

AGENDA

Special Meeting Council on Postsecondary Education

February 26, 2008

1:30 p.m. (ET)

CPE Meeting Room A

Frankfort, Kentucky

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1. Roll Call	
2. Remarks by CPE President Brad Cowgill	
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9. Other Business	
10. Next Meeting – April 14, 2008	
11. Adjournment	

**Council on Postsecondary Education
February 26, 2008**

College Price and Financial Aid in Kentucky

Dr. Heidi Hiemstra, the Council's senior associate for research and analysis, will present information at the February 26 Council meeting on college price and student financial aid. The data will include a description of price and financial aid among varying types of students enrolled at Kentucky's public and independent postsecondary institutions.

The data presentation will be followed by a discussion of financial aid trends and policies led by national expert Dr. Sandy Baum. Dr. Baum is the senior policy analyst for student aid and postsecondary education finance at The College Board and professor of economics at Skidmore College in Sarasota Springs, New York. At The College Board, Dr. Baum produces the annual *Trends in Student Aid*, *Trends in College Pricing*, and *Education Pays* publications. She also co-chairs the Rethinking Student Aid project, which is studying reforms to the federal student aid system, and has consulted on financial aid trends and policy for several national and state organizations, including the Lumina Foundation, the Education Trust, the University of California system, and the state of Minnesota. Dr. Baum has a Ph.D. in economics from Columbia University and an extensive publication record in student financial aid and university finance.

**Council on Postsecondary Education
February 26, 2008**

**Update on Kentucky
State-Funded Student Financial Aid Programs**

Staff from the Kentucky Higher Education Assistance Authority will attend the February 26 meeting to provide an overview of current issues relating to the state's grant, scholarship, and loan programs and the implications for students.

**Council on Postsecondary Education
February 26, 2008**

**Financial Aid Programs
at Kentucky's Colleges and Universities**

Institutions will provide brief presentations on the impact of student financial aid programs introduced during the 2007-08 tuition approval process. The presentations will include dollars expended and the number of participating students. The presentations will help inform the Council's discussions of college price, financial aid, and tuition policy.

Council on Postsecondary Education
February 26, 2008

2008-09 Tuition Policy and Tuition Proposal

ACTION: The staff recommends that the Council approve the attached 2008-09 tuition policy and tuition proposal.

At its January 30, 2006, meeting, the Council took action on a tuition policy for 2006-08 that emphasized guiding principles in the areas of college access, funding adequacy, financial aid, and improved alignment between state appropriations, tuition revenue, and student financial aid. Over the past several months, the Council staff has worked to broaden the original scope of the 2006-08 tuition policy to include a few additional objectives such as productive use of resources, recognition of the shared benefits of higher education to the state and individuals, and shared responsibility for funding. In addition, the Council staff created a tuition proposal that consolidates data and information requested in the past which is intended to provide a better understanding of the sources and uses of tuition revenue generated from proposed increases in tuition and fee rates. The 2008-09 tuition policy and tuition proposal are submitted for Council review and approval.

This agenda item contains the following:

- The Council's revised 2008-09 Tuition Policy (**Attachment A**).
- The Council's 2008-09 Tuition and Mandatory Fee Proposal (**Attachment B**).

Process for Establishing Tuition and Fees for 2008-09

In 2006-08, the Council staff developed a Technical Guide for 2006-08 Tuition and Fee Parameters, which established maximum parameters for tuition and fee charges based upon various funding adequacy and affordability indicators. Due to increased uncertainty regarding the level of state General Fund appropriations for 2008-10, and in recognition of the state's austere budgetary environment, the staff did not include parameters in the 2008-09 tuition policy.

Instead, public postsecondary tuition and fee charges for 2008-09 will be established through a tuition proposal, hearing, and approval process involving the institutions and the Council on Postsecondary Education. Information and data provided by the institutions using the attached tuition proposal will be used by the Council staff and Council members to evaluate tuition rate increases (**Attachment B**). Institutions will present information from the proposal at institutional tuition hearings. Following the hearings and a review of the proposals, the Council will then take action on 2008-09 tuition rates. The specific timing of these events is still being discussed with the institutions and will be communicated once finalized.

Council on Postsecondary Education 2008-09 Tuition and Mandatory Fee Policy

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary institutions in the Commonwealth of Kentucky.

Fundamental Objectives:

- Advance HB 1 Goals

In discharging its responsibility to determine tuition, the Council seeks to balance the affordability of higher education for Kentucky's citizens with the sufficiency of institutional funding to accomplish the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Public Agenda.

- Funding Adequacy

The achievement of HB 1 goals and the Public Agenda will require sustained investment of financial resources, from both state appropriations and other revenue sources. The Council has determined that tuition rates will be examined for their role in ensuring the adequacy of 'total public funds' to support the goals of higher education.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council is committed to ensuring that college is affordable and accessible to all qualified Kentuckians.

- Productivity

In advancing the goals of House Bill 1, the adequacy of institutional funding is measured against the resources, services, and educational impact which the funds produce. The Council seeks to encourage the productive use of all revenue, including tuition and General Fund appropriations.

- Balancing Goals

Kentucky's goals of increasing educational attainment, promoting research, assuring access and quality, and promoting productivity must be carefully balanced in the context of current needs, resources, and economic conditions. The Council recognizes the challenge inherent in balancing these goals. The Council has concluded that during periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of HB 1 and the Public Agenda.

- Alignment with Financial Aid

The affordability of postsecondary education is affected by tuition rates and by student aid policies and programs. The Council seeks to ensure alignment of the state's tuition and student financial aid policies to fulfill the state's affordability commitments.

- Shared Benefits and Responsibility

Postsecondary education and increased educational attainment confer benefits upon the public at large in the form of a strong economy and an informed citizenry and upon individual students in the form of an elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council believes that the responsibility for funding postsecondary education services is properly shared among state, students, and families.

- Reciprocity

The Council affirms its commitment to providing low-cost access to Kentucky students that live near the border of other states by negotiating reciprocity agreements with these bordering states.

Process:

- Rational, Transparent, and Fair

The Council seeks to design a process for the discharge of its responsibility to determine tuition which is rational, transparent, and fair. In this context:

- A rational approach is one that is well aligned with state goals for public higher education in Kentucky.
- A transparent approach is one that clearly articulates the rationale for its selection, is explicit about any underlying assumptions related to its function, and provides ample opportunity for stakeholder comment during its development.
- A fair approach is one that is impartial and recognizes that tuition rates and rate increases need not be the same for all institutions.

- Data Driven

The approach to tuition setting shall be responsive to relevant data and to public discourse on tuition policy issues. The public postsecondary institutions will be responsible for providing such data as the Council may deem appropriate to a meaningful evaluation of the tuition and fee requests.

- Proposal

Tuition and mandatory fee rates for 2008-09 shall be established in response to proposals submitted to the Council by the public postsecondary institutions. The Council will provide a proposal form that outlines the data and information needed to facilitate its review.

Institutions desiring to change rates of tuition or fees, or the manner in which their amounts are calculated, shall submit a completed proposal to the Council no later than close of business on (to be determined, 2008), together with such other information as the Council may request. The completed form will identify proposed tuition and mandatory fee changes for each of the following categories:

- Resident Undergraduate Tuition and Fees
- Nonresident Undergraduate Tuition and Fees
- Resident Graduate Tuition and Fees
- Nonresident Graduate Tuition and Fees
- Resident Professional Tuition and Fees
- Nonresident Professional Tuition and Fees
- Online Tuition and Fees

- Nonresident Rates

Nonresident undergraduate tuition and fee charges shall be not less than 1.75 times higher than Council approved resident rates for the 2008-09 academic year. Any institution desiring to assess a nonresident rate that is less than 1.75 times the resident rate should request an exception to this policy as part of its rate proposal. Over the coming year, the Council will review its funding model, migration rates, and market factors to obtain information that will guide development of future nonresident tuition and fee charges.

- Timeline

Institutional tuition hearings will be held on (to be determined, 2008). The Council on Postsecondary Education expects to take action on the 2008-09 tuition rates and fees at a meeting presently scheduled for April 14, 2008.

**Council on Postsecondary Education
2008-09 Tuition and Mandatory Fee Proposal**

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary institutions in the Commonwealth of Kentucky. The following form shall be used by the public institutions to submit proposed 2008-09 tuition and mandatory fee rates to the Council. The data and information from this form shall be submitted for consideration no later than (to be determined, 2008).

Section 1: Institutional Information

Institution Name _____

Date Submitted _____

Submitted By _____

Section 2: Proposed Rates and Estimated Revenue

A. Proposed Tuition Charges

Please provide proposed 2008-09 tuition charges by academic level, residency status, and academic term. Insert additional rows and categories as needed to provide a complete listing of all proposed charges by term.

Proposed 2008-09 Tuition Charges

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Undergraduate			
Resident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____
Nonresident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____
Graduate			
Resident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____
Nonresident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____
First-Professional			
Resident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____
Nonresident			
Full-time	\$ _____	\$ _____	\$ _____
Per credit hour	\$ _____	\$ _____	\$ _____

B. Mandatory Fees

Please provide the proposed 2008-09 Mandatory Fee Schedule.

C. Estimated Tuition and Mandatory Fee Revenue

Please provide estimates of 2008-09 gross tuition and mandatory fee revenue by academic level and residency status based on the rate schedule provided in subsection A above. Insert additional rows and categories as needed, so that the total of all institutional tuition and mandatory fee revenue is reflected in the bottom row.

Gross Tuition and Mandatory Fee Revenue

<u>Revenue Category</u>	<u>Estimated 2008-09</u>
Undergraduate	
Resident	\$ _____
Nonresident	\$ _____
Graduate	
Resident	\$ _____
Nonresident	\$ _____
First-Professional	
Resident	\$ _____
Nonresident	\$ _____
Totals	\$ _____

D. Estimated Mandatory Fee Revenue

Please provide estimates of mandatory fee revenue by academic level and residency status. Insert additional rows and categories as needed, so that the total of all institutional mandatory fee revenue is reflected in the bottom row.

Mandatory Fee Revenue

<u>Revenue Category</u>	<u>Estimated 2008-09</u>
Undergraduate	
Resident	\$ _____
Nonresident	\$ _____
Graduate	
Resident	\$ _____
Nonresident	\$ _____
First-Professional	
Resident	\$ _____
Nonresident	\$ _____
Totals	\$ _____

E. Scholarship Allowances

Please indicate the total amount of estimated 2008-09 scholarship allowances if the rate schedule proposed in subsection A above is approved and the tuition and fee revenue estimated in subsection C is realized.

Scholarship Allowances

	Estimated <u>2008-09</u>
Scholarship Allowances	\$ _____

Section 3: Student Financial Aid

A. Scholarships

Please describe the extent to which additional tuition and fee revenue generated by your proposal will be used to support scholarships and institution-based student financial aid programs. Please specify impact on both need-based and merit-based programs.

B. Work Study

Please describe the extent to which your institution provides opportunities for student work study. How many students currently participate in work study programs? On average, how many hours per week do students in these programs work? What is the average hourly wage or monthly stipend amount? Will revenue from tuition increases result in increased opportunity for student work study at your institution? Please explain.

C. Loans

Please describe the extent to which students at your institution rely on student loans to help pay for college or graduate school. How many students borrow to pay for college? What is the total amount of loan debt by degree type? What is the anticipated impact on student borrowing if your proposed tuition rate increases are approved?

Section 4: Uses of Tuition Revenue

Please specify the intended uses of additional tuition and fee revenue generated by the proposed rate increases including dollar amounts and/or percentages for each category when possible. Use descriptive categories that can be easily understood, such as faculty salaries, administrative salaries, clerical staff, service employees, fringe benefits, supplies and materials, utilities, etc.

Section 5: Other Issues

A. Rationale

Please describe the underlying rationale for the proposed tuition rate increases. What was the main impetus for the proposed increases? What other options were considered to help minimize increases in tuition rates, such as cost containment strategies and using other funding sources? Did changes in federal and state grant aid programs impact the proposed rates? What strategies will be implemented to keep tuition increases to a minimum?

B. Involvement

Please describe the process by which the proposed tuition and fee rate increases were determined. What institutional or external stakeholders were involved in the process? Were any public forums held to allow students or members of the community an opportunity to comment on proposed rates?

C. Funding Adequacy

Please describe how additional tuition and fee revenue generated by your proposal will help provide necessary and sufficient total public funds to support HB 1 goals, the Public Agenda, and the state's double the numbers imperative.

D. Productivity

Please describe the extent to which increased tuition and fee revenue generated by your proposal will be used to support strategies or programs for increasing degree completion. What about support for research or regional stewardship goals?

E. Affordability

Please describe the anticipated impact of proposed tuition and fee rate increases on affordability. How are the proposed rates going to affect family ability to pay within your service region? Are there plans to increase the level of need-based aid your institution provides to maintain affordability for low-income students? Part-time students? Please explain.

F. Student Access

Please describe the anticipated impact of proposed tuition and fee rate increases on student access. What provisions have been made to ensure that price is not a barrier to access among qualified students from low-income families, or among underrepresented minorities?

G. Consequences

Due to the state's austere budgetary environment there is increased uncertainty regarding the level of state appropriations for 2008-09. Given that state support for postsecondary education may be significantly reduced, please describe any consequences that you anticipate will occur if your tuition and fee rate proposal is not approved in its entirety. Be specific in your response.

Council on Postsecondary Education
February 26, 2008

Doctorates in Educational Leadership
Eastern Kentucky University
Northern Kentucky University
Western Kentucky University

ACTION: The staff recommends the approval of the proposals from Eastern Kentucky University, Northern Kentucky University, and Western Kentucky University to offer an Ed.D. in Educational Leadership contingent upon the following:

- (1) The submission of a report to the Council by October 1, 2008, outlining the details of the seamless transfer articulation agreements among the universities as referenced in the *Collaborative Efforts in Offering the Ed.D. in Educational Leadership Memorandum of Understanding* included in the proposals (Attachment A). This report will be considered for acceptance by the Council at its November 2008 meeting.
- (2) Successful annual reviews of progress conducted by the external review committee that show commitment to meeting the recommendations included in the review committee's executive summary (Attachment B), and in the review committee's evaluations of each individual proposal (Attachments C-E). In addition, a full review at the end of three years will be conducted of all public university Ed.D. programs to ensure the viability, sustainability, and effectiveness of the programs.
- (3) Evidence in the annual reviews that each program is on track to be financially self-sufficient by the time it is fully implemented. ECU indicates its program will be fully implemented by year five. NKU indicates self-sufficiency by year three. WKU indicates that its program will be fully implemented by year five.
- (4) The Council directs each institution granting an Ed.D. to collect and to report annually to the Council staff information on the placement of all its graduates. The Council also directs each institution awarding an Ed.D. to evaluate whether these educational leaders have helped to improve student achievement in Kentucky. Finally, the Council directs the Council staff to incorporate information from these institutional reports in reports to the Council (e.g., the High School Feedback Report) and to the legislature (e.g., the annual accountability report).

In an opinion dated July 30, 1991, the Kentucky Attorney General's Office stated that KRS 164.295 permits the comprehensive universities to offer advanced degrees beyond the master's degree only in education and only with the Council's approval. In early 2007, the comprehensive universities began exploring the possibility of offering doctoral degrees in educational leadership to meet the need of the P-12 districts in their areas.

On July 16, 2007, the Council approved a set of comprehensive and rigorous criteria for the review of proposals for doctoral degrees in educational leadership at Kentucky's comprehensive universities (see *Review of Ed.D. Proposals and Programs*, July 16, 2007, Attachment F). These criteria were the culmination of two years of reflection and study on how the comprehensive universities could expand their offerings in the area of educational leadership to have a positive impact on P-12 student achievement and the economy in their regions (see *Review of Ed.D. Proposals and Programs Timeline*, Attachment G).

As directed in that action, the Council staff formed an external review committee (see *Review of Ed.D. Proposals and Programs Process Update*, February 1, 2008, Attachment H) to evaluate the proposals in three areas: program design, program content, and capacity. The review committee conducted interviews with representatives from each campus and found that all of the proposed programs stress regional stewardship and focus on improving student achievement and the economy in their areas of geographic responsibility. They are all focused on the long-term strengthening of the workforce through improvements in the educational system at all levels. The initial resources invested in these programs are investments in the future of the regions. In particular, EKU plans to focus on rural leadership issues; NKU emphasizes the role of the Ed.D. in the implementation of its regional strategic plan, *Vision 2015*; and WKU focuses on the university taking greater responsibility for P-12 student achievement in its region.

The review committee indicated that all three programs show great promise for the future of programs in educational leadership in Kentucky. The proposed programs embrace new and nontraditional ways of preparing instructional leaders and are aligned with the work of the Education Professional Standards Board's Education Leadership Redesign Task Force created by the 2006 General Assembly in House Joint Resolution 14 (Attachment I). The task force's full report can be accessed at <http://www.kyepsb.net/documents/ExecOffice/ELRReport.pdf>. Along with the recommendations above that apply to each proposed program, the review committee made several recommendations specific to each institution. Those items can be found in the attached evaluations but the most important recommendations include the following:

Eastern Kentucky University

- Improving the selection process for candidates to include input from practitioners.
- A clearer delineation of how the master's program differs from the proposed doctoral program.
- Formal agreements between the institution and its partner school districts.

Northern Kentucky University

- Course content needs to be more fully developed in order to make more specific determinations regarding the alignment of the content to the principles of the program.
- Explicit information needs to be included regarding nontraditional assessment of the candidates.

Western Kentucky University

- Course content needs to be more fully developed in order to make more specific determinations regarding the alignment of the content to the principles of the program.
- Explicit information needs to be included regarding nontraditional assessment of the candidates.

These items must be addressed as part of the annual reviews conducted per the contingent approval of the programs. In addition, at the conclusion of the three-year review, the Council may ask the institutions to provide an assessment of the impact of their new graduates on the performance of the schools in which they serve.

The intensive and rigorous process has resulted in three proposed programs that address the needs of the proposing institutions' respective regions, as well as the needs of Kentucky as a whole. While the programs will be expected to show progress in transferability and sustainability, the institutions have made a diligent and committed effort to address the issues of concern expressed by the Council throughout the process. The institutions have indicated that given the priority they have placed on these programs they can, even in the current difficult financial climate, reallocate funds to support the launch of the programs. Working together, the Council and the institutions have created programs that will benefit the Commonwealth.

MEMORANDUM OF UNDERSTANDING
Northern Kentucky University and Western Kentucky University
Collaborative Efforts in Offering the Ed.D. in Educational Leadership

This Memorandum of Understanding (MOU) presently enacted attests to the intent of Northern Kentucky University (NKU) and Western Kentucky University (WKU) (as well as other institutions added to this agreement by addendum) to collaborate in the preparation of doctoral level educational leaders for the Commonwealth of Kentucky through the Doctor of Education in Educational Leadership (Ed.D.).

This agreement will take effect upon the affixing of signatures of the Parties named above. The agreement will be considered continuous until revision is requested by either party.

The Parties agree to pursue the following:

1. Facilitate the transfer of coursework between Parties by the transfer of credit for courses and/or by assessing competencies/outcomes within courses subject to limits imposed by residency requirements;
2. Compile a "faculty expertise database" at each institution that can serve as a resource for shared courses, committee membership, and consultation with students;
3. Share unique areas of institutional expertise and specialization through distance and/or low residency course offerings;
4. Conduct annual meetings for program faculty from each participating institution to share and plan together;
5. Prepare and alternate sponsorship of an annual colloquium for Ed.D. students and degree completers to collaborate and share ideas as well as dissertation results;
6. Create an interactive website through which students with similar research interests can collaborate across the Commonwealth on larger scale research projects;
7. Seek out and jointly sponsor prominent visiting scholars (either in residence or via web) to offer electives and special topics courses;
8. Convene a faculty committee to study the outcomes and proceedings of the Carnegie Initiative on the Doctorate and determine the best ways to implement findings;
9. Continue to seek other ways to collaborate with partner institutions and research intensive institutions within the Commonwealth and region.

Gail W. Wells
 Gail W. Wells
 Vice President and Provost
 Northern Kentucky University

10/3/07
 Date

Barbara Burch
 Barbara Burch
 Vice President and Provost
 Western Kentucky University

10/2/07
 Date

**ADDENDUM NO. 1
TO THE MEMORANDUM OF UNDERSTANDING
Between Northern Kentucky University and Western Kentucky University**

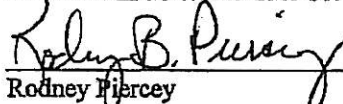
This Addendum No. 1 to the Agreement between Northern Kentucky University ("NKU") and Western Kentucky University ("WKU") dated October 3, 2007, is made this ____ day of January, 2008.

For and in consideration, the receipt and sufficiency of which is hereby acknowledged, the parties do hereby agree to amend the Memorandum of Understanding referenced above to include, as a party to the Memorandum of Agreement, Eastern Kentucky University ("EKU"). EKU agrees to participate in and pursue the goals and objectives outlined in items 1 through 9 of the Memorandum of Understanding in cooperation with NKU and WKU.

All other terms, conditions, agreements, and provisions of the Memorandum of Understanding remain in full force and effect.

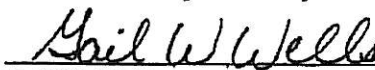
IN WITNESS WHEREOF, the parties hereto set forth their respective signatures on this

Addendum as of the date set forth herein.



