provisions of Sections 2 and 3 of this administrative
18 regulation.

19 (5) At the discretion of the institution, a person who does not meet college
20 entrance requirements, including high school students, may enroll in college
21 courses as a nondegree student.

22

1 Section 5. Transfer Students. (1) The council's general education transfer
2 policy and program specific agreements [~~baccalaureate program transfer~~
3 ~~frameworks policy~~] shall direct [~~provide the basis for~~] an institution's policy on the
4 acceptance of transfer credits. [~~The American Association of Collegiate~~
5 ~~Registrars and Admissions Officers' "Transfer Credit Practices of Educational~~
6 ~~Institutions" shall serve as a reference for admission of transfer students to an~~
7 ~~institution and for the acceptance of transfer credits.~~]

8 (2) An in [~~state supported~~] institution shall assure that a transferring student
9 receives academic counseling concerning the transfer of credit among
10 institutions.

11 (3) An institution, consistent with the provisions of subsection (1) of this
12 section, shall accept a student's college credit earned when a course is taken
13 both for high school credit and college credit. Credit earned through a dual
14 enrollment arrangement shall be treated the same as credit earned in any other
15 college course.

16 Section 6. Assessment and Placement of Students. (1) The assessment and
17 placement policy of the council [~~shall be effective with the fall semester 2001~~
18 ~~and~~] shall apply to:

19 (a) A first-time student [~~freshman~~] enrolled in an associate or baccalaureate
20 degree program or a certificate or diploma program at an institution;

21 (b) A student who transfers from a degree program at one (1) institution into a
22 [~~baccalaureate~~] degree program at another institution and who has not taken and
23 successfully passed college-level courses in mathematics and English;

1 (c) A student who transfers from a certificate or diploma program into a
2 degree program and who has not taken and successfully passed college-level
3 courses in mathematics and English;

4 (d) A student converting from nondegree status to degree status who has not
5 taken and successfully passed college-level courses in mathematics and English.

6 (2) A nondegree-seeking student shall be exempt from system-wide
7 mandatory assessment and placement policies.

8 (3) An institution ~~[A university]~~ shall use the ACT Assessment to evaluate
9 student competencies in mathematics, English, and reading. An institution ~~[A~~
10 ~~university]~~ may accept scores on the SAT in lieu of the ACT Assessment for
11 placement in college-level courses.

12 (4) An institution shall, where a student is determined to have not met the
13 systemwide standards for readiness, use a placement exam ~~[A university may~~
14 ~~use an institutional placement exam as a supplement to the ACT Assessment]~~ to
15 help place a student in the proper course.

16 (5) An institution ~~[(4) (a) A university]~~ shall place a student who scores below
17 the system-wide standard in mathematics, English, or reading in an:

18 (a)[1-] Appropriate developmental ~~[remedial]~~ course in the relevant discipline;
19 or

20 (b)[2-] Entry-level college course, if the course offers supplementary
21 academic support, such as extra class sessions, additional labs, tutoring, and
22 increased monitoring of students, beyond that usually associated with an entry-
23 level course.

1 ~~[(b) A university may set a cut-off score above the system-wide standard to~~
2 ~~place a student.]~~

3 (6) [(5)] Provided, however that effective with the fall semester of 2009, an
4 institution shall satisfy the provisions of sub-section (4) of this Section by placing
5 a student in the appropriate developmental course or discipline or entry-level
6 college course in the first term that a student is enrolled.

7 (6) (a) A student shall not be required to enroll in a developmental course in
8 English if the student has a sub-score on the ACT Assessment of eighteen (18)
9 or higher in English. The student shall be permitted to enroll in a credit-bearing
10 writing course.

11 (b) A student shall not be required to enroll in a developmental course in
12 Mathematics if the student has a sub-score on the ACT Assessment of nineteen
13 (19) or higher in Mathematics. A student who scores between nineteen (19) and
14 twenty-one (21) shall be permitted to enroll in a credit-bearing mathematics
15 course.

16 1. A student who scores twenty-two (22) through twenty-six (26) on the ACT
17 Assessment in Mathematics shall be permitted to enroll in a credit-bearing
18 algebra course.

19 2. A student who scores twenty-seven (27) or higher on the ACT Assessment
20 in Mathematics shall be permitted to enroll in a credit-bearing calculus course.

21 (c) A student who demonstrates a level of competence by achieving the
22 scores contained in paragraph (b) is guaranteed placement in credit-bearing
23 coursework, but is not guaranteed admission to a university.

1 (8) An adult student who has been admitted without the ACT Assessment
2 test or the SAT may be placed into an appropriate course using:

- 3 (a) The ACT Residual Test;
- 4 (b) The ASSET Testing Program;
- 5 (c) The COMPASS Testing Program;
- 6 (d) The ACCUPLACER Testing Program; or
- 7 (e) An institutional placement test.

8 (9)~~[(6)]~~ An institution ~~[university]~~ shall be responsible for determining the
9 remediation required including the number of developmental courses required, if
10 necessary.

11 (10) Provided, however that effective with the fall semester of 2009, that an
12 institution shall enroll a student who scores below the statewide standards in
13 appropriate developmental or supplemental courses consecutively until
14 readiness for credit-bearing courses has been demonstrated. An institution shall
15 also ensure that a student who completes a developmental or supplemental
16 course shall immediately enroll in a credit-bearing course in that subject or
17 discipline.

18 (11) ~~[(7)(a)]~~ KCTCS shall select campus placement tests for the community and
19 technical colleges that assess mathematics, English, and reading skills. ~~[This~~
20 ~~requirement also shall apply to the Lexington Community College.]~~

21 ~~(b) [KCTCS shall ensure that the same campus placement tests are used by~~
22 ~~the Technical College Branch and the Community College Branch to assess~~
23 ~~degree-seeking students.~~

1 —(c) KCTCS [~~and the Lexington Community College~~] may use the ACT
2 Assessment scores or SAT scores to place a student into an appropriate
3 developmental course.

4 (12) [~~(8)~~] The KCTCS [~~and the Lexington Community College~~] shall place a
5 degree-seeking student who scores below the system-wide standard in
6 mathematics, English, or reading in an:

7 (a) Appropriate developmental [~~remedial~~] course in the relevant discipline; or

8 (b) Entry-level college course if the course offers supplementary academic
9 support, such as extra class sessions, additional labs, tutoring, and increased
10 monitoring of students, beyond that which is usually associated with an entry-
11 level course.

12 (13) [~~(9)~~] [~~KCTCS shall develop guidelines for use at the community and~~
13 ~~technical colleges that will determine the remediation required in mathematics,~~
14 ~~English, or reading based upon placement test scores. This requirement also~~
15 ~~shall apply to the Lexington Community College.~~

16 —(10)(a) ~~KCTCS shall develop assessment and placement policies for~~
17 ~~students who enroll in certificate and diploma programs.~~

18 —(b) ~~For each certificate and diploma program, KCTCS shall determine the~~
19 ~~proper cut-off scores for placing students and the standards for exiting remedial~~
20 ~~instruction.~~

21 —(c) ~~KCTCS may exempt students enrolled in selected certificate and diploma~~
22 ~~programs from an assessment and placement in mathematics, English, and~~
23 ~~reading.~~

1 ~~(14)~~~~[(11) Effective with the spring semester 2001,]~~ An institution shall report
2 to the council data that monitors the performance of first-time students
3 ~~[freshmen]~~ in developmental ~~[remedial]~~ and entry-level courses. The core
4 elements of the first-time students ~~[freshmen]~~ performance monitoring system
5 shall include, as appropriate:

6 (a) ACT or SAT scores;

7 (b) Institutional placement exam results;

8 (c) Information that identifies whether a course is developmental ~~[remedial]~~,
9 entry-level, or entry-level with supplementary academic support provided; and

10 (d) Grades in developmental ~~[remedial]~~ and entry-level courses.

11

12 Section 7. Incorporation by Reference. (1) The following material is
13 incorporated by reference:

14 (a) The "Program of Studies for Kentucky Schools, Grades Primary-12", 2006
15 ~~[1998]~~, Kentucky Department of Education;

16 (b) "Core Content for Mathematics Assessment", Version 3.0, 1999,
17 Kentucky Department of Education;

18 (c) "General Education Transfer Policy", 2004 ~~[1995]~~, Council on
19 Postsecondary Education;

20 (d) ~~["Baccalaureate Program Transfer Frameworks", 2000-2001, Council on~~
21 ~~Postsecondary Education; and]~~

22 ~~—(e)] "ACT High School Profile Report: High School Graduating Class [1999]",~~
23 ACT, Inc.; and

1 (e) ~~(f)~~ “Statewide Public Postsecondary Placement Policy.”

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

Council on Postsecondary Education
Quality and Accountability Policy Group
May 21, 2007

Statewide Engineering Strategy

ACTION: Based on the *Strategy for Statewide Engineering in Kentucky: A Review 2001–2006*¹ and Council discussion of that report, the Council staff recommends that the Council recommends to the legislature that current institutional allocations of Council funds to support the joint engineering programs be moved to institutional budgets when the following criteria are met. Funding recommendations will follow upon Council agreement that these criteria have been met.

- In already accredited programs, faculty from each of the participating programs must collaboratively redesign distance learning course offerings with the support of the Kentucky Virtual Campus to conform to best practices in distance education and respond to student dissatisfaction with current approaches.
- The joint program in electrical engineering between Murray State University and the University of Louisville must effect the same collaborative redesign of distance courses and achieve accreditation from the Accreditation Board for Engineering and Technology.

The *Statewide Engineering Strategy*, adopted by the Council in July 2000, contained a number of key components to increase geographic access and productivity in engineering education in response to a documented need for such in the industry. A number of strategic components of the statewide plan included integration of secondary, baccalaureate, and post-baccalaureate programs to address the need for a highly skilled workforce tied to the state and nation's economic strength. Initial funding for joint programs with the research institutions and regional universities was made available in fall 2002.

A thorough review of the programs was conducted in 2006. Accomplishments and concerns regarding degrees, enrollment, and funding are addressed in the review, as summarized below.

Accomplishments

- An increase of degrees and formal awards occurred in engineering and engineering technology majors at most levels.
- In the joint programs of civil and mechanical engineering disciplines, baccalaureate degrees increased.
- Western Kentucky University's programs in civil, electrical, and mechanical engineering achieved accreditation from the Accreditation Board for Engineering and Technology.
- Enrollment in all engineering programs increased significantly (13 percent).
- Applicants to the joint baccalaureate programs (MuSU and WKU) have more than tripled since 2002.
- Transfers from the Kentucky Community and Technical College System to the joint programs increased.
- \$5.6 million of state funds have been expended on the joint engineering programs (2002-07).
- The number of active Kentucky resident licensed engineers increased 14.7 percent during this time period.
- A pipeline project to implement and expand K-12 teacher training and curricula in middle and high schools to prepare students for engineering careers has been implemented in 13 school districts across the Commonwealth and an affiliate Kentucky university has been designated to support the programs.

Concerns

- The total number of baccalaureate degrees in engineering and engineering technology decreased.
- The number of baccalaureate degrees in electrical engineering, one of the joint programs, decreased overall.
- The proportion of graduates who were women and minorities remained below national averages.
- Overall, transfers to engineering from KCTCS to the research institutions declined.
- Current distance learning course offerings have not met student expectations and are an unreliable method of curricula delivery.

Additional collaborative work is expected to expand the engineering pipeline, to make program modifications, and to enhance industrial partners as outlined in the 11 recommendations included in the review.

After considerable discussion of the review in January, March, and April 2007, the Council directed the staff to develop a plan for moving the funds supporting the current joint programs into institutional budgets. Though the review contains 11 recommendations, two are recommended here as prerequisites for any Council recommendation to move the funds. Current unexpended funds and continued funding are adequate to accomplish these tasks.

First, for programs which have achieved national accreditation, distance course offerings in the joint programs should be collaboratively redesigned by appropriate faculty at each participating institution to respond to student dissatisfaction and reliability problems identified in the review. The KYVC is currently working across the state to improve the quality of distance learning using *Quality Matters*², a national standard for online instruction involving peer review of the use of technology in teaching. Distance courses in the joint programs should be reviewed and improved through this process with the support of the KYVC. Upon documented completion of a *Quality Matters* review of distance learning course offerings, the Council would recommend to the legislature the transfer of current funding allocations to the respective institutions' budgets. This work could be completed as early as fall 2007, allowing the Council to recommend movement of funds to the 2008 legislature for fiscal 2009 beginning July 1, 2008. This is the earliest funds could be transferred by the legislature under any circumstances.

Second, the one joint program which has not been nationally accredited should participate in the collaborative redesign of distance courses and also achieve accreditation before any recommendation for transfer of funds is made. The redesign could be accomplished as early as fall 2007. However, the earliest possible date for accreditation is 2009. Hence, any recommendation to the legislature for movement of funds to MuSU and the UofL supporting this program would occur at a later date.

The Council's 2008-10 biennial budget proposal will be submitted to the Governor and the General Assembly in November 2007 for consideration during the 2008 legislative session. Since the legislature must approve all changes in appropriations, permanent transfer of any of the joint engineering funds would not be effective until July 1, 2008.

¹*Strategy for Statewide Engineering in Kentucky: A Review 2001-2006* (including the 2000 strategy). <http://cpe.ky.gov/NR/rdonlyres/9046D1D8-F00B-4050-8F46-B6D559DA0C22/0/EngineeringReport.pdf>

²*Quality Matters, Underlying Principles of Quality Matters*, December 2006.
<http://qualitymatters.org/Documents/Characteristics%20of%20a%20QM%20Institution.pdf>

Staff preparation by Jim Applegate, Dianne M. Bazell, Linda Linville, and Sherri Noxel



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

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

Council on Postsecondary Education

April 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 needs. (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 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.
- Provide 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, P-12 schools and both two and four-year postsecondary institutions must work collaboratively to develop a pipeline of students in 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. The University of Kentucky (UK) and the University of Louisville (UofL) were to offer joint programs at 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 common

policies defining 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 was also to develop additional engineering technology programs at the associate degree level.

In addition to the joint programs developed other comprehensive universities continue to offer baccalaureate degrees in engineering technology. UK and UofL have additional programs in engineering at the baccalaureate, masters and doctoral degree levels. Other related 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). PLTW is 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 2002-2003, the four institutions developing joint degrees 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). However, 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 2001-2005 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

- State funds totaling \$5.6 million have been expended for the joint engineering programs (February 2002 – June 2006).
- The programs leveraged over \$4.4 million in additional institutional match and grant support; over \$4.8 million was realized in tuition and fees.
- Faculty costs totaled \$6.7 million, exceeding state funds by \$1.1 million.
- Funds utilized for scholarships totaled \$35,092.
- Operating expenses totaled over \$4.6 million.
- Carry forward for fiscal year 2006-07 totaled \$355,898.

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 (the first exam taken by potential licensees) 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 (Figure 11) while the number of active Kentucky resident licensed engineers for this time period increased 14.7 by 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 train teachers in the PLTW curriculum and evaluate the 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 find students 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 national data suggests that current engineering degree production is reasonable given the current number of engineering employment opportunities. Hence increasing the number of engineering graduates to work in Kentucky will require developing new employment opportunities.

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 courses offered in the joint programs to better 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 2009-2010.
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 and Commercialization Policy Group to address the job creation component of the Statewide Engineering Strategy.

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. Ensure employment opportunities and 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

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.

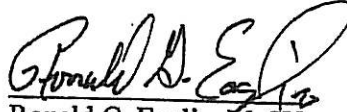
Students at participating institutions will be encouraged to apply for graduate study in engineering at the University of Kentucky and the University of Louisville. Engineering articulation agreements, early admissions policies, and other strategies will be used to make the transition to graduate study 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.

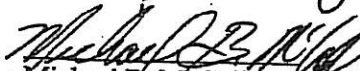
The Council will play its usual coordinating role in the development and implementation of the strategy, including adjudicating disputes, facilitating statewide discussions, measuring effectiveness, and determining statewide funding and construction needs.

Signed July 5, 2000


Kern Alexander, MuSU

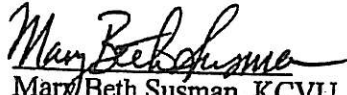

Ronald G. Eaglin, MoSU

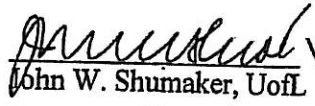

Robert Kustra, EKU

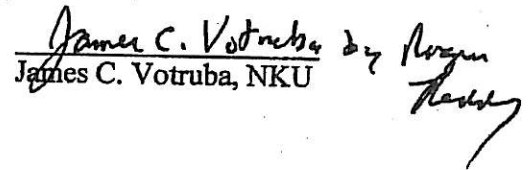

Michael B. McCall, KCICS

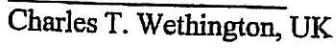

Gary A. Ransdell, WKU

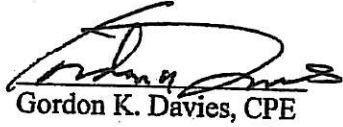

George W. Reid, KSU


Mary Beth Susman, KCVU


John W. Shumaker, UofL


James C. Votruba, NKU


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

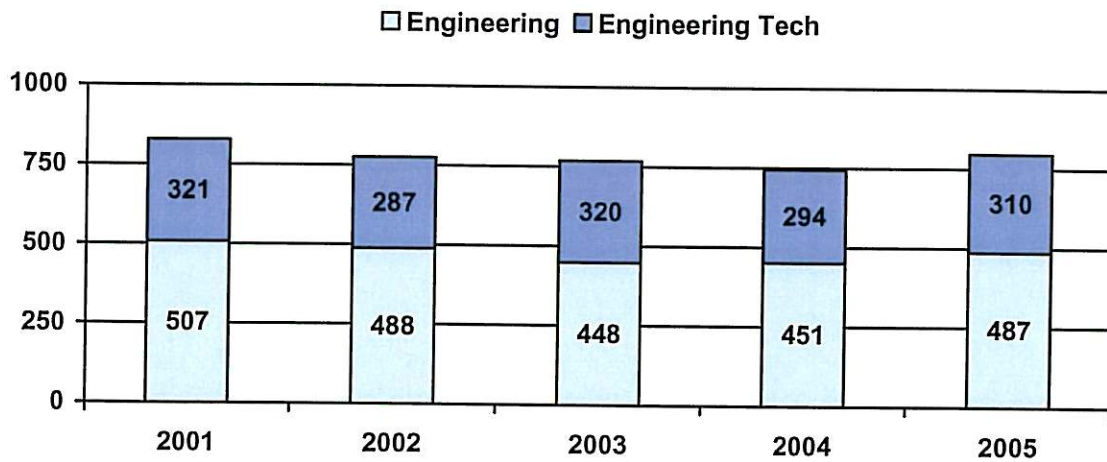
	2001	2002	2003	2004	2005	4-year % Change
Engineering & Engineering Technology	828	775	768	745	797	-3.7
All Other Baccalaureates	14,572	15,593	15,432	16,470	17,014	16.8
Total	15,400	16,368	16,200	17,215	17,811	15.6
Percent Engineering & Engineering Technology Degrees of Total	5.3	4.7	4.7	4.3	4.5	

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.

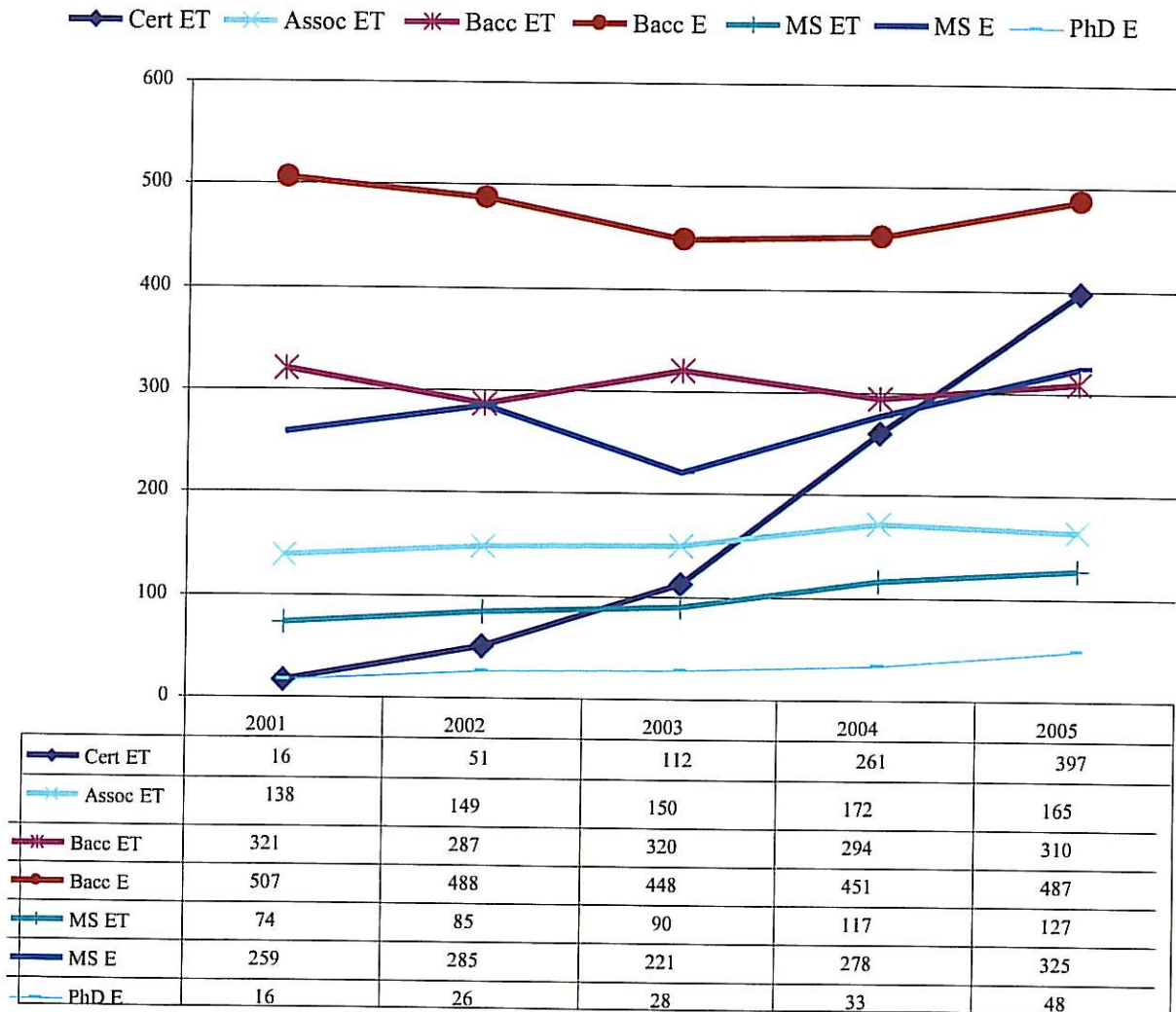
Table 1 illustrates the overall decline in baccalaureate degrees in Engineering and Engineering Technology, in spite of an increase in 2005. Also, with significantly greater degree production at the universities, engineering degrees now account for a smaller share of all baccalaureate degrees awarded. 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	%
US Total Graduates	72,975		74,679		77,267		78,227			
KY Total Graduates	828		775		768		745		797	
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
Grand Total	321	287	320	294	310	-11

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

Engineering Program	2001	2002	2003	2004	2005	4-Year Change
Electrical, Electronics/Communications	120	98	83	86	93	-27
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
Civil Engineering, General	113	121	106	110	123	10
Mechanical Engineering	111	127	129	121	128	17
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

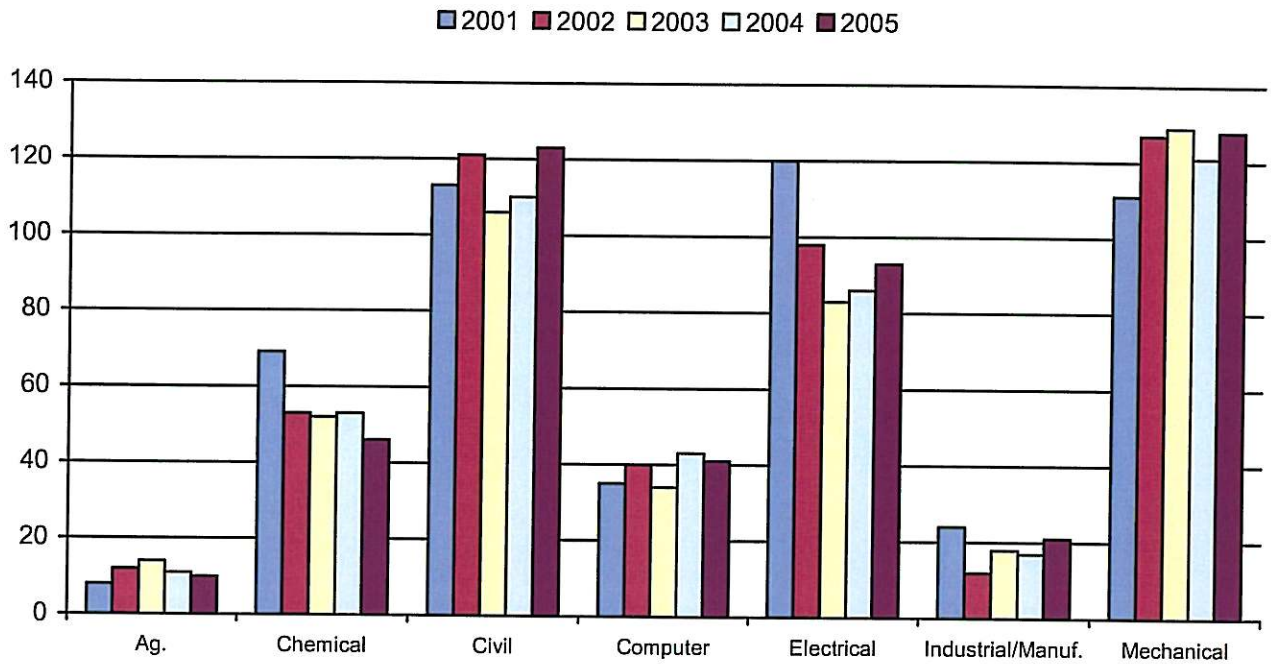
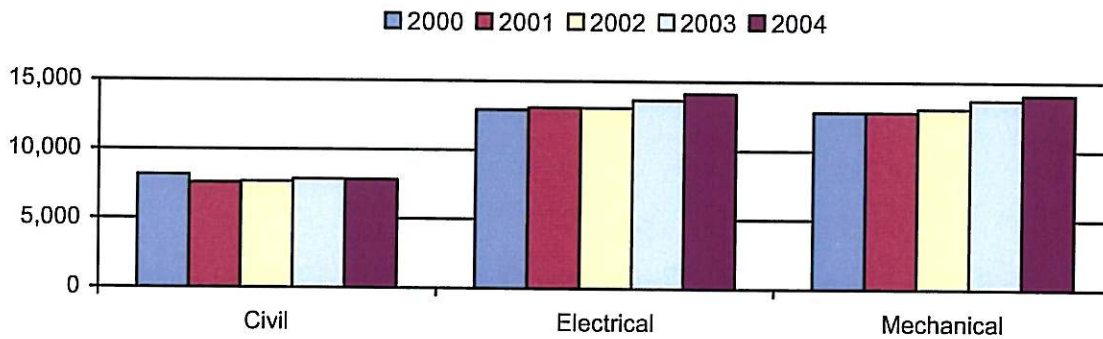


Figure 4. Baccalaureate Engineering Degrees by Discipline, U.S.



Source: NCES Condition of Education 2005, Table 282

Table 4 - Percentage Change in Engineering Baccalaureate Degrees Awarded

Engineering Discipline	KY 2001-2004	U.S. 2001-2004	KY 2001-2005
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
	Non-Joint Programs		Joint Programs**	
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

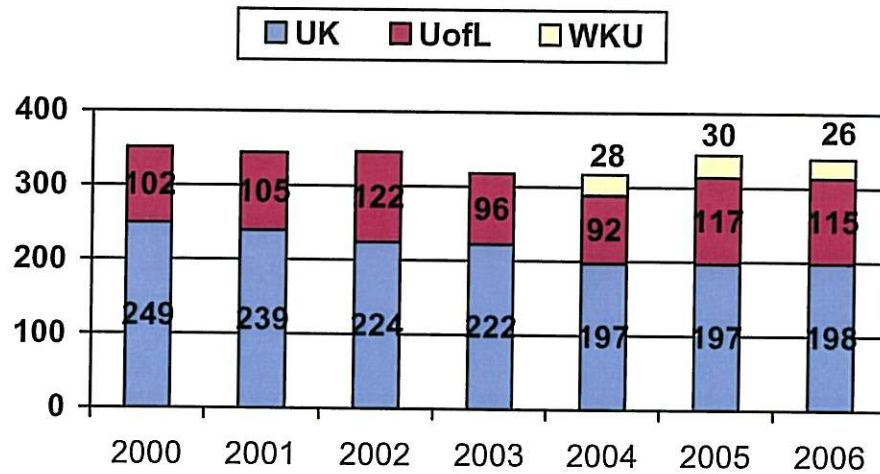
Table 6c - Electrical Engineering

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%
TOTAL	1563	1582	1672	1741	1460	1491	-5%

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%
Electrical, Electronics and Communications Engineering	541	519	560	504	568	563	4%
Industrial/Manufacturing Engineering	77	92	98	103	83	86	12%
Civil Engineering, General	598	578	583	625	670	700	17%
Mechanical Engineering	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%
Total	3016	2953	3003	3096	3369	3413	13%

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%
Totals	218	204	217	184	166	130	-24%	40%

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

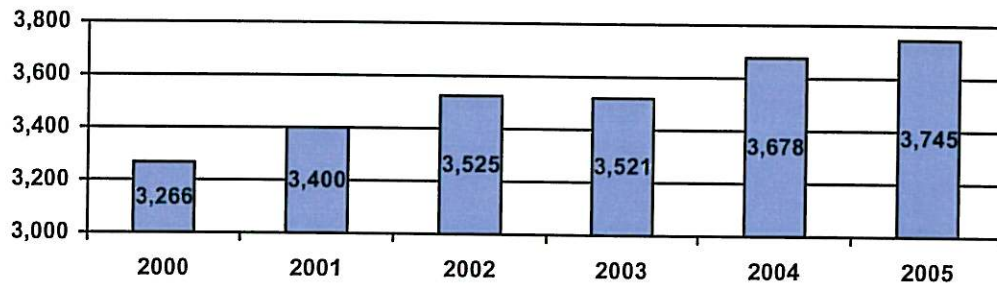
Exam	UK			UofL			MuSU			UK-Paducah			WKU		
	N	N	Pass	N	N	Pass	N	N	Pass	N	N	Pass	N	N	Pass
Date		Pass	Rate		Pass	Rate		Pass	Rate		Pass	Rate		Pass	Rate
1998	69	50	72%	43	37	86%	0	0		0	0		0	0	
1999	161	121	75%	70	53	76%	1	1	100%	0	0	N/A	0	0	N/A
2000	136	108	79%	46	35	76%	13	13	100%	0	0	N/A	0	0	N/A
2001	124	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%
Totals	1040	814	78%	358	285	80%	37	32	86%	31	27	87%	39	31	79%

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. Active Kentucky Resident Licensed Engineers



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

The number of active KY resident licensed engineers increased by 14.7 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

JOINT ENGINEERING PROGRAMS
FISCAL REPORTING
2002-2006

	INCOME															
	FY 03			FY 04			FY 05			FY 06						
	MUSU	UK	UoIL	UoL	UoL	WKU	MUSU	UK	UoL	UoL	WKU	MUSU	UK	UoL	UoL	WKU
Carryforward	\$ -	\$ 18,398	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Funds (Engineering Incentive Trust)	\$ -	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 193,856	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 206,642	\$ 250,000	\$ 375,000
Tuition/Fees (from students in the program)	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 989,150	\$ 39,800	\$ -	\$ -	\$ -	\$ 1,340,880	\$ 75,300	\$ -	\$ -	\$ -	\$ 1,728,600
Match, if any (institution, Federal)	\$ 309,000	\$ -	\$ -	\$ -	\$ -	\$ 1,493,797	\$ 218,500	\$ -	\$ -	\$ -	\$ 453,713	\$ 498,200	\$ 12,529	\$ -	\$ -	\$ 211,207
Totals	\$ 312,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,501,824	\$ 2,857,947	\$ 383,300	\$ 250,000	\$ 250,000	\$ 250,000	\$ 2,169,593	\$ 698,500	\$ 262,529	\$ 250,000	\$ 2,314,807	
EXPENSES																
Personnel Total	\$ 312,000	\$ 147,505	\$ 112,414	\$ 1,011,023	\$ 318,100	\$ 228,446	\$ 150,315	\$ 1,103,231	\$ 335,900	\$ 252,951	\$ 151,365	\$ 1,309,717	\$ 447,800	\$ 241,299	\$ 145,470	\$ 1,383,058
Faculty	\$ 310,900	\$ 84,730	\$ 86,000	\$ 945,023	\$ 315,900	\$ 150,641	\$ 121,853	\$ 995,565	\$ 333,400	\$ 191,802	\$ 96,593	\$ 1,188,436	\$ 423,500	\$ 166,235	\$ 92,973	\$ 1,203,790
RA/TA	\$ 1,100	\$ 38,800	\$ -	\$ -	\$ 2,200	\$ 56,515	\$ -	\$ -	\$ 2,500	\$ 39,649	\$ 14,318	\$ -	\$ 3,100	\$ 55,579	\$ 20,842	\$ -
Other	\$ -	\$ 23,975	\$ 24,414	\$ 66,000	\$ -	\$ 21,290	\$ 36,462	\$ 107,666	\$ -	\$ -	\$ -	\$ -	\$ 21,200	\$ 17,485	\$ 31,655	\$ 179,268
Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,842	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,681	\$ 69
Operating	\$ -	\$ -	\$ 22,476	\$ 490,801	\$ 110,200	\$ 23,261	\$ 8,097	\$ 1,754,716	\$ 47,400	\$ 35,633	\$ 5,849	\$ 859,876	\$ 230,200	\$ 83,612	\$ 25,593	\$ 931,660
Other	\$ -	\$ 18,220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals	\$ 312,000	\$ 165,725	\$ 134,890	\$ 1,501,824	\$ 428,300	\$ 251,707	\$ 171,254	\$ 2,857,947	\$ 383,300	\$ 288,584	\$ 157,214	\$ 2,169,593	\$ 698,500	\$ 324,911	\$ 180,744	\$ 2,314,807
Carry Forward from allocation for Infrastructure in 2002 of \$225,243																
FY 07																
Carry Forward	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Programs Carry Forward	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
JOINT ENGINEERING FUNDING ALLOCATIONS 2002-2007																
Fed, 2002*	\$ 59,253	\$ 225,243	\$ 114,267	\$ 189,649	\$ 59,253	\$ 225,243	\$ 114,267	\$ 189,649	\$ 59,253	\$ 225,243	\$ 114,267	\$ 189,649	\$ 59,253	\$ 225,243	\$ 114,267	\$ 189,649
Institutional Match	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
2002-2003	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
2003-2004	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
2004-2005	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
2005-2006	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
2006-2007	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000	\$ 125,000	\$ 250,000	\$ 250,000	\$ 375,000
Totals to Date	\$ 743,506	\$ 1,700,486	\$ 1,478,534	\$ 2,254,288	\$ 743,506	\$ 1,478,534	\$ 1,254,288	\$ 6,176,824	\$ 743,506	\$ 1,478,534	\$ 1,254,288	\$ 6,176,824	\$ 743,506	\$ 1,478,534	\$ 1,254,288	\$ 6,176,824
* From Incentive Trust Fund Initial Year Interest Earnings 1997-2000 (UK and UoIL Research Challenge Trust Fund); MUSU and WKU Regional University Excellence Trust Fund). Council Recommendation, March 2001.																

**Council on Postsecondary Education
Quality and Accountability Policy Group
May 21, 2007**

Education Doctorates for Kentucky

Several of Kentucky's comprehensive universities have indicated their interest in offering doctoral degrees in educational leadership (Ed.D.) to serve their region and the Commonwealth. A series of discussions on the issues surrounding such offerings and the Ed.D. in general have been undertaken to ensure that this significant shift in graduate education in the state is pursued in a way that is collaborative, focused on Kentucky's needs, and consistent with best practices nationally.

Background

There are five institutions currently that have posted or pre-posted proposals for an Ed.D. program in the Kentucky Postsecondary Program Proposal System. In addition, the University of Kentucky and the University of Louisville jointly applied to be included in a Carnegie Foundation initiative to redesign the education doctorate. They were two of 20 institutions selected nationally. The Council staff is interested in expanding this involvement to include the comprehensive institutions.

National Environment

In his article, "Reclaiming Education's Doctorates: A Critique and a Proposal," Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, writes, "For years, the field of education has struggled to strike a balance between the practice of education and research in education in crafting doctoral programs to meet the needs of a diverse student population." Later, he adds:

Although most students in Ed.D. programs do not aim to be researchers, their doctoral programs often treat them as such by offering experiences more similar to Ph.D. programs than to the high-level preparation for practice or leadership found in other learned professions. Too often, the Ed.D. is defined by subtraction, with fewer requirements than the Ph.D. and much less emphasis on full-time study and residency. Nevertheless, the capstone requirement is some form of dissertation, although practitioners are unlikely ever to be asked to produce research like it again. Instead of being valued for accomplishing the discrete ends it was originally designed for, the Ed.D. is widely regarded as a "Ph.D.-Lite."

Similar criticisms of the traditional Ed.D. have been raised in other studies, including Arthur Levine's "Educating School Leaders." Levine, former president of the Teachers College at Columbia University and current president of The Woodrow Wilson National Fellowship Foundation, reviewed Ed.D. programs across the nation and found them to be severely lacking. He writes:

This study found the overall quality of educational leadership programs in the United States to be poor. The majority of programs range from inadequate to appalling, even at some of the country's leading universities.... Their curricula are disconnected from the needs of leaders and their schools. Their admission standards are among the lowest in American graduate schools. Their professoriate is ill equipped to educate school leaders. Their programs pay insufficient attention to clinical education and mentorship by successful practitioners. The degrees they award are inappropriate to the needs of today's schools and school leaders. Their research is detached from practice. And their programs receive insufficient resources.

These and other commentaries make it clear that a new approach to educational leadership programs is required to meet the needs of today.

Current Activity

House Joint Resolution 14 (HJR 14), which was passed in the spring of 2006, requires that an interagency task force, led by the Education Professional Standards Board, be commissioned to collaborate with public and independent postsecondary education institutions for the redesign of preparation programs and the professional development of educational leaders. Section 1(5)(c) of HJR 14 calls for the "alignment of doctoral programs in education with the redesigned master's and other leadership programs to ensure rigor and relevance." This redesign must inform the creation of any new doctoral program in education.

As of May 2007, the workgroups of the task force, including the one focused on doctoral education, are completing the final drafts of their reports. The Council staff has been involved in the crafting of this draft and in surveys of potential applicants for Ed.D. programs and potential employers of graduates from those programs. Those surveys were an attempt to gauge the level of need for additional Ed.D. programs in the state among the P-12 audience. Kentucky is behind surrounding states in terms of production of doctoral degrees in education. Kentucky is 14th of the 16 Southern Regional Education Board states and 35th in the nation.

The first survey, sent to 7,049 potential applicants to Ed.D. programs (all with active certifications in the principal leadership area), was responded to by 23 percent (1,614) of these potential applicants. Of these, 33 percent (533) indicated they were considering enrolling in an Ed.D. program in the next three years. The second survey was sent to 1,336 individuals (superintendents, school board members, and school-based council members)

with responsibility for hiring educational leaders to determine the future market for Ed.D. graduates and the perceived value of the Ed.D. as a hiring criterion. Approximately 29 percent (384) of potential employers responded to the survey. Of 15 criteria for administrative success (ability to foster a climate for success, interpersonal skills, instructional leadership skills, etc.), an Ed.D. degree was ranked last, with only 8 percent of respondents rating the degree as extremely important. The Ed.D. was ranked seventh of seven hiring criteria (including master's degree in educational leadership and/or academic content area, previous work experience, and professional development credentials).

The Council staff is working to ensure that any new proposals for doctoral degrees are aligned with the work of the task force. The review of current proposals has been postponed by the staff in order to ensure alignment with the task force's recommendations. The criteria are expected to emphasize the need for high levels of collaboration among institutions to most effectively and efficiently provide doctoral opportunities to P-12 personnel. The Council staff anticipates engaging external evaluators in the review of new proposals in order to ensure that programs reflect best practice and that the needs of the Commonwealth will be met.

Next Steps

In discussions with institutional leadership about proposals to offer Ed.D.s, the Council staff has consistently articulated five general questions that will guide its review of proposals for new doctorates in educational leadership:

- Is the proposal consistent with Kentucky's Public Agenda for Postsecondary and Adult Education?
- Is there a need for new doctorates?
- Does the proposing institution have the programmatic and fiscal capacity to offer the program?
- Can the program be done better by another institution?
- Can the program be offered in collaboration with another institution?

In order to ensure that this significant shift in the Commonwealth's graduate education is pursued in a way that is both collaborative and focused on Kentucky's needs, the Council staff is proposing to review both new proposals and existing Ed.D. programs under the Education Doctorates for Kentucky. This program will include standard features applicable to all approved programs that will ensure effective coordination of program delivery, maximum flexibility for students in scheduling and course-taking, efficient use of resources by institutions, and periodic review of approved programs to monitor consistency with program requirements and with changes in circumstances.

This program could align with several alternative options for delivery, such as stand-alone programs, collaborative programs, joint programs, and standardized degrees.

The Council staff believes a focus on a joint or standardized degree format will best ensure all programs meet the needs of the state. The standardized degree program provision is found in KRS 164.037. The statute reads:

The Council on Postsecondary Education may identify academic programs offered at institutions to which the criteria for a standardized degree program shall be applied.

(1) If the Council determines that a particular degree program offered by any state postsecondary institution shall be a standardized degree program, then the Council shall direct each institution offering the degree program to collaborate under the direction of the Council and establish the courses and the course content required for that degree program.

(2) If the various institutions cannot agree upon the courses required or the content of the courses, then the Council shall make these determinations.

(3) All courses approved for a standardized degree shall be transferable among all institutions granting that degree.

Proposals for Ed.D.s will be reviewed by nationally recognized external consultants to ensure that they align with the format of a standardized degree and with principles found in EPSB's Education Leadership Redesign Task Force report.

In addition to the five questions above that will guide the program approval process, the following criteria are provided to assist institutions in their preparation of programs. These are adapted from the draft criteria included in EPSB's Education Leadership Redesign Task Force report.

1. Program Design

- A. Rigorous and relevant prerequisites for admission.
- B. Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.
- C. Cohort or open model of registration, including minimum requirements for viability of program.
- D. A detailed program of study.
- E. Description of culminating experience or dissertation appropriate to the needs of the constituencies served.
- F. Demonstration of a fully aligned relationship between the redesigned master's and doctoral programs.
- G. Program tracks that acknowledge the diversity of applicants' background experiences and prior knowledge.
- H. Articulated agreements with local school districts, cooperatives, and other regional partners that ensure substantive field experience.

2. Program Content

- A. Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.
- B. Have rigorous curriculum standards, with identified competencies, and cohort-based instructional methods that motivate and engage students, with a focus on dynamic instructional leadership, all with a flexible schedule to accommodate working professionals.
- C. Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to improve school practice).
- D. Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.
- E. Help leaders work collaboratively and inclusively with teachers, parents, students, and the community to create productive learning environments.

3. Capacity

- A. Faculty
 - 1) Appropriate qualifications of present and pending faculty, including rank, degrees, experience, and relevant scholarship.
 - 2) Appropriate balance between full- and part-time faculty in the program, ensuring quality and consistency for the students.
 - 3) Description of the support and resources that will be provided to aid in the inculcation of a doctoral education culture within the department and institution, and the preparation of faculty to chair student committees.
- B. Resource Requirements
 - 1) Demonstration of financial viability.
 - a) Total costs for students, including options for student financing.
 - b) Start-up costs.
 - c) Financial impact on institution.
 - d) Minimum number of students required to make program viable, accounting for attrition.
 - 2) Evidence of sufficient graduate student support, including availability of external funding.

4. Components Specific to Joint Programs

- A. Agreements must be clear regarding which entities have decision-making responsibilities in which areas and how differences will be resolved.
- B. Jointly developed set of criteria for faculty participation in the program.
- C. Admissions decisions must be made jointly and must be unified from a student perspective.
- D. Advisors must be located at all institutions.
- E. Residency must be clearly defined and may or may not involve physical presence at one or more institutions.
- F. Agreement must be clear on how tuition and fees are paid and allocated.
- G. Curricular requirements must be established jointly.

- H. Dissertation or culminating experience standards and procedures must be developed jointly, including the types of research deemed acceptable.
- I. Committee membership must be equitable, with procedures for exceptions.
- J. Memorandum of agreement must be completed to guide administration of the program.

It should be noted that doctoral offerings at any of Kentucky's comprehensive universities will require meeting additional Southern Association of Colleges and Schools' regional accreditation standards. Those requirements focus on increased capacity in faculty and support structures.

Three years after program approval, the Council would conduct a review using nationally recognized experts, students, P-12 district personnel, and others to assess the statewide programs and individual institutions' integration of and compliance with the standardized components of the education doctorate. Programs found not in compliance would be asked to correct any areas of deficiency or risk having the authority to offer the degree withdrawn.

Kentucky stands at a crossroads regarding educational leadership in the state. As state agencies have worked with the legislature to reform these programs at the master's level, it is incumbent on the postsecondary system to come together to create a program for doctoral level education that serves Kentuckians in an efficient and effective manner. Following discussion by the Quality and Accountability Policy Group, the Council staff will prepare an agenda item for consideration by the Council at the July meeting.

Council on Postsecondary Education
May 21, 2007

P-16 Council Update

At the March 21 P-16 Council meeting, several statewide task forces presented their on-going work and recommendations. John Turner, CPE chair and chair of the Developmental Education Task Force, presented the recommendations of that task force. He was joined by Senator Jack Westwood and CPE staff. P-16 Council members endorsed the work and recommendations of the task force, commending their cross-sector focus on increased college readiness as a goal for K-12, adult education, and teacher preparation and professional development. The task force also includes efforts to ensure data are used to diagnose learning gaps and provide appropriate interventions, including improving instructional strategies for underprepared students in college. The recommendations encompass sustained work on the part of multiple P-16 partners, an investment of resources for supplemental services and instruction, and accountability measures, along with infrastructure and performance funding.

Lee Todd, UK president and chair of the Council's STEM Task Force, reported on the findings and recommendations of the task force. Citing international, national, and state data pertaining to job outlook, university STEM degree production, and student performance in the K-12 and postsecondary sectors, President Todd outlined the task force's eight recommendations that span public awareness; incentives for STEM study and research; teacher preparation and professional development; revision of instructional methods; engagement of business, industry, and civic leaders; and development of a strategy to address sustainable energy in the Commonwealth. P-16 Council members endorsed the work and recommendations of the STEM Task Force.

Dianne Bazell presented the on-going work of the Statewide World Languages Work Group. Formed by CPE's Council of Chief Academic Officers in response to the Kentucky Board of Education's appraisal of the need for additional world language teachers to support a change in high school graduation requirements, the work group is addressing a broad array of policy issues and program needs to support increasing the number of K-12 world language teachers; increasing the breadth and quality of world language instruction at the K-12, postsecondary, and professional levels; and increasing study abroad opportunities at both the K-12 and postsecondary levels. The P-16 Council endorsed the objectives of the work group to a comprehensive statewide strategy to increase world language learning opportunities and global literacy in the Commonwealth.

Dale Duvall, chair of the Appalachian Regional P-16+ Council and associate dean at Morehead State University, updated members on activities and issues of concern to local councils across the Commonwealth and on the Appalachian Regional P-16+ Council in particular. The CPE provided \$20,000 to fund the Greater Owensboro Alliance for Education for its innovative professional development initiatives linking K-12 teachers and adult

education providers with postsecondary faculty and local employers to raise the achievement level of both traditional and nontraditional students in the region. Helen Mountjoy, executive director of the Greater Owensboro Alliance for Education, reported on its work.

James Ramsey, president of the University of Louisville, reported on the Cardinal Covenant, the university's new program to make baccalaureate education affordable for Kentucky residents living at or below 150 percent of the federal poverty guideline. Beginning with the fall 2007 semester, UofL will cover tuition, room, board, and books to students who enter as freshmen as long as they are enrolled full-time, meet the academic requirements of their school or college, graduate within five years, and remain Pell Grant eligible each year. The CPE is addressing an array of issues surrounding college affordability, including financial aid (in conjunction with the Kentucky Higher Education Assistance Authority) and the relationship between tuition, state appropriations, financial aid, and college affordability (in conjunction with the National Center for Higher Education Management Systems).

Charles McGrew, CPE's director of information and research, presented the 2007 *High School Feedback Report Class of 2004*, which was released April 2, 2007. Reports on 455 high schools were distributed to their principals and district superintendents, as well as to several stakeholder associations and members of the General Assembly. P-16 Council members were pleased to see the completely revised report layout, which provided more data than previous reports and in a more easily interpretable and usable format. The report was produced in-state by CPE staff, in collaboration with the Kentucky Department of Education and KHEAA, which allowed flexibility to respond to the concerns of both state-level policymakers and school and district leadership. The report has generated positive feedback from significant stakeholders. The clarity, quality, and substance of this initiative underlined the need for a standardized mechanism of cross-agency data collaboration for the purposes of research, policy-making, and accountability.

P-16 Council Chair Mark Wattier led a discussion of The Conference Board's report on workforce readiness, *Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of the New Entrants to the 21st Century U.S. Workforce*. The report correlates level of educational attainment and provides a Report Card on Workforce Readiness presented in the report's section of findings. Dr. Wattier noted the absence of skills rated as "excellent" among high school graduates, as well as written communication skills rated as "deficient" among graduates of both two- and four-year institutions, as reported by employers who responded to the study's survey. Dr. Wattier also drew attention, in light of the Council's work on world languages, to the report's findings that, while only 11 percent of employer respondents ranked foreign language as "very important" for current job performance, nearly two-thirds estimated that it would "increase in importance" over the next five years.

Dr. Wattier updated the P-16 Council on the CPE presidential search. Linda France updated members on the KBE commissioner search and reported that the board expects to make an appointment by the end of May.

Staff preparation by Dianne M. Bazell

COUNCIL ON POSTSECONDARY EDUCATION REPORT
5/21/07
FROM THE KENTUCKY BOARD OF EDUCATION
BY
INTERIM COMMISSIONER KEVIN M. NOLAND

April 4-5, 2007, Kentucky Board of Education Meeting

Highlights of the meeting were as follows:

➤ ***DISCUSSION ON PROGRESS TOWARD PROFICIENCY BY 2014***

At its April meeting, the Board examined data on the progress of schools toward proficiency by 2014 and emphasized the urgency that is needed to ensure schools make that goal. The data basically indicated:

- In 2006, 568 schools (51.26%) are in the Meeting Goal category, 408 schools (36.82%) are in the Progressing category, 91 schools (8.21%) are in the Progressing but Declining category and 41 schools (3.7%) are in the Assistance category.
- Projected 2014 performance for all schools with stable data indicates 382 schools (37.12%) will be in the Meeting Goal category, 513 schools (49.85%) will be in the Progressing category and 134 schools (13.02%) will be in the Assistance category.

Much concern was expressed by board members about what the data showed and the need to get all schools to proficiency by 2014. Department staff and board members agreed to continue the discussion at the May retreat and the June meeting. Information on what is already being done with low-performing schools as well as what additional supports are needed will be part of the next phase of discussion on this critical topic.

For more information on this agenda item, contact *Rhonda Sims* at (502) 564-2256 or via email at Rhonda.Sims@education.ky.gov.

➤ ***CATS TRANSITION ISSUES DISCUSSED***

The Kentucky Board of Education learned at the April meeting that the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) has concluded that the differences between the old and new assessment systems are substantial enough to preclude a successful equating of the new assessment scale to the old scale. However, it was noted that NTAPAA members recognized that it is desirable to make comparisons between results of the old and new assessments due to tracking trends and identifying schools that have or have not met state and federal accountability targets. Thus, members were told the panel considered several options for linking the old and new systems.

The final NTAPAA recommendation that was conveyed to the Board was for the construction of concordance tables. Concordance tables relate performance on different tests of the same general content using the equipercentile method. For example, the SAT and ACT tests have been linked using this method.

Board members characterized this recommendation as good news because no interim accountability system will be necessary. Trends and identifying where schools stand within the system can continue with comparisons being made as in the past.

For more information on this topic, contact Kevin Hill at (502) 564-2256 or via email at Kevin.Hill@education.ky.gov.

➤ ***FINAL APPROVAL GIVEN TO 707 KAR 1:280-1:380, REVISIONS OF THE KENTUCKY ADMINISTRATIVE REGULATIONS FOR SPECIAL EDUCATION PROGRAMS***

After discussion by the Curriculum, Assessment and Instruction Committee in February and April, the Board gave final approval to 707 KAR 1:280 – 1:380, Revisions of the Kentucky administrative regulations for special education programs. Extensive input was sought and received from constituencies that resulted in additional revisions to the regulations before final approval by the board. Also, the Curriculum, Assessment and Instruction Committee did request that information on the alternate assessment be brought to them at the June meeting.

A public hearing will be held on these regulations on May 31 at 10:00 a.m. local time in the State Board Room, First Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky.

For more information on the special education regulations, contact Larry Taylor at (502) 564-4970 or via email at Larry.Taylor@education.ky.gov.

➤ ***MINORITY SUPERINTENDENT INTERNSHIP PROGRAM DISCUSSED***

An update on the status of the Minority Superintendent Internship Program (MSIP) was presented to the Kentucky Board of Education. This program is designed to help identify and train a pool of highly qualified minority superintendent candidates for Kentucky's school districts. Elaine Farris, Shelby County Superintendent, and Diane Woods, Campbellsville Independent Superintendent, (both graduates of MSIP) spoke to the board and credited this program with enabling them to secure their positions as superintendents and open the door to opportunities that otherwise would not have been available.

Michael Dailey, Director of the Division of Educator Quality and Diversity, shared that the current recruitment cycle for MSIP will be open from April 1 through May 25. Interviews and appointments to the program will be made in June.

The Board emphasized that the Department needs to intensify its efforts to revitalize and expand MSIP. All local superintendents were urged to contact the Department with names of promising minority leaders for possible consideration.

If you need more information on MSIP or desire an application packet, contact Michael Dailey at (502) 564-1479 or email him at Michael.Dailey@education.ky.gov.

➤ **702 KAR 7:065, DESIGNATION OF AGENT TO MANAGE HIGH SCHOOL INTERSCHOLASTIC ATHLETICS GIVEN FINAL APPROVAL**

After discussion at the February and April meetings, final approval was given to 702 KAR 7:065, Designation of Agent to Manage High School Interscholastic Athletics. As part of the amendments to the regulation, a motion worded as follows was passed by the Board:

Whereas the Kentucky High School Athletic Association has acted as the agent of the Kentucky Board of Education for several years in matters relating to high school athletics, it is the responsibility of the Board to periodically review and monitor this entity's operation. In fulfillment of this responsibility, the Kentucky Board of Education (KBE) in 1993 appointed a **Commission on Interscholastic Athletics** to study optimum methods and best practices to deliver quality high school interscholastic athletic programs. I now move the Kentucky Board of Education re-establish a **Commission on Interscholastic Athletics** charged with the responsibility of reviewing the operational efficiency of the Kentucky High School Athletic Association. This review shall include, but is not limited to, an examination of the following issues;

- Are business practices conducted efficiently?
- Are existing by-laws monitored and enforced?
- Is the amount expended for legal services appropriate and reasonable?
- Are eligibility rulings and appeals addressed promptly and consistently?
- What is the role of eligibility hearing officers? Does the Board of Control usually accept their findings?
- Review of the relationship of the KHSAA to the court system. Are orders of the court being appropriately addressed?

The board chair will appoint seven members, one from each of the Supreme Court Districts, to be ratified by the Kentucky Board of Education. This commission may report their findings periodically but shall provide a summary to the Kentucky Board of Education by the end of the calendar year.

Questions on the KHSAA regulation and bylaws, constitution and referendum changes should be directed to Julian Tackett at the KHSAA at (859) 299-5472 or via email at jtackett@khsaa.org.

May 9-10, 2007, Kentucky Board of Education Retreat

Highlights of the meeting were as follows:

➤ ***DR. BARBARA ERWIN HIRED AS NEXT COMMISSIONER***

At its May 9-10 annual retreat, the Kentucky Board of Education ratified the contract of Dr. Barbara Erwin of Saint Charles Illinois as the next Kentucky Commissioner of Education. The vote was unanimous.

Dr. Erwin stated that she felt it is an honor, a privilege and a pleasure to serve as the next commissioner. Erwin indicated that she wants Kentucky to be the first state to meet proficiency by 2014.

Erwin is currently the superintendent of the St. Charles Community Unit School District 303. The new commissioner will officially begin her duties on July 16.

Next Meeting: June 13-14, 2007, Frankfort, KY

**Council on Postsecondary Education
May 21, 2007**

Tuition Reciprocity Agreements

ACTION: The staff recommends that the Council approve tuition reciprocity agreements with Illinois, Ohio, Tennessee, and West Virginia.

State tuition reciprocity agreements are arrangements between two or more states where the students of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for an in-state tuition and fee charge and also may receive special treatment for admission purposes.

In general, the advantages of reciprocity agreements include:

- Broader access and opportunity for citizens in a region.
- Reduction of unnecessary duplication of academic programs.
- Cost reduction by utilizing academic programs in other states.

Currently, Kentucky is a partner in statewide tuition reciprocity agreements with Illinois, Indiana, Ohio, Tennessee, and West Virginia. Each of the current agreements will expire June 30, 2007. The Council staff has worked with each of these states and the participating institutions to renegotiate these agreements in compliance with the policies adopted by the Council.

Illinois

This agreement includes only two institutions, West Kentucky Community and Technical College and Shawnee Community College (IL). See page 86 to view the agreement.

<u>State/Institutions</u>	<u>2005</u>		<u>2006</u>	
	<u>FTE</u>	<u>Credit Hours</u>	<u>FTE</u>	<u>Credit Hours</u>
Illinois	50	449	105	1,165
Kentucky	79	959	86	1,137

Indiana (approved at the April 4, 2007, Council meeting)

The Kentucky institutions included in the agreement are Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, and Northern Kentucky University. The Indiana institutions included in the agreement are the University of Southern Indiana, Indiana University Southeast, Purdue Statewide Technology, and Ivy Tech State College Regions 11 (Madison/Lawrenceburg), 12 (Evansville), and 13 (Sellersburg). See page 90 to view the agreement.

<u>State/Institutions</u>	2005		2006	
	<u>FTE</u>	<u>Credit Hours</u>	<u>FTE</u>	<u>Credit Hours</u>
Indiana	1,410	20,658	1,455	21,414
Kentucky	1,586	22,364	1,689	25,218

Ohio

The Kentucky institutions included in the agreements are Northern Kentucky University, Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, and Maysville Community and Technical College. The Ohio institutions included in the agreements are Cincinnati State Technical College, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, Southern State Community College, the University of Cincinnati-Clermont, and the University of Cincinnati-Main Campus. See page 97 to view the agreement.

<u>State/Institutions</u>	2005		2006	
	<u>FTE</u>	<u>Credit Hours</u>	<u>FTE</u>	<u>Credit Hours</u>
Ohio	887	13,666	868	13,155
Kentucky	553	8,196	698	10,309

Tennessee

The Kentucky institutions included in the agreement are Murray State University, Western Kentucky University, Hopkinsville Community College, and Southeast Community and Technical College. The Tennessee institutions included in the agreement are Austin Peay University, the University of Tennessee-Martin, and Volunteer State Community College. See page 117 to view the agreement.

<u>State/Institutions</u>	2005		2006	
	<u>FTE</u>	<u>Credit Hours</u>	<u>FTE</u>	<u>Credit Hours</u>
Tennessee	319	4,741	345	4,951
Kentucky	1,474	21,975	391	5,759

West Virginia

This agreement includes only two institutions: Ashland Community and Technical College and Southern West Virginia Community and Technical College. See page 122 to view the agreement.

<u>State/Institutions</u>	2005		2006	
	<u>FTE</u>	<u>Credit Hours</u>	<u>FTE</u>	<u>Credit Hours</u>
West Virginia	169	2,434	262	2,430
Kentucky	173	2,500	173	2,556

**RECIPROCITY AGREEMENT
BETWEEN
WEST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE (KENTUCKY)
AND SHAWNEE COMMUNITY COLLEGE (ILLINOIS)
2007-2013**

I. Parties

For Kentucky: Council on Postsecondary Education, West Kentucky Community and Technical College, and the Kentucky Community and Technical College System

For Illinois: Shawnee Community College

II. Purpose

The Commonwealth of Kentucky and Shawnee Community College desire to provide postsecondary opportunities for the residents of designated counties in both states in a way that will increase educational opportunities and benefits for participating students and provide an avenue for offering educational services in a cost-effective and cost-saving manner. Under this agreement, eligible students from either state will be able to attend designated institutions in the other state while paying reduced tuition rates through an innovative and cost-effective reciprocity/"dual enrollment" (see note) provision. This agreement describes how both states provide such opportunities.

Note: Throughout this agreement, the term "dual enrollment" applies only to Shawnee Community College.

III. Period Covered By Agreement

July 1, 2007 - June 30, 2013

IV. Eligible Students

A. To be eligible for reciprocal-dual enrollment tuition under the terms of this agreement, students must (1) reside in one of the counties designated as an eligible county, (2) be accepted by the eligible institution, (3) be approved for enrollment by the participating colleges, and (4) enroll at that institution.

B. Eligible students may enroll in designated classes or programs offered by either of the participating colleges.

- C. Eligible students may enroll on a full-time or part-time basis.
- D. For Kentucky residents: Eligible students will be charged the resident rate at Shawnee Community College.

For Illinois residents: Eligible students will be charged the resident tuition and fee rate at West Kentucky Community and Technical College.

- E. Eligible students from Illinois will be dually enrolled in parallel classes by Shawnee Community College. Such students will be claimed for enrollment purposes by Shawnee Community College. The procedures for accomplishing dual enrollment by Shawnee Community College will be simplified to the greatest extent possible. Reimbursement claims for dual-enrolled students will be made in accordance and compliance with existing procedures, rules, and guidelines that are in effect for Shawnee Community College. The concept of dual enrollment does not apply to West Kentucky Community and Technical College.

V. Terms Of Agreement

A. Shawnee Community College:

1. Will accept eligible students from the following Kentucky counties: Ballard, Livingston, and McCracken.
2. Will identify eligible courses and seek state approval of any courses not already approved.
3. Will enroll students designated as eligible for reciprocity/dual enrollment.

B. West Kentucky Community and Technical College:

1. Will accept eligible students from the following Illinois counties: Massac, Pulaski, and Alexander.

C. The Commonwealth of Kentucky and Shawnee Community College:

1. Will jointly monitor cross-border student flows under this agreement.
2. Will jointly designate those classes and programs in which students can enroll at the participating institutions.
3. Will meet periodically to assess the progress of this agreement and to consider changes as might be appropriate.

- D. Shawnee Community College and West Kentucky Community and Technical College:
1. Will treat eligible students as reciprocity students when assessing tuition and fees.
 2. Will treat eligible students as in-state students for admission and placement purposes.
 3. Will treat eligible students as in-state students with respect to registration, refunds, student records, and academic advising.
 4. Will assist with the record-keeping necessary to monitor cross-border student flows and will report data as deemed necessary by the Kentucky Council on Postsecondary Education and the Illinois Community College Board.
 5. Will continue to report eligible students as out-of-state students when reporting enrollment data to the Kentucky Council on Postsecondary Education and the Illinois Community College Board based upon existing reporting requirements.
 6. Are responsible for direct instructional costs.
 7. Will maintain separate transcripts and/or student files for all participating students.
 8. Will meet periodically with the appropriate state higher education agency to discuss the agreement and its impact, and to recommend changes as might be appropriate.

VI. Termination Or Renewal Of Agreement

- A. This agreement will begin on July 1, 2007, and end June 30, 2013.
- B. Any party to the current agreement must notify the other parties of its intention to renew, or not to renew, by January 1, 2013.
- C. This agreement is subject to review and revision. Any party must notify the other parties by January 1 of its intention to change any term of the agreement or to cease participating in the agreement, to be effective the following July 1.
- D. This agreement may be terminated by action of the Kentucky Council on Postsecondary Education or Shawnee Community College.

**MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY
2007-2013**

I. Parties

For Kentucky: Kentucky Council on Postsecondary Education, Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, and Northern Kentucky University

For Indiana: Indiana Commission for Higher Education, University of Southern Indiana, Ivy Tech State College Regions 11 (Madison/Lawrenceburg), 12 (Evansville), and 13 (Sellersburg), Indiana University Southeast, and Purdue Statewide Technology

II. Purpose

The states of Indiana and Kentucky desire to provide postsecondary opportunities for the residents of designated counties in both states. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions rate, unless otherwise stated in this agreement.

This agreement describes how both states will provide such opportunities.

III. Period Covered By Agreement

July 1, 2007 – June 30, 2013

IV. Eligible Students

- A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by the eligible institution, and (3) enroll at that institution.
- B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with one exception. Dental, Medical, and Law programs are not included.
- C. Eligible students may enroll on a full-time or part-time basis.

- D. Eligible students shall be subject to the same general or selective program admission standards as resident students.
- E. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.
- F. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions' resident rate, unless otherwise specified in this agreement.

V. Terms Of Agreement

- A. The states of Indiana and Kentucky agree:
 - 1. That eligible counties shall consist of counties bordering the other state and lying wholly, or in part, within 30 miles of the county of the eligible institution except that additional counties may be identified elsewhere in the agreement. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.
 - 2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.
 - 3. That the terms of the agreement for Northern Kentucky University are contained in Appendix B.
 - 4. To treat reciprocity students as resident students when determining appropriations for higher education.
 - 5. To encourage the University of Louisville and Indiana University Southeast to continue identifying and making available to eligible students reciprocity programs. Programs mutually identified by the institutions will be reviewed for recognition by the Indiana Commission for Higher Education and the Kentucky Council on Postsecondary Education.
 - 6. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.
 - 7. To jointly monitor cross-border student flows under this agreement.
 - 8. To meet periodically to assess the progress of this agreement and to consider changes as might be appropriate.

- B. Each participating institution will:
1. Treat eligible students as resident students for admission and placement purposes.
 2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.
 3. Report eligible student headcount, FTE, and credit hours each academic term to its state agency for higher education.
 4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.
 5. Meet periodically with the appropriate state higher education agency to discuss the agreement and its impact, and to recommend changes as might be appropriate.

VI. Amendment, Renewal Or Termination Of Agreement

- A. This agreement will begin on July 1, 2007, and end on June 30, 2013.
- B. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
1. The parties may amend the agreement in the following manner:
Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.
- C. The renewal or termination of this reciprocity agreement, effective July 1, 2013, will be announced no later than July 1, 2012.
- D. Prior to July 1, 2012, this agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, on June 30 of any year, provided that each of the parties to the agreement has received written notice of the intention to terminate by the preceding January 1.

- E. In the event of termination, all enrolled reciprocity students will be allowed to complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.

VII. Counterparts

This agreement may be executed in counterparts; each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

**Indiana Institutions and
Kentucky Counties**

University of Southern Indiana
(Evansville)

Daviess County
Hancock County
Henderson County
Union County

Ivy Tech State College
Region 12 (Evansville)

Daviess County
Hancock County
Henderson County
Union County

Indiana University-Southeast including Purdue
Statewide Technology

Bullitt County
Jefferson County
Oldham County
Trimble County

Ivy Tech State College
Region 13 (Sellersburg)

Bullitt County
Jefferson County
Oldham County

Ivy Tech State College
Region 11 (Madison)*

Boone County
Carroll County
Gallatin County
Trimble County

**Kentucky Institutions and
Indiana Counties**

Henderson Community College

Perry County
Posey County
Spencer County

Vanderburgh County
Warrick County

Owensboro Community and Technical College

Perry County
Posey County
Spencer County
Vanderburgh County
Warrick County

University of Louisville

Clark County
Crawford County
Floyd County
Harrison County
Scott County
Washington County

Jefferson Community and Technical College

Clark County
Crawford County
Floyd County
Harrison County
Scott County
Washington County
Jefferson County
Switzerland County
Ohio County
Ripley County
Dearborn County
Jennings County

Gateway Community and Technical College
(Formerly Northern Kentucky Technical
College)

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

Northern Kentucky University

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

* Includes the two-plus-two completion program in
Business offered by Ivy Tech State College and
Indiana University East on the Ivy Tech State
College Region 11 (Lawrenceburg) campus.

Appendix B

NORTHERN KENTUCKY UNIVERSITY

1. The State of Indiana will pay Northern Kentucky University \$207,000 annually in partial reimbursement for the enrollment of students from eligible Indiana counties throughout the term of this agreement.
2. The annual tuition and required fees charged to participating Indiana undergraduate students shall not exceed 1.12 times the annual Northern Kentucky University resident undergraduate tuition and required fees.
3. Any increase in the partial reimbursement provided by the State of Indiana will be taken into consideration as the annual tuition and required fee increase for participating Indiana students is set each year.

For example:

Assuming the resident student tuition and fee charges at NKU are \$5,952 for 2007-08, the annual charges to Indiana students shall not exceed \$6,666.

VIII. Signatures

Stanley G. Jones Date
Commissioner
Indiana Commission for
Higher Education

Thomas D. Layzell Date
President
Kentucky Council on
Postsecondary Education

H. Ray Hoops Date
President
University of Southern Indiana

James Ramsey Date
President
University of Louisville

Gerald I. Lamkin Date
President
Ivy Tech State College

Michael B. McCall Date
President
Kentucky Community and Technical
College System

Adam Herbert Date
President
Indiana University

James C. Votruba Date
President
Northern Kentucky University

Martin C. Jischke Date
President
Purdue University

KENTUCKY & OHIO
UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

Northern Kentucky University
And
Cincinnati State Technical and Community College
Southern State Community College
University of Cincinnati
2007-2013

I. Parties

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the Ohio Board of Regents, the Cincinnati State Technical and Community College Board of Trustees, the Northern Kentucky University Board of Regents, the Southern State Community College Board of Trustees, and the University of Cincinnati Board of Trustees, pursuant to provision of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

II. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the greater Cincinnati area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the greater Cincinnati area without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

III. Period Covered By Agreement

July 1, 2007 – June 30, 2013

IV. Terms, Duration, and Termination

A. As the agreement must statutorily coincide with the biennial budgets of the State of Ohio, the next Ohio renewal shall be for the period of July 1, 2009, to June 30, 2011. Upon Ohio's biennial agreement(s), notwithstanding changes, Kentucky's agreement shall perpetually be effective beginning July 1, 2007, through June 30, 2013, and may be renewed prior to June 30, 2013, by mutual consent of all of the parties for a period of six years. The agreement may be amended through mutual

consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

1. The parties may amend the agreement in the following manner: Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.
2. A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.
3. This agreement may be terminated by any of the participating institutions, the Ohio Board of Regents, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

V. Eligible Students

A. Kentucky Residents' Eligibility for Ohio Associate Degree Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates any resident of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati's two-year colleges (Clermont College, College of Applied Science, Raymond Walters College, and University College) or at Cincinnati State Technical and Community College or at Southern State Community College in the associate degree programs not specifically excluded from this agreement.

In this section, the word “program” only means an associate degree program and the word “resident” means resident for the purpose of tuition determination as defined by the respective institution.

Majors and/or programs at the University of Cincinnati two-year colleges, Cincinnati State Technical and Community College, and Southern State Community College which are excluded from this agreement are the following two-year programs otherwise offered at Northern Kentucky University:

- (1) Clermont College: Criminal Justice Technology
- (2) College of Applied Science: no exclusions
- (3) Raymond Walters College: Radiological Technology
- (4) Cincinnati State Technical and Community College: no exclusions
- (5) Southern State Community College: no exclusions

Any program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

B. Kentucky Residents’ Eligibility for Ohio Baccalaureate Degree Programs

The University of Cincinnati agrees to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) at the University of Cincinnati in the following baccalaureate degree programs: Architecture, Culinary Arts and Science, Digital Design, Engineering, Honors PLUS (see provision below), Interior Design, and Urban Planning.

In conformance with the limitations set forth in the bulleted item below, admission to the Honors PLUS baccalaureate degree program in the College of Business, University of Cincinnati, is subject to the following provision:

1. Reciprocity for the Honors PLUS program at the University of Cincinnati is limited to residents of the eligible Kentucky counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word “program” only means a baccalaureate degree program and the word “resident” means resident for the purpose of tuition determination as defined by the respective institution.

C. Ohio Residents’ Eligibility for Kentucky Baccalaureate Degree Programs

Northern Kentucky University agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton,

Highland, and Warren Counties of Ohio with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, or from Southern State Community College, who enrolls and who satisfies all regular transfer admissions requirements (including those requirements of the specific program in which admission is sought) in Northern Kentucky University baccalaureate degree programs not specifically excluded from this agreement.

In this section, the word “program” only means a baccalaureate degree program and the word “resident” means resident for the purpose of tuition determination as defined by the respective institution.

The majors and/or programs at Northern Kentucky University excluded from this agreement are:

- (1) Early Childhood Education
- (2) Criminal Justice
- (3) Environmental Science

Any major/program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

D. Ohio Residents’ Eligibility/Enrollment Limitations for Kentucky Programs

In conformance with the limitations set forth in the bulleted item below, admission to the Business Administration baccalaureate degree program in the College of Business, Northern Kentucky University, is subject to the following provision:

1. Reciprocity for the College of Business, Business Administration program at Northern Kentucky University is limited to residents of the eligible Ohio counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word “program” only means a specific baccalaureate degree program and the word “resident” means resident for the purpose of tuition determination as defined by the respective institution.

E. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreements’ amendment process, as listed above.

In this section, the word “program” may mean a workshop, a certificate program, an associate degree program, or a baccalaureate degree program.

F. Resident Status

1. During the period of this agreement, the Ohio Board of Regents will consider residents of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties who attend the University of Cincinnati, Cincinnati State Technical and Community College, or Southern State Community College under this agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to the University of Cincinnati, Cincinnati State Technical and Community College, and Southern State Community College.
2. During the period of this agreement, the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties who attend Northern Kentucky University under this agreement as qualifying for Kentucky resident tuition rates, and as reciprocity students for the purpose of allocating funds to Northern Kentucky University.

G. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph IV.A.

H. Notice, Application, and Waiver

The availability of reciprocity tuition rates under this agreement shall be advertised to applicants and/or to students of Cincinnati State Technical and Community College, Southern State Community College, University of Cincinnati, and Northern Kentucky University by any means deemed appropriate by the respective institutions.

All students who want to receive reciprocity tuition rates under this agreement must apply for such rates at the institution where they plan to enroll.

Failure to so apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for the quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for reciprocity tuition rates under this agreement.

These processes will be written and shared with each institution as well as with the Ohio Board of Regents and the Kentucky Council on Postsecondary Education. The process will also be made available to all potential applicants upon request.

In this section, the word “resident” means resident for the purpose of tuition determination as defined by the respective institution.

I. Annual Report

By June 30 of each year, Cincinnati State Technical and Community College, Southern State Community College, University of Cincinnati, and Northern Kentucky University agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

VI. Ohio Board of Regents Approval

This agreement is not effective unless and until approved by the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

VII. Signatures – State Agencies

Thomas D. Layzell, President Date
Kentucky Council on Postsecondary Education

Eric D. Fingerhut, Chancellor Date
Ohio Board of Regents

Signatures - Institutions

James C. Votruba, President Date
Northern Kentucky University

Nancy L. Zimpher, President Date
University of Cincinnati

Ron D. Wright, President Date
Cincinnati State Technical and Community College

Sherry Stout, President Date
Southern State Community College

KENTUCKY & OHIO
UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

Ashland Community and Technical College
Morehead State University-Morehead
Morehead State University-Ashland
And
Ohio University-Athens
Ohio University-Southern
Rio Grande Community College
Shawnee State University
2007-2013

I. Parties

In an effort to increase the college going rate and postsecondary opportunities in an underserved Appalachian region, this tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, the Ohio Board of Regents, the Boards of Trustees of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University pursuant to provision of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

II. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

III. Period Covered By Agreement

July 1, 2007 – June 30, 2013

IV. Terms, Duration, and Termination

As the agreement must statutorily coincide with the biennial budgets of the State of Ohio, the next Ohio renewal shall be for the period of July 1, 2009, to June 30, 2011. Upon Ohio's biennial agreement(s), notwithstanding changes, Kentucky's agreement shall perpetually be effective beginning July 1, 2007, through June 30, 2013, and may be renewed prior to June 30, 2013, by mutual consent of all of the parties for a period of six years. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

A review of this agreement will occur on a biennial basis or at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the Ohio Board of Regents, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

V. Eligible Students

A. Kentucky Residents Eligibility/Ohio Programs

Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University agree to accept at Ohio resident tuition rates any resident of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan Counties of Kentucky who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

B. Ohio Residents Eligibility/Kentucky Programs

Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland agree to accept at Kentucky resident tuition rates any resident of Adams, Athens, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton Counties of Ohio who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

The following program from Morehead State University is excluded from the agreement: Master of Business Administration.

C. Resident Status

1. During the period of this agreement, the Ohio Board of Regents will consider residents of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan Counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University under this agreement as qualifying for resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University.
2. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton Counties who attend Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland under this agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

D. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing academic standards and criteria of their institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph IV.

E. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College,

and Shawnee State University by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

F. Annual Report

By June 30 of each year, Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

VI. Ohio Board of Regents Approval

This agreement is not effective unless and until approved by the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

VII. Signatures – State Agencies

Thomas D. Layzell, President Date
Kentucky Council on Postsecondary Education

Eric D. Fingerhut, Chancellor Date
Ohio Board of Regents

Signatures – Institutions

Greg Adkins, Chief Executive Officer Date
Ashland Community and Technical College District

Michael B. McCall, President Date
Kentucky Community and Technical College System

Wayne Andrews, President Date
Morehead State University

Roderick McDavis, President Date
Ohio University

Greg Sojka, Interim President Date
Rio Grande Community College

Rita Morris, President Date
Shawnee State University

KENTUCKY & OHIO

UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

**Maysville Community and Technical College
And
University of Cincinnati – Clermont College
2007-2013**

I. Parties

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education, the Ohio Board of Regents, the Kentucky Community and Technical College System, and the University of Cincinnati – Clermont College pursuant to provision of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

II. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the northern Kentucky and southern Ohio area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Clermont, Adams and Brown Counties in Ohio and Mason, Bracken, Lewis, and Robertson Counties in Kentucky without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

III. Period Covered By Agreement

July 1, 2007 – June 30, 2013

IV. Terms, Duration, and Termination

As the agreement must statutorily coincide with the biennial budgets of the State of Ohio, the next Ohio renewal shall be for the period of July 1, 2009, to June 30, 2011. Upon Ohio's biennial agreement(s), notwithstanding changes, Kentucky's agreement shall perpetually be effective beginning July 1, 2007, through June 30, 2013, and may be renewed prior to June 30, 2013, by mutual consent of all of the parties for a period of six years. The agreement may be amended through mutual consent of all parties, providing

the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

The parties may amend the agreement in the following manner:

Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the Ohio Board of Regents, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

V. Eligible Students

A. Kentucky Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates any resident of Bracken, Lewis, Mason, or Robertson Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati – Clermont College in the programs not specifically excluded from this agreement.

In this context, the word “program” may mean a workshop, a certificate program, and/or associate degree program.

B. Ohio Residents' Eligibility for Kentucky Programs

Maysville Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, and Clermont Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Maysville Community and Technical College in the programs not specifically excluded from this agreement.

In this context, the word “program” may mean a workshop, a certificate program, and/or associate degree program.

C. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreement's amendment process, as listed above.

In this context, the word “program” may mean a workshop, a certificate program, and/or associate degree program.

D. Resident Status

1. During the period of the agreement, the Ohio Board of Regents will consider residents of Bracken, Lewis, Mason, and Robertson Counties who attend the University of Cincinnati – Clermont College under this agreement as qualifying for Ohio resident tuition rates and as Ohio residents for the purpose of allocating funds to the University of Cincinnati – Clermont College.
2. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, and Clermont Counties who attend Maysville Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates and as Kentucky residents for the purpose of allocating funds to Maysville Community and Technical College.

E. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institutions of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until completion of their programs of study, subject to the biennial limitations as described in paragraph IV.

F. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Maysville Community and Technical College and the University of Cincinnati – Clermont College by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

G. Annual Report

By June 30 of each year, the Kentucky Community and Technical College System, Maysville Community and Technical College, and the University of Cincinnati – Clermont College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

VI. Ohio Board of Regents Approval

This agreement is not effective unless and until approved by the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

VII. Signatures – State Agencies

Thomas D. Layzell, President Date
Kentucky Council on Postsecondary Education

Eric D. Fingerhut, Chancellor Date
Ohio Board of Regents

Signatures – Institutions

Augusta A. Julian, President Date
Maysville Community and Technical College

Michael B. McCall, President Date
Kentucky Community and Technical College System

Nancy L. Zimpher, President Date
University of Cincinnati

**TUITION RECIPROCITY AGREEMENT
BETWEEN KENTUCKY AND TENNESSEE
2007-2013**

I. Parties

For Kentucky: Council on Postsecondary Education, Murray State University, Western Kentucky University, and the Kentucky Community and Technical College System

For Tennessee: Tennessee Higher Education Commission, the University of Tennessee, and the Tennessee Board of Regents

II. Purpose

The Commonwealth of Kentucky and the State of Tennessee desire to provide postsecondary opportunities for the residents of designated counties in both states.

Under this agreement, eligible students from either state will be able to attend designated institutions in the other state while paying the tuition rate charged to residents of that state.

III. Period Covered By Agreement

July 1, 2007 - June 30, 2013

IV. Eligible Students

To be eligible for reciprocal tuition under the terms of this agreement, students must (1) reside in one of the counties designated as an eligible county, (2) be accepted by the eligible institution, and (3) enroll at that institution.

- A. Eligible students may enroll in any program (undergraduate or graduate) offered by the eligible institution.
- B. Eligible students may enroll on a full-time or part-time basis.
- C. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.
- D. In the remainder of this document, eligible students are called "reciprocity students."

V. Terms Of Agreement

A. The State of Tennessee:

1. Has identified eligible Tennessee institutions and Kentucky counties as provided in the Tennessee Code Title 49, Chapters 8 and 9. (See Appendix A.)

B. The Commonwealth of Kentucky:

1. Will agree to a list of eligible counties consisting of Tennessee counties bordering Kentucky and lying wholly or in part within 30 miles of the county of the eligible Kentucky institution. (See Appendix A.)

C. The Commonwealth of Kentucky and the State of Tennessee:

1. Will jointly monitor cross-border student flows under this agreement.
2. Will meet periodically to assess the progress of this agreement and to consider changes as might be appropriate.

D. Each designated public postsecondary institution:

1. Will treat reciprocity students as in-state students for admission and placement purposes.
2. Will treat reciprocity students as in-state students with respect to registration, refunds, student records, and academic advising.
3. Will assist with the record keeping necessary to monitor cross-border student flows and will report data as deemed necessary by the Kentucky Council on Postsecondary Education and the Tennessee Higher Education Commission.
4. Will continue to report reciprocity students as out-of-state students when reporting enrollment data to the Kentucky Council on Postsecondary Education and the Tennessee Higher Education Commission based upon existing reporting requirements.
5. Will meet periodically with the appropriate state higher education agency to discuss the agreement and its impact, and to recommend changes as might be appropriate.

VI. Termination Or Renewal Of Agreement

- A. This agreement will begin on July 1, 2007, and end June 30, 2013, unless mutual agreement exists to renew for the following one-year period.
- B. This agreement is subject to review and revision on an annual basis. Any party must notify the other parties by January 1 of its intention to change any term of the agreement to be effective the following July 1.
- C. This agreement may be terminated by action of the Kentucky Council on Postsecondary Education or the Tennessee Higher Education Commission.

VII. Signatures

Thomas D. Layzell Date
President
Kentucky Council on Postsecondary Education

Richard G. Rhoda Date
Executive Director
Tennessee Higher Education Commission

Randy Dunn Date
President
Murray State University

Charles Manning Date
Chancellor
Tennessee Board of Regents

Gary Ransdell Date
President
Western Kentucky University

John Petersen Date
President
University of Tennessee System

Michael B. McCall Date
President
Kentucky Community and Technical College System

APPENDIX A

ELIGIBLE INSTITUTIONS AND COUNTIES

Kentucky Institutions and Tennessee Counties

Murray State University

Henry County
Obion County
Stewart County
Weakley County

Western Kentucky University

Macon County
Robertson County
Sumner County

Hopkinsville Community College

Montgomery County
Robertson County
Stewart County

Southeast Community and Technical College

Campbell County
Claiborne County

Bowling Green Technical College

Macon County
Robertson County
Sumner County

Somerset Community College

Scott County
Picket County
Clay County

Tennessee Institutions and Kentucky Counties

Austin Peay State University

Christian County
Logan County
Todd County
Trigg County

University of Tennessee at Martin

Fulton County
Hickman County
Graves County

Volunteer State Community College

Logan County
Simpson County
Allen County

TUITION RECIPROCITY AGREEMENT

ASHLAND COMMUNITY AND TECHNICAL COLLEGE BIG SANDY COMMUNITY AND TECHNICAL COLLEGE AND SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE AND MARSHALL COMMUNITY AND TECHNICAL COLLEGE 2007-2013

I. Parties

Under the provisions of Section 18-B-4-3 of the West Virginia Code, Section 164.020 (11) of the Kentucky Revised Statutes, and in compliance with rules and procedures of the West Virginia Council for Community and Technical College Education, the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, Ashland Community and Technical College, Big Sandy Community and Technical College, Marshall Community and Technical College, and Southern West Virginia Community and Technical College, the following agreement is entered into between the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education, and between Ashland Community and Technical College and Big Sandy Community and Technical College of the Kentucky Community and Technical College System and Marshall Community and Technical College and Southern West Virginia Community and Technical College.

II. Purpose

The purposes of this tuition reciprocity agreement are to (1) improve the lower division post high school educational advantages to residents of Boyd, Lawrence, Martin, and Pike Counties in Kentucky and Cabell, McDowell, Mingo, and Wayne Counties in West Virginia; (2) minimize the cost of such improvements for the taxpayers and legislative bodies of both states by cooperative planning and joint education efforts; and (3) promote the maximum use of existing educational facilities and address the problems of enrollment fluctuations and fiscal constraints at both institutions.

III. Period Covered By Agreement

July 1, 2007 - June 30, 2013

IV. Terms

The provisions of this agreement shall be effective beginning July 1, 2007, and expire on June 30, 2013, and will commence with any registration after the effective date. Students who are enrolled under the provisions of the agreement may continue to attend the selected colleges at the reciprocity rates for a period of two years subsequent to termination of the agreement. The agreement shall be subject to review and revision on an annual basis.

V. Eligible Students

Ashland Community and Technical College and Big Sandy Community and Technical College agree to accept at the resident rate any resident of Cabell, McDowell, Mingo, or Wayne Counties of West Virginia wishing to enroll for whom space is available and who satisfies all regular in-state admission requirements of Ashland Community and Technical College and Big Sandy Community and Technical College.

Marshall Community and Technical College and Southern West Virginia Community and Technical College agree to accept at the resident rate any resident of Boyd, Lawrence, Martin, or Pike Counties of Kentucky wishing to enroll for whom space is available and who satisfies all regular in-state admissions requirements of Marshall Community and Technical College and Southern West Virginia Community and Technical College.

VI. Termination Or Renewal Of Agreement

This agreement shall be reviewed annually and may be considered for termination or modification for cause at the request of either participating institution, the West Virginia Council for Community and Technical College Education, or the Kentucky Council on Postsecondary Education.

Ashland Community and Technical College, Big Sandy Community and Technical College, Marshall Community and Technical College, and Southern West Virginia Community and Technical College agree to provide on an annual basis to the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education reports on the enrollment and program implications of the agreement on forms prescribed for the purpose by these state agencies.

VII. Signatures

Thomas D. Layzell Date
President, Kentucky Council on
Postsecondary Education

Jim L. Skidmore Date
Chancellor, West Virginia Council
for Community and Technical
College Education

Michael B. McCall Date
President, Kentucky
Community & Technical
College System

Bob Hayes Date
Interim President, Marshall
Community & Technical College

Gregory D. Adkins Date
President, Ashland Community
& Technical College

Joanne J. Tomblin Date
President, Southern West Virginia
Community & Technical College

George D. Edwards Date
President, Big Sandy
Community & Technical
College

**Council on Postsecondary Education
May 21, 2007**

**Bachelor of Arts in Dance
Western Kentucky University**

ACTION: The staff recommends that the Council approve the Bachelor of Arts in Dance (CIP 50.0301) proposed by Western Kentucky University.

Western Kentucky University proposes a Bachelor of Arts in Dance to meet the needs of students who want to become private dance teachers, music theater choreographers, dance therapists, and other careers that do not emphasize professional performance. The current Bachelor of Fine Arts, with its concentration in dance, is geared toward students who want to become professional performers.

The B.A. in dance will require the completion of at least 42 credit hours. A minor or second major will be required.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The WKU Board of Regents approved the program at its July 21, 2006, meeting.

**Council on Postsecondary Education
May 21, 2007**

**Master of Arts in Education in Adult Education
Western Kentucky University**

ACTION: The staff recommends that the Council approve the Master of Arts in Education in Adult Education (CIP 13.1201) proposed by Western Kentucky University.

Western Kentucky University proposes this online program, which will be available through the Kentucky Virtual Campus, to prepare educators to work with adult basic education students, community college students, adult literacy students, English for Speakers of Other Language students, military personnel, workplace students, and community education students.

This 30-hour degree will consist of a required core of 15 semester hours in adult education plus a research foundations course and two three-hour electives. The remaining six hours will be attained through completion of a thesis or two additional courses. This new program is an extension of WKU's current adult education curriculum offered through the M.A.E. in Education and Behavior Science Studies.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The WKU Board of Regents approved the program at its November 2, 2006, meeting.

**Council on Postsecondary Education
May 21, 2007**

**Bachelor of Science in Meteorology
Western Kentucky University**

ACTION: The staff recommends that the Council approve the Bachelor of Science in Meteorology (CIP 40.0404) proposed by Western Kentucky University.

Western Kentucky University proposes a Bachelor of Science in Meteorology to provide students with the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service and to meet the standards of the American Meteorological Society.

This program will be an expansion of the university's current meteorology/climatology concentration within the Bachelor of Science in Geography. The new program will require new and more extensive coursework and higher levels of math and physics preparation. It will require a minimum of 49.5 semester hours of meteorology, geography, and computer science. A minor program is not required. Other required courses in physics and mathematics total an additional 24 semester hours.

The program will work with the new Climatology Research Laboratory, the Kentucky Climate Center, and the new Kentucky MESONET Project, which is an automated environmental monitoring network involving collaboration among all Kentucky public universities and the National Weather Service.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The WKU Board of Regents approved the program at its January 26, 2007, meeting.

**Council on Postsecondary Education
May 21, 2007**

**Master of Science in Athletic Training
University of Kentucky**

ACTION: The staff recommends that the Council approve the Master of Science in Athletic Training (CIP 51.0913) proposed by the University of Kentucky.

The University of Kentucky proposes a master's program designed to accommodate both National Athletic Trainers Association certified athletic trainers and NATA certification "eligible" athletic trainers. The goal of the program is to develop critical consumers of research and accepted clinical practices; advanced health care providers; and leaders in the clinical, education, and research endeavors of the profession.

Job opportunities for graduates include positions with professional sports teams and in the clinical setting of high school, college/university, and sports medicine clinics. Graduates also could teach at the university level, direct discipline specific educational programs, and collaborate with other professionals on various issues related to athletic training.

Coursework and clinical experiences are designed to develop skills necessary to conduct research and increase proficiency in injury prevention, treatment, and rehabilitation. The curriculum of the program will be composed of: (1) a required core in scientific methodology in athletic training, (2) advanced coursework in musculoskeletal evaluation and rehabilitation in athletic training, (3) advanced areas of specialization in biomechanics consistent with the student's related discipline and clinical expertise, and (4) a research project or thesis.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The UK Board of Trustees approved the program at its December 12, 2006, meeting.

**Council on Postsecondary Education
May 21, 2007**

**Interdisciplinary Ph.D. in Education Sciences
University of Kentucky**

ACTION: The staff recommends that the Council approve the Interdisciplinary Ph.D. in Education Sciences (CIP 13.0601) proposed by the University of Kentucky.

The University of Kentucky proposes a full-time, research-intensive interdisciplinary program in education sciences. Doctoral students from UK and other institutions participating in the Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics will be able to earn a Ph.D. degree through this program.

The program is designed to examine educational problems from an interdisciplinary perspective. This is important because federal funding for research in education is dependent upon the demonstration of competence in interdisciplinary research. The program will also address the increased need for educational researchers necessitated by the information requirements of the *No Child Left Behind Act*.

After completing a core of five common research courses, students will pursue an area of specialization. There are eight possible strands of specialization within the program: curriculum and instruction, philosophical and cultural inquiry, educational evaluation and measurement, health promotion, early childhood education, educational leadership, special education, and rehabilitation counseling.

A group of core program faculty will serve as the governing body. This group will consist of one representative from each area of specialization during each academic year. Appointment to the core program faculty governing body will be for a period of three consecutive years. One faculty member will be designated as the program chair each year.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The UK Board of Trustees approved the program at its January 23, 2007, meeting.

Council on Postsecondary Education
May 21, 2007

Committee on Equal Opportunities Report

Kentucky entered into a partnership with the U. S. Department of Education 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 the agreement with the OCR.

The Commonwealth is contracting with the Presidents and Fellows of Harvard College (Harvard Civil Rights Project) to conduct a statewide diversity study for public postsecondary education in the Commonwealth of Kentucky. The HCRP indicated that among the first steps of study implementation is the review of the pending U. S. Supreme Court decision regarding the desegregation efforts of the Louisville/Jefferson County public school system. The U. S. Supreme Court is expected to hand down its decision in the Louisville case by mid-May.

The CEO conducted a campus visit at Madisonville Community and Technical College March 26. The campus visit report will be presented and acted on by the CEO at its June 18 meeting. The report will then be shared with the CPE.

The CEO met April 16 in Louisville on the campus of Jefferson Community and Technical College. Following is a summary of CEO actions.

- The committee received a report by JCTC President Anthony Newberry regarding the implementation of the recommendations from the CEO campus visit. The committee noted the immediate results identified by Dr. Newberry and commended him for the seriousness that JCTC placed on implementing the committee's recommendations.
- Mr. Terry Allen, associate vice president for institutional equity and equal opportunity, reported on the University of Kentucky's success in implementing the recommendations from the CEO campus visit. Responding to a query from the committee, Mr. Allen noted that the new associate provost for diversity will report to the provost but also will sit on the president's council. The committee noted that Mr. Allen did a good job of reporting the university's actions but requested that staff invite the university's provost to the CEO's June meeting to respond to a number of specific questions regarding several areas of the university over which Mr. Allen has no authority or responsibility.
- The committee received the CPE reports from the Developmental Education Task Force and the STEM Task Force and asked to be kept informed regarding the next

steps by CPE to implement these two important policy initiatives. The committee asked the CPE members to keep in mind the role given the committee to advocate that all students are included in important policy measures.

- The committee noted that it is its policy/preference that the president or a member of the cabinet (provost or vice president) be present at the CEO meeting to discuss the institution's actions to implement strategies in addressing recommendations from the campus visit reports. They noted that, while institutional EEO representatives can provide information, they have no direct authority over the areas on which they are reporting.
- The committee adopted a resolution requesting the CPE chair to send a letter to Regina Crawford, executive director for boards and commissions, reminding and requesting that the Governor ensure that each university board of regents or trustees include African American representation and that each community and technical college board of directors include African American representation. Currently the community and technical college boards of directors do not have African American representation among their appointed members. The General Assembly, by request of KCTCS, moved the authority for appointment of members of the boards of directors to the Governor. The CPE may consider including a list of potential appointees with the letter to Ms. Crawford.
- The committee adopted a resolution directing the CEO chair to write a letter to the executive director for boards and commissions requesting that the Governor make appointments (per the requirements of the partnership with the U. S. Department of Education Office for Civil Rights) that ensure board strength and continuity of leadership for the Kentucky State University Board of Regents. The letter may include suggestions for consideration by the Governor.
- The committee adopted a resolution acknowledging the honor bestowed by Auburn University upon Dr. Dennis W. Weatherby, NKU associate provost for student success. Auburn University named a scholarship for the Weatherby family in recognition of the efforts of Dennis Weatherby to develop and implement successful strategies to bring greater diversity to the university's engineering program. The public dedication of the scholarship was conducted April 16, 2007, at Auburn University.

At its June 18 meeting, the committee will receive a report from Kentucky State University regarding its efforts to implement the recommendations of the campus visit report. The CEO also will receive a report from Eastern Kentucky University and Maysville Community and Technical College regarding actions by their respective boards of regents to implement new academic programs under the quantitative waiver status.

The remaining Committee on Equal Opportunities meeting dates for 2007 are June 18, August 13-14, and October 15. All meetings are scheduled to be held in Frankfort unless otherwise noted.

Staff preparation by Sherron Jackson and Rana Johnson

**Council on Postsecondary Education
May 21, 2007**

**Kentucky State University
Shrimp Research Facility**

The Council staff recommended and the Secretary of the Finance and Administration Cabinet approved the transfer of \$1.7 million in bond funds to Kentucky State University to implement a project in collaboration with Magnolia Shrimp Company to develop a brood stock shrimp facility as part of a larger agricultural cooperative extension building on the KSU campus and to conduct research on the feasibility of developing a commercial marine shrimp industry in Kentucky

The 2005 Appropriation Act (HB 267) included funding to establish a biotechnology program. The authorization identified \$1.7 million in bond funds to the Research Challenge Trust Fund for the purpose of establishing a facility to support a biotechnology program in shrimp production. The University of Kentucky, Western Kentucky University, and Kentucky State University were identified as the primary participants to develop the program.

The Council on Postsecondary Education and the Department of Innovation and Commercialization were given responsibility to review the project plans, monitor their implementation, and report findings quarterly to the Interim Joint Committee of Appropriations and Revenue and the Secretary of the Finance and Administration Cabinet. (A copy of the contract is available in the Council offices.)

The allocation of these funds to KSU will be reported to the proper interim committees as required by the enabling action by the General Assembly.

**Council on Postsecondary Education
May 21, 2007**

**University of Kentucky
Equine Isolation Facility**

The following interim project recommendation will authorize the University of Kentucky to use private and university funds to construct an Equine Isolation Facility for the College of Agriculture on the university's Maine Chance Farm.

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to construct a new Equine Isolation Facility for the College of Agriculture with \$689,000 of private funds and \$411,000 of funds from the Equine Trust administered by the Council on Postsecondary Education. The project scope is \$1,100,000.

The University of Kentucky proposes to construct an Equine Isolation Facility for the College of Agriculture using \$689,000 of private funds and \$411,000 of funds from the Equine Trust Fund. The total project cost is \$1,100,000. The University of Kentucky's Board of Trustees approved the project at its March 6, 2007, meeting.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more, regardless of fund source, that have been approved by an institution's governing board. Since the estimated cost of this project exceeds the \$600,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763.

This project will design and construct a new Equine Isolation Facility at the UK Maine Chance Farm. The area of infectious diseases and the Department of Veterinary Sciences Gluck Center will be strengthened through completion of this project. The project will enable faculty to perform a range of equine infectious disease research projects that require facilities with greater bio-security. The project is scheduled to be completed by July 1, 2008. The project requires interim authorization to allow the university time to identify the best materials, properly design the facility, go through the project bid process, award a contract, and complete the work during late fall and winter.

The University of Kentucky states that funding for the project will come from privately raised funds, estate residue, and private endowment funds (\$689,000) and Equine Trust Funds (\$411,000). The university further confirmed that the private funds, estate funds, or private endowment funds are not a direct allocation from the Council research challenge trust fund, a direct contribution from a donor given for the purpose of matching research challenge trust funds, nor interest earnings from an endowment established by the research challenge trust fund.

The project meets the requirement of KRS 45.760(14) that the source of funds is at least 50 percent federal or private. The university does not anticipate debt financing any portion of this project. The University of Kentucky's Capital Project Management Division will implement the project, and the university will pay the operations and maintenance.

Following Council approval, the staff will forward the Council's recommendation to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

**Council on Postsecondary Education
May 21, 2007**

**Council on Postsecondary Education
2008-14 Capital Improvements Plan**

The Council's 2008-14 Capital Improvements Plan was submitted to the Capital Planning Advisory Board (CPAB) April 15, 2007. The plan includes a description of the agency, a list of capital-related needs, and strategies for addressing capital issues. The plan contents will be reviewed by CPAB staff. If needed and based on CPAB staff review, refinements to the Council's plan will be made over the next two months. The CPAB will discuss the Council's plan and the plans of other state agencies and postsecondary institutions during a series of public meetings in July.

KRS 7A.120(3) directs that in odd-numbered years each state agency shall submit information about its facilities and facilities-related needs to the Capital Planning Advisory Board. The individual agency plans are used by the CPAB to develop a comprehensive Statewide Capital Improvements Plan, encompassing all state agencies and postsecondary institutions. The Governor, the Chief Justice, and the Legislative Research Commission receive a copy of the Statewide Capital Improvements Plan November 1 of each odd-numbered year.

The projects included in the Statewide Capital Improvements Plan, if implemented, will enable the postsecondary system to provide services to students and the public in a coordinated and collaborative fashion. The Council's plan identifies major equipment, technology, and related projects to support agency and Public Agenda initiatives. The plan identifies \$95.9 million (\$59.7 million for 2008-10, \$28.3 million for 2010-12, and \$7.9 million for 2012-14) of general/bond funds and agency funds across the planning period 2008-14. The Council's priorities will be considered along with other statewide priorities for the postsecondary system and other state agencies. (A project list with a brief description is attached.)

The Council staff anticipates that successful implementation of these projects will increase collaboration and efficiency, strengthen the postsecondary education system, and help to achieve the Public Agenda. The projects will extend the reach of Kentucky postsecondary education to students and citizens where needs have not been fully met.

COUNCIL ON POSTSECONDARY EDUCATION
2008-14 CAPITAL IMPROVEMENTS PLAN
Brief Project Descriptions

2008-10 Capital Improvements Projects

1 Purchase KYVL Integrated Library System: \$5,000,000

The project allows replacement and expansion of the current system hardware. It allows the KYVL to respond to the changing library marketplace for investigation of enhanced systems. The KYVL library infrastructure system upgrade is a budget priority of the chief academic officers of Kentucky's colleges and universities. Kentucky's citizens and librarians need a more sophisticated library management infrastructure. (IT)

2 Purchase P-20 Learning Object Repository Phase I: \$2,000,000

This project will implement a collaborative program that allows teachers and faculty to share rich, engaging, quality, and standards-based digital content to improve their courses. It will provide structure to share within the P-16 community. The P-20 Learning Object Repository will improve the quality of digital learning content, teaching, and learning, and will achieve cost savings. (IT)

3 Purchase Longitudinal Ps. Ed. Data Warehouse Ph I: \$2,000,000

This project replaces the current system with a modern data system to automate the process of collecting and verifying information from Kentucky's postsecondary institutions and place it in a database system that would allow it to be analyzed in conjunction with data from other sources such as the census, KDE, KHEAA, and EPSB databases, as well as other federal or national data sets. It would allow all this to occur as transparently as possible so that it could be easily accessed by people outside the Council through secure natural-language interfaces. (IT)

4 Create Infrastructure Integrate Internet2 Ph I: \$3,250,000

This is phase I of a multi-phased project to build an infrastructure to support the integration of Internet2 applications into the K-20 teaching and learning environment. It includes the Kentucky Regional Optical Network (RON), a fiber network or dedicated optical wavelengths between major concentration points, at all public postsecondary education institutions to be extended out to community colleges and schools when needed. (IT)

5 Purchase P-16 Seamless Data Warehouse Ph I: \$3,000,000

This project will provide a Seamless Data Warehouse (data repository) for educational and other related agencies, providing a secure environment, and shared for research and accountability reporting purposes. (IT)

6 Purchase KYVL Research Data Bases Ph I: \$3,500,000

This project will provide resources to maintain and expand the electronic databases to keep pace with its neighboring library coalitions. Access to information is critical for Kentuckians to compete in the new economy. With the existence of KYVL and leveraging funding of the statewide contracts, there is an annual cost avoidance of over \$10 million for access to these licensed databases across Kentucky. (IT)

7 Expand GoHigher Portal: \$500,000

This project provides more involved and proactive site and message management approach for the CPE. It supports future development of the gohigherky.org site will integrate responsive technologies and customized content to reflect the expectations of the visitor. The next phase will allow Kentucky to provide a consumer-centric resource serving a broader range of audiences with an increased focus on underserved populations. (IT)

8 Purchase eLearning Dev. Delivery & Mgmt Sys Ph I: \$2,800,000

The eDDMS will provide turn-key learning management infrastructure and applications in support of online and technology enhanced instruction. The eDDMS will encompass learning management applications to schedule, enroll, and track learning and course management applications facilitating development, delivery, and assessment of learning. The eDDMS will also include necessary training, technical and customer support helpdesks, and eCommerce. (IT)

9 Expand UCAN System Statewide Ph I: \$500,000

This project will install the University Coordinated Advising Network (UCAN), a collaborative program to help transition students in middle school, high school, and college, online students, and adult learners to postsecondary education by providing distributed and coordinated call center services. This is a phased project to expand the program statewide. It will enhance the FIPSE (Fund for the Improvement of Postsecondary Education) funded UCAN project that will be completed August 2007. (IT)

10 Install Web site ADA Compliance Restructuring: \$250,000

The current Web sites operated by KYVC, KYVL, and KYVAE need to be restructured to meet the W3C level of ADA compliance. In some instances, a restructure of the Web sites will be necessary to allow full ADA compliance, including special software and programming. The project will assist CPE to comply with federal requirements. (IT)

11 Complete Statewide Transfer System Phase II: \$500,000

This project intends to complete a statewide transfer system that helps students who plan to transfer their course credits among degree programs or between two-year and four-year degree programs offered by Kentucky's postsecondary institutions. It provides a transfer system that is comprehensive with program and course information and student records including transcripts. It is synchronized with institutions' student information systems and is easy for students to use. (IT)

12 Upgrade CPE Technology Infrastructure Ph I: \$500,000

This project addresses the need for a proactive monitoring disaster recovery capability, increased power availability, and distribution. It also provides a more robust centralized storage, faster backup capability, and a more secure, scalable, and fault tolerant infrastructure. (IT)

13 Purchase Portable Training Lab Hardware/Software: \$300,000

This project will support the purchase of hardware and software needed for three separate training labs for the Kentucky Virtual Campus (KYVC), the Kentucky Virtual library (KYVL), and Kentucky Adult Education. These training labs would be portable and would increase each entity's ability to respond to the increased demand for training on curriculum and management software used in their daily operations. (IT)

14 Purchase KYVL Interlibrary Loan System: \$1,250,000

The project creates a statewide ILL consortium to allow participating institutions to share knowledge, training, administration, and hardware costs. The enhanced project will support sharing information resources through a common Internet-accessible ILL system, significantly simplify the search for information by users, and provide an opportunity for smaller libraries without adequate information technology support to automate their operations. (IT)

15 KYVC/KYVL Statewide Licenses Pool Ph I: \$4,000,000

The Kentucky Virtual Campus and the Kentucky Virtual Library will purchase statewide licenses for a pool of software products that would be available to every school, college, university, or library in the state. These licenses would include such items as plagiarism detection software, laboratory enactment software (such as chemistry, biology, etc.), and homework help/tutoring services. The cost savings realized through statewide purchasing and management would be significant. (IT)

16 Purchase Statewide Lifelong Learning Portal Ph I: \$500,000

The statewide lifelong learning portal will provide a platform that allows a learner to create her own portal to access online courses, community activities, teaching and learning tools, advising and career services, the Kentucky Virtual Library, and other resources and services. The portal will provide single sign-on capability for ease of access and convenience for learners. (IT)

17 Install Assistive Technology for Teaching Ph I: \$500,000

This project will install assistive technologies (ADA Compliance) for systems that deliver instructional and academic support content to teachers, faculty, and learners in order that all can participate fully in the teaching and learning environment. These systems include, but are not limited to, Web sites, portals, course management systems (CMSs), guidance counseling, career counseling, tutoring, library management systems, library electronic databases, 24/7 helpdesk, etc. (IT)

18 Purchase KY Digital Library Expansion Ph I: \$1,250,000

This project will provide grants for Kentucky libraries to improve access to Kentucky's unique cultural holdings by helping libraries create online content, prepare online finding aids, and incorporate metadata into digitization projects supporting the KYVL's Kentuckiana Digital Library. Resulting digital assets will be submitted to the KYVL's Kentuckiana Digital Library. The project will provide start-up for some institutions and libraries to initiate their own digitization programs. (IT)

19 Install Scholarly & Electronic Communications Repository Ph I: \$750,000

Phase I of this project will complete establishing a statewide, shared digital repository that will store, provide access for, and preserve digital objects or papers and other intellectual products of scholars in Kentucky. The project builds the statewide consortium to create a repository and to assist scholars with their negotiations with publishers. Kentucky needs the infrastructure in place to help support top level researchers, whether in a particular discipline or institution. (IT)

20 Purchase Knowledge Resource Management System Ph I: \$1,500,000

The project will implement a system to allow importing large data files from other systems (unemployment insurance, U.S. Census Bureau) and analyzing that data within CPE's system. The system will be capable of integrating with other enterprise management systems such as PeopleSoft, SCT Banner, and SAP. The new Web-interactive data system will help manage and manipulate large data sets in a more efficient manner. (IT)

21 Purchase Interactive Television System: \$1,000,000

This project supports the statewide IP-based interactive videoconference system by unifying videoconference networks at postsecondary institutions across the state. It will redesign and implement a single, unified IP-based interactive videoconference system that can be integrated into not only teaching and learning but also health care and economic development activities. (IT)

22 Purchase KYVL Portal - Statewide License Ph II: \$600,000

Phase II provides for additional capabilities that are necessary for a fully functional and useful library search portal. The project is required to fully implement the federated search portal at partner institutions, libraries, and schools and to provide hardware to support expansion. The project will support implementation to KYVL for partner agencies, schools, libraries and institutions. (IT)

23 Purchase Multi-Media Streaming System Ph I: \$1,000,000

This project provides hardware needed to provide video streaming for a statewide solution for the hosting and delivery of video streaming services (each institution will not need to invest). One large server would be purchased to store digitized video material and 10 small servers, across the state, would be used to deliver the video to the users. (IT)

24 Purchase Asset Management System Ph I: \$500,000

This project will purchase a system that supports the management and sharing of physical and digital assets an institution or agency owns so that teachers, faculty, and learners can access digital objects and use physical tools available in the system or across federated systems. This system manages assets that are directly related to teaching and learning activities, such as digital objects, digital research papers that are not published, digital data sets for assessment, simulations, and research and instructional tools. (IT)

25 Purchase Mobile Learning Infrastructure Ph I: \$1,000,000

This project will use mobile Web to deliver instructions and resources so learners can participate wherever they are. This will retrofit existing learning systems and ensure that new systems are integrated with mobile Web technology. (IT)

26 Purchase KYVL Interactive Library Tools: \$300,000

The project will update the existing elementary tutorial and build similar interactive and game-like interfaces and tutorials for Kentucky's middle and high school students including computer and information literacy tutorials and assessments for all ages in K-12, and create research games for middle and high school. Further study and input from KYVL user communities may also influence the addition of tools for older students. (IT)

27 Construct High Density Storage Facility: \$21,000,000

This project will construct a statewide, shared facility for archived, back file storage and duplicate copy storage of materials from public institutions and libraries. KYVL proposes a phased construction of a modular facility with high density book shelving system (HDBSS), also known as the Harvard Model. (C-O)

28 Purchase Adult Education Skill/Mobile \$500,000

The Kentucky Adult Education program needs two additional thirty-eight foot mobile training labs with 12 workstations used to provide statewide workplace essential skills training. KYAE has established an aggressive goal of 300,000 people enrolled by 2010. Workplace training will be an essential contributor if the goal is to be met. Addition of the unit would allow KYAE to better meet the needs of business and industry at the local site where training is most needed. (EQ)

2010-12 Capital Improvements Projects

1 Complete Statewide Transfer System Ph III: \$500,000

This project will complete the final phase of the statewide transfer system that helps students who plan to transfer their course credits among degree programs or between two-year and four-year degree programs offered by Kentucky's postsecondary institutions. This is the final phase of a planned three phase project to complete the CPE transfer system. (IT)

2 Create Infrastructure Integrate Internet2 Ph II: \$2,000,000

This project will build an infrastructure to support the integration of Internet2 applications into the K-20 teaching and learning environment. It includes the Kentucky Regional Optical Network (RON), a fiber network or dedicated optical wavelengths between major concentration points, at all public postsecondary education institutions to be extended out to community colleges and schools when needed. The RON is needed to link Kentucky to the backbone of NewNet, a second generation Internet2 that is being implemented. (IT)

3 Expand UCAN System Statewide Ph II: \$500,000

This project will install the University Coordinated Advising Network (UCAN), a collaborative program to help transition students in middle school, high school, and college, online students, and adult learners to postsecondary education by providing distributed and coordinated call center services in order that all potential students are supported and guided through the learning process. This program will expand the phase 1 project to statewide basis so that no learner will fall through the cracks and persist through the P-20 learning process. CPE is implementing the FIPSE (Fund for the Improvement of Postsecondary Education) funded UCAN project that will be completed August 2007. (IT)

4 Install Assistive Technology Teaching Ph II: \$500,000

This project will install assistive technologies (ADA Compliance) for systems that deliver instructional and academic support content to teachers, faculty, and learners in order that all can participate fully in the teaching and learning environment. These systems include, but are not limited to, Web sites, portals, course management systems (CMSs), guidance counseling, career counseling, tutoring, library management systems, library electronic databases, 24/7 helpdesk, etc. (IT)

5 Install Scholarly & Electronic Communication Repository Ph II: \$750,000

Phase II of this project will complete establishing a statewide, shared digital repository that will store, provide access for, and preserve digital objects or papers and other intellectual products of scholars in Kentucky. The project builds the statewide consortium to create a repository and to assist scholars with their negotiations with publishers. Kentucky needs the infrastructure in place to help support top level researchers, whether in a particular discipline or institution. (IT)

6 Install Web site ADA Compliance Restructuring Ph II: \$250,000

The current Web sites operated by KYVC, KYVL, and KYVAE need to be restructured to meet the W3C level of ADA compliance. In some instances, a restructure of the Web sites will be necessary to allow full ADA compliance, including special software and programming. The project will assist CPE to comply with federal requirements. (IT)

7 KYVC/KYVL Statewide Licenses Pool Ph II: \$2,000,000

This implements phase II of a multi-phased project to allow the Kentucky Virtual Campus and the Kentucky Virtual Library to purchase statewide licenses for a pool of software products that would be available to every school, college, university, or library in the state. These licenses would include such items as plagiarism detection software, laboratory enactment software (such as chemistry, biology, etc.), and homework help/tutoring services. The cost savings realized through statewide purchasing and management would be significant. (IT)

8 Purchase Asset Management System Ph II: \$500,000

This project implements the final phase of a project to purchase a system that supports the management and sharing of physical and digital assets an institution or agency owns so that teachers, faculty, and learners can access digital objects and use physical tools available in the system or across federated systems. This system manages assets that are directly related to teaching and learning activities, such as digital objects, digital research papers that are not published, digital data sets for assessment, simulations, and research and instructional tools. (IT)

9 Purchase eLearning Dev. Delivery & Management System Ph II: \$3,975,000

Phase II of the eDDMS project will expand the turn-key learning management infrastructure and applications in support of online and technology enhanced instruction. The eDDMS will encompass learning management applications to schedule, enroll, and track learning and course management applications facilitating development, delivery, and assessment of learning. The eDDMS will also include necessary training, technical and customer support helpdesks, and eCommerce. (IT)

10 Purchase Knowledge Resource Management System Ph II: \$1,000,000

The project will implement a system to allow importing large data files from other systems (unemployment insurance, U.S. Census Bureau) and analyzing that data within CPE's system. The system will be capable of integrating with other enterprise management systems such as PeopleSoft, SCT Banner, and SAP. The new Web-interactive data system will help manage and manipulate large data sets in a more efficient manner. (IT)

11 Purchase KY Digital Library Expansion Ph II: \$1,250,000

This project will complete the initiative to provide grants for Kentucky libraries to improve access to Kentucky's unique cultural holdings by helping libraries create online content, prepare online finding aids, and incorporate metadata into digitization projects supporting the KYVL's Kentuckiana Digital Library. Resulting digital assets will be submitted to the KYVL's Kentuckiana Digital Library. The project will provide start-up for some institutions and libraries to initiate their own digitization programs. (IT)

12 Purchase KY Digital Library Mobile Scanning Labs: \$750,000

This project will create and support two portable scanning labs to go onsite to small collections and scan the items for inclusion in the Kentuckiana Digital Library. The project includes vehicles and digitization equipment for two mobile scanning labs. (IT)

13 Purchase KYVL Reference Desk Software: \$600,000

This project will expand reference services to all Kentucky students, faculty, citizens, and businesses by providing statewide online reference services which would include interactive chat, searchable knowledge-based and rules-based routing, and referral of user questions. The project would provide software and training to provide a multi-consortia arrangement with reference services throughout the state. (IT)

14 Purchase KYVL Research Data Bases Ph II: \$3,500,000

Phase II completes the project to provide resources to maintain and expand the electronic databases to keep pace with its neighboring library coalitions. Access to information is critical for Kentuckians to compete in the new economy. With the existence of KYVL and leveraging funding of the statewide contracts, there is an annual cost avoidance of over \$10 million for access to these licensed databases across Kentucky. (IT)

15 Purchase Longitudinal Ps. Ed. Data Warehouse Ph II: \$2,000,000

This project replaces the current system with a modern data system to automate the process of collecting and verifying information from Kentucky postsecondary institutions and place it in a database system that would allow it to be analyzed in conjunction with data from other sources such as the census, KDE, KHEAA, and EPSB databases, as well as other federal or national data sets. It would allow all of this to occur as transparently as possible so that it could be easily accessed by people outside the Council through secure natural-language interfaces. (IT)

16 Purchase Mobile Learning Infrastructure Phase II: \$1,000,000

This project will use mobile Web to deliver instructions and resources so learners can participate wherever they are. This will retrofit existing learning systems and ensure that new systems are integrated with mobile Web technology. (IT)

17 Purchase Multi-Media Streaming System Ph II: \$500,000

This project provides hardware needed to provide video streaming for a statewide solution for the hosting and delivery of video streaming services (each institution will not need to invest). One large server would be purchased to store digitized video material and 10 small servers, across the state, would be used to deliver the video to the users. (IT)

18 Purchase P-16 Seamless Data Warehouse Ph II: \$4,000,000

This cost estimate is based on the scope of this program. It involves at least three state agencies (KDE, EPSB, and CPE), schools, and postsecondary education institutions. The cost includes outside experts to review what is in place, develop business rules in the framework of policies in place, and build specifications for the system. (IT)

19 Purchase P-20 Learning Objects Repository Ph II: \$2,000,000

This project will implement a collaborative program that allows teachers and faculty to share rich, engaging, quality, and standards-based digital content to improve their courses. It will provide structure to share within the P-16 community. The P-20 Learning Object Repository will improve the quality of digital learning content, teaching, and learning, and will achieve cost savings. (IT)

20 Purchase Statewide Lifelong Learning Portal Ph II: \$500,000

The statewide lifelong learning portal will provide a platform that allows a learner to create his/her own portal to access online courses, community activities, teaching and learning tools, advising and career services, the Kentucky Virtual Library, and other resources and services. The portal will provide single sign-on capability for ease of access and convenience for learners. (IT)

21 Upgrade CPE Technology Infrastructure Ph II: \$250,000

This project addresses the need for a proactive monitoring disaster recovery capability, increased power availability, and distribution. It also provides a more robust centralized storage, faster backup capability, and a more secure, scalable, and fault tolerant infrastructure. (IT)

2012-14 Capital Improvements Projects

1 Create Infrastructure Integrate Internet2 Ph III: \$2,750,000

This is the final phase of the project to build an infrastructure to support the integration of Internet2 applications into the K-20 teaching and learning environment. It includes the Kentucky Regional Optical Network (RON), a fiber network or dedicated optical wavelengths between major concentration points, at all public postsecondary education institutions to be extended out to community colleges and schools when needed. The project will complete the link to the backbone of NewNet, a second generation Internet2 that is being implemented. (IT)

2 Purchase eLearning Dev. Delivery & Management System Ph III: \$5,100,000

The last phase of the eDDMS completes the learning management infrastructure and applications in support of online and technology enhanced instruction. The eDDMS will encompass learning management applications to schedule, enroll, and track learning and course management applications facilitating development, delivery, and assessment of learning. The eDDMS will also include necessary training, technical and customer support helpdesks, and eCommerce. (IT)