

AGENDA
Council on Postsecondary Education
Friday, July 24, 2009

10 a.m. (ET)
Baird Lounge, The Alumni Building
Berea College, Berea, Kentucky

8:30–10 a.m. – Council Member Work Session

The agenda for this session is open-ended and will be determined by the Council members, discussion will be informal, and no formal action will be taken. The session is open to the public.

Oath of office

Roll Call

Approval of Minutes 1

Welcome from President Larry Shinn and Berea College

CPE President’s Report to the Council

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Other Business

Next Meeting – September 10, Western Kentucky University, Bowling Green, Kentucky
(in conjunction with the Governor’s Conference on Postsecondary Education Trusteeship)

Adjournment

MINUTES
Council on Postsecondary Education
May 22, 2009

The Council on Postsecondary Education met Friday, May 22, 2009, at 10 a.m. (CDT) in the Curris Center Ballroom at Murray State University in Murray, Kentucky. Chair Paul Patton presided.

ROLL CALL

The following members attended: Chris Crumrine (via ITV from Northern Kentucky University), Dan Flanagan, Glenn Denton, Pam Miller, Donna Moore, Lisa Osborne, Paul Patton, Jim Skaggs, John Turner, and Mark Wattier. Peggy Bertelsman, John Hall, Phyllis Maclin, Joe Weis, and Elaine Farris did not attend.

WELCOME

Governor Patton recognized Representative Fred Nesler and thanked him for his attendance and for his support of postsecondary education.

Alan Stout, chair of the Murray State University board of regents, welcomed the Council to the Murray State campus.

**APPROVAL OF
MINUTES**

The minutes of the March 2009 meeting and the May 2009 CPE member retreat were approved as presented.

**CPE PRESIDENT'S
REPORT**

CPE President Robert King reported on several activities underway:

- CPE staff met with institutional presidents and chief academic officers after the March Council meeting to discuss the generation of best ideas and concepts from among Kentucky's public and independent postsecondary education institutions that could potentially be developed into full proposals eligible for support through the federal American Recovery and Reinvestment Act. Seven economic stimulus fund workgroups were established. Approximately 200 faculty and professional staff participated in workgroup discussions that resulted in 58 concept papers. The institutions are keeping abreast of federal request for proposal guidelines and timelines in order to be in a position to submit full proposals incorporating many of the ideas and partnerships generated by the process.
- Senate Bill 1 is a significant piece of education legislation that revises the assessment and accountability system for K-12 education in Kentucky. The bill calls on the Department of Education, in collaboration with CPE, to plan and implement a process for revising academic content standards to increase the rigor and focus of the content of K-12 education. Staff members from the two agencies developed a comprehensive process to revise standards in key content areas. A planning process also was developed to reduce college remediation rates and increase graduation rates of postsecondary students with developmental education needs. The next step in SB 1 implementation is to review the current systemwide public

postsecondary placement policy in English and mathematics and, working with institutional representatives and KDE, to determine whether revisions are needed in those content standards.

- Seven local P-16 councils successfully competed in an RFP process for sustainability funds available through CPE. Six grants have been awarded totaling \$80,350, ranging from \$7,500 to \$20,000 per council. Those councils span the state and include collaborative efforts between school systems, business and industry, and two- and four-year institutions. In response to the needs of local councils for resources pertaining to college readiness, adult learning, transfer issues, and new content standards, staff plans to provide a number of informational sessions to be hosted regionally across the state in 2009-10.
- The Council staff reviewed a basic timeline of the 2010-12 budget development process with Council members at the retreat a few weeks ago. A more detailed timeline is being developed and reviewed with the institutions. Council staff intends to have a draft of the recommendation by the September Council meeting with action on the budget in November. With the desire to approach the Governor and the General Assembly with a unified request, it was recommended by the presidents that a “points of consensus” document be drafted and signed by all presidents. This document would highlight basic institutional funding priorities regarding the distribution of new General Fund dollars and capital projects. Throughout the budget development process, Council staff will work closely with institutional representatives and the Budget Development Work Group chaired by Dan Flanagan to keep key constituents informed. Due to the ongoing uncertainty of the state’s budget and fiscal condition for 2009-10 and beyond, it is still too early to know how Kentucky’s public postsecondary institutions will benefit from the \$533 million in federal stimulus State Fiscal Stabilization Funds available for K-12 and postsecondary education in Kentucky. About a dozen states have applied for these funds and it appears, on average, approximately 80 percent of the education funds are being distributed to K-12 and 20 percent to postsecondary education. Council staff continues to coordinate with the Governor’s Office and the State Budget Director on developments.
- The Council, in partnership with KDE and the Education Professional Standards Board, was recently awarded a \$2.9 million grant to design and build a P-20 data warehouse. Once in place, this warehouse will help answer numerous policy research questions about college preparation, college going, student success, teacher preparation, and other subjects important to Kentucky’s efforts to create a seamless P-20 educational system. This database will be built over the next three years and will be based on a thorough review of stakeholders’ priorities, including the Council, its staff, and postsecondary institutions. The grant will be governed by the commissioner of education, the executive director of EPSB, and the CPE president. CPE also is leading efforts to apply for federal stimulus money to expand the use of the database and to include additional data sources, such as workforce development.
- The Committee on Equal Opportunities met in April and included on its

agenda were conversations about development of a system diversity plan. At this point the CEO has had input from a number of organizations and individuals that have a vested interest in the focus of the plan. The committee plans to host several interim meetings to receive more input and may present a recommendation at the July CPE meeting. The committee will host two important activities that are designed to improve opportunities for minority students in the postsecondary education pipeline – the first at Murray State University June 8 and 9 and the second at UK June 12 and 13.

- As it approaches its ten-year anniversary, the Kentucky Virtual Library has initiated a strategic planning process called “Revisioning at 10 Years” or reV@10. The steering team is made up of representatives from all library sectors including public and independent colleges and universities, public libraries, and school libraries. The Strategic Planning Steering Team’s charge is to examine the past and look to the future through the assessment of the ideals, operations, and relationships of the Kentucky Virtual Library in order to create a three-year plan for the benefit of the Commonwealth. The steering team will operate on the values of: (1) strong collaboration; (2) supporting the needs of education, work, and life in Kentucky; and (3) communication, transparency, and accountability. The planning process will take about six months with the final plan coming to the Council for approval in November.
- The Council staff has created and submitted to the Capital Planning Advisory Board the agency’s 2010-16 capital improvements plan. Because of the nature of the planning process, the board is not asked to take action on the plan. The next steps in the process will be the review of the plan by the CPAB and eventually publication of a statewide capital improvements plan by that body in November 2009. The statewide plan is an advisory document and does not constitute the state’s recommendation for 2010-12.
- A report on the status of two pools of money authorized by the 2008 General Assembly that could be used for capital construction was provided for information. The first pool, \$13.9 million for capital renewal and maintenance, has been allocated to the institutions and all institutions have identified projects to be implemented using the funds. This pool requires matching at various levels. The second pool is \$60 million in endowment match funds for which the General Assembly allowed institutional board of regents/trustees flexibility to designate a portion or its entire share to implement capital projects. Of the eight four-year institutions participating in this pool, five have chosen to use a portion of their money for capital (\$12.2 million), six have designated a share for endowment (\$29.5 million), one institution has yet to designate any of its funds, and there is \$18.3 million yet to be designated by the institutions. As the designations are completed and the information reported to the Council, staff will inform the appropriate executive and legislative branch agencies in order to allow institutions access to these funds to implement critical projects.
- Council members met in retreat on May 4 and 5 for a very productive set of discussions about a range of postsecondary issues, including funding, college readiness, transfer, strategic planning, and research. Four key

members of the legislature – Education Committee chairs Senator Ken Winters and Representative Carl Rollins, House A&R chair Rick Rand, and Senate Judiciary chair Robert Stivers – talked about the upcoming General Assembly, budget issues, and the role and effectiveness of the Council in the legislative arena.

- Kentucky is one of 11 states qualifying to receive a Workforce Investment Act of 1998 incentive grant based on FY 07-08 performance. Kentucky Adult Education will work with the partner agencies to develop an application for the use of the \$851,748 grant. Kentucky has received these incentive funds six of the nine years of the act totaling \$8,793,202 for the Commonwealth.

2009-10 TUITION AND MANDATORY FEE RECOMMENDATIONS

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates and the requested exception to the nonresident rate floor for Eastern Kentucky University.

EKU

At the March 2009 meeting, Council staff recommended that the Council approve a 2009-10 resident undergraduate tuition and mandatory fee ceiling of 4 percent for the comprehensive universities, and that the public universities be allowed to submit for Council approval market competitive rates for graduate and first-professional students. The ECU proposal is in compliance with the 4 percent ceiling.

At its November 2008 meeting, the Council established a floor for nonresident undergraduate tuition and mandatory fees of at least two times the resident undergraduate rate when it approved a collaborative process for setting 2009-10 tuition and mandatory fee rates. That floor was reinforced at the March 2009 meeting, when the Council approved resident undergraduate tuition and mandatory fee ceilings by sector, and endorsed the previously established floor for nonresident undergraduate rates. ECU is requesting an exception to the nonresident rate floor for its undergraduate, nonresident targeted areas rate. The proposed 2009-10 targeted areas rate is \$9,984, or 1.58 times the resident rate.

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

VOTE: The motion passed.

KCTCS

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

The KCTCS proposal is in compliance with the approved ceiling for a community or technical college (3 percent or 3.3 percent to allow for rounding to the nearest whole dollar). Both KCTCS's nonresident contiguous county rate and nonresident other rate comply with the Council's floor for nonresident rates.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

KSU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for Kentucky State University.

The KSU proposal is in compliance with the 4 percent ceiling for comprehensive institutions. KSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

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

VOTE: The motion passed.

MoSU

RECOMMENDATION: The staff recommended that the Council approve 2009-10 tuition and mandatory fee rates for Morehead State University.

The proposed per credit hour rate submitted by MoSU is in compliance with the 4 percent ceiling. MoSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

Mr. King noted that a number of the institutions are interested in transitioning from their current model to this per credit hour pricing model. Recent discussions have determined that base tuition be modeled on 15 hours. He said that President Andrews and Morehead State are prepared to adjust their model going forward to conform as a broader and consistent model is developed across the system.

Governor Patton asked that a thorough discussion of the pros and cons of a per credit hour pricing model take place before the tuition-setting process begins for the next academic year.

Mr. Wattier said that Morehead reported that the per credit hour pricing model has reduced the practice of "course shopping" by students. He said that decreasing the amount of course shopping is beneficial to faculty members.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

MuSU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for Murray State University.

The proposal submitted by MuSU is in compliance with the 4 percent ceiling. MuSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

Mr. King said that the staff had discussions with President Dunn and Chair Alan Stout about Murray's interest in moving to a per credit hour pricing model. In this coming year Murray and other interested institutions will come together with

MoSU to build a consistent model and develop a method for transitioning to this new model.

MOTION: Ms. Miller moved that the recommendation be approved. Mr. Denton seconded the motion.

VOTE: The motion passed.

UK

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the University of Kentucky.

The proposal submitted by UK is in compliance with the 5 percent ceiling for the research universities. UK requested no exceptions to the nonresident undergraduate rate floor established by the Council.

MOTION: Mr. Skaggs moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

UofL

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the University of Louisville.

The proposal submitted by UofL is in compliance with the 5 percent ceiling for research universities. UofL requested no exceptions to the nonresident undergraduate rate floor established by the Council.

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

VOTE: The motion passed.

WKU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates and requested exceptions to the nonresident rate floor for Western Kentucky University.

The proposal submitted by WKU is in compliance with the 4 percent ceiling for the comprehensive universities. In line with what WKU proposed and the Council approved last year for 2008-09, WKU requested an exception to the nonresident rate floor for its undergraduate Tuition Incentive Program (TIP) rate. The TIP rate is 1.25 times the in-state rate in comparison to the regular out-of-state rate, which is 2.5 times the in-state rate. Campus officials also requested an exception for a new Military and Veteran's Assistance Program rate that allows active military, their dependents (if enrolled during a parent's active duty or within six months of the end of a parent's active duty), and veterans who reside outside Kentucky to attend WKU at the in-state rate.

MOTION: Ms. Moore moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

TUITION RECIPROCITY
AGREEMENTS

RECOMMENDATION: The staff recommended that the Council:

1. Renew the Kentucky/Ohio tuition reciprocity agreements.
2. Amend the Northern Kentucky/Ohio tuition reciprocity agreement adding Gateway Community and Technical College and the horticulture and radiation science program at the University of Cincinnati to the Northern Kentucky agreement.
3. Amend the Kentucky/Indiana tuition reciprocity agreement to include Meade County, Kentucky, and the Carroll County campus of Jefferson Community and Technical College.

State tuition reciprocity agreements are arrangements between two or more states where the students of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for an in-state tuition and fee charge and also may receive special treatment for admission purposes. In general, the advantages of reciprocity agreements include broader access and opportunity for citizens in a region, reduction of unnecessary duplication of academic programs, and cost reduction by utilizing academic programs in other states.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

PROGRAM
PRODUCTIVITY REVIEW
REPORT

RECOMMENDATION: The staff recommended that the Council accept the program productivity review report, commend the universities and KCTCS for their work in reviewing their academic programs, and authorize the Council staff to work with the institutions to review the process and make recommendations to the Council about future program productivity reviews.

Governor Patton said that the Council has a responsibility to convince the General Assembly that postsecondary education is spending the state's money in a responsible, effective, and efficient way. He said that he feels that the Council is not fulfilling that responsibility.

Mr. King said that what is missing is an agreement between CPE on behalf of the institutions and the legislature as to what constitutes success. The General Assembly's definition of efficiency is different than the Council's. He suggested that the legislative staff and Council staff sit down on an informed basis to come to an agreement on what should be measured that will satisfy the questions of the members of the General Assembly.

MOTION: Mr. Turner moved that the recommendation be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

KENTUCKY ADULT
LEARNER INITIATIVE
POLICY
RECOMMENDATIONS

RECOMMENDATION: The staff recommended that the Council accept the policy recommendations identified by the Kentucky Adult Learner Initiative working groups.

As part of the Kentucky Adult Learner Initiative, which is funded by the Lumina Foundation for Education, working groups were formed and made these recommendations about three major policy issues identified by the Council's research:

To promote credit for prior learning for adult learners:

- All public postsecondary institutions should reevaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one or more of its forms.
- Credit for prior learning must be transferrable among postsecondary institutions.
- All public postsecondary institutions should conduct ongoing awareness campaigns and professional development for administrators, faculty, and staff about prior learning assessment.
- All public postsecondary institutions should promote to external audiences the opportunity to earn credit for college-level experiential learning.

In terms of flexible academic programming:

- All public postsecondary institutions should develop flexible degree programs, based on state and national best practices, to meet the needs of adult students and employers. While many Kentucky institutions are already providing some flexible academic programming options, these programs should be expanded to include additional degree programs in high-need career fields.
- All public postsecondary institutions should offer a full range of accessible and comprehensive support services to adult learners participating in the flexible degree programs.

To address financial aid for adult students:

- The state should develop a strategy to increase the number of potential college students who complete the Free Application for Federal Student Aid. Options include partnering with tax preparers, one-stop career centers, adult education centers, and other organizations. Institutions could utilize Educational Opportunity Centers and TRIO offices to help students complete the FAFSA.
- Employers should be encouraged to offer Lifelong Learning Accounts (LiLAs) or other educational assistance benefits and develop personnel policies that can help adults as they pursue postsecondary education.
- The Commonwealth should fully fund existing financial aid programs.
- KHEAA should distribute Go Higher grants only after College Access Program (CAP) funds are exhausted.

The three groups collectively identified some general recommendations as well:

- Each public postsecondary institution should have an adult learner advocate on its campus.
- All public postsecondary institutions should develop incentives for faculty and staff participation in professional development that raises their awareness of the unique needs of adult learners.
- Kentucky needs a coordinated statewide college outreach strategy to reach adults.
- Kentucky needs one comprehensive, user-friendly college access Web site that adequately serves adult learners. Relevant parties should evaluate

existing Web sites and either combine best aspects into one of the existing Web sites or create a new statewide Web site.

Council staff consulted with various public institutional leaders and decided to first focus on recommendations related to credit for prior learning. These recommendations are relatively low cost but could have a major impact on adults' efforts to complete baccalaureate degrees. With Lumina Foundation funding, the Council will facilitate professional development workshops related to credit for prior learning on each university campus, as well as some KCTCS campuses. Concurrent with this professional development, Council staff will work with institutions to evaluate policies related to credit for prior learning as recommended by the Kentucky Adult Learner Initiative working groups.

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

VOTE: The motion passed.

REGIONAL
STEWARDSHIP
REGIONAL GRANTS:
2008-09 FUNDING
RECOMMENDATION,
EKU

RECOMMENDATION: The staff recommended that the Council approve 2008-09 regional grant funding for Eastern Kentucky University.

At its May 2008 meeting, the Council recommended that FY 2009-10 regional grant funds be dependent upon successful implementation of the infrastructure plan submitted by Eastern Kentucky University as well as adequate progress on activities outlined in the revised regional grant proposal. The Council staff reviewed EKU's progress report on the implementation of its infrastructure plan to support regional stewardship activities, determined that sufficient progress has been made, and recommended that FY 2009 regional grant funds of \$288,000 be approved for EKU. A progress report on the implementation of activities outlined in the university's regional grant proposal is due June 15, 2009. Regional grant funds for FY 2010 will depend on adequate progress towards the objectives of the regional grant proposal. Council staff will review that progress report to determine if adequate progress has been made and make a funding recommendation to the Council.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

STUDENT
TECHNOLOGY
LEADERSHIP
PROGRAM

The Kentucky Virtual Library recently announced the winners of the sixth annual "Create a KYVL Video" contest for students of Kentucky's K-12 public schools. KYVL holds this contest annually to showcase the creative work of Kentucky's students and to put a spotlight on Student Technology Leadership Program coordinators and students. STLP™ is a project-based learning program that empowers students in all grade levels to use technology in and out of the classroom. The winning videos were played at the meeting.

MAY 2009
GRADUATES

Mr. King said that the Council staff is still gathering information on the number of degrees and credentials awarded in 2009 spring commencements. This information will be shared with the Council members when available.

RESOLUTIONS OF SERVICE

Mr. Turner read a resolution honoring and commending Mark Wattier for his service to the Council. His term as a faculty representative to the Council expires June 30, 2009.

MOTION: Mr. Flanagan moved that the resolution be adopted. Ms. Osborne seconded the motion.

VOTE: The motion passed.

Governor Patton read a resolution thanking Mike Seelig for his service to the Council as interim vice president for academic affairs.

MOTION: Ms. Miller moved that the resolution be adopted. Mr. Denton seconded the motion.

VOTE: The motion passed.

Resolutions also were presented for Council members Peggy Bertelsman and John Hall and Interim Commissioner of Education Elaine Farris.

MOTION: Mr. Wattier moved that these resolutions be adopted. Ms. Moore seconded the motion.

VOTE: The motion passed.

REPORTS FROM INSTITUTIONS

Governor Patton called attention to the reports from the institutions which were included in the agenda materials.

CPE PRESIDENT EVALUATION

Governor Patton said that the process for conducting the annual evaluation of the Council president is being developed, and an update will be given at the July meeting.

OVERSIGHT OF CPE EXPENSES

Governor Patton has talked with Council staff about the process for monitoring Council expenses. The staff will develop a regular reporting mechanism to provide information to Governor Patton and members of the Executive Committee.

NEXT MEETING

The next meeting is July 23 and 24 at Berea College.

ADJOURNMENT

The meeting adjourned at 11:45 a.m.

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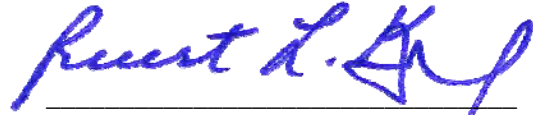
The Council met May 22, 2009, at 8:30 a.m. for a work session prior to the regular meeting. These topics were discussed:

- Mark Wattier discussed *Student Success in State Colleges and Universities: A Matter of Culture and Leadership*, a 2005 report published by the American

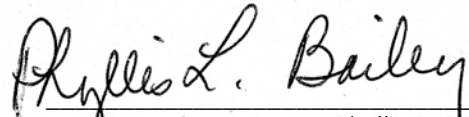
Association of State Colleges and Universities.

<http://cpe.ky.gov/about/cpe/meetings/2009/May2009CPEMtgAgenda.htm>.

- The Council staff provided an update on the key indicator (performance measures) goal-setting process for 2009-10. The development of the new strategic plan will begin fall 2009 and will be rolled out fall 2010.



Robert L. King
President



Phyllis L. Bailey
Senior Associate, Executive Relations

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- Council members met in retreat on May 4 and 5 for a very productive set of discussions about a range of postsecondary issues, including funding, college readiness, transfer, strategic planning, and research. Four key

members of the legislature – Education Committee chairs Senator Ken Winters and Representative Carl Rollins, House A&R chair Rick Rand, and Senate Judiciary chair Robert Stivers – talked about the upcoming General Assembly, budget issues, and the role and effectiveness of the Council in the legislative arena.

- Kentucky is one of 11 states qualifying to receive a Workforce Investment Act of 1998 incentive grant based on FY 07-08 performance. Kentucky Adult Education will work with the partner agencies to develop an application for the use of the \$851,748 grant. Kentucky has received these incentive funds six of the nine years of the act totaling \$8,793,202 for the Commonwealth.

2009-10 TUITION AND MANDATORY FEE RECOMMENDATIONS

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates and the requested exception to the nonresident rate floor for Eastern Kentucky University.

EKU

At the March 2009 meeting, Council staff recommended that the Council approve a 2009-10 resident undergraduate tuition and mandatory fee ceiling of 4 percent for the comprehensive universities, and that the public universities be allowed to submit for Council approval market competitive rates for graduate and first-professional students. The ECU proposal is in compliance with the 4 percent ceiling.

At its November 2008 meeting, the Council established a floor for nonresident undergraduate tuition and mandatory fees of at least two times the resident undergraduate rate when it approved a collaborative process for setting 2009-10 tuition and mandatory fee rates. That floor was reinforced at the March 2009 meeting, when the Council approved resident undergraduate tuition and mandatory fee ceilings by sector, and endorsed the previously established floor for nonresident undergraduate rates. ECU is requesting an exception to the nonresident rate floor for its undergraduate, nonresident targeted areas rate. The proposed 2009-10 targeted areas rate is \$9,984, or 1.58 times the resident rate.

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

VOTE: The motion passed.

KCTCS

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

The KCTCS proposal is in compliance with the approved ceiling for a community or technical college (3 percent or 3.3 percent to allow for rounding to the nearest whole dollar). Both KCTCS's nonresident contiguous county rate and nonresident other rate comply with the Council's floor for nonresident rates.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

KSU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for Kentucky State University.

The KSU proposal is in compliance with the 4 percent ceiling for comprehensive institutions. KSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

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

VOTE: The motion passed.

MoSU

RECOMMENDATION: The staff recommended that the Council approve 2009-10 tuition and mandatory fee rates for Morehead State University.

The proposed per credit hour rate submitted by MoSU is in compliance with the 4 percent ceiling. MoSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

Mr. King noted that a number of the institutions are interested in transitioning from their current model to this per credit hour pricing model. Recent discussions have determined that base tuition be modeled on 15 hours. He said that President Andrews and Morehead State are prepared to adjust their model going forward to conform as a broader and consistent model is developed across the system.

Governor Patton asked that a thorough discussion of the pros and cons of a per credit hour pricing model take place before the tuition-setting process begins for the next academic year.

Mr. Wattier said that Morehead reported that the per credit hour pricing model has reduced the practice of "course shopping" by students. He said that decreasing the amount of course shopping is beneficial to faculty members.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

MuSU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for Murray State University.

The proposal submitted by MuSU is in compliance with the 4 percent ceiling. MuSU requested no exceptions to the nonresident undergraduate rate floor established by the Council.

Mr. King said that the staff had discussions with President Dunn and Chair Alan Stout about Murray's interest in moving to a per credit hour pricing model. In this coming year Murray and other interested institutions will come together with

MoSU to build a consistent model and develop a method for transitioning to this new model.

MOTION: Ms. Miller moved that the recommendation be approved. Mr. Denton seconded the motion.

VOTE: The motion passed.

UK

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the University of Kentucky.

The proposal submitted by UK is in compliance with the 5 percent ceiling for the research universities. UK requested no exceptions to the nonresident undergraduate rate floor established by the Council.

MOTION: Mr. Skaggs moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

UofL

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates for the University of Louisville.

The proposal submitted by UofL is in compliance with the 5 percent ceiling for research universities. UofL requested no exceptions to the nonresident undergraduate rate floor established by the Council.

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

VOTE: The motion passed.

WKU

RECOMMENDATION: The staff recommended that the Council approve the 2009-10 tuition and mandatory fee rates and requested exceptions to the nonresident rate floor for Western Kentucky University.

The proposal submitted by WKU is in compliance with the 4 percent ceiling for the comprehensive universities. In line with what WKU proposed and the Council approved last year for 2008-09, WKU requested an exception to the nonresident rate floor for its undergraduate Tuition Incentive Program (TIP) rate. The TIP rate is 1.25 times the in-state rate in comparison to the regular out-of-state rate, which is 2.5 times the in-state rate. Campus officials also requested an exception for a new Military and Veteran's Assistance Program rate that allows active military, their dependents (if enrolled during a parent's active duty or within six months of the end of a parent's active duty), and veterans who reside outside Kentucky to attend WKU at the in-state rate.

MOTION: Ms. Moore moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

TUITION RECIPROCITY
AGREEMENTS

RECOMMENDATION: The staff recommended that the Council:

1. Renew the Kentucky/Ohio tuition reciprocity agreements.
2. Amend the Northern Kentucky/Ohio tuition reciprocity agreement adding Gateway Community and Technical College and the horticulture and radiation science program at the University of Cincinnati to the Northern Kentucky agreement.
3. Amend the Kentucky/Indiana tuition reciprocity agreement to include Meade County, Kentucky, and the Carroll County campus of Jefferson Community and Technical College.

State tuition reciprocity agreements are arrangements between two or more states where the students of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for an in-state tuition and fee charge and also may receive special treatment for admission purposes. In general, the advantages of reciprocity agreements include broader access and opportunity for citizens in a region, reduction of unnecessary duplication of academic programs, and cost reduction by utilizing academic programs in other states.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

PROGRAM
PRODUCTIVITY REVIEW
REPORT

RECOMMENDATION: The staff recommended that the Council accept the program productivity review report, commend the universities and KCTCS for their work in reviewing their academic programs, and authorize the Council staff to work with the institutions to review the process and make recommendations to the Council about future program productivity reviews.

Governor Patton said that the Council has a responsibility to convince the General Assembly that postsecondary education is spending the state's money in a responsible, effective, and efficient way. He said that he feels that the Council is not fulfilling that responsibility.

Mr. King said that what is missing is an agreement between CPE on behalf of the institutions and the legislature as to what constitutes success. The General Assembly's definition of efficiency is different than the Council's. He suggested that the legislative staff and Council staff sit down on an informed basis to come to an agreement on what should be measured that will satisfy the questions of the members of the General Assembly.

MOTION: Mr. Turner moved that the recommendation be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

KENTUCKY ADULT
LEARNER INITIATIVE
POLICY
RECOMMENDATIONS

RECOMMENDATION: The staff recommended that the Council accept the policy recommendations identified by the Kentucky Adult Learner Initiative working groups.

As part of the Kentucky Adult Learner Initiative, which is funded by the Lumina Foundation for Education, working groups were formed and made these recommendations about three major policy issues identified by the Council's research:

To promote credit for prior learning for adult learners:

- All public postsecondary institutions should reevaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one or more of its forms.
- Credit for prior learning must be transferrable among postsecondary institutions.
- All public postsecondary institutions should conduct ongoing awareness campaigns and professional development for administrators, faculty, and staff about prior learning assessment.
- All public postsecondary institutions should promote to external audiences the opportunity to earn credit for college-level experiential learning.

In terms of flexible academic programming:

- All public postsecondary institutions should develop flexible degree programs, based on state and national best practices, to meet the needs of adult students and employers. While many Kentucky institutions are already providing some flexible academic programming options, these programs should be expanded to include additional degree programs in high-need career fields.
- All public postsecondary institutions should offer a full range of accessible and comprehensive support services to adult learners participating in the flexible degree programs.

To address financial aid for adult students:

- The state should develop a strategy to increase the number of potential college students who complete the Free Application for Federal Student Aid. Options include partnering with tax preparers, one-stop career centers, adult education centers, and other organizations. Institutions could utilize Educational Opportunity Centers and TRIO offices to help students complete the FAFSA.
- Employers should be encouraged to offer Lifelong Learning Accounts (LiLAs) or other educational assistance benefits and develop personnel policies that can help adults as they pursue postsecondary education.
- The Commonwealth should fully fund existing financial aid programs.
- KHEAA should distribute Go Higher grants only after College Access Program (CAP) funds are exhausted.

The three groups collectively identified some general recommendations as well:

- Each public postsecondary institution should have an adult learner advocate on its campus.
- All public postsecondary institutions should develop incentives for faculty and staff participation in professional development that raises their awareness of the unique needs of adult learners.
- Kentucky needs a coordinated statewide college outreach strategy to reach adults.
- Kentucky needs one comprehensive, user-friendly college access Web site that adequately serves adult learners. Relevant parties should evaluate

existing Web sites and either combine best aspects into one of the existing Web sites or create a new statewide Web site.

Council staff consulted with various public institutional leaders and decided to first focus on recommendations related to credit for prior learning. These recommendations are relatively low cost but could have a major impact on adults' efforts to complete baccalaureate degrees. With Lumina Foundation funding, the Council will facilitate professional development workshops related to credit for prior learning on each university campus, as well as some KCTCS campuses. Concurrent with this professional development, Council staff will work with institutions to evaluate policies related to credit for prior learning as recommended by the Kentucky Adult Learner Initiative working groups.

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

VOTE: The motion passed.

REGIONAL
STEWARDSHIP
REGIONAL GRANTS:
2008-09 FUNDING
RECOMMENDATION,
EKU

RECOMMENDATION: The staff recommended that the Council approve 2008-09 regional grant funding for Eastern Kentucky University.

At its May 2008 meeting, the Council recommended that FY 2009-10 regional grant funds be dependent upon successful implementation of the infrastructure plan submitted by Eastern Kentucky University as well as adequate progress on activities outlined in the revised regional grant proposal. The Council staff reviewed EKU's progress report on the implementation of its infrastructure plan to support regional stewardship activities, determined that sufficient progress has been made, and recommended that FY 2009 regional grant funds of \$288,000 be approved for EKU. A progress report on the implementation of activities outlined in the university's regional grant proposal is due June 15, 2009. Regional grant funds for FY 2010 will depend on adequate progress towards the objectives of the regional grant proposal. Council staff will review that progress report to determine if adequate progress has been made and make a funding recommendation to the Council.

MOTION: Ms. Miller moved that the recommendation be approved. Ms. Moore seconded the motion.

VOTE: The motion passed.

STUDENT
TECHNOLOGY
LEADERSHIP
PROGRAM

The Kentucky Virtual Library recently announced the winners of the sixth annual "Create a KYVL Video" contest for students of Kentucky's K-12 public schools. KYVL holds this contest annually to showcase the creative work of Kentucky's students and to put a spotlight on Student Technology Leadership Program coordinators and students. STLP™ is a project-based learning program that empowers students in all grade levels to use technology in and out of the classroom. The winning videos were played at the meeting.

MAY 2009
GRADUATES

Mr. King said that the Council staff is still gathering information on the number of degrees and credentials awarded in 2009 spring commencements. This information will be shared with the Council members when available.

RESOLUTIONS OF SERVICE

Mr. Turner read a resolution honoring and commending Mark Wattier for his service to the Council. His term as a faculty representative to the Council expires June 30, 2009.

MOTION: Mr. Flanagan moved that the resolution be adopted. Ms. Osborne seconded the motion.

VOTE: The motion passed.

Governor Patton read a resolution thanking Mike Seelig for his service to the Council as interim vice president for academic affairs.

MOTION: Ms. Miller moved that the resolution be adopted. Mr. Denton seconded the motion.

VOTE: The motion passed.

Resolutions also were presented for Council members Peggy Bertelsman and John Hall and Interim Commissioner of Education Elaine Farris.

MOTION: Mr. Wattier moved that these resolutions be adopted. Ms. Moore seconded the motion.

VOTE: The motion passed.

REPORTS FROM INSTITUTIONS

Governor Patton called attention to the reports from the institutions which were included in the agenda materials.

CPE PRESIDENT EVALUATION

Governor Patton said that the process for conducting the annual evaluation of the Council president is being developed, and an update will be given at the July meeting.

OVERSIGHT OF CPE EXPENSES

Governor Patton has talked with Council staff about the process for monitoring Council expenses. The staff will develop a regular reporting mechanism to provide information to Governor Patton and members of the Executive Committee.

NEXT MEETING

The next meeting is July 23 and 24 at Berea College.

ADJOURNMENT

The meeting adjourned at 11:45 a.m.

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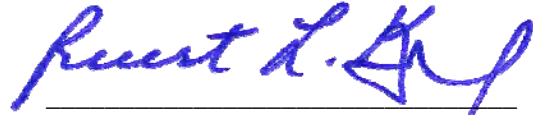
The Council met May 22, 2009, at 8:30 a.m. for a work session prior to the regular meeting. These topics were discussed:

- Mark Wattier discussed *Student Success in State Colleges and Universities: A Matter of Culture and Leadership*, a 2005 report published by the American

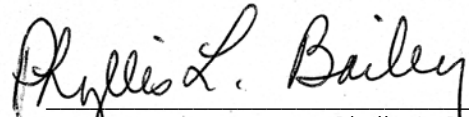
Association of State Colleges and Universities.

<http://cpe.ky.gov/about/cpe/meetings/2009/May2009CPEMtgAgenda.htm>.

- The Council staff provided an update on the key indicator (performance measures) goal-setting process for 2009-10. The development of the new strategic plan will begin fall 2009 and will be rolled out fall 2010.



Robert L. King
President



Phyllis L. Bailey
Senior Associate, Executive Relations

President's Report to the Council on Postsecondary Education

Robert L. King - July 24, 2009



Higher Education Work Group – Governor Beshear recently reconvened the Higher Education Work Group and charged it with focusing on four initiatives: financial aid, transfer, remediation, and cost savings and efficiencies. A final report is due November 1. The group, which includes CPE Chair Paul Patton, met earlier this week and had a productive meeting. I will keep the Council members informed about the activities of the work group. For additional information, visit <http://cpe.ky.gov/committees/hewg/> - where you can find the meeting schedule and other information.

SHEEO Annual Meeting – I attended my first national meeting of the State Higher Education Executive Officers (SHEEO) earlier this month in Santa Fe, New Mexico. The conference focused on a variety of topics that are directly on target for our particular needs here in Kentucky, including student success and retention, financial aid, adult learners. Our colleagues from around the country are dealing with the very same challenges that Kentucky faces, and I am comforted by the fact that the approaches and analysis we are developing are very consistent with the best thinking being applied to these issues.

2009 Governor's Conference on Postsecondary Education Trusteeship – Plans are progressing nicely for this year's conference, which will be Friday, September 11, at the Sloan Convention Center in Bowling Green. The conference brings together our public postsecondary trustees to provide nuts and bolts board development, as well as engage them in conversations about education policy issues of interest and concern. The theme this year is "Raising the Bar: Access, Quality, and Success," which appropriately describes our focus on expanding access and closing achievement gaps, while balancing those important objectives with an aggressive effort to increase educational quality and rigor. The challenge for the lay leaders who will be attending this conference is how to manage that balance, particularly in this financial austere time. I will keep you posted as the agenda is finalized.

Technology Stimulus Money - The rules for the stimulus Broadband grant programs were released July 1. Over 7 billion dollars will be available through six separate competitive grant programs aimed at increasing Broadband access and use of the Internet. We are working in several statewide collaborative teams to adapt the ideas developed in the concept papers prepared this past April. The first submissions are scheduled for August 14.

Kentucky Conference on the Scholarship of Teaching and Learning – This conference, jointly sponsored by CPE and the postsecondary community, was held May 20 and 21 in Lexington and offered college faculty and administrators a forum to explore the interconnectedness of K-12 and higher education. Presentations, panel discussions, and poster sessions provided over 400

conference participants the opportunity to discuss the scholarship of teaching and learning and to share innovative instructional techniques and technologies. Marc Tucker, author of the report *Touch Choices or Tough Times*, discussed his model for improving teaching and learning outcomes for America's schools. More information about the conference is located at <http://cpe.ky.gov/calendar/statewide/facdev.htm>

Kentucky's Higher Education Accountability System recognized as best practice - Education Sector, a nonprofit that promotes education reform, recognized Kentucky as being among the nation's ten best practice states for its higher education accountability system. Its report, *Ready to Assemble: Grading State Higher Education Accountability Systems*, graded states in 21 categories of accountability. The analysis not only focused on the types and quality of information states collect on a wide range of student outcomes and institutional practices, but on how well states use the information to drive policy and funding decisions, as well as the efforts they make to proactively publicize the information so that is accessible to students, parents, policymakers, media, and the general public. The Education Sector report, as well as individual state report cards, can be accessed at:

www.educationsector.org/research/research_show.htm?doc_id=934393

Kentucky's accountability report can be viewed at

<http://apps.cpe.ky.gov/reports/AccountabilityReport0708final.pdf>.

Vice President for Adult Education – Reecie Stagnolia has accepted the position of vice president of Kentucky Adult Education effective July 1. Reecie was named interim vice president for Kentucky Adult Education in October 2008 and has served as associate vice president of KYAE since July 2003, when the Department for Adult Education and Literacy (DAEL) transitioned to the Council on Postsecondary Education. He was with the DAEL from its creation in July 1993, serving in several capacities including a three-year stint as deputy commissioner and a 14-month stint as interim commissioner. Reecie is a respected leader and an effective advocate for adult education within the state and nationally. He has ably led KYAE during this most recent transition period, as he has in past transitions, and is an integral part of the CPE leadership team. We are fortunate to have someone with Reecie's deep knowledge, experience, and commitment to student success in this key position.

Senate Bill 1 update – The collaborative work of the Kentucky Department of Education and the Council on Postsecondary Education related to Senate Bill 1 is moving forward quite rapidly. A steering committee has been established and is scheduled to begin meeting August 12. This committee will provide guidance and oversight in the implementation of the comprehensive process to create one set of standards from K-12 to college entry-level courses and will provide insight in the development of strategic plans to reduce the remediation rates of high school graduates and increase the graduation rates of underprepared students. The SB 1 Postsecondary Mathematics Standards Workgroup and College Readiness Workgroup began meeting in late June. Each of these groups has representatives selected by the Kentucky Department of Education and public and independent institutions and statewide programs and agencies. The Collaborative Center for Literacy Development and the Kentucky Center for Mathematics are active partners. An embargoed draft of the Council of Chief State School

Officers (CCSSO) mathematics and language arts standards was released to KDE and CPE July 22. A review and comparison of these standards to the postsecondary standards is underway. Workgroups for language arts (reading and writing) will be formed in early August. Discussions and updates to legislative committees and statewide agencies are ongoing.

Council on Postsecondary Education
July 24, 2009

2009-10 Key Indicator Goals

ACTION: The staff recommends that the Council approve the state and institution key indicator goals proposed for 2009-10.

Council staff met with representatives of the public institutions and AIKCU to negotiate statewide and institutional key indicator goals for 2009-10. This will be the final time performance goals will be established under the current set of indicators, which were adopted as part of the *2005-10 Public Agenda for Postsecondary and Adult Education*. Kentucky statute (KRS 164.0203) requires performance goals and status reports to be regularly provided; these requirements are satisfied by the Council's yearly *Accountability Report*.

The proposed 2009-10 goals are based on historical trends in performance, success in meeting 2007-08 performance goals, institutional goals and priorities, regional and national comparisons, and projected resources and capacity to facilitate future progress. In general, institutions are proposing more modest growth in enrollment and degree production in the short term due to factors arising from the economic recession, which include declining state support, the necessary scaling back of some institutional aid and support services, and increasing attrition as parents lose jobs and students work to supplement lost aid or income.

Highlights include:

- An undergraduate enrollment goal of 215,761 in fall 2009, a 1.7 percent increase over fall 2008.
- A goal of 28,744 degrees at the baccalaureate level or higher in 2009-10, a 3.2 percent increase over 2007-08.
- A goal of 29,000 degrees and credentials at the associate level or below at KCTCS in 2009-10, a 27 percent increase over 2007-08.
- A goal of 4,655 transfers from KCTCS to four-year institutions in 2009-10, an 8 percent increase over 2007-08.

The attachment provides a complete overview of all key indicator goals proposed at both the statewide and institution level, as well as a brief rationale for how these goals were determined.

In the near future, the Council will undertake a process to develop the next strategic plan for postsecondary education. The new strategic plan will provide an opportunity to reevaluate the current key indicators, with an eye toward improving their usefulness and relevance.



KEY INDICATORS OF PROGRESS

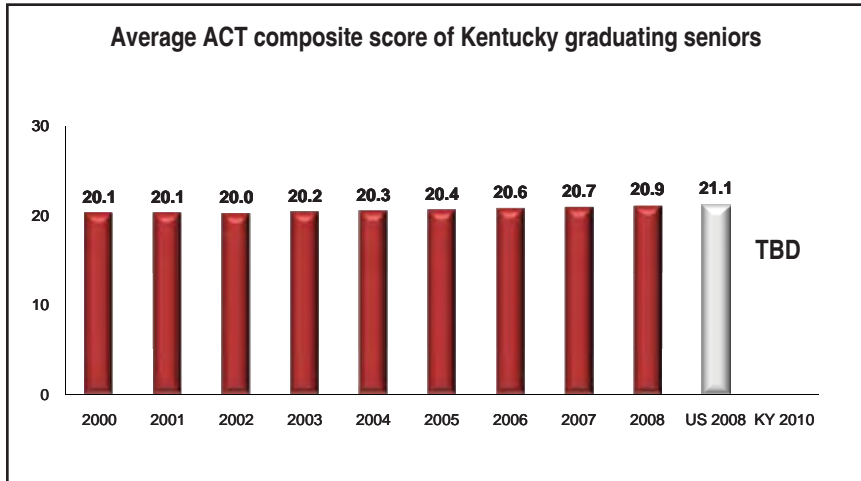
Proposed Statewide and Institution Goals for 2009-10

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS



Average ACT score

About this measure:

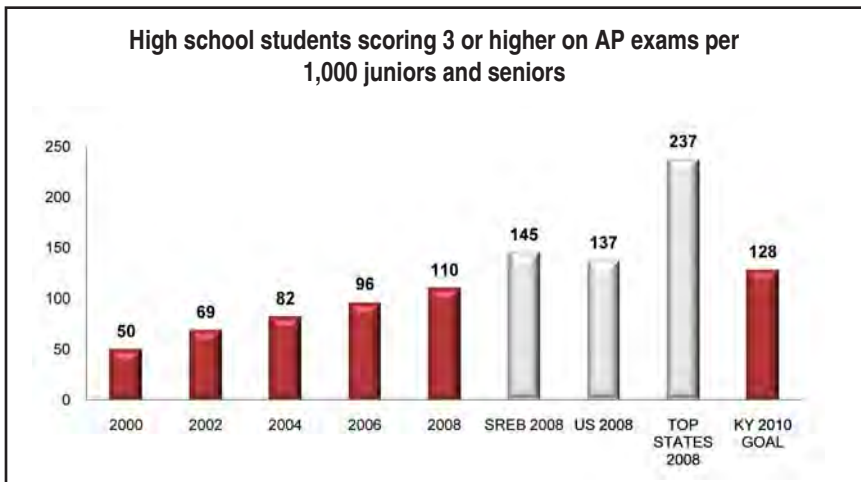
The ACT is a standardized measure of college readiness that permits direct comparison of high school students in Kentucky with students in other states.

Definition:

Measured by the average composite score of high school seniors (public, private, and home-schooled) who took the exam their sophomore, junior, or senior year. The highest score possible is 36.

Rationale for goal:

An ACT goal will be set after CPE determines how mandatory ACT testing will affect Kentucky's average composite score. The 2009 statewide result will reflect all students who have taken the examination as directed by Senate Bill 130 (2006).



Advanced Placement

About this measure:

Administered by the College Board, AP exams offer a standardized measure of high school students' ability to complete college-level work. Kentucky's colleges and universities award credit for a score of 3 or higher on a 5-point scale.

Definition:

The result represents a ratio where the numerator is the number of AP subject tests taken by juniors and seniors with scores of 3 or above, and the denominator is the total number of juniors and seniors in Kentucky.

Rationale for goal:

Kentucky will strive to improve its performance to 128 in 2010. The goal was determined by calculating the average annual increase (16.8%) experienced over the last three years of results (2004, 2006, and 2008).

Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS

Developmental education

About this measure:

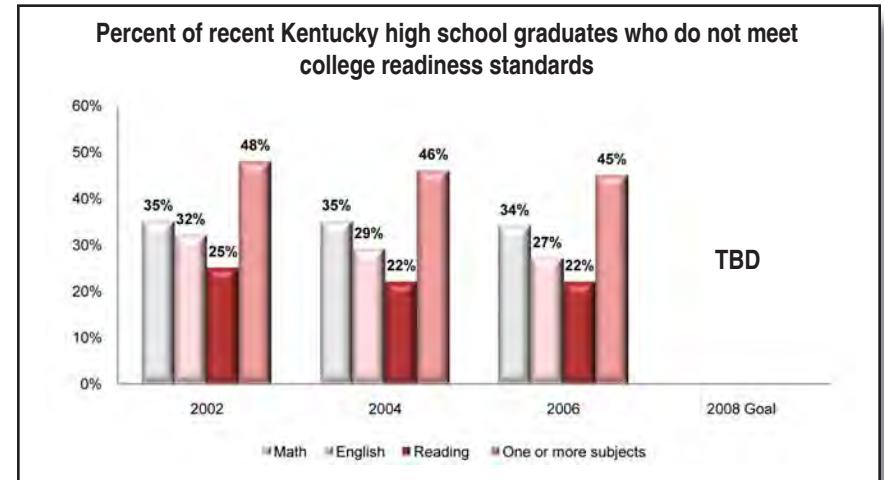
This indicator focuses on high school graduates' preparation for college and tracks whether incoming freshmen have the foundational skills needed for academic success.

Definition:

Currently, high school graduates who enter public, in-state universities with ACT subject scores of 17 or below in math, English, and reading do not meet college readiness standards and must take developmental education or supplemental courses unless they pass campus placement exams. A proposed administrative regulation would require entering freshmen to score 18 or higher in English, 19 or higher in math, and 20 or higher in reading, beginning in fall 2010.

Rationale for goal:

In 2009, the Kentucky General Assembly enacted SB 1, which includes a provision for the CPE and KDE to develop a unified strategy to reduce college remediation rates by at least 50% by 2014 from the 2010 rates, and to increase the college completion rates of students enrolled in one or more developmental classes by 3% annually from 2009 to 2014. A goal will be jointly developed by KDE and CPE as part of this process.



GED® attainment

About this measure:

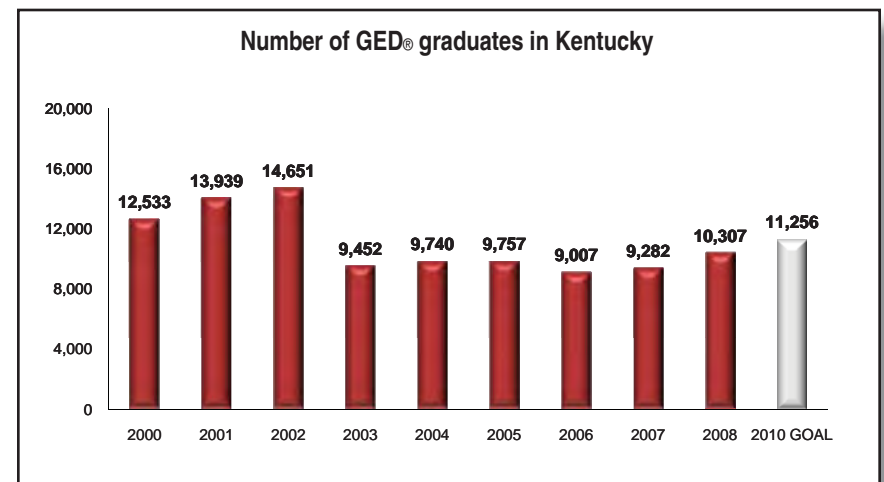
The General Educational Development (GED®) exam offers individuals who have not completed high school a chance to obtain an equivalent credential and pursue postsecondary education.

Definition:

GED tests reflect high school curriculum standards in reading, writing, social studies, science, and math developed at the national and jurisdictional levels.

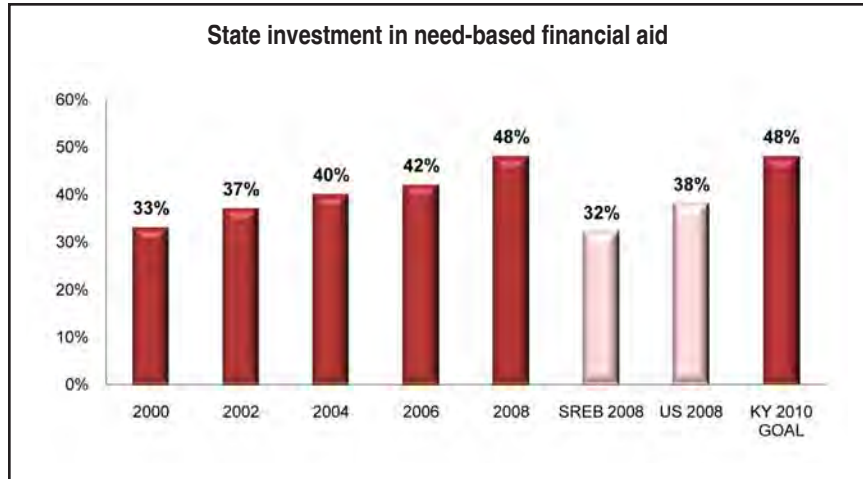
Rationale for goal:

Kentucky Adult Education has set a goal of 11,256 GED graduates in 2009-10, based on improvement needed to reach the 2020 GED goal of 15,000.



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

STATEWIDE KEY INDICATOR GOALS



State investment in need-based financial aid

About this measure:

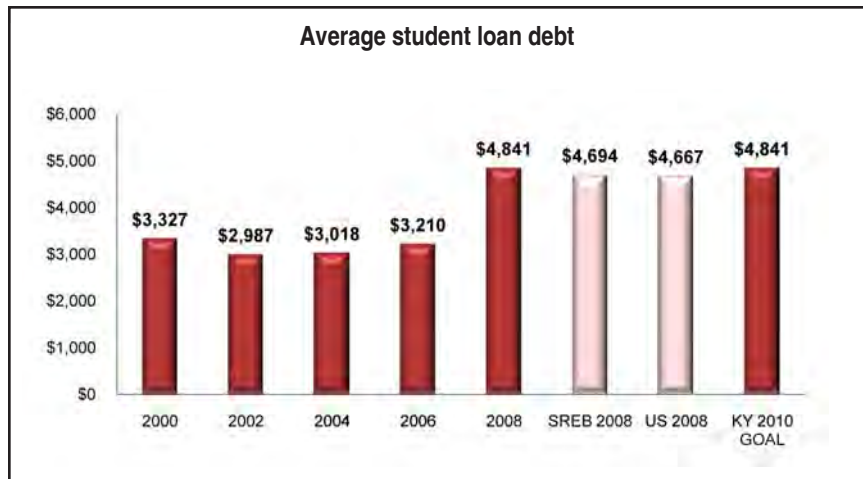
This indicator, developed by *Measuring Up*, gauges Kentucky's commitment to provide financial aid for low-income students as compared to the federal contribution.

Definition:

Measured by the total amount of state need-based aid awarded to undergraduate students as a percent of federal Pell grant aid disbursed to Kentucky.

Rationale for goal:

Kentucky experienced extraordinary improvement on this indicator from 2006 to 2008 and exceeds the national average and the average of SREB states. However, state budget shortfalls and diminishing lottery proceeds are limiting Kentucky's ability to maintain its current investment in state need-based financial aid. Kentucky will attempt to hold the line on this indicator for *Measuring Up 2010*.



Average student loan debt

About this measure:

This indicator, developed by *Measuring Up*, monitors the average student loan debt undergraduates accrue for one year of college.

Definition:

Measured by the average amount undergraduate students borrow each year from federal student loan programs, which comprise more than 90% of all student loan funds. This does not include private loans obtained to pay for college.

Rationale for goal:

The current economic recession and rising unemployment are forcing some students to take out additional loans to offset lost income or declining state or institutional aid. In light of these circumstances, Kentucky's 2010 goal is to maintain 2008 debt levels.

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Ninth-graders' chance for college by age 19

About this measure:

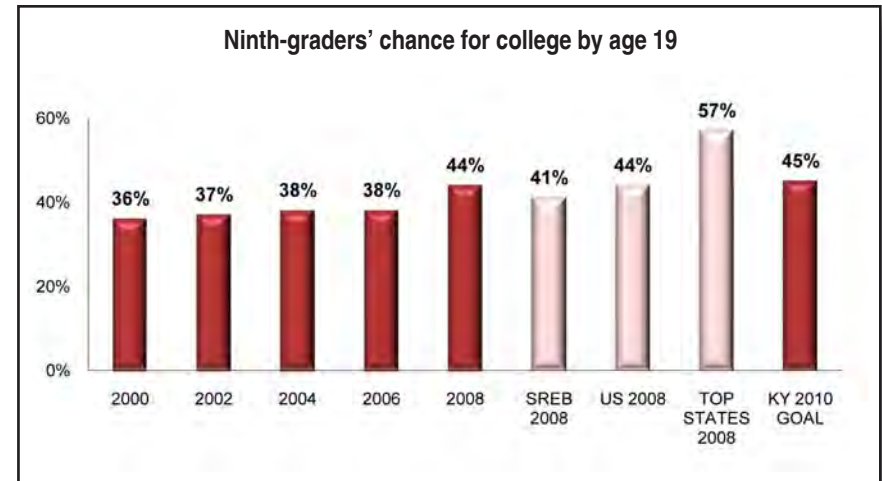
This indicator, developed by *Measuring Up*, reports the probability of a ninth-grader finishing high school within four years and continuing on to college by age 19. The measure emphasizes the importance of helping more of Kentucky's young adults complete high school and successfully transition to college in a timely manner.

Definition:

To calculate this measure, the high school completion rate is multiplied by the college continuation rate.

Rationale for goal:

Kentucky experienced a large increase in performance from 2006 to 2008, improving 6 percentage points. The goal for *Measuring Up 2010* is 45%, consistent with a more typical rate of improvement.



College-going rate of GED® graduates

About this measure:

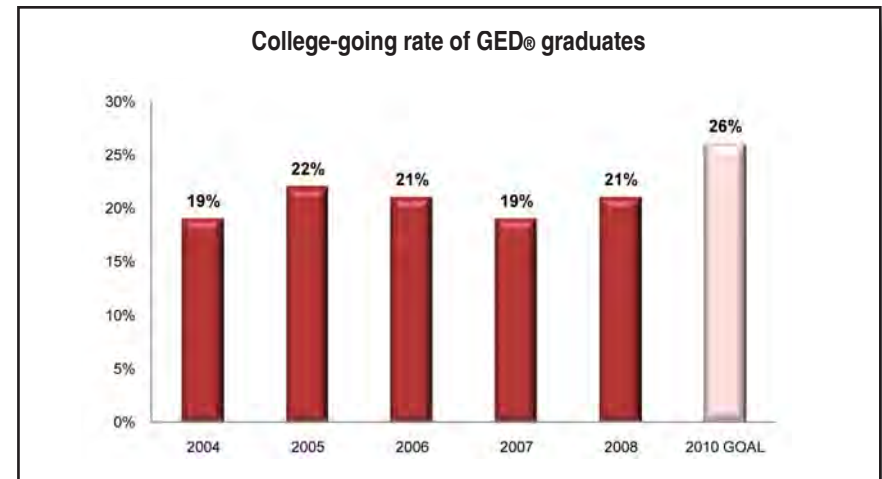
This indicator focuses attention on an important yet often overlooked population of potential college students—recent GED graduates. Kentucky will not be able to achieve its educational attainment goals unless more working-age adults enter or return to college and persist to degree completion.

Definition:

The GED college-going rate reflects the percentage of Kentucky's GED graduates who have enrolled in a Kentucky postsecondary institution within two years of receiving their credential.

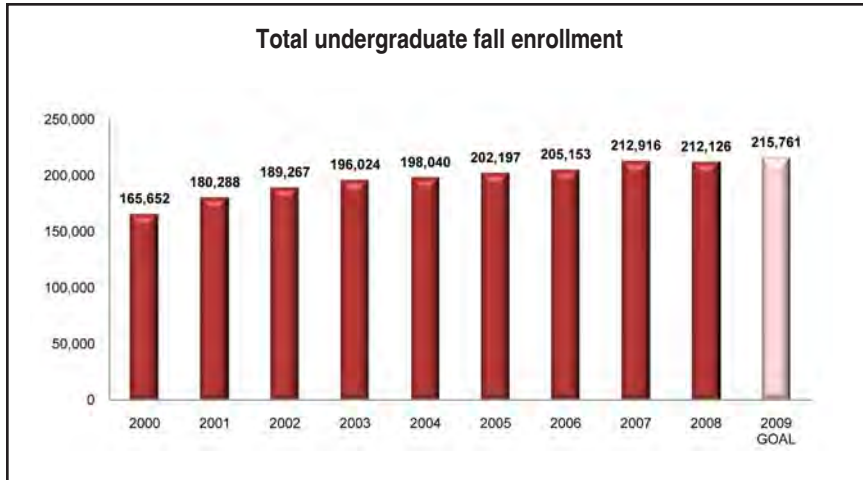
Rationale for goal:

Kentucky Adult Education will strive to reach a goal of 26% by 2009-10. The goal is based on improvement needed to reach the 2020 goal of 36%.



Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS



Total undergraduate fall enrollment

About this measure:

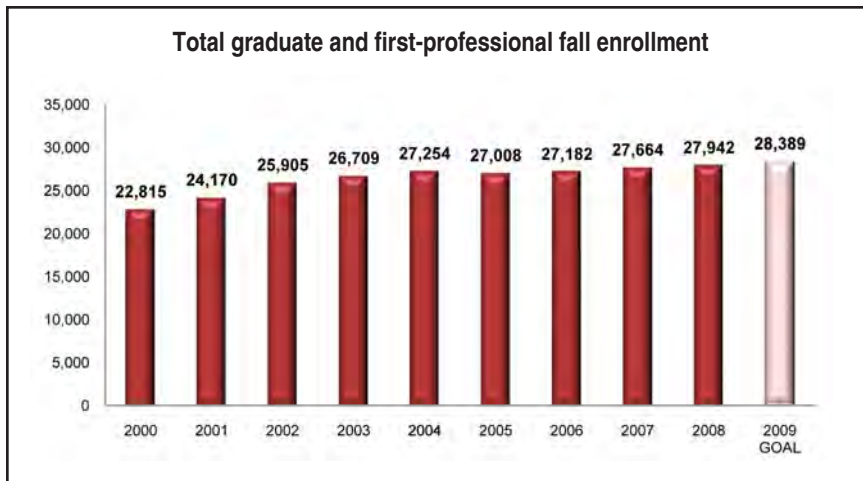
Total undergraduate fall headcount enrollment provides a snapshot of postsecondary participation in the Commonwealth. While less important than degree production in raising the state's educational attainment, achieving this goal will require some sustained measure of enrollment growth.

Definition:

Measured by the total of all in-state public and independent institutions' fall semester undergraduate headcount enrollments, including full-time, part-time, degree-seeking, and non degree-seeking students.

Rationale for goal:

Determined by adding the individual 2009 goals of public and AIKCU institutions, which were negotiated with Council staff. The 2009 goal represents a 1.7% increase over the previous year. Growth projections are more moderate than in the early years of reform due to reductions in state appropriations, a weak economy, and limited space capacity or increased admissions standards at some of the public regional campuses.



Total graduate and professional fall enrollment

About this measure:

Growth in total graduate enrollment is important to Kentucky's ability to produce the intellectual capital needed to grow the economy, attract businesses to the state, and create jobs through research and entrepreneurial enterprises.

Definition:

Measured by the total of all in-state public and independent institutions' fall semester headcount of graduate and first-professional enrollments, including full-time and part-time students.

Rationale for goal:

Determined by adding the individual goals of public and AIKCU institutions, which were negotiated with Council staff. The 2009 goal represents a 1.5% increase over the previous year. Growth projections are more moderate due to a weak economy, limited space capacity in some high demand programs (such as nursing), and reductions in employer tuition reimbursement programs.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Undergraduate fall enrollment by institution										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 Goal
EKU	12,909	13,023	13,053	13,567	13,837	13,942	13,623	13,659	13,839	13,977
KSU	2,129	2,165	2,107	2,138	2,183	2,228	2,341	2,510	2,497	2,497
MoSU	6,755	7,268	7,712	7,929	7,762	7,549	7,515	7,625	7,487	7,711
MuSU	7,492	7,776	8,088	8,385	8,371	8,585	8,607	8,361	8,179	8,610
NKU	10,859	11,288	12,164	12,223	12,070	12,107	12,668	12,725	13,030	13,030
UK	16,899	17,284	17,878	18,190	18,492	18,732	19,328	18,830	18,988	19,000
UofL	14,477	14,131	14,475	14,724	14,933	15,057	15,103	15,125	15,495	15,680
WKU	13,272	14,135	15,234	15,798	15,846	15,978	16,067	16,508	16,966	17,256
KCTCS	59,415	70,913	76,082	80,695	81,990	84,931	86,475	92,828	89,942	91,500
AIKCU	21,445	22,305	22,474	22,375	22,556	23,088	23,426	24,745	25,703	26,500
TOTAL	165,652	180,288	189,267	196,024	198,040	202,197	205,153	212,916	212,126	215,761

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Graduate and professional fall enrollment by institution										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 Goal
EKU	1,748	1,890	2,195	2,384	2,346	2,277	2,140	2,180	2,192	2,200
KSU	125	149	146	168	152	158	159	186	162	160
MoSU	1,572	1,759	1,678	1,580	1,531	1,513	1,510	1,441	1,494	1,539
MuSU	1,649	1,872	1,832	1,715	1,757	1,689	1,697	1,795	1,843	1,900
NKU	1,242	1,260	1,579	1,722	1,851	1,918	1,970	2,082	2,079	2,139
UK	6,217	6,764	7,155	7,289	7,252	6,970	7,090	7,086	7,112	7,100
UofL	5,627	5,573	5,958	6,101	6,103	5,996	6,005	5,841	5,557	5,601
WKU	2,244	2,444	2,584	2,593	2,667	2,667	2,597	2,757	2,795	2,850
AIKCU	2,391	2,459	2,778	3,157	3,595	3,820	4,014	4,296	4,708	4,900
TOTAL	22,815	24,170	25,905	26,709	27,254	27,008	27,182	27,664	27,942	28,389

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Total degrees/credentials awarded, bachelor's and higher

About this measure:

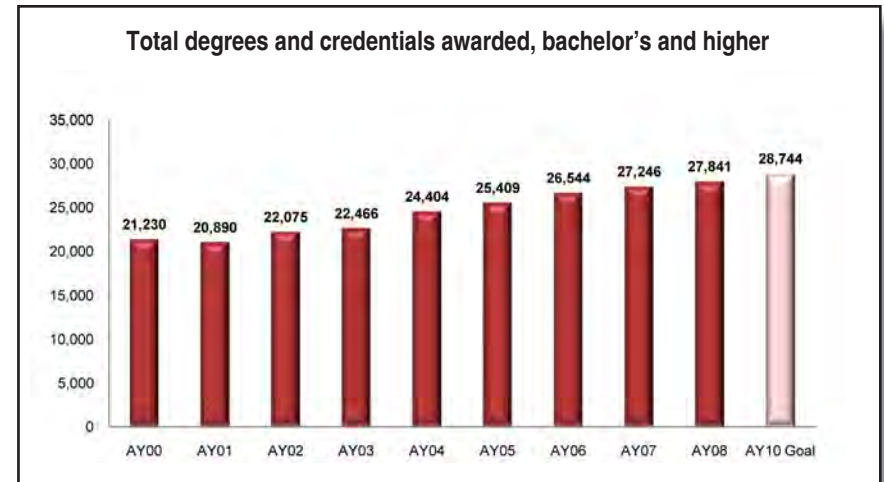
Degree production is a leading indicator of reform, as it is most directly related to Kentucky's ability to achieve an educational attainment level at or above the national average.

Definition:

Measured by the total number of degrees at the bachelor's level and above awarded by in-state public and independent institutions during an academic year (July 1 through June 30).

Rationale for goal:

Determined by adding the 2009-10 goals of the public and AIKCU institutions, which were negotiated with Council staff. The total degree goal represents a 3.2% increase over 2007-08, or about a 1.6% annual increase over each of the next two years. The 2009-10 bachelor's degree target for the public universities only is 15,677, a 4.2% increase over 2007-08, or a 2.1% annual increase. Goals were not established for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.



Total degrees/credentials awarded to racial-ethnic minorities, bachelor's and higher

About this measure:

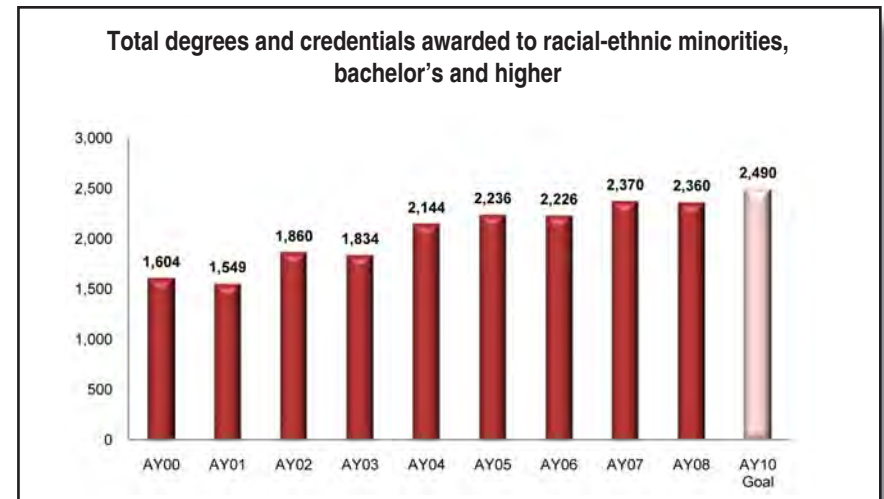
This indicator focuses attention on closing gaps in degree attainment between minority and non-minority students.

Definition:

Measured by the total number of degrees at the bachelor's level and above awarded to members of racial-ethnic minority groups (African American, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native) by in-state public and independent institutions during an academic year (July 1 through June 30).

Rationale for goal:

Determined