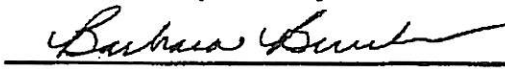
Rodney Piercey
Vice President and Provost
Eastern Kentucky University

2-5-08



Gail W. Wells
Vice President and Provost
Northern Kentucky University

2/13/08
Date



Barbara Burch
Vice President and Provost
Western Kentucky University

2-11-08
Date

Executive Summary

The need for opportunities to access terminal educational leadership degrees in all geographical regions of Kentucky has been confirmed by multiple data sources collected by state a task force and the three universities proposing new programs. The proposal submitted by Eastern Kentucky University stresses that to better serve its' region, the doctoral program should focus on rural leadership issues. Northern Kentucky University's proposal emphasizes the implementation of the regional strategic plan *Vision 2015*. This plan stresses that improved education is an essential element for the economic development of the region. Western Kentucky University's proposal addresses local student achievement and how the university should take more responsibility for both university achievement and P-12 student achievement.

All three doctoral program proposals stress regional stewardship and the need to have a positive impact on student achievement and the economy in their regions. All the proposals emphasize the need for a stronger workforce to enhance the future economy and also stress that this can only be attained through an improved educational system that offers greater access to education at all levels. The resources that will be used to develop these programs are an investment for the future.

The three proposals show great promise for the future of doctoral programs in Kentucky. They are unique in many ways and embrace new and non-traditional ideas about how to prepare instructional leaders at the doctoral level. The review committee report on each proposal contains commendations, suggestions and recommendations for each university. It is hoped that the suggestions given will be considered as each university moves forward with the implementation of their plans. It is expected that recommendations will be addressed before any program approval is given. Recommendations are as follows:

Eastern Kentucky University

- The selection process does not include input from practitioners nor reflect the recommendations of HB resolution 14. Add practitioners to the selection process, especially the interview, and dissertation review process.
- There is not a clear understanding of how the doctoral program is different from the master's program in educational leadership. Create a document that clearly shows the difference.
- There is a need for formal memorandums of agreement with school districts, and especially with partner universities.

Northern Kentucky University

- The program outcomes are well stated but there are no course syllabi to indicate in which courses the outcomes will be taught. Proposal statements all embrace the requirements for program content but there are only placeholder syllabi to determine if any of the program content requirements are in place.
- Course syllabi should be developed not only to determine content taught but also to demonstrate how the described competency-based approach and non-traditional assessments will be used.

Western Kentucky University

- The program outcomes are well stated but there are no course syllabi to indicate in which courses the outcomes will be taught. Proposal statements all embrace the requirements for program content but there are only placeholder syllabi to determine if any of the program content requirements are in place.
- Course syllabi should be developed not only to determine content taught but also to demonstrate how the described competency-based approach and non-traditional assessments will be used.

All three plans are well-written but implementation is always the most difficult phase in any new intervention. Therefore, the review team recommends that the Council consider developing a plan for follow-up sessions over the next three years to monitor and support implementation of the proposals.

The review team also is concerned about funding and sustainability for three new doctoral programs in this time of possible budget cuts. It is recommended that to better use scarce resources, the Council encourages the universities to collaborate to provide students seamless transferability and greater access to all available programs.



Review of Ed.D. Proposals and Programs Evaluation Form

Institution: Eastern Kentucky University

Degree Title: Doctor of Education (Ed.D.) in Educational Leadership

Program Design	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Rigorous and relevant prerequisites for admission.		Process does not include input from practitioners or reflect the recommendations for HB resolution 14.		
Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.			“Seek articulation” stated, but a policy in place would make this clearer.	
Cohort or open model of registration, including minimum requirements for viability of program.			Adequate, but not unusual or unique. More group or team work might be considered.	
A detailed program of study.			Program is well designed but lacks some uniqueness for a new program.	
Description of culminating experience or dissertation appropriate to the needs of the constituencies served.				Good ideas for action research and solving problems. Different from traditional dissertation work.
Demonstration of a fully aligned relationship between			Alignment between	

the redesigned master's and doctoral programs. Program tracks that acknowledge the diversity of applicants' background experiences and prior knowledge.			doctorate and masters not clearly defined, but the program does track applicants' experiences and prior knowledge.	
Articulated agreements with local school districts, cooperatives and other regional partners that ensure substantive field experience.			No formal agreements with school districts for field experiences. No MOA's, but planning to secure agreements with other universities for transferability of courses.	

Comments Regarding Program Design

Selection process does not include input from practitioners or reflect the recommendations for HB resolution 14.
 Very good focus on rural educational leadership needs and on creating a "grow your own" situation.
 Program design detailed, but the university should ensure ongoing input from the practitioner.
 Good ideas for action and applied research.

Program Content	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.	.		Good community involvement, but could take advantage of all the resources the university has and work with other colleges and schools more.	
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.		.	Statements all embrace the requirements for program content, and course syllabi are in place, but more detail about field experiences beyond "when appropriate" is needed.	
Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to		.	Stated but needs to be more specific in the	

improve school practice).			descriptions used.	
Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.			Technology use has more to do with accessibility than instruction. More emphasis on instructional use needed.	
Help leaders work collaboratively and inclusively with teachers, parents, students, and the community to create productive learning environments.			Collaboration mentioned with these audiences during interviews.	

Comments Regarding Program Content

Statements all embrace the requirements for program content and course syllabi are in place but more detail about field experiences beyond “when appropriate” is needed.

Capacity—Faculty	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Appropriate qualifications of present and pending faculty, including rank, degrees, experience and relevant scholarship.			Faculty and terminal degrees are included, but university needs to ensure that they can staff the program appropriately after potential budget cuts.	
Appropriate balance between full- and part-time faculty in the program, ensuring quality and consistency for the students.				Good information given during interview.
Description of the support and resources that will be provided to aid in the inculcation of a doctoral education				Library resources are described. Good

culture within the department and institution and the preparation of faculty to chair student committees.				administrative support articulated during interview
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Comments Regarding Capacity—Faculty

There are concerns that the university may have difficulty in staffing program appropriately with potential budget cuts. Library resources are described. Good administrative support articulated during interview. The creation of the Center for Educational Research in Appalachia is a plus.

Capacity—Resources	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Demonstration of financial viability: Total costs for students, including options for student financing.			Costs have been analyzed.	
Demonstration of financial viability: Start-up costs.			Start up costs have been explained.	
Demonstration of financial viability: Financial impact on institution.				Administration provided information about sustainability over time and strong commitment of resources.
Demonstration of financial viability: Minimum number of students required to make program viable, accounting for attrition.				Numbers of students expected and attrition have been accounted for.
Evidence of sufficient graduate student support, including availability of external funding.			More information might be needed about external funding needs.	

Comments Regarding Capacity—Resources

During interviews it was stated that administration will do whatever it takes to make this a program a success. They should be commended for this strong commitment of resources to the program.

Summary Questions

Has the institution documented a strong need for the program?

- During interviews and in the written document the team stated that the need is to improve K-12 student achievement in their service area.
- The institution will have a unique focus that is crucial to education. The university is most appropriate to provide the educational opportunity because of location and accessibility.

Has the institution demonstrated adequate commitment of personnel and fiscal resources to implement a successful program?

- During interviews it was stated that administration will do whatever it takes to make this a program a success. They should be commended for this strong commitment of resources to the program.
- The additional faculties that will be needed are being recruited and should be in place at the start of the program.

Has the institution sought and integrated adequate collaboration?

- They have collaborated with other universities but not with school districts, practitioners or other colleges and schools within their university. During the interviews they agreed to have more practitioner involvement, and they should be commended.
- They are securing articulated agreements with other institutions.

Overall Impressions, Suggestions for Improvements, and Recommendations

Commendations:

The university should be commended for:

- The commitment to develop a doctoral program that will better prepare educational leaders to lead in rural schools. Very good focus on rural educational leadership needs and creating a “grow your own” situation
- The strong commitment and assurances that resources will be made available to ensure that this program is successful
- Ideas for action and applied research
- Administrative support articulated during interview. During interviews it was stated that administration will do whatever it takes to make this a program a success. They should be commended for this strong commitment of resources to the program
- The creation of the Center for Educational Research in Appalachia

Suggestions:

It is suggested that the university consider the following points:

- Seamless transfer would be clearer if stated in a policy that goes beyond seeking articulation.

- More group or team work might be considered with the cohort model.
- There is good community involvement, but program could take advantage of all university resources and work more with other colleges and schools.
- Technology use needs to be instructional in nature.
- More input from the practitioner on program of study is needed.
- Statements all embrace the requirements for program content, and course syllabi are in place, but more detail is needed about field experiences beyond “when appropriate” and mentoring responsibilities and commitment.
- There are concerns that the university may have difficulty to staff program appropriately with potential budget cuts.
- Program design is detailed, but the university should ensure ongoing input from the practitioner.

Recommendation:

- The selection process does not include input from practitioners nor reflect the recommendations of HB resolution 14. Add practitioners to the selection process, especially the interview, and dissertation review process.
- There is not a clear understanding of how the doctoral program is different from the master’s program in educational leadership. Create a document that clearly shows the difference.
- There is a need for formal memorandums of agreement with school districts, and especially with partner universities.



Review of Ed.D. Proposals and Programs Evaluation Form

Institution: Northern Kentucky University

Degree Title: Doctor of Education (Ed.D.) in Educational Leadership

Program Design	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Rigorous and relevant prerequisites for admission.			Process does reflect recommendations from HB resolution 14. Includes an interview with NKU faculty and the P-12 partners, but rubrics for measurement not available.	
Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.			Seamless transfer addressed. No policy was described, although a MOA is in place with another university.	
Cohort or open model of registration, including minimum requirements for viability of program.			Explained but not unusual or unique.	
A detailed program of study.			Good outline for program of study and there are sample syllabi, but more detail needed.	
Description of culminating experience or dissertation appropriate to the needs of the constituencies served.				Two Capstone projects: group based and action research dissertation.

				Dissertation can be action research that occurs throughout the candidate's program
Demonstration of a fully aligned relationship between the redesigned master's and doctoral programs. Program tracks that acknowledge the diversity of applicants' background experiences and prior knowledge.			Masters and relationship to doctorate described in a satisfactory way.	
Articulated agreements with local school districts, cooperatives, and other regional partners that ensure substantive field experience.			Articulated agreement for transferability of courses. Articulated agreements with school districts for field experiences, etc. are referred to, but no MOAs included, nor KCTCS partnership Information.	
<u>Comments Regarding Program Design</u>				
Needs more detail and input from the practitioner. Good information on teacher leader, P-12 administrator and higher education administrator. Two Capstone projects: group based and action research dissertation. Dissertation can be action research that occurs throughout the candidate's program				

Program Content	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.				Good use of possible multiple resources outside of the COE described in interview
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.		Outcomes well stated, but where they will be taught is not clear. Statements all embrace the requirements for program content, but		

		there are only placeholder syllabi to determine if program content requirements are in place. Also inclusion of non-traditional assessments for a competency-based program.		
Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to improve school practice).		.	Blend is present, but descriptions could be more specific	
Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.			Documented section Appendix C	
Help leaders work collaboratively and inclusively with teachers, parents, students, and the community to create productive learning environments.			Collaboration mentioned with these audiences and to be mastered during field experiences.	

Comments Regarding Program Content

Statements all embrace the requirements for program content, but there are no course syllabi or samples of what will be offered to candidates to determine if any of the program content requirements are in place.
 Good use of possible multiple resources outside of the COE described in interview.

Capacity—Faculty	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Appropriate qualifications of present and pending faculty, including rank, degrees, experience, and relevant scholarship.			Appendix D lists information on full-time and part-time faculty, but some lack descriptions of qualifications and experience.	
Appropriate balance between full- and part-time faculty			Loads and duties	

in the program, ensuring quality and consistency for the students.			described pages 21–23	
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.			Resources described pages 24–31, but sustainability could be a problem.	
<u>Comments Regarding Capacity—Faculty</u>				
Since courses are listed but only placeholder syllabi available, it is difficult to determine if faculties of record have expertise required to teach the course. Sustainability of program could be a problem.				
Capacity--Resources	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Demonstration of financial viability: Total costs for students, including options for student financing.			Costs have been analyzed.	
Demonstration of financial viability: Start-up costs.			Start-up costs have been explained.	
Demonstration of financial viability: Financial impact on institution.			More information needed about sustainability over time.	
Demonstration of financial viability: Minimum number of students required to make program viable, accounting for attrition.			Numbers of students expected and attrition have been accounted for.	
Evidence of sufficient graduate student support, including availability of external funding.			Evidence of graduate student support present, but more information needed about availability of external funding and sustainability over time.	

Comments Regarding Capacity--Resources

Although there has been work done to calculate resources needed, sustainability of the program needs to be studied in more detail.

Although it was stated several times during the interview that there is administrative support for this program, there are concerns about sustainability with budget cuts. Additional planning for that event should be considered.

Summary Questions

Has the institution documented a strong need for the program?

- The need for better student achievement in their service area was discussed in the beginning of the proposal and supported with some good research.
- Survey results indicated a need for area professionals having access to terminal degrees.. Information shared about 2015 Vision during interview showed more regional stewardship on the part of the University. They are to be commended for this.

Has the institution demonstrated adequate commitment of personnel and fiscal resources to implement a successful program?

- There is commitment, but again, sustainability is not clear.

Has the institution sought and integrated adequate collaboration?

- They have collaborated with other universities and refer to collaboration with school districts, practitioners or other colleges and schools in their university but only a MOA with a university is part of the proposal.

Overall Impressions, Suggestions for Improvements, and Recommendations

Commendations

The university should be commended for:

- Information shared about 2015 Vision during interview showed more regional stewardship on the part of the University. They are to be commended for this.
- Good use of disposition rubric during selection process.
- Two Capstone projects: group based and action research dissertation. Dissertation can be action research that occurs throughout the candidate's program.
- Good use of possible multiple resources outside of the COE described in interview
- Good information on teacher leader, P-12 administrator and higher education administrator

Suggestions

It is suggested the university consider the following points:

- KCTCS partnership should be in place.

- Although it was stated several times during the interview that there is administrative support for this program, there are concerns about sustainability with budget cuts. Additional planning for that event should be considered.
- Appendix D lists information on full-time and part-time faculty, but some lack descriptions of qualifications and experience. More information is needed.
- Mentoring needs clarification on responsibilities and commitment.

Recommendations

Before approval is given the university should:

- The program outcomes are well stated but there are no course syllabi to indicate in which courses the outcomes will be taught. Proposal statements all embrace the requirements for program content but there are only placeholder syllabi to determine if any of the program content requirements are in place.
- Course syllabi should be developed not only to determine content taught but also to demonstrate how the described competency-based approach and non-traditional assessments will be used.



Review of Ed.D. Proposals and Programs Evaluation Form

Institution: Western Kentucky University

Degree Title: Doctor of Education (Ed.D.) in Educational Leadership

Program Design	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Rigorous and relevant prerequisites for admission.			Process does not include input from practitioners but reflects some recommendations from HB resolution 14. No rubrics for measurement have been developed	
Seamless transfer options for students, allowing them to take courses from any approved program and have them count toward the degree.		.	Seamless transfer addressed and MOA is in place with another university. Procedures not well-described.	
Cohort or open model of registration, including minimum requirements for viability of program.			Explained but not unusual or unique although the proposed design might offer students the possibility of individualization.	
A detailed program of study.			Schematic in proposal and diagram shared at interviews shows a well-planned process.	
Description of culminating experience or dissertation appropriate to the needs of the constituencies served.				Dissertation will be applied research, focusing on real-world problems

				related to the candidate's workplace.
Demonstration of a fully aligned relationship between the redesigned master's and doctoral programs. Program tracks that acknowledge the diversity of applicants' background experiences and prior knowledge.			Describes the masters in a satisfactory way and relationship to doctorate.	
Articulated agreements with local school districts, cooperatives, and other regional partners that ensure substantive field experience.			Appendix A describes collaboration with districts. Articulated agreements for transferability of courses and with school districts for field experiences etc. are referred to, but only university MOA included.	
<u>Comments Regarding Program Design</u>				
Dissertation based on real world problems and action research. Non-traditional approach.				
Program Content	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Be interdisciplinary and collaborative across institutions and agencies, calling on a wide variety of resources.				Taking full advantage of all university resources such as business school, urban planning, public administration, etc.
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.		Outcomes well stated, but what students will be taught is not clear. Statements all embrace the requirements for program content, but there are no course syllabi of what will be offered to candidates to determine if any of the		

		program content requirements are in place.		
Blend theoretical and research knowledge with applied analytical skills (research knowledge should be used to improve school practice).		.	Stated but descriptions could be more specific.	
Focus on data-based decision making, the efficient use of technology for management and instruction, and the establishment of virtual learning communities.			Documented but descriptions could be more specific.	
Help leaders work collaboratively and inclusively with teachers, parents, students, and the community to create productive learning environments.			Collaboration described and discussed with these audiences.	

Comments Regarding Program Content

Statements all embrace the requirements for program content but there are no complete course syllabi of what will be offered to candidates to determine if all of the program content requirements are in place.

Capacity—Faculty	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Appropriate qualifications of present and pending faculty, including rank, degrees, experience, and relevant scholarship.				Information given on present full-time and part-time faculty, but the concept of pulling from the university and community for additional faculty widens the pool.
Appropriate balance between full- and part-time faculty in the program, ensuring quality and consistency for the students.				Loads and duties described, but the concept of pulling from the university and community for additional faculty widens the pool.
Description of the support and resources that will be			Resources described,	

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.			but sustainability might be a problem.	
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Comments Regarding Capacity—Faculty

Since courses are listed but no syllabi available it is difficult to determine if faculty of record has the expertise required to teach the course. Taking full advantage of all university resources such as business school, urban planning, public administration, etc.

Capacity--Resources	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
Demonstration of financial viability: Total costs for students, including options for student financing.			Costs have been analyzed.	
Demonstration of financial viability: Start-up costs.			Start-up costs have been explained.	
Demonstration of financial viability: Financial impact on institution.			More information might be needed about sustainability over time	
Demonstration of financial viability: Minimum number of students required to make program viable, accounting for attrition.			Numbers of students expected and attrition have been accounted for.	
Evidence of sufficient graduate student support, including availability of external funding.			More information might be needed about sustainability over time	

Comments Regarding Capacity--Resources

Although there has been work done to calculate resources needed, sustainability of the program needs to be studied in more detail. Although it was stated several times during the interview that there was administrative support for the program, there are concerns about sustainability with budget cuts. Additional planning should be considered.

Summary Questions

Has the institution documented a strong need for the program?

- The need for better student achievement in their service area was discussed in the beginning of the proposal and supported with some good research. Information shared during interview showed more regional stewardship on the part of the University. They are to be commended for this.

Has the institution demonstrated adequate commitment of personnel and fiscal resources to implement a successful program?

- There is commitment but sustainability is not clear.

Has the institution sought and integrated adequate collaboration?

- They have collaborated with other universities and refer to collaboration with school districts, practitioners or other colleges and schools in their university. but only a MOA with a university is part of the proposal.

Overall Impressions, Suggestions for Improvements, and Recommendations

Commendations:

The university should be commended for:

- The need for better student achievement in their service area was discussed in the beginning of the proposal and supported with some good research. Information shared during interview showed more regional stewardship on the part of the University. They are to be commended for this.
- Group based and action research dissertation. Dissertation can be action research that occurs throughout the candidate's program.
- Good use of possible multiple resources outside of the COE described in interview

Suggestions

It is suggested the university consider the following points:

- KCTCS partnership should be in place.
- Although it was stated several times during the interview that there is administrative support for this program, there are concerns about sustainability with budget cuts. Additional planning for that event should be considered.
- Mentoring needs clarification on responsibilities and commitment.

Recommendations

- The program outcomes are well stated but there are no course syllabi to indicate in which courses the outcomes will be taught. Proposal statements all embrace the requirements for program content but there are only placeholder syllabi to determine if any of the program content requirements are in place.
- Course syllabi should be developed not only to determine content taught but also to demonstrate how the described competency-based approach and non-traditional assessments will be used.

**Council on Postsecondary Education
Quality and Accountability Policy Group
July 16, 2007**

Review of Ed.D. Proposals and Programs

ACTION: The staff recommends that proposals to create new Ed.D. programs or initiatives to redesign current doctoral programs at the University of Kentucky and the University of Louisville be reviewed pursuant to the criteria and process described below.

Background

Ed.D. programs have been the subject of numerous criticisms in recent years. They have been described as “Ph.D.-lite,” as “severely lacking,” and as “inappropriate to the needs of today’s schools and school leaders.” It is widely believed that a new form of educational leadership training is required to meet the challenges of a global economy. The 2006 session of the Kentucky General Assembly addressed educational leadership programs in House Joint Resolution 14 (HJR 14) (attached). The resolution required the Education Professional Standards Board (EPSB) to organize an interagency task force to collaborate with colleges and universities to redesign administrator preparation programs and professional development programs, and to align doctoral programs in education with redesigned master’s and other leadership programs to ensure rigor and relevance. The resolution requires a progress report to the Interim Joint Committee on Education by October 1, 2007.

Five comprehensive institutions have posted or pre-posted proposals for an Ed.D. program in the Kentucky Postsecondary Program Proposal System (KPPPS). In addition, the University of Kentucky and the University of Louisville have been selected to participate in a Carnegie Foundation initiative to redesign the education doctorate. They were two of 20 programs nationally selected to participate in the initiative.

The University of Kentucky, the University of Louisville, and Spalding University are currently the only Kentucky institutions offering an education doctorate. Together these programs have averaged an enrollment of approximately 600 students. Over the past five years, they have produced approximately 90 graduates annually. Kentucky ranks 14th of the 16 Southern Regional Education Board (SREB) states in production of education doctorates, and 35th nationally.

These activities provide the Council and the institutions with an opportunity to meet a real need within the context of the Council’s “Double the Numbers” initiative. The challenges of the global economy and of meeting HB 1 goals require a coordinated and systematic

approach to proposals to create or redesign education doctorates. Such proposals must be reviewed with a focus on Kentucky's needs and on best practices nationally.

Alignment and Structure

The Council has set aggressive goals for the postsecondary and adult education system to double the number of baccalaureate degree holders in the state. Meeting these goals will require considerable reallocation and new investment in programs that improve undergraduate retention and graduation rates. The structure of any new or redesigned educational leadership program should be highly collaborative and interdisciplinary. This will ensure quality, effectiveness, and efficiency.

Any proposals for new or redesigned programs must be aligned with the work of the HJR 14 task force. The task force has developed a standard set of criteria for review and redesign of both the master's and doctorate in education. The criteria are designed to ensure a consistent and coordinated approach while providing an opportunity for institutions to develop individual emphases. The task force's criteria and methodology also can be supported by the Council's authority to identify academic degree programs as standardized degree programs (KRS 164.037).

A survey of potential applicants to Ed.D. programs and of employers of educational leaders by the HJR 14 task force produced a modest response. The survey was based on perceptions of the Ed.D. as traditionally offered.

The need to redesign Ed.D. programs must be separated from the need or demand for programs as currently structured in Kentucky. Both new and current programs must be designed or redesigned to meet today's needs. Restructuring the way in which educational leadership programs are designed and delivered may well increase demand for such programs. The primary market for the programs will be the P-12 community.

Criteria and Process

The Council staff has articulated five general questions that will guide review of proposals to offer 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 more effectively delivered by another institution?
- Can the program be offered in collaboration with another institution?

EPSB's Education Leadership Redesign Task Force has developed additional criteria that will be used to review Ed.D. program proposals. These criteria provide for certain standard features applicable to all programs that will ensure effective coordination of program delivery, maximum flexibility for students in scheduling and course-taking, and efficient use of resources.

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. A set of criteria for faculty participation in the program must be jointly developed.
- 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.

The Council staff will request external consultants to assist them in the review of proposals for new and redesigned education doctorates to ensure alignment with the criteria described above.

Three years after implementation of any new educational leadership program, and upon completion of the Carnegie-led redesign of current programs, the Council staff will review the program to assess the degree to which it is meeting the purposes for which it was approved. The review will take into account any changes in circumstances that might warrant modification of the original approval. If deficiencies are found, the institution(s) will be requested to remedy them or risk revocation of the authority to offer the degree.

Education Doctorates in Kentucky

Timeline

August 2006	Education Leadership Redesign Task Force established by House Joint Resolution 14 begins meeting
August-October 2006	Work groups of the Task Force (including preparation programs, professional development, induction and working conditions, and doctoral programs) meet
November 2006	Work groups report to Task Force
January 2007	EPSB updated on progress of Task Force
January-February 2007	Work groups of the Task Force meet
March 2007	Work groups report to the Task Force
April-May 2007	Masters degree redesign principles clearly articulated. Universities not already engaged in the process should begin aligning new masters degrees and potential doctoral degrees
May-September 2007	Current and proposed doctoral programs are reviewed for coherence with masters degree redesign. Inherent to this review is the preference for collaborative and/or joint doctoral degrees in education leadership
June 2007	Task Force reports to the EPSB
July 2007	Council approves Ed.D. program criteria
September 2007	CPE begins to consider new doctoral degrees in education leadership
October 2007	Task Force reports to Interim Joint Committee on Education
November 2007	External Review Committee is created
January 2008	External Review Committee interviews campuses proposing programs
February 2008	External Review Committee recommends approval of all proposals with suggestions for improvement

**Council on Postsecondary Education
Quality and Accountability Policy Group
February 1, 2008**

**Review of Ed.D. Proposals and Programs
Process Update**

The Council staff received complete proposals from three comprehensive universities for a doctorate in educational leadership in October 2007. The proposals are from Eastern Kentucky University, Western Kentucky University, and Northern Kentucky University.

A review committee was established to evaluate these proposals in accordance with the criteria approved by the Council at its July 16, 2007, meeting. The review committee is comprised of:

- Elaine Farris, deputy commissioner of the Bureau of Learning Results Services, Kentucky Department of Education
- Phillip Rogers, executive director of the Education Professional Standards Board
- Dianne Bazell, assistant vice president for academic affairs, Council on Postsecondary Education
- Kathy O'Neill, director of the Southern Regional Education Board Learning-Centered Leadership Program
- Harrie Buecker, superintendent of Franklin County Schools
- Jan Muto, assistant to the chancellor for teaching and learning, Kentucky Community and Technical College System

This committee reviewed proposals and interviewed campus officials January 16, 2008, in order to make recommendations to the Council's interim president and vice president for academic affairs regarding possible ways to improve the proposals. The committee drafted a set of guiding questions for the interviews, which are attached. Dialogue with the institutions may occur in order to resolve issues of concern, after which the staff will make a recommendation to the Council regarding these programs.

House Joint Resolution 14

A JOINT RESOLUTION directing the executive director of the Education Professional Standards Board with the cooperation of the commissioner of education and the president of the Council on Postsecondary Education to establish an interagency task force to collaborate with public and private postsecondary education institutions for the redesign of preparation programs and the professional development of educational leaders.

WHEREAS, there is a critical need for Kentucky schools to have leaders who are prepared to improve teaching and learning; and

WHEREAS, all Kentucky school leaders need to have a mastery of current knowledge and skills, and the dispositions to improve teaching and learning; and

WHEREAS, it is a goal of the General Assembly that every school have leadership that improves schools and increases the learning and development of all students; and

WHEREAS, there is a need for a seamless system of education leadership that includes the recruitment and selection of potential education leaders; and preparation and certification, induction, professional development, and supportive working conditions that focus on a vision of school leaders as instructional leaders; and

WHEREAS, activities to redesign education leadership preparation programs are underway among state regulatory agencies to create integrated and embedded programs addressing the school leadership needs of the Commonwealth;

NOW, THEREFORE,

Be it resolved by the General Assembly of the Commonwealth of Kentucky:

Section 1. The executive director of the Education Professional Standards Board, with the cooperation of the commissioner of education and the president of the Council on Postsecondary Education, shall organize an interagency task force to collaborate with private and public postsecondary education institutions for the redesign of programs for school and district leaders, including the preparation and certification of principals, assistant principals, superintendents, and other central office and school-based administrators.

- (1) The size and make-up of the task force shall be determined by consensus of the executive director, commissioner, and president.
- (2) The work of the task force shall begin no later than August 15, 2006.
- (3) The redesigned programs for developing educational leaders shall have:
 - (a) Recruitment and selection policies that ensure that persons with high leadership potential and talent are being prepared to lead Kentucky schools;
 - (b) Strong emphasis on developing the essential competencies necessary for improving the safe and efficient management of schools and increasing student achievement;
 - (c) A standards and research base with coherent goals, learning activities, and assessment around a shared set of values, beliefs, and knowledge about effective administrative practices;
 - (d) Provisions for field-based internships that incorporate problem-based learning and utilize cohort groups and mentors whenever possible and appropriate;
 - (e) Strong clinical training options throughout the programs that include extensive collaborations between postsecondary education institutions and school districts;

- (f) Induction components for newly hired principals and other education leaders, which provide both collegial support and individual mentoring with documented evidence of the new principals' or other education leaders' abilities to focus on high levels of student learning, growth, and achievement;
 - (g) Provisions for high-quality professional development that strengthen current school leaders' capacity to work with faculty in changing school and classroom practices to increase student learning, growth, and achievement; and
 - (h) Support for working conditions that enable leaders to implement strong instructional leadership that improves opportunities for teaching and learning for all students.
- (4) The interagency task force in collaboration with postsecondary education institutions shall:
- (a) Ensure involvement of all appropriate education entities during all stages of the redesign processes;
 - (b) Identify postsecondary education institution and school district resources that can be utilized to make educational leadership programs as effective as possible;
 - (c) Identify the competencies, knowledge, skill sets, and dispositions that all instructional leaders must possess;
 - (d) Require instruction and the improvement of student learning, growth, and achievement;
 - (e) Require problem-based learning while addressing state and national leadership standards; and
 - (f) Require the relevant field-based experiences and internships that allow candidates to demonstrate leadership competencies in real-life situations.
- (5) The interagency task force shall:
- (a) Utilize regionally and nationally recognized experts in educational leadership to assess Kentucky's current needs and evaluate institutional redesign proposals to meet those needs;
 - (b) Study and determine best practices for implementing the redesign of educational leadership programs in Kentucky, including the use of institution-based redesign coordinators to spearhead, coordinate, and administer a multi-year development process and the establishment of an executive leadership academy with a clear focus on improving student learning, growth, and achievement by developing the instructional leadership and management expertise of Kentucky's principals; and
 - (c) Require alignment of doctoral programs in education with the redesigned masters' and other leadership programs to ensure rigor and relevance.

Section 2. The interagency task force shall provide a progress report to the Interim Joint Committee on Education by October 1, 2007, and as requested thereafter.

**Council on Postsecondary Education
February 26, 2008**

**Bachelor of Arts in Mass Communication and Journalism
Kentucky State University**

<p>ACTION: The staff recommends that the Council approve the Bachelor of Arts in Mass Communication and Journalism (CIP 09.0499) proposed by Kentucky State University.</p>
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Kentucky State University proposes a Bachelor of Arts in Mass Communications and Journalism to prepare graduates for employment in media firms or placement in graduate degree programs in journalism.

The proposed program has three components: (1) a 21-credit hour "core" of fundamental coursework in basic journalism, which is the existing B.A. minor in journalism; (2) a nine-credit hour "concentration" in the student's choice of more advanced coursework options in print, public relations, or broadcast journalism; and (3) a six-credit hour selection of elective courses that offer appropriate and relevant support for the student's choice of concentration.

As an 1890 Morrill Act land grant institution, KSU possesses several resources in the areas of broadcast arts and communications, including a publications production unit, video production and editing unit, and a graphics production unit. To support functionality in these three units, KSU has acquired and manages a complete television studio, state-of-the-art graphics printing equipment, state-of-the-art video production and editing equipment, a remote television uplink/downlink satellite truck, and a staff of graphic designers and video production/broadcast communications professionals.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The KSU board of regents approved the program at its October 27, 2006, meeting.



A RESOLUTION BY THE COUNCIL ON POSTSECONDARY EDUCATION
OUTLINING THE EFFECT OF THE
PROPOSED 2008-10 EXECUTIVE BUDGET
ON THE FUTURE OF THE COMMONWEALTH AND ITS PEOPLE

WHEREAS, Kentucky's leaders, envisioning a more competitive economy and a better quality of life for the citizens of the Commonwealth, recognized postsecondary education as the primary strategy to make this vision a reality through the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*; and

WHEREAS, Kentucky's postsecondary and adult education systems have made dramatic improvements as a result of this landmark legislation, enrolling and graduating more students, increasing per capita income, and expanding research and development; and

WHEREAS, the proposed 12 percent cut to postsecondary and adult education, and substantial cuts to the KEES program, would reverse the momentum created by reform's success at a moment in our history when the business, education, and economic development communities had hoped for and expected a significant acceleration in progress as a result of Kentucky's plan to Double the Number of college graduates by 2020; and

WHEREAS, budget cuts of this magnitude will be exponentially detrimental to the students and families of Kentucky, likely resulting in higher tuition, reduced access, diminished financial aid, decreased quality due to larger classes and fewer faculty, and rising levels of college loan debt that threaten the financial security of our next generation; and

WHEREAS, the effects of such a cut would resound across the state, decreasing regional efforts to attract and grow area business, diminishing innovation and job creation from university investments in research, and limiting college and university involvement in K-12 education; and

WHEREAS, economic studies repeatedly have shown that states with the highest levels of education have the most robust and prosperous economies, and a sustained, adequate investment in postsecondary and adult education will ensure a future of increased revenue, greater personal income, reduced health care costs, less unemployment, and healthier, more engaged citizens;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education supports General Assembly action to generate sufficient revenue to resolve state budget deficits, and urges our elected leaders to make adult and postsecondary education a primary beneficiary of such revenue; and

BE IT RESOLVED, that the Council on Postsecondary Education adopts this resolution February 26, 2008, expressing its strong support for sustained and adequate funding for postsecondary and adult education in the Commonwealth to provide a better, more prosperous future for all.



John S. Turner, Chair



Bradford L. Cowgill, Interim President



Kentucky Council on Postsecondary Education



Jo Carole Ellis
VP, Government Relations and Student Services

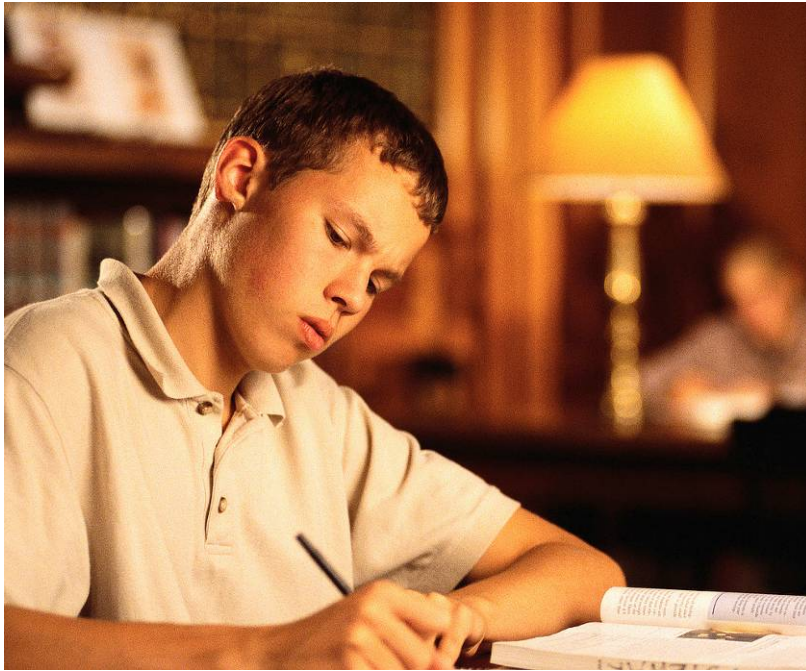
Edward J. Cunningham
Executive Director/CEO

February 26, 2008

Student Financial Aid—The Big Three

- Kentucky's three major student financial programs are the:
 - **College Access Program (CAP) Grant**
 - **Kentucky Tuition Grant (KTG)**
 - **Kentucky Educational Excellence Scholarship (KEES)**
- Per KRS 154A.130, nearly 100% of net lottery proceeds are earmarked for these programs.
- Of net lottery proceeds (minus \$3 million for literacy initiatives), KEES receives 45%, CAP and KTG receive 55%.

CAP Grant Basics



Student must:

- Have demonstrated financial need— $EFC \leq 4110$ (Pell-eligible).
- Be in program of study of at least two year's duration leading to a certificate, diploma, or degree.
- Be enrolled at least half-time.

KTG Program Basics

Student must:

- Attend full-time at a regionally-accredited Kentucky independent college or university.
- Demonstrate financial need.

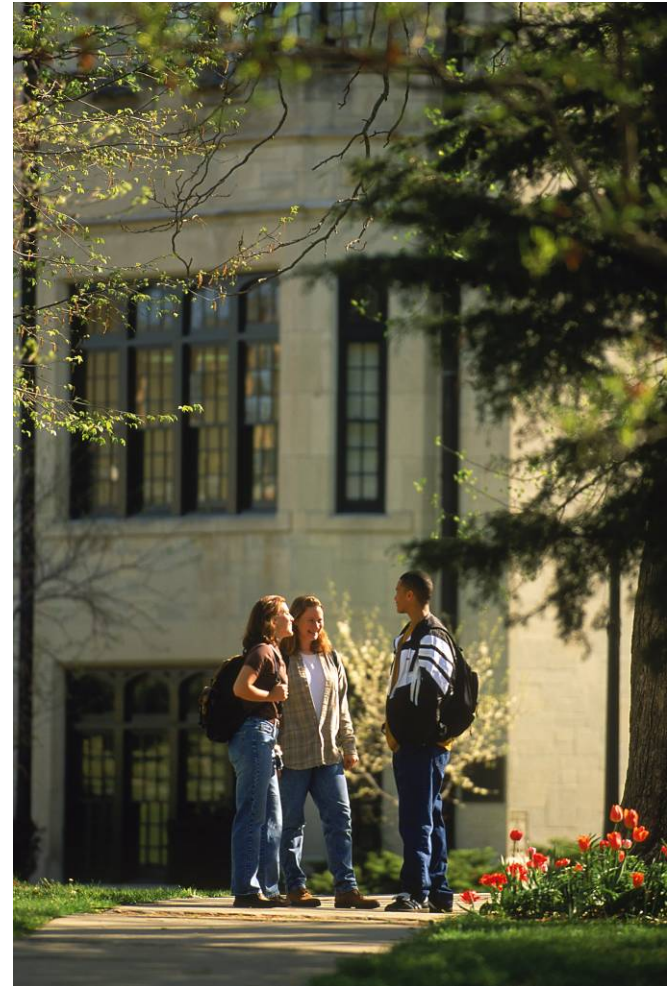
KTG Formula:

Cost of Education

- EFC, Pell Grant, and

CAP Grant

=KTG Need



KEES Basics

Created in 1998 to:

- Promote college access and attainment.
- Encourage and reward students who work hard academically.
- Encourage the “best and the brightest” students to attend college in Kentucky.

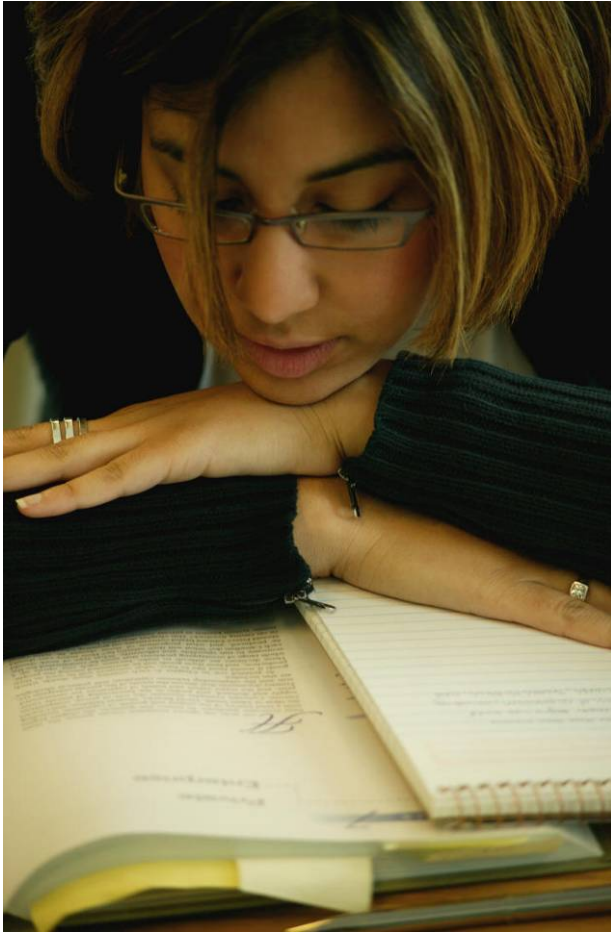


KEES Basics



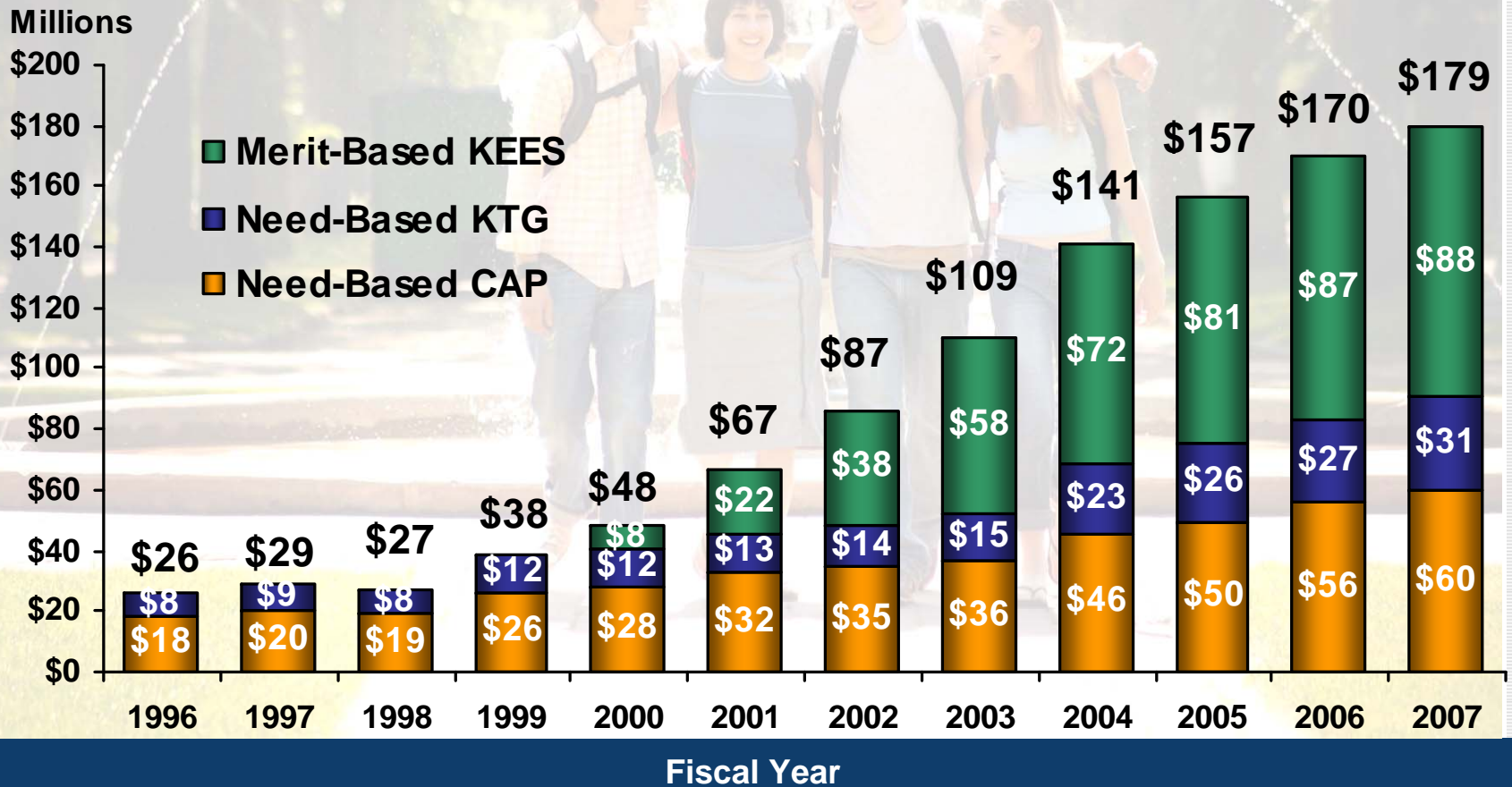
- Provides awards to graduates of certified Kentucky high schools.
- Base awards may be earned for the student's yearly GPA up to a maximum of \$500.
- Students may earn a bonus award of up to \$500 for their highest ACT composite score (or converted SAT critical reading and math scores) achieved before graduation.
- The maximum aggregate award is \$2,500 for each year of college or technical training.
- Students may use their KEES awards for up to eight semesters at participating Kentucky colleges and universities.

KEES Awards



- During FY 2007, over 126,000 Kentucky high school students earned \$51.4 million in total KEES awards.
- Through FY 2007, KHEAA had disbursed over \$454.1 million in KEES awards to over 189,400 college students.

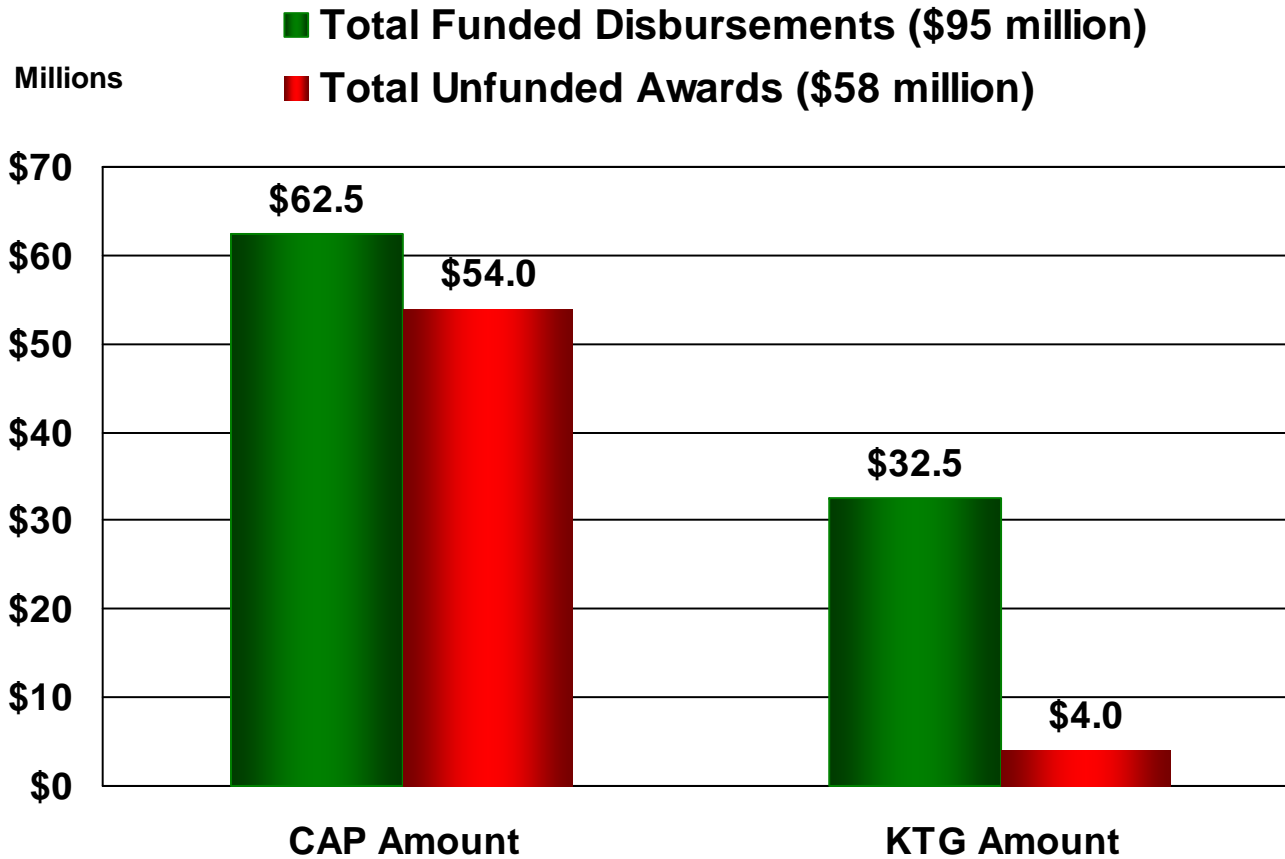
KEES, CAP, & KTG Disbursements



FY 2007–2008 Biennial Budget Overview

Program	FY 2007 Disbursements	FY 2007 Recipients	FY 2008	
			Budget	Maximum Annual Award
CAP	\$59,606,800	38,970	\$62,453,100	\$1,900
KTG	\$31,406,000	12,620	\$32,540,300	\$3,000
KEES	\$88,441,100	64,070	\$88,911,100	\$2,500

CAP Grant/KTG FY 2008 Projected Disbursements and Unfunded Awards*



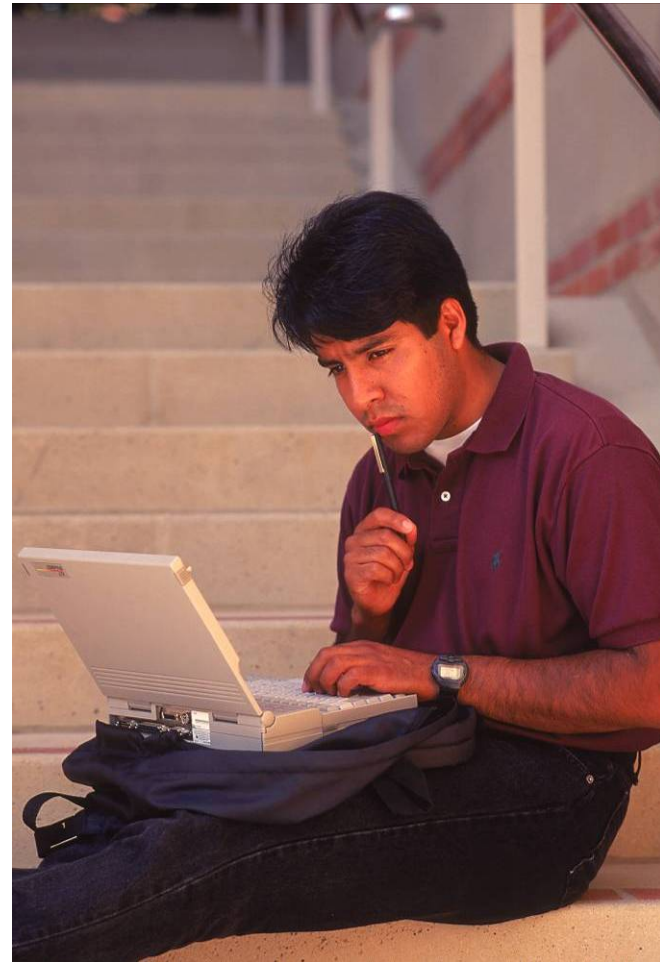
*As of 11/18/2007

FY 2009–2010 Biennial Budget Overview

Program		KHEAA Request				Governor's Budget
		Baseline	Projected Lottery Growth	Unfunded Need	Total	
CAP	FY 2009	\$62,295,100	\$8,891,500	\$66,548,300	\$137,734,900	\$61,615,500
	FY 2010	\$62,211,000	\$9,462,800	\$71,673,300	\$143,347,100	\$61,615,500
KTG	FY 2009	\$32,540,300	\$1,719,900	\$3,067,200	\$37,327,400	\$32,764,600
	FY 2010	\$32,540,300	\$3,073,700	\$1,584,400	\$37,198,400	\$32,764,600
KEES	FY 2009	\$84,525,800	\$7,259,700		\$91,785,500	\$76,393,700
	FY 2010	\$84,213,700	\$8,834,700		\$93,048,400	\$75,355,700

Proposed Budget Impact—CAP

- Approximately 442 students who receive CAP in 2007-2008 would not receive awards in 2008-2009 because of funding level.
- Therefore, the 2008-2009 CAP award amount will be reduced to \$1,850 to ensure at least the same number of students are served.



Proposed Budget Impact—KEES

FY	Reduction Amount	Percentage Reduction	\$1,405 Avg. Award		\$2,500 Max. Award	
			Reduced Award Amount	Amount Reduced	Reduced Award Amount	Amount Reduced
2009	\$15,391,800	16.769%	\$1,169	\$236	\$2,081	\$419
2010	\$17,692,700	19.015%	\$1,138	\$267	\$2,025	\$475

Federal Cuts



- Beginning in February 2007, the U.S. Department of Education (USDE) unexpectedly reduced special allowance payments to KHESLC.
- Additional cuts were made in September 2007 with enactment of the College Cost Reduction and Access Act, which:
 - Made substantial cuts in federal subsidies paid to KHESLC
 - Reduced default reimbursements to KHESLC
 - Increased the fees KHESLC pays to USDE
 - Reduced account maintenance fees paid by USDE to KHEAA
 - Together, these cuts total at least **\$20 million annually.**

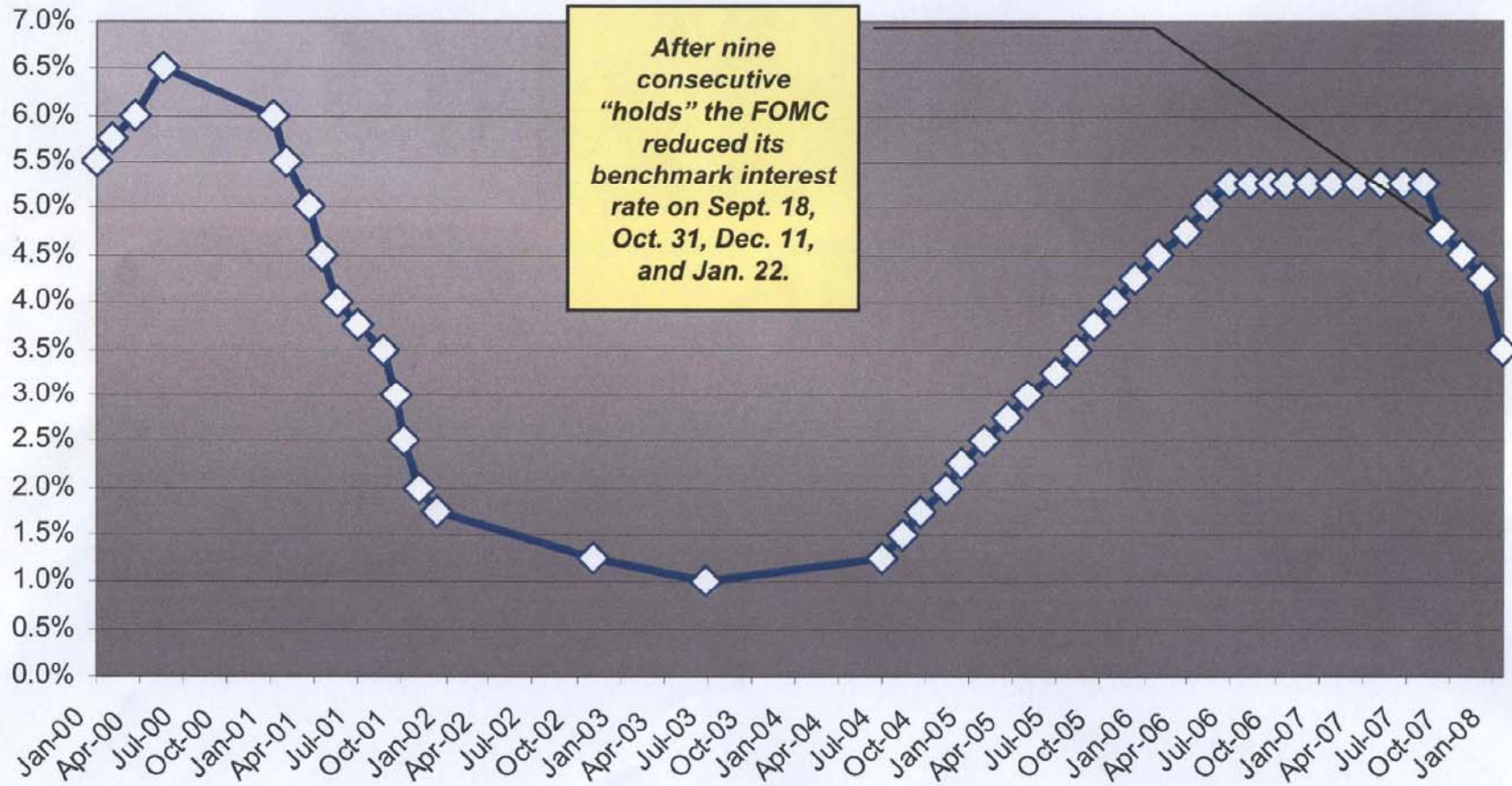
Credit Crunch

- KHESLC's net revenue has been severely impacted by the recent "credit crunch" in the financial markets.
 - The tightening of the worldwide credit markets has caused a steep rise in the interest rates KHESLC pays to bondholders while overall earnings have decreased.
- The total impact is estimated at **\$15 million** for FY 2008.

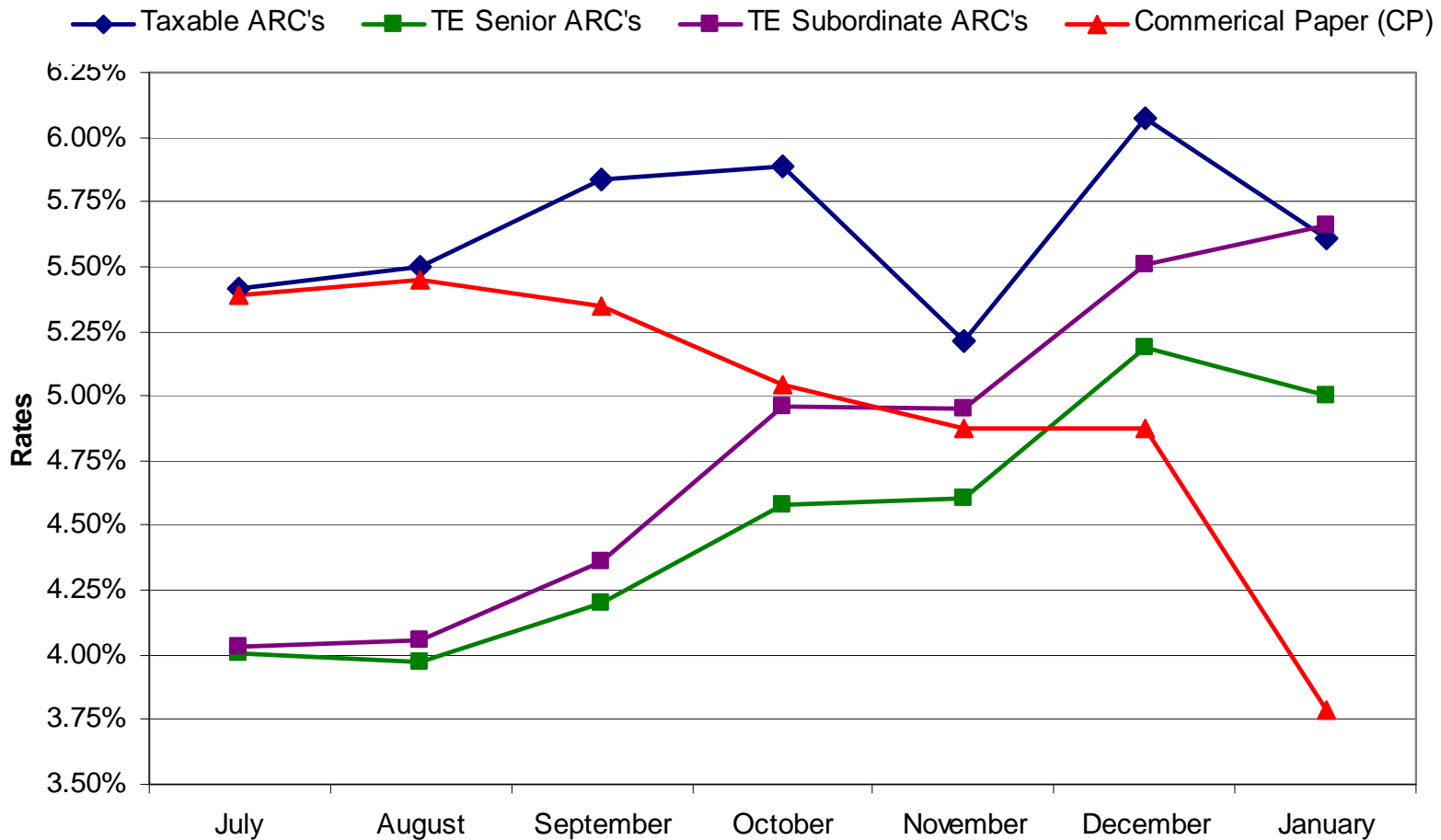


Federal Reserve Target Interest Rates

FOMC Fed Funds Target: 2000 to Present

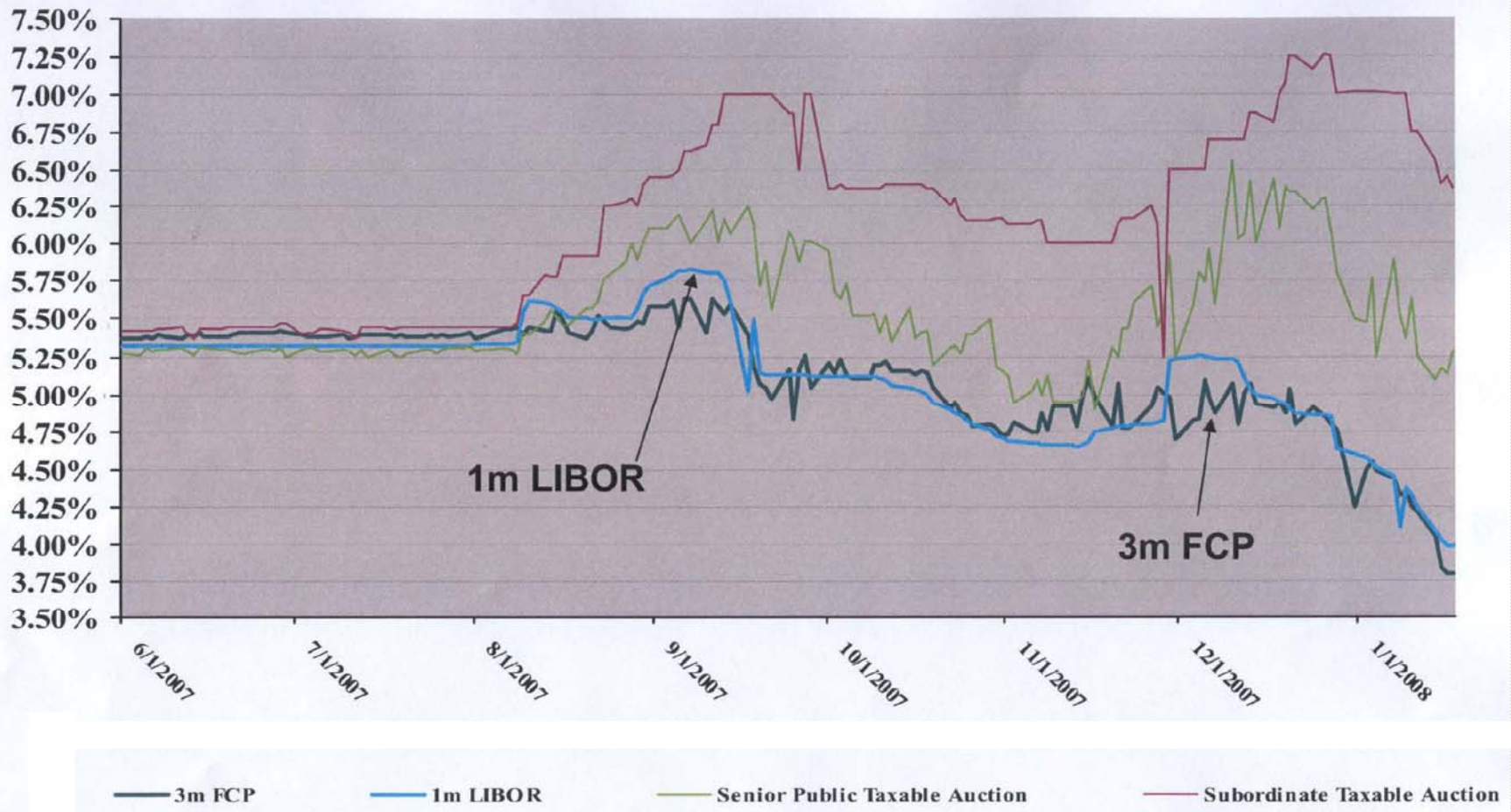


KHESLC Monthly Average Auction Rates (July 2007 – January 2008)



Recent Student Loan Auction Pricing Levels

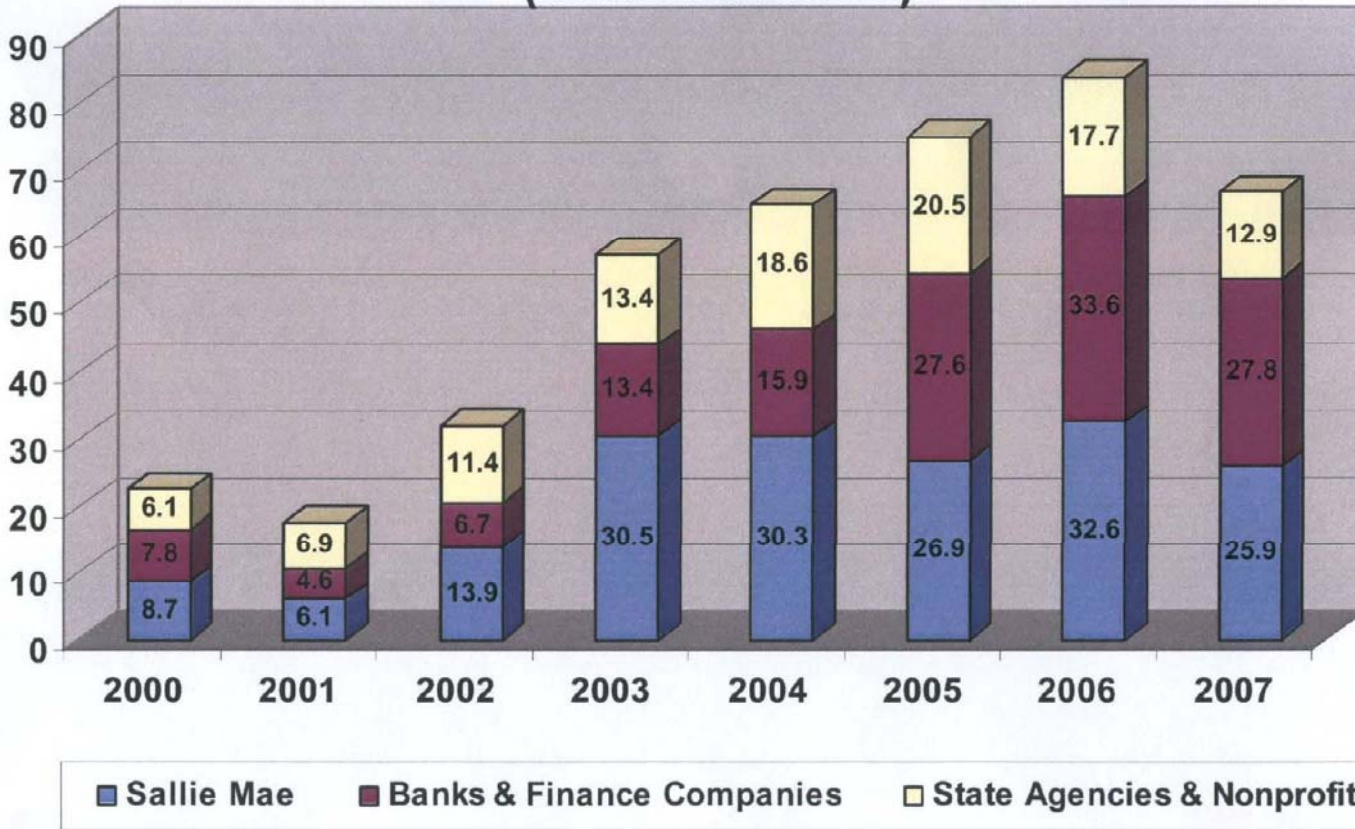
Taxable Auction Rates vs. CP and LIBOR



Student Loan Bond Issuance Statistics

Student Loan Debt Issuance by Sector

(USD in billions)



Current Situation

- KHESLC no longer has the ability to continue providing Best in Class (Teachers), Best in Care (nurses), and Best in Law (public service attorneys) benefits on new loans made after June 30, 2008.
- Loans disbursed prior to July 1, 2008, will be “grandfathered” in to the extent that funds are available.
- Unfortunately, because of severe cuts and difficult financial conditions, the revenue available for borrower benefits for existing loans will be severely limited in 2008.

Conclusion

- Over the past five years, KHEAA and KHESLC have independently funded over \$169 million in borrower benefits and student aid programs and contributed \$66.8 million to the Commonwealth's General Fund.
- Revenue sources for these programs will be virtually eliminated by FY 2009.
- We remain committed to our mission of delivering student aid programs, outreach services, and low-cost student loans using all available financial resources.



Questions

WELCOME



KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



FEBRUARY 26, 2008

Observations on college affordability

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Bradford L. Cowgill
Interim President

Heidi Hiemstra
Sr. Assoc., Research and Information

February 27, 2008

Introduction

- ❖ Sequence of the presentation

Brad Cowgill

Heidi Hiemstra

Sandy Baum



Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study



Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study
- ❖ Why now?

Council's responsibility for tuition

Policy considerations affecting state budget

Background information for new councilmembers



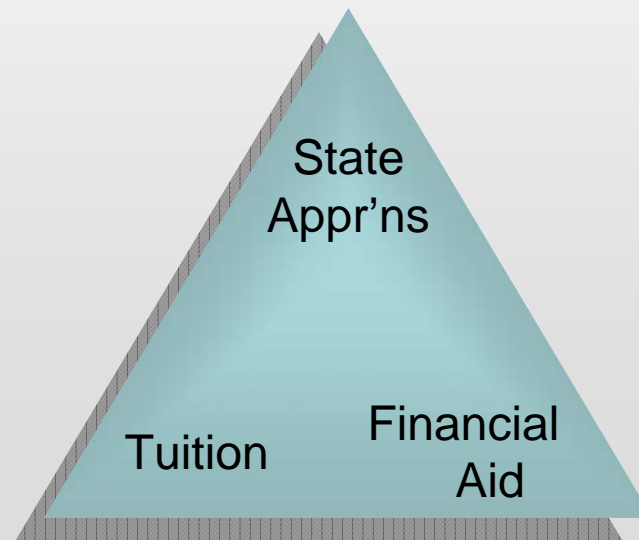
Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study
- ❖ Why now?
- ❖ Complicated subject, high diversity
 - 'purchasers'
 - 'products'
 - 'rates of consumption'
 - methods of payment



Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study
- ❖ Why now?
- ❖ Complicated subject, high diversity
- ❖ **Connection to related policies**



Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study
- ❖ Why now?
- ❖ Complicated subject, high diversity
- ❖ Connection to related policies
- ❖ **Data vs. 'standards'**



Introduction

- ❖ Sequence of the presentation
- ❖ Nature of the study
- ❖ Why now?
- ❖ Complicated subject, high diversity
- ❖ Connection to related policies
- ❖ Data vs. 'standards'
- ❖ **Need for further study**



Graduation day



Education

Career

Investment

Return on investment

Costs

Benefits

Private costs

- Direct costs (tuition, books, supplies, etc)
- Indirect costs (room, board, transportation, etc)

Public costs

- Operating subsidy
- Financial aid
- Capital projects

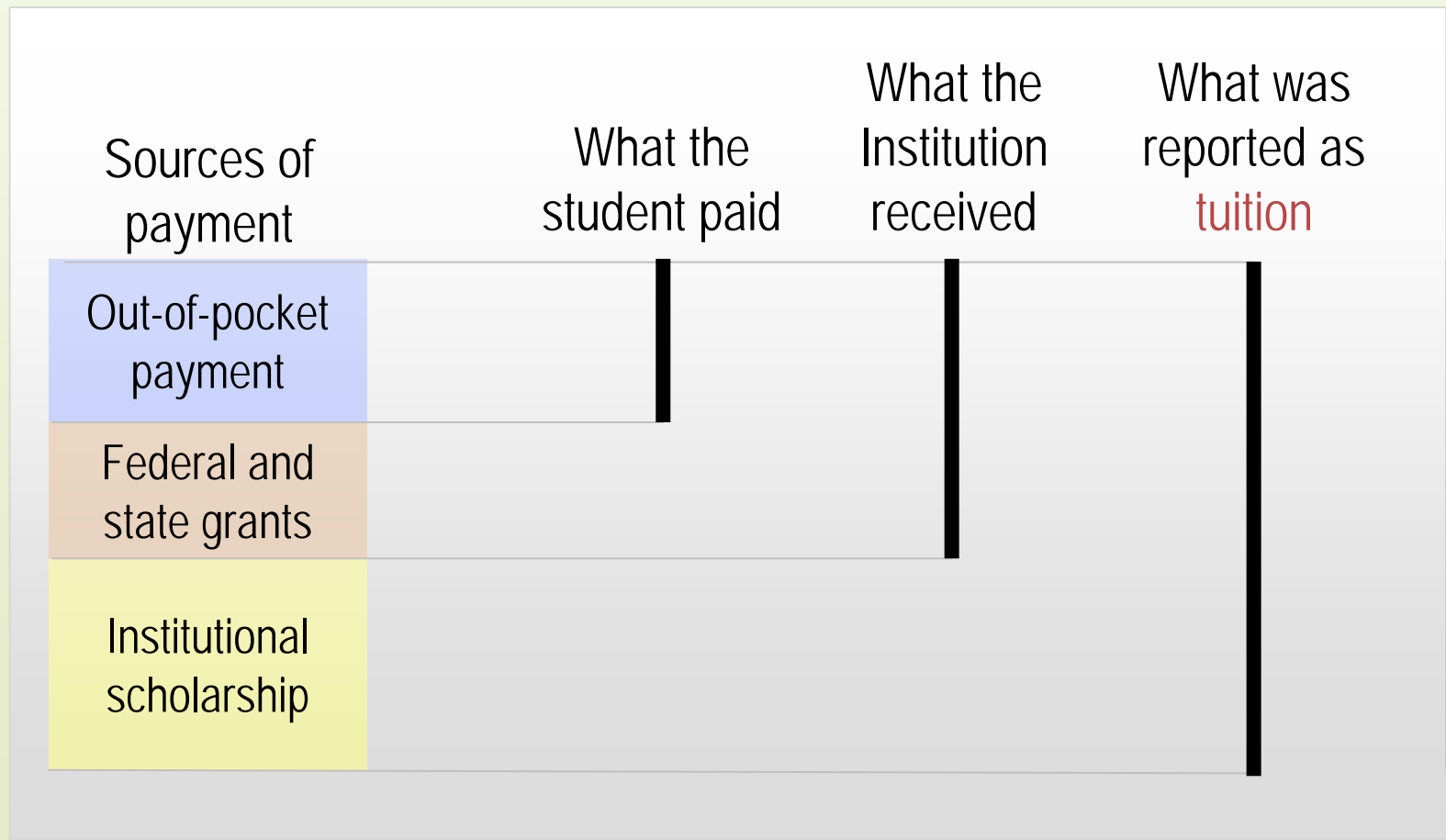
Private benefits

- Increased earning potential
- Intangible 'engagement' benefits

Public benefits

- Vibrant economy, public programs, informed citizenry, reduced crime/dependency

Tuition vs out-of-pocket payments



Observations



❖ Observation no. 1:

While postsecondary education is an even more productive investment than ever before, tuition and other college costs have grown more rapidly than family income, creating justifiable concerns about educational accessibility for families with limited financial means and about increasing levels of student debt.

Observations

❖ Conclusion no. 1:

❖ Observation no. 2:

Kentucky students, their educational and ambitions and their ability to pay college costs are very diverse, making the achievement of the degree production and affordability goals of House Bill 1 dependent on highly targeted tuition and financial aid policies.



Observations

❖ Conclusion no. 1:

❖ Conclusion no. 2:

❖ Observation no. 3:

For students of all financial means, KEES and institutional aid are major sources for tuition payments at Kentucky postsecondary institutions; such that cuts to funding of KEES and institutional aid impact students similarly to a tuition increase.



Introduction

❖ **Order of presentation**

1. Tuition and total cost of attendance
2. Methods of payment
3. Analysis by family income and sector

Introduction

- ❖ Order of presentation
- ❖ **Areas of analysis**
 1. FAFSA filers
 2. Dependent vs. independent students
 3. Full-time vs. part-time students
 4. Financial resources (family income)

Introduction

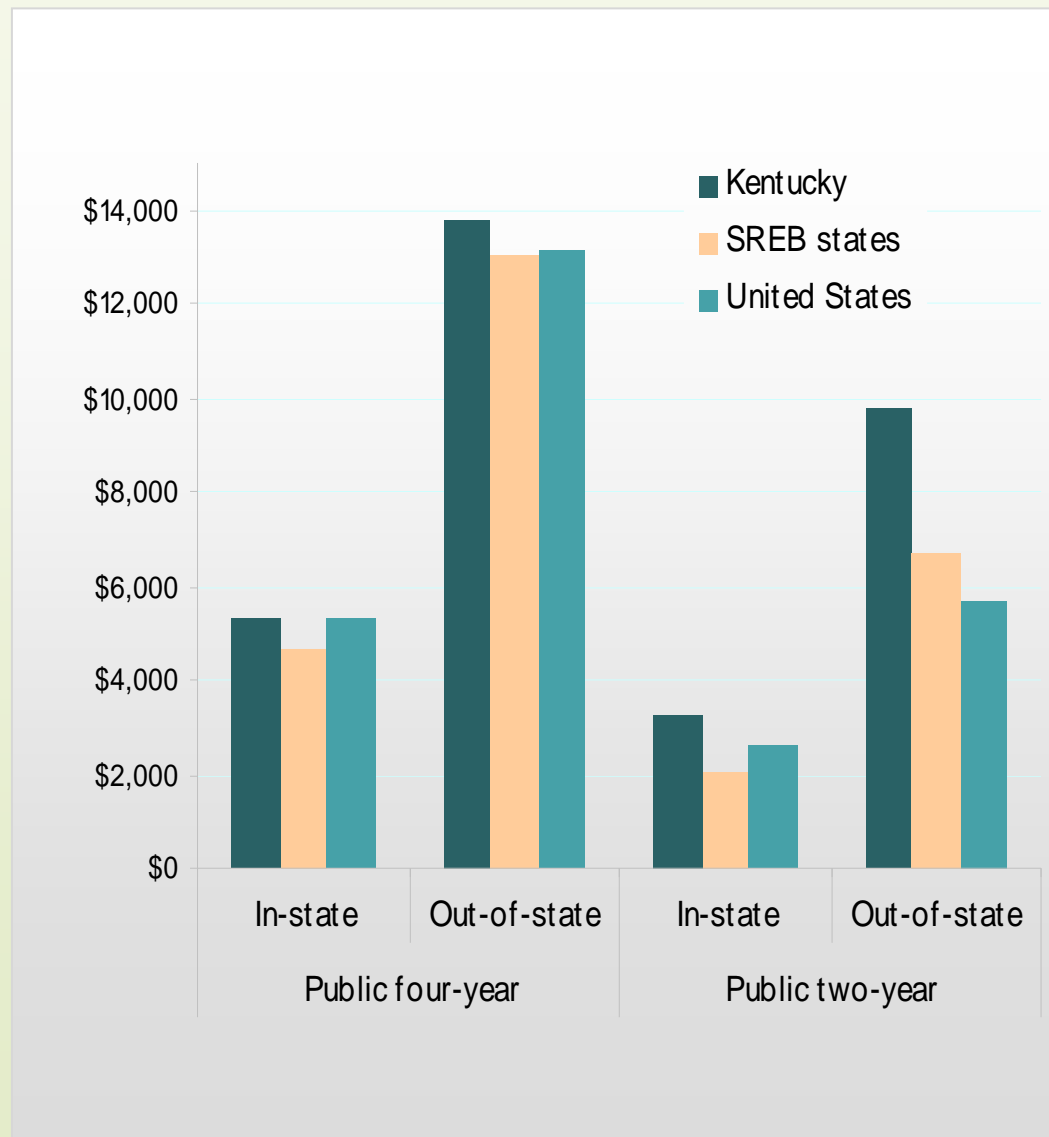
- ❖ Order of presentation
- ❖ Areas of analysis
- ❖ **Definitions of terms**
 1. Direct costs (tuition, mandatory fees and books)
 2. Indirect costs (room and board; other costs)
 3. Total cost of attendance

Introduction

- ❖ Order of presentation
- ❖ Areas of analysis
- ❖ Definitions of terms
- ❖ **Sources of data**
 1. AY08 cost data from IPEDS
 2. AY06 financial data from institutions
 3. Student level data on financial aid

Tuition in Kentucky, SREB and U.S.

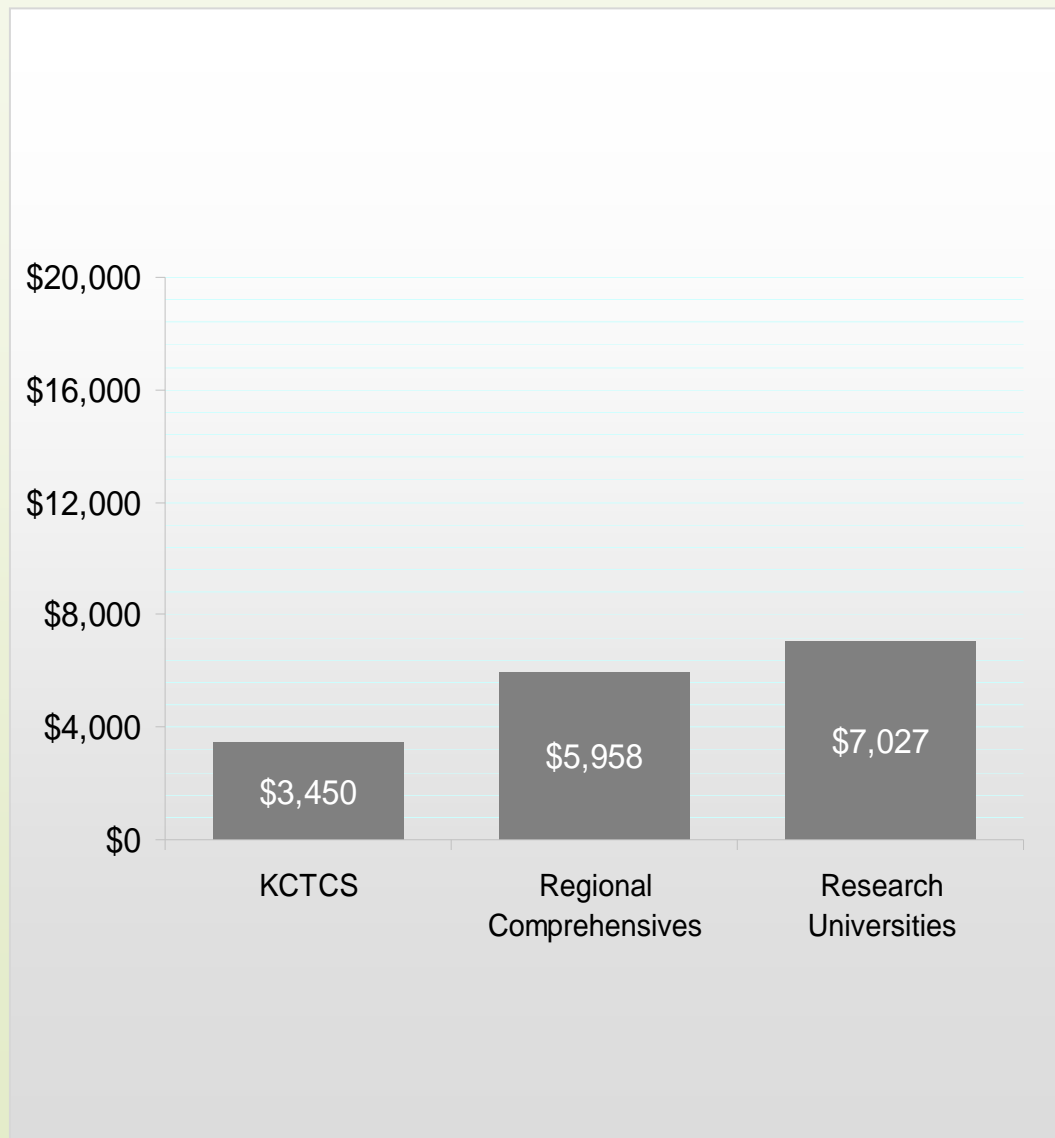
- ❖ Kentucky's in-state tuition is higher than the SREB average in both two and four-year sectors
- ❖ Kentucky's tuition is higher than the national average in the two-year sector



Tuition

- ❖ Significant variation among sectors for full-time resident students

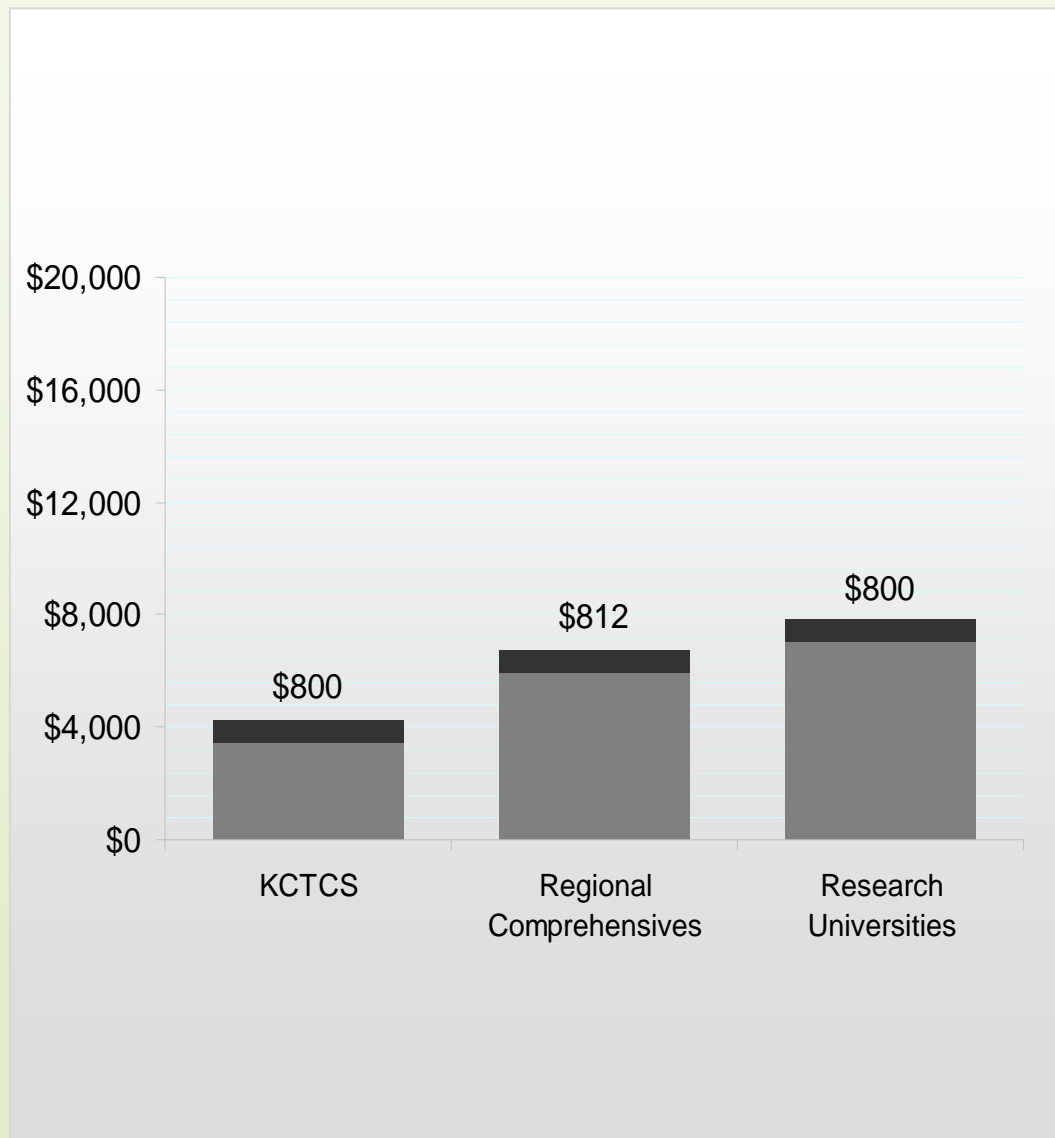
2007-08 full-time tuition and fees reported to IPEDS, weighted within sector by fall 2007 FTE enrollment. KCTCS' is calculated on a per-credit-hour rate for 30 credit hours.



Books and supplies

❖ Books significantly increase direct costs

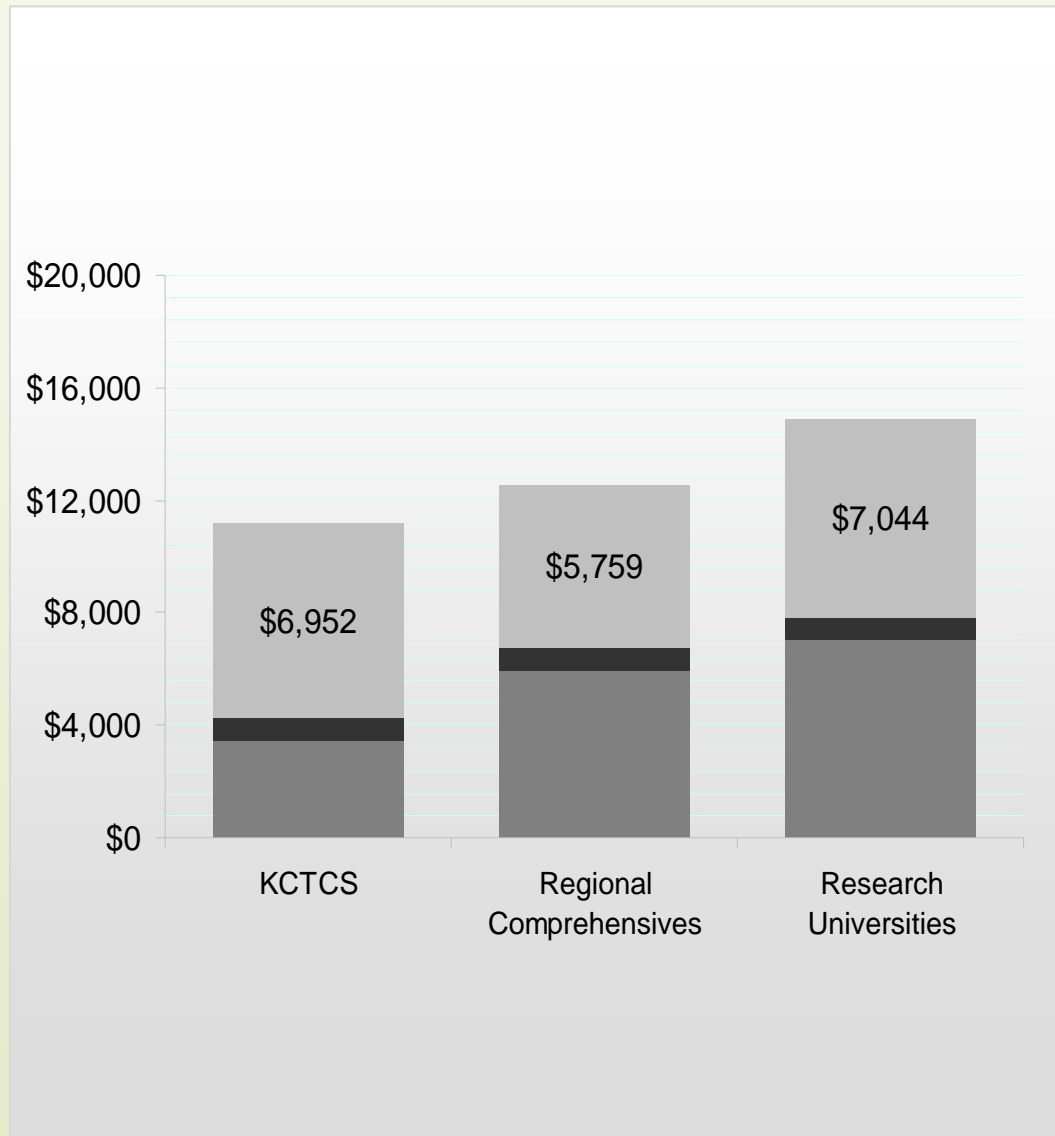
2007-08 academic year book costs reported to IPEDS, weighted within sector by fall 2007 FTE enrollment.



Room and board

- ❖ R&B comprises a major portion of the total cost of attendance
- ❖ Figures are reported by the institutions
- ❖ Varies considerably among students

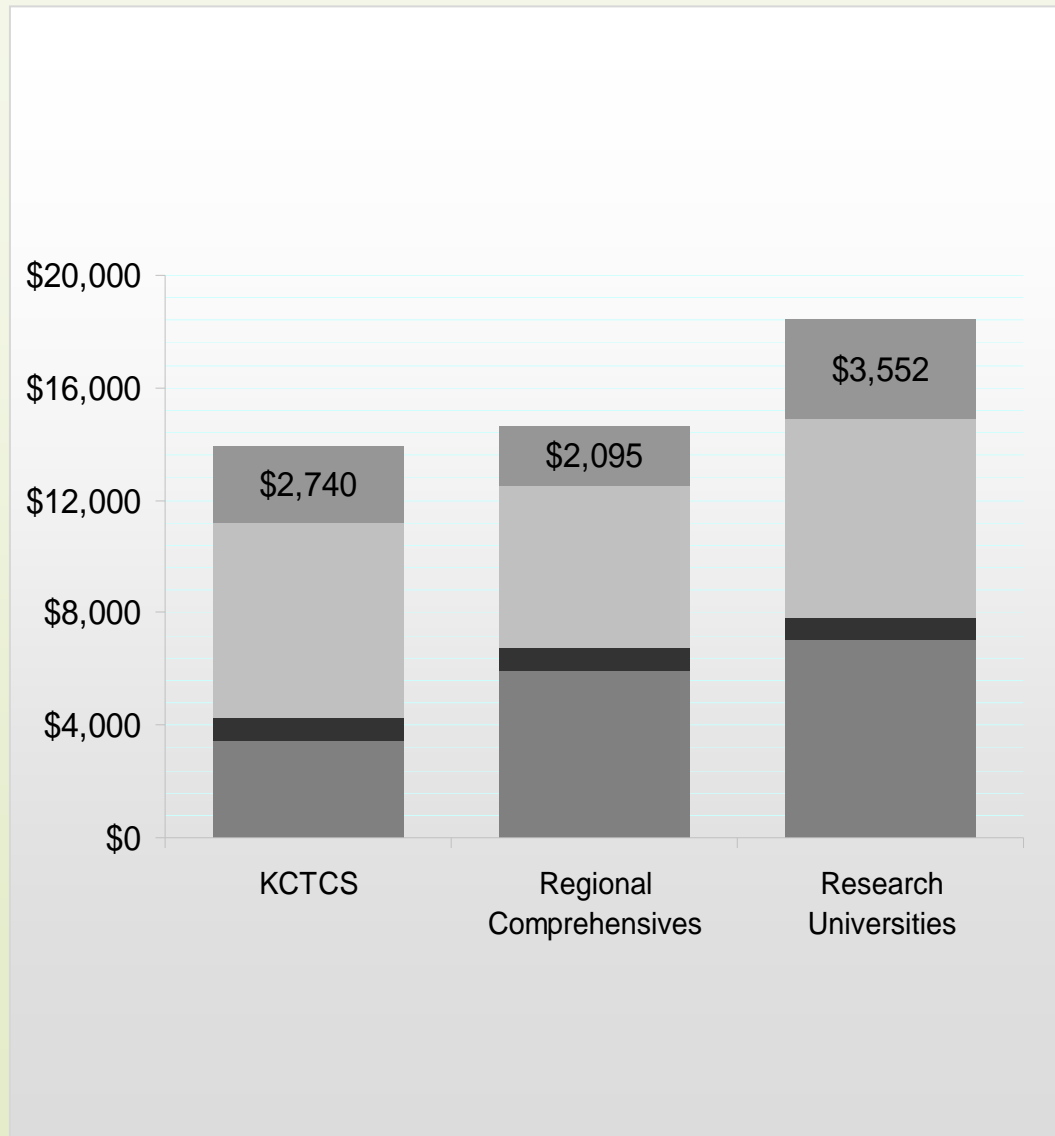
Average of 2007-08 on and off-campus room & board reported to IPEDS, weighted within sector by fall 2007 FTE enrollment.



Other costs

- ❖ Transportation, personal items
- ❖ These costs vary considerably among students

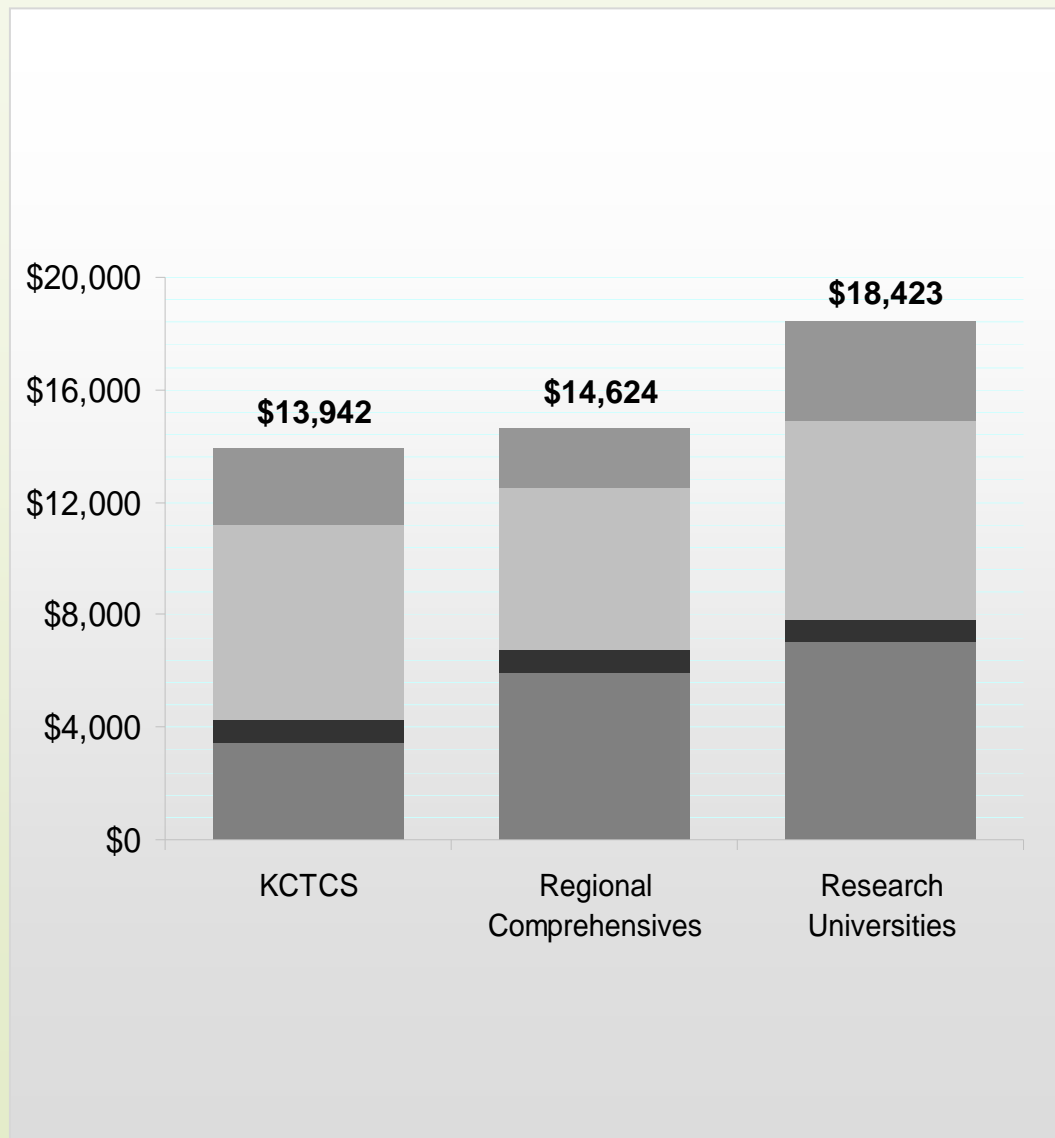
Average of 2007-08 on and off-campus other costs reported to IPEDS, weighted within sector by fall 2007 FTE enrollment.



Total cost of attendance

- ❖ Tuition represents 21% to 41% of total cost of attendance

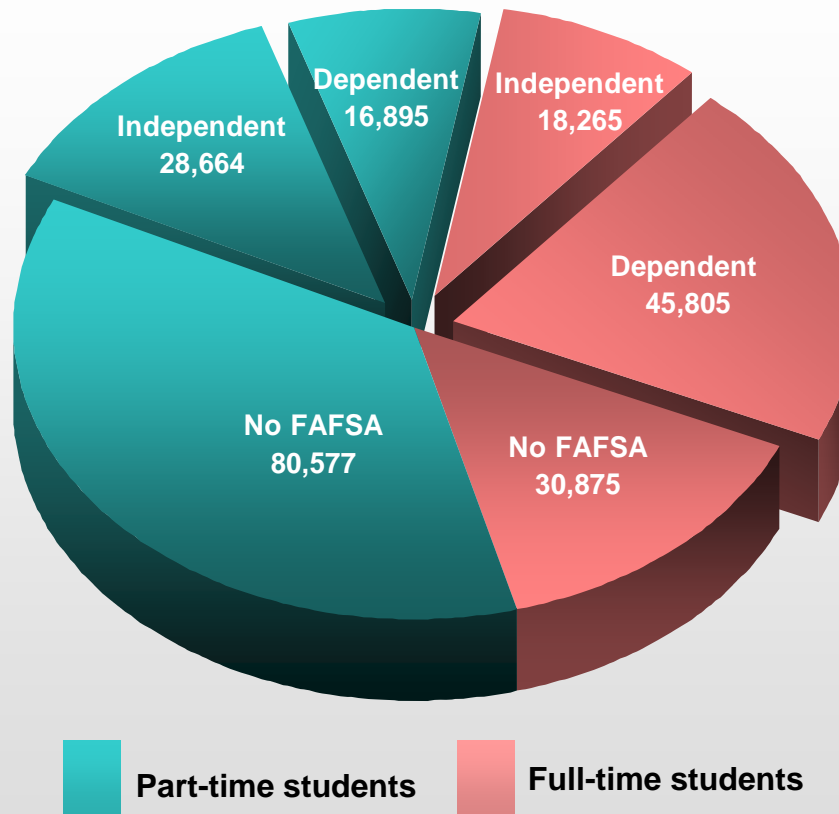
Sum of 2007-08 costs reported to IPEDS, weighted within sector by fall 2007 FTE enrollment.



Kentucky's undergraduates

- ❖ No FAFSA filed for over half our students
- ❖ More part-time than full-time students
- ❖ Full-time students are more likely to be dependents

Data includes four- and two-year public and independent institutions, AY06



How students pay for college

Grants and subsidies

- Many sources and forms
- Need-based vs. non-need based
- Student subsidies through general fund appropriation

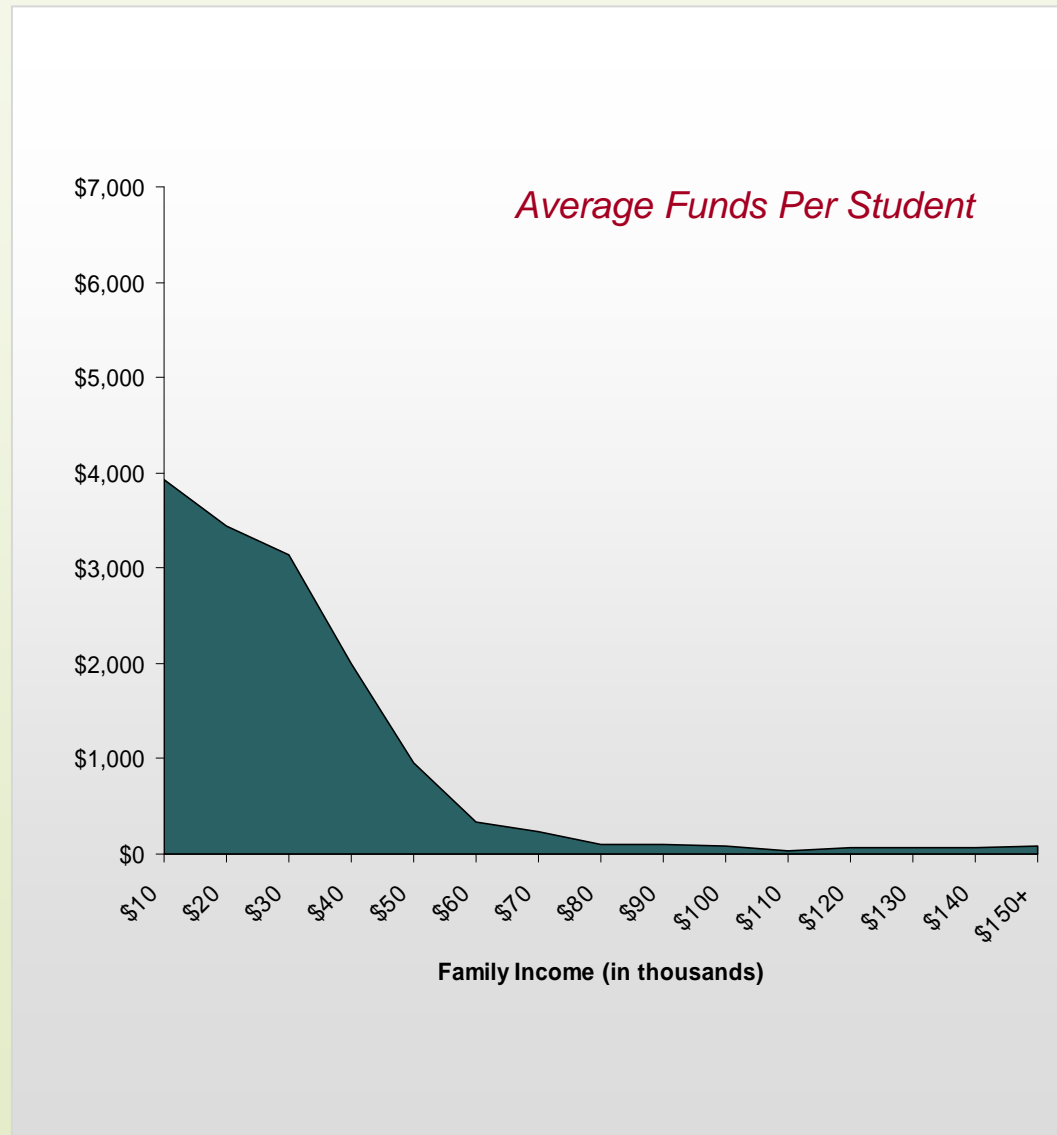
Self help

- Past income
- Current income
- Future income
- In-kind help

Federal grants

- ❖ Federal Pell grant is largest source of needs-based aid
 - ❖ Includes other federal grants

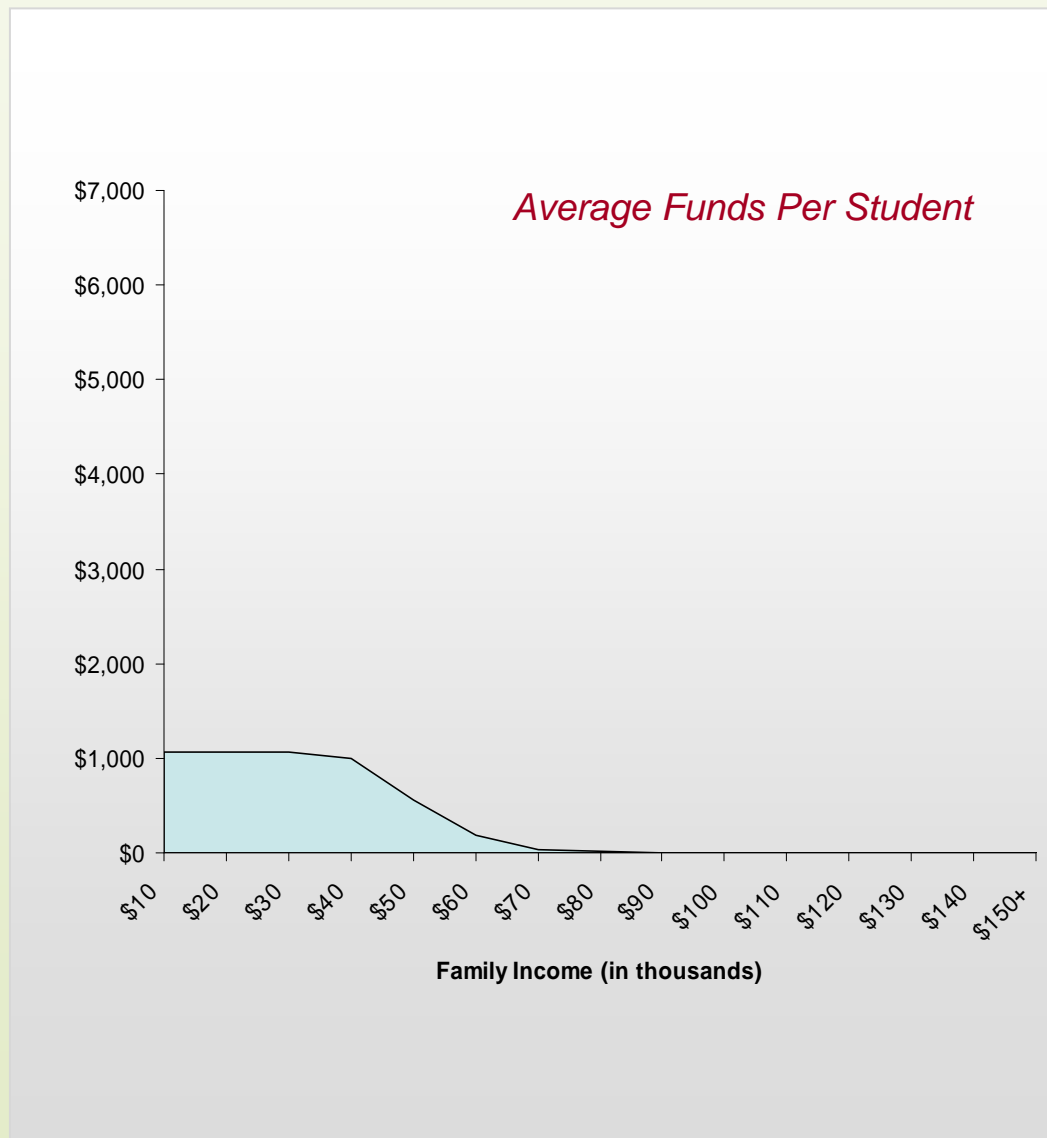
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



College Access Program (CAP)

- ❖ State needs-based aid

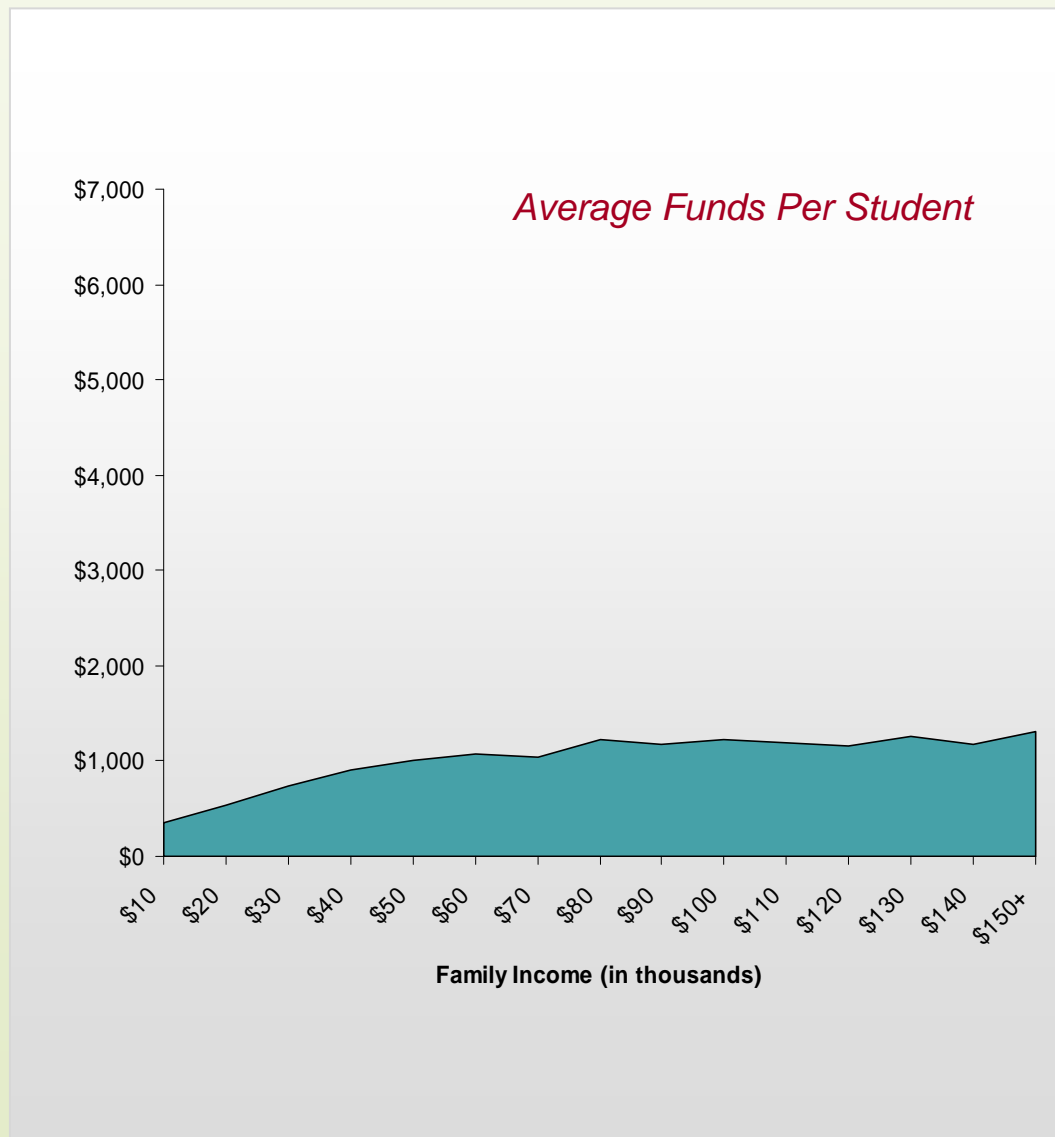
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



Kentucky Educational Excellence Scholarship (KEES)

- ❖ State merit-based aid program
- ❖ Not targeted at low-income students

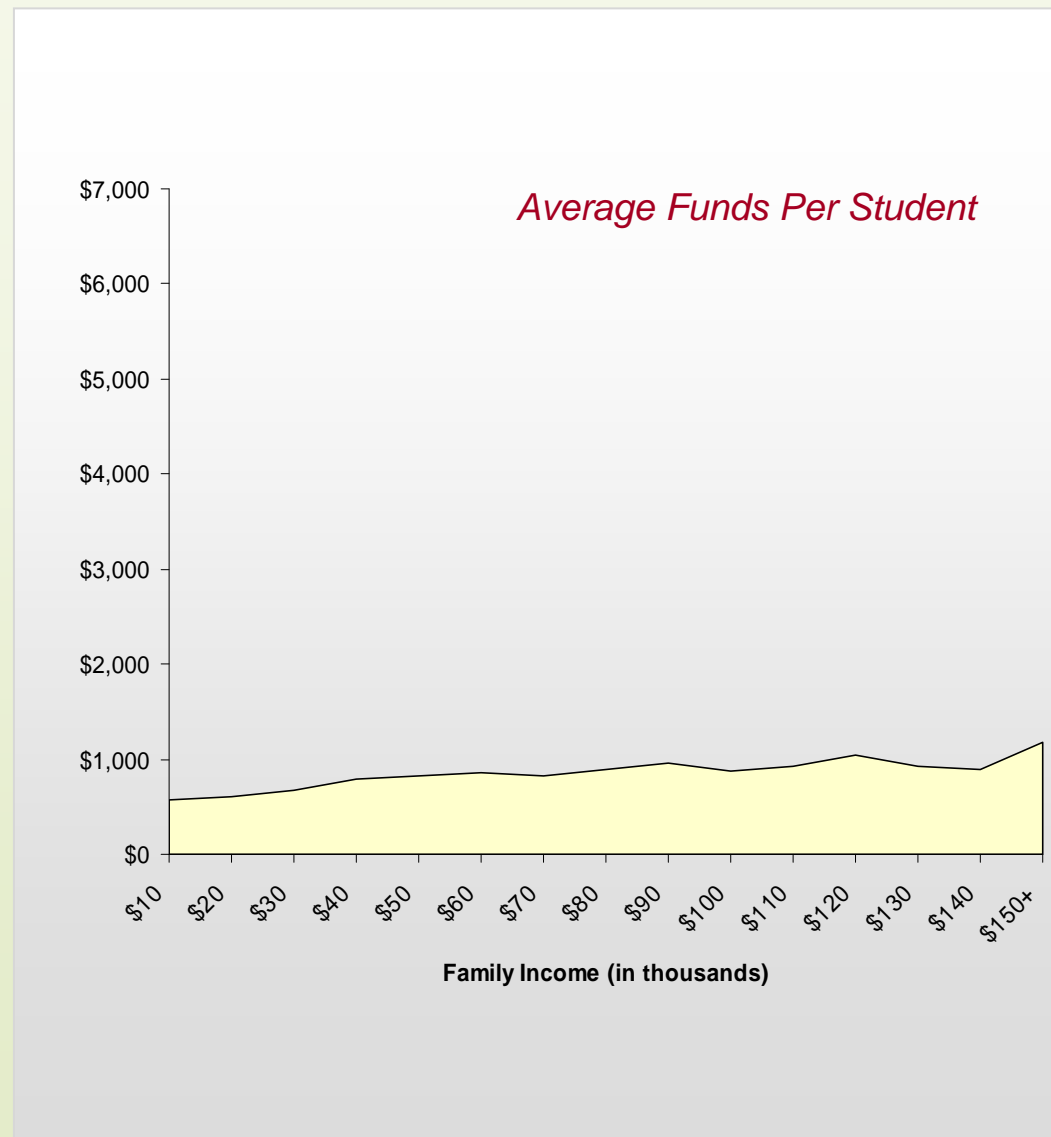
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



Institutional grants

- ❖ Important source of financial aid in four-year sectors
- ❖ Not targeted at low-income students

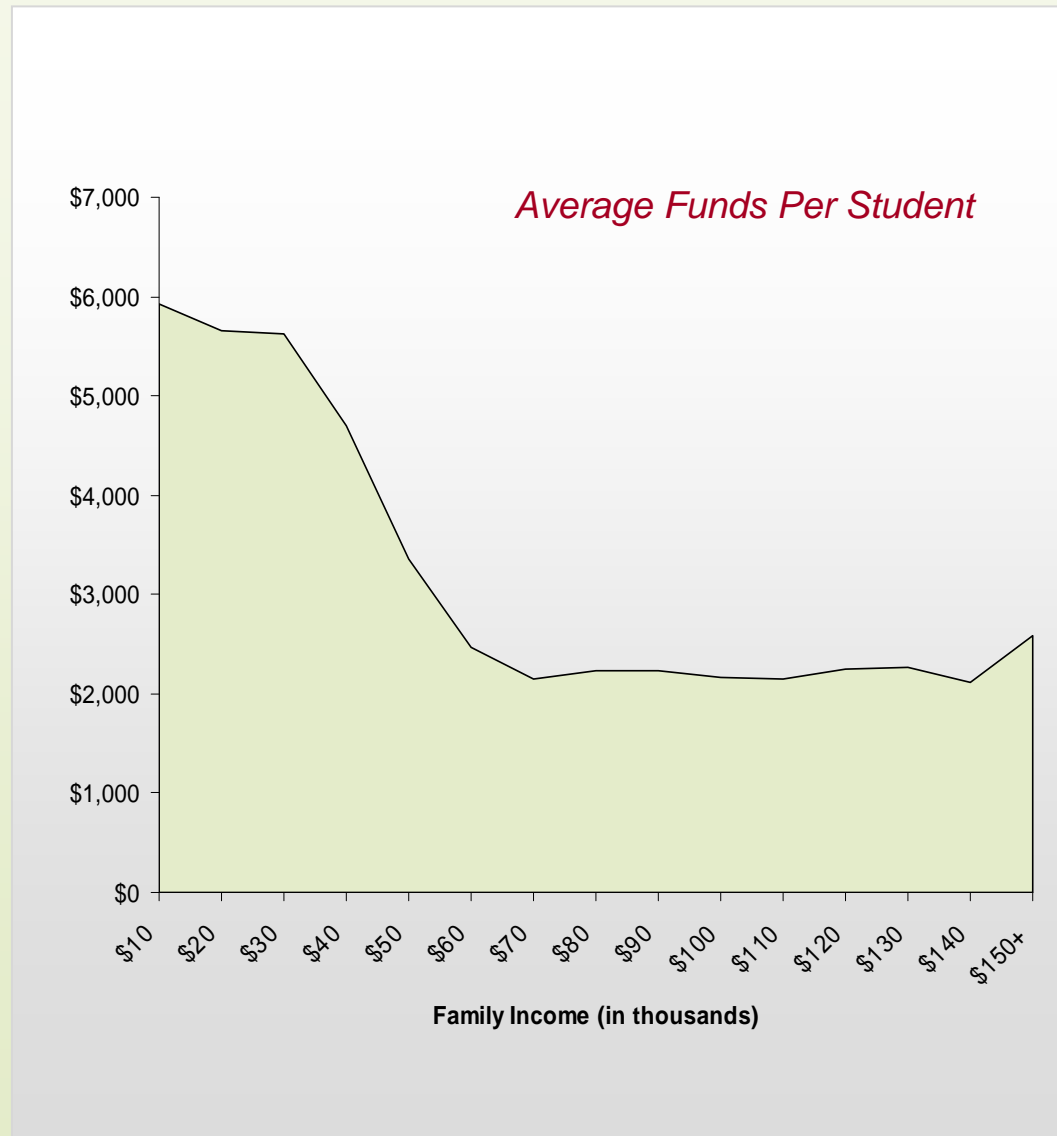
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



All grants

- ❖ Grants are higher among low-income students
- ❖ Students at all income levels receive grants

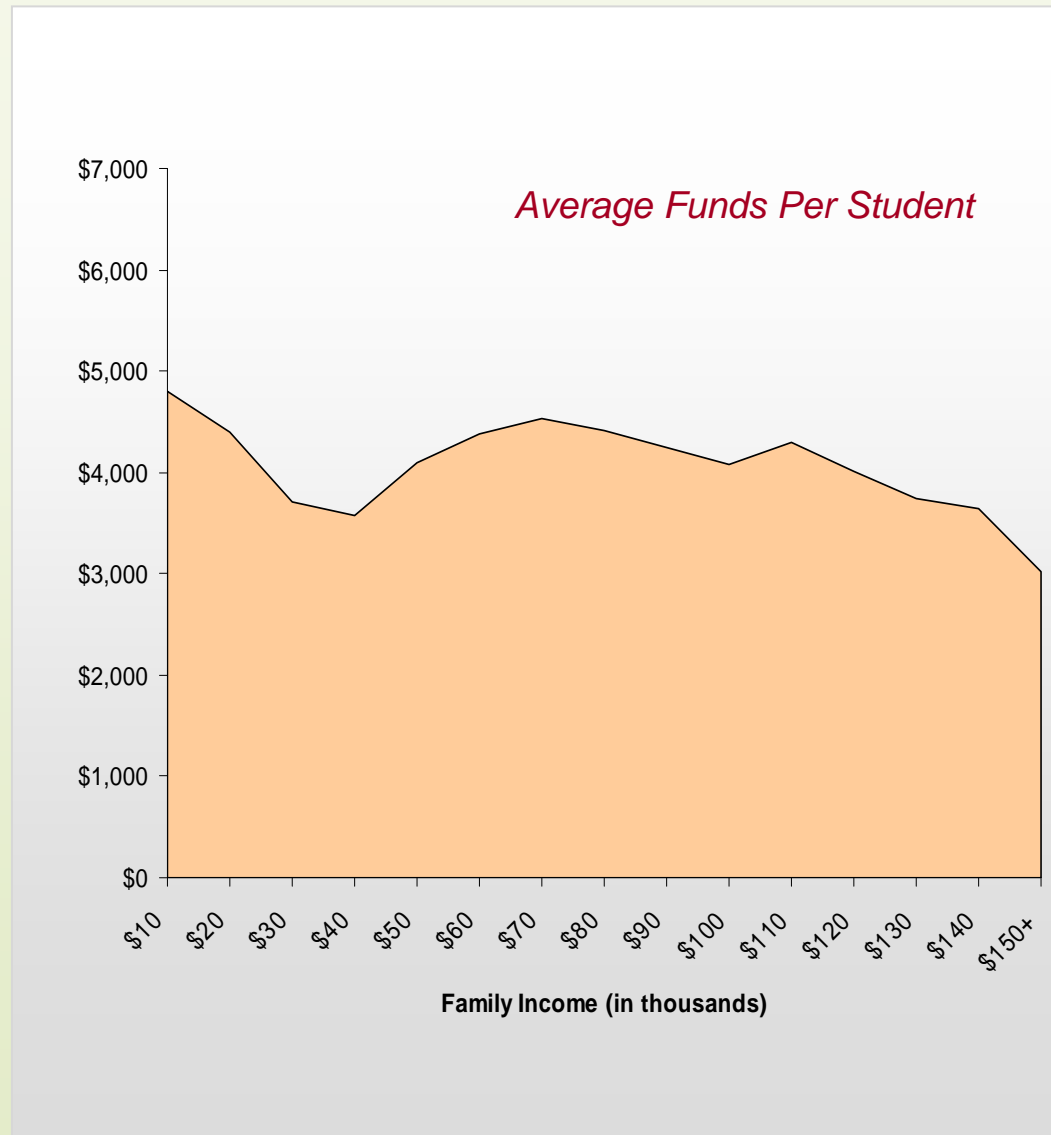
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



Loans

- ❖ Substantial across the income distribution
- ❖ Can result in considerable debt

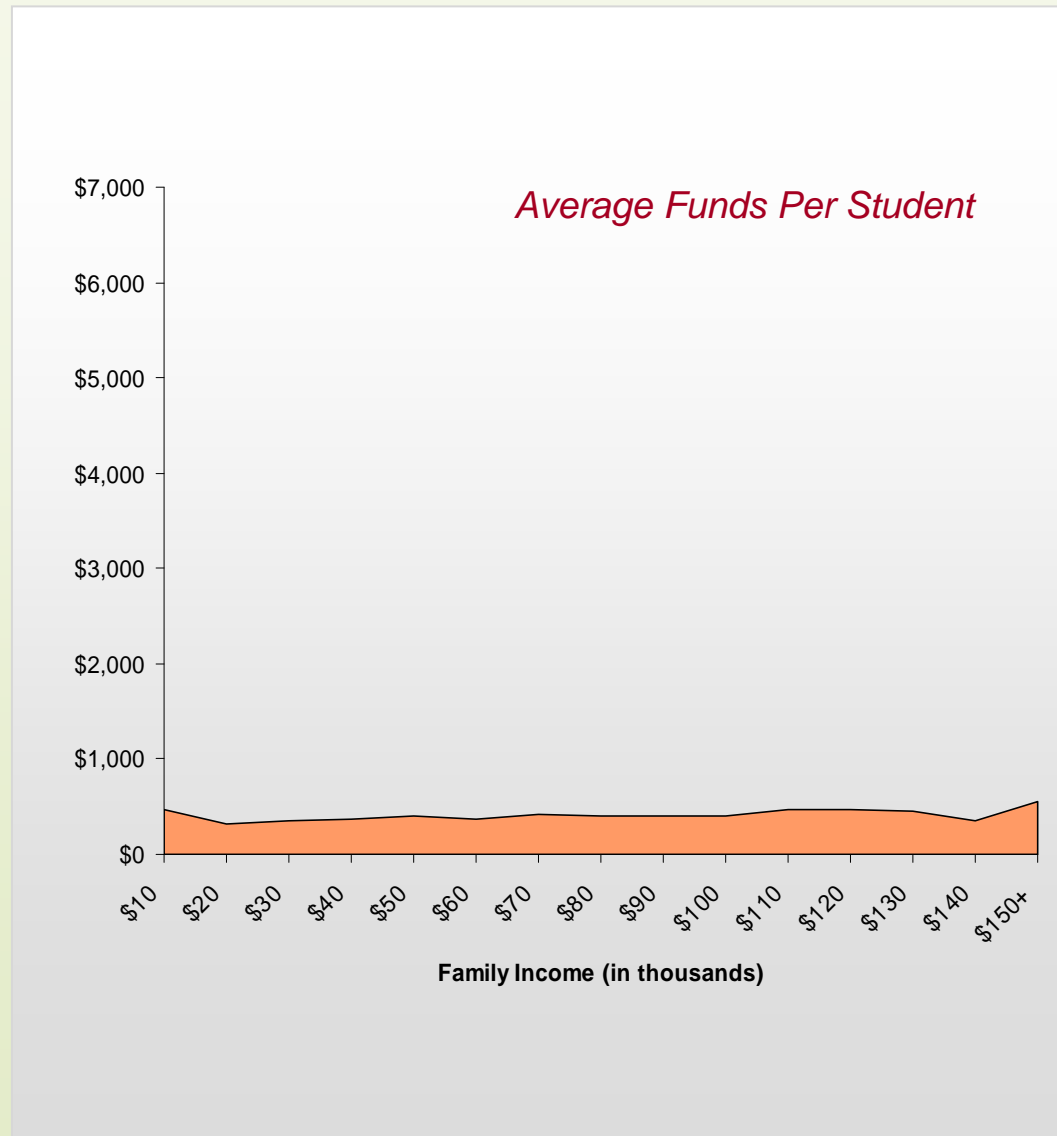
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



Work study

- ❖ Small source of aid
 - ❖ Students at all income levels

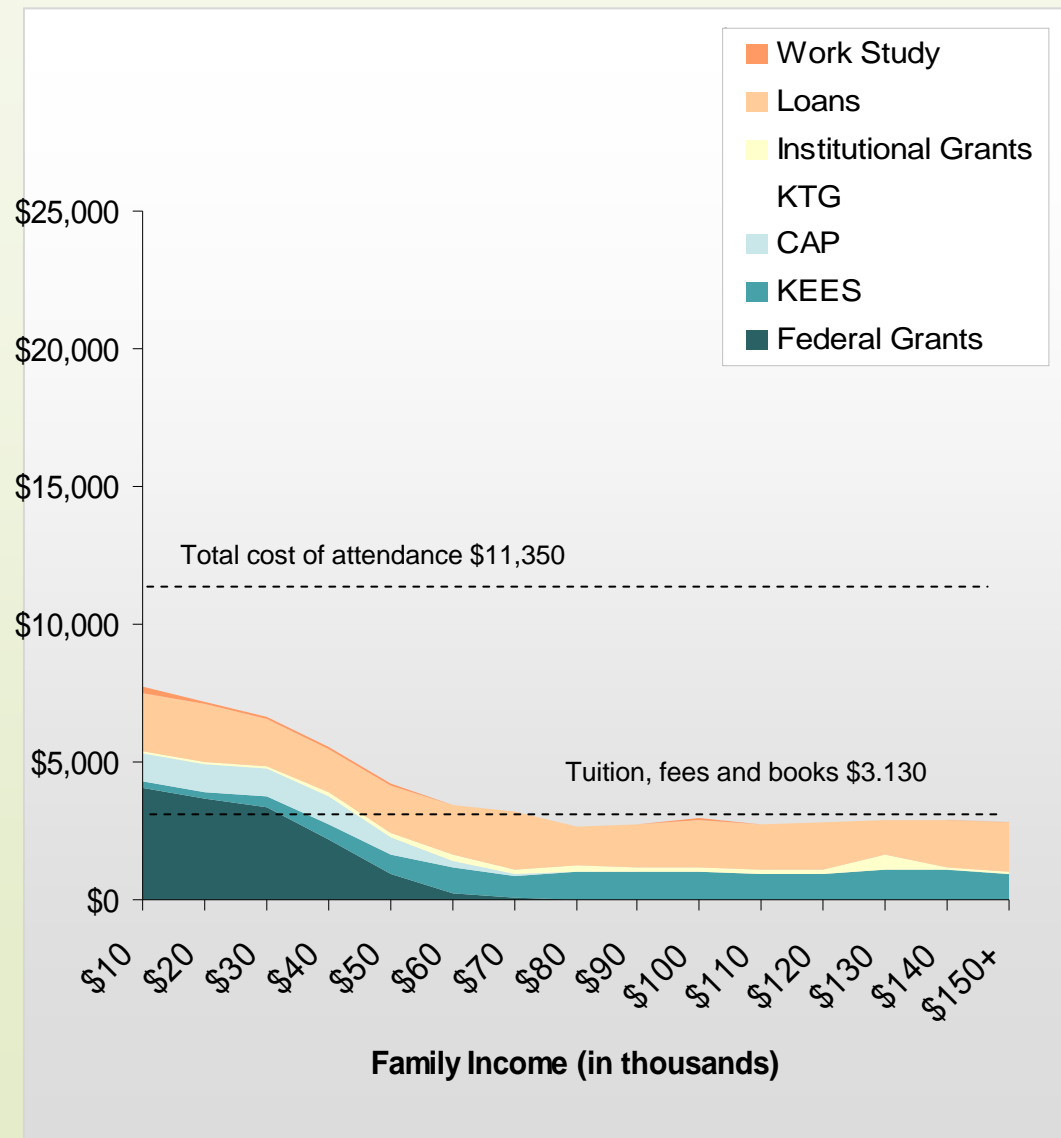
In-state, full-time, undergraduates at the comprehensive universities (FASFA filers); 2005-06 financial aid data collected from the institutions



KCTCS colleges

- ❖ Direct costs are covered for most lower income students
- ❖ Large out-of-pocket costs, but many students live at home
- ❖ Little institutional aid
- ❖ Smaller loans

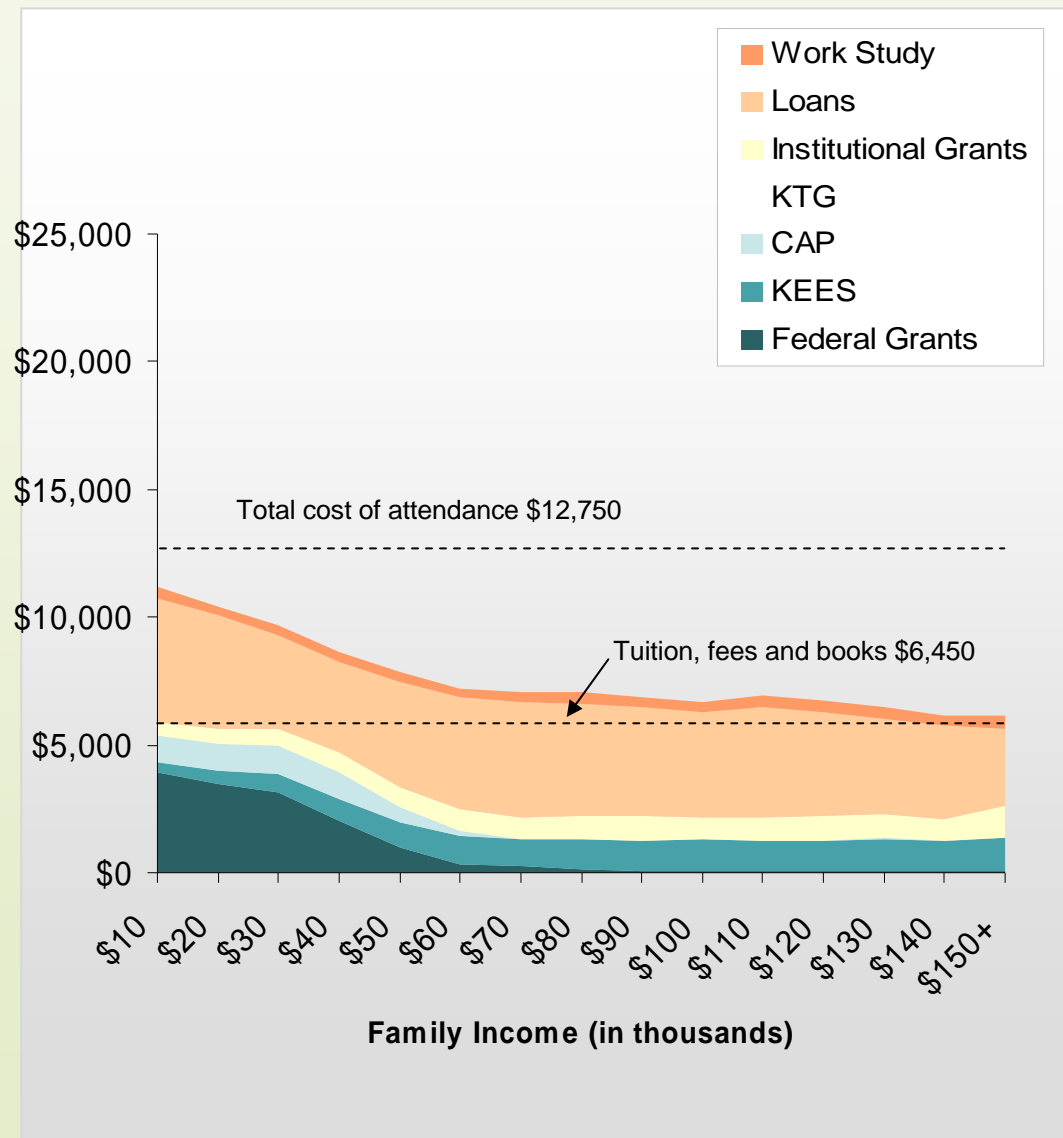
Data includes full-time, in-state undergraduates (FASFA filers)
2005-06



Comprehensive institutions

- ❖ Low out-of-pocket cost for low-income students
- ❖ Substantial loans

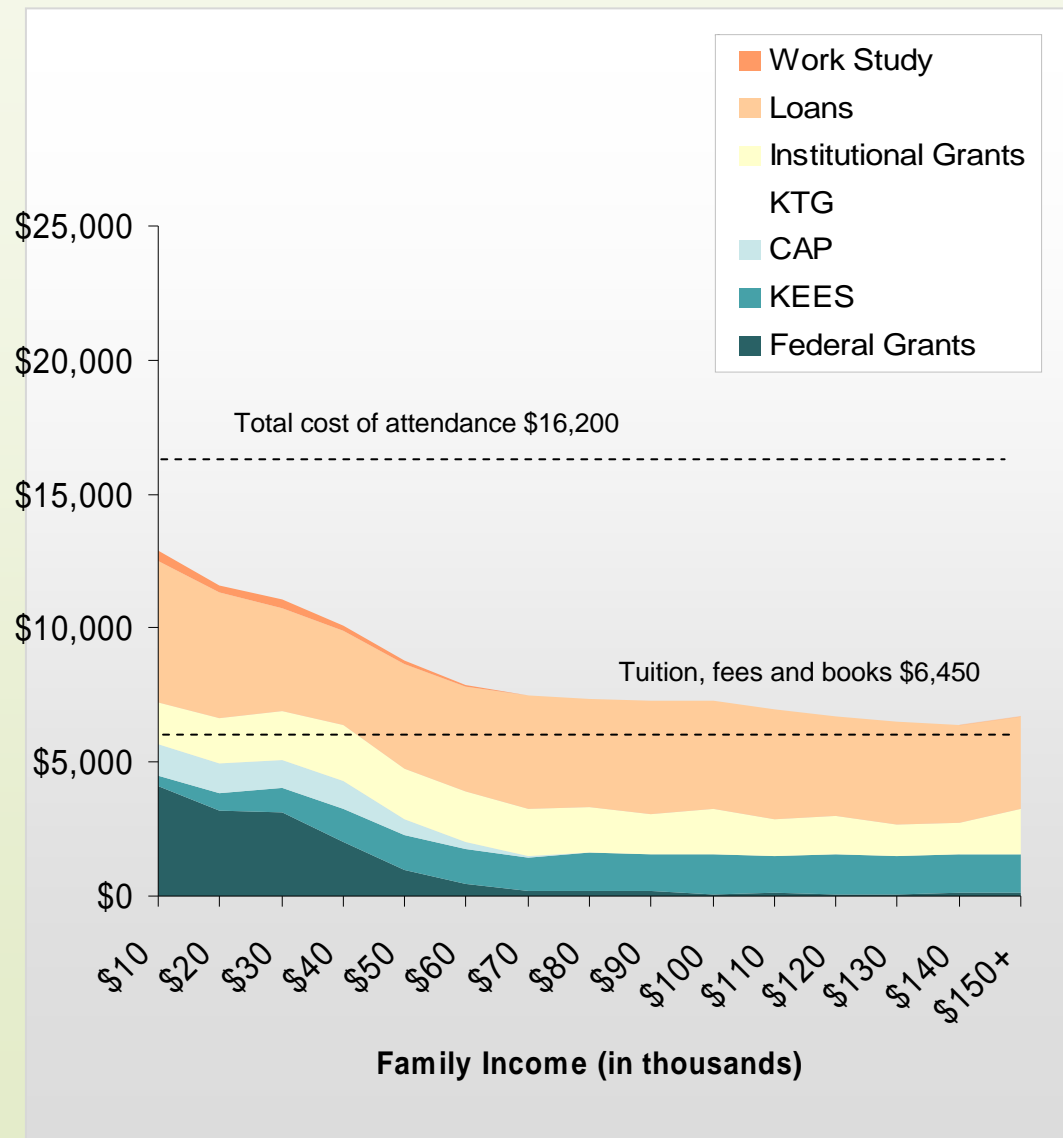
Data includes full-time, in-state undergraduates (FASFA filers) 2005-06



Research institutions

- ❖ Larger COA gap than comps for low-income students
- ❖ Substantial loans
- ❖ More institutional grants

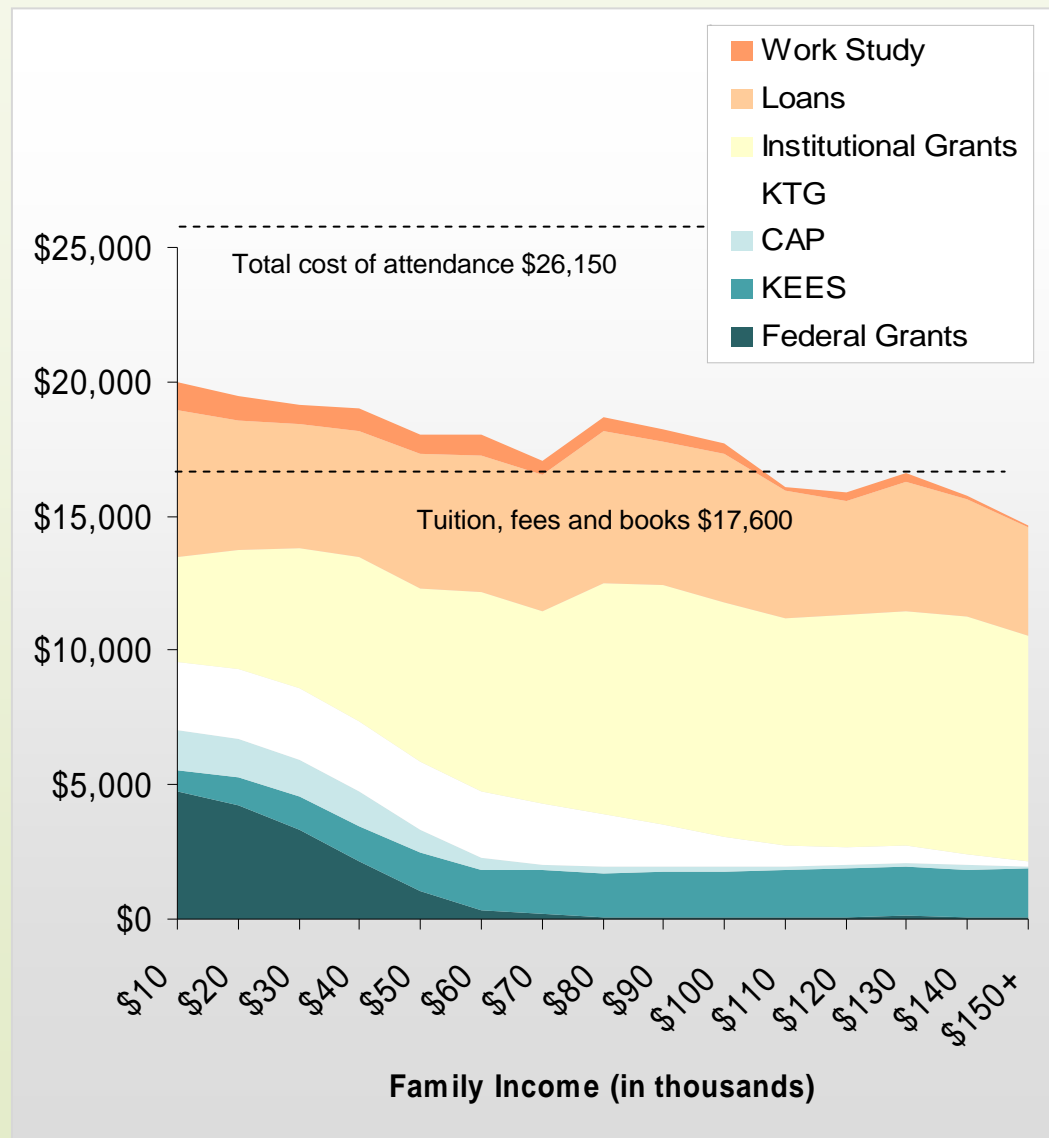
Data includes full-time, in-state undergraduates (FAFSA filers)
2005-06



Independent institutions

- ❖ Higher tuition raises COA
- ❖ High institutional grants
- ❖ Out-of-pocket cost for lowest-income students
- ❖ Not all institutions

Data includes full-time undergraduates, 2005-06
(not all AIKCU institutions represented)



Paying for college, differences by student type

Independent students

- Lower incomes on average
 - Higher federal grant aid
 - Higher loan volume

Part-time students

- Federal grants, loans primary sources of aid

FAFSA non-filers

- Limited data (no income data)
- Aid from KEES and institutional grants
- Substantial out-of-pocket costs

College Price and Financial Aid in Kentucky

- ❖ Total cost of attendance is where affordability concerns arise, not just tuition and fees, especially for low-income students
- ❖ Institutional grants are an important source of financial aid for students in the four-year sectors
- ❖ If KEES or institutional aid decrease, it has the same effect on cost to students as an increase in tuition
- ❖ There is a considerable reliance on loans in the four-year sectors that results in substantial debt for many students
- ❖ State and institutional grants are not targeted at low-income students
- ❖ Lack of state-level policy, goals and metrics makes evaluation of affordability difficult

Dr. Sandy Baum

Senior Policy Analyst
for
Student Aid &
Postsecondary
Education Finance –
The College Board

Professor of
Economics
– Skidmore College



Paying for College in Kentucky

Sandy Baum
The College Board and Skidmore College

February 2008

Tuition and Fees

- Lower in most of south than in nation as a whole, but higher in Kentucky, especially in two-year publics.
- Nationally there is a clear inverse relationship between state appropriations and tuition levels.
- Tuition policy cannot be separated from appropriations to institutions and student aid policy.

The Student Perspective

- Net price – not sticker price – determines financial burden.
- Non-tuition costs of attendance are the real burden for many students.

Grant Aid

- Need-based vs. non-need-based
- Equity / efficiency
- Large number of students don't apply for aid.
- KEES goes very high up the income scale.
- Institutional grants are not targeted on those with need.

Independent Students

- Difficult to differentiate among them
- Income is not easy to interpret
- By definition, putting yourself through school is a challenge.
- Going to college full-time right after high school increases chances of completion and maximizes pay-off to investment.

Affordability

- Not a simple yes / no question
- Paying for college involves prioritizing and making sacrifices.
- Ability to pay vs. willingness to pay
- At higher incomes, higher percentages of income are reasonable.

Debt

- Typical borrower graduates with about \$20,000 of debt.
- One third don't borrow at all.
- Repayment ability depends on income after leaving school.
- More difficult for students from low-income families to repay their loans.
- Federal income-based repayment:

In 10 years:

\$30,000 pays back \$17,000

\$40,000 pays back \$27,000

Tuition Solutions?

- Assuring access while maintaining revenues and quality
- Differential net tuition based on ability-to-pay
- Differences in price-sensitivity across income groups
- Equity and efficiency
- No magic bullets (tuition freezes, 4-yr locked-in tuition, etc.)

Keeping College Affordable

- Reasonable published tuition levels
- Adequate revenues for institutions
- Ample and well-targeted grant aid
- Protection against unmanageable debt.
- Information about student aid, the benefits of higher education, the advantages and implications of borrowing.
- Public policy informed by data and careful analysis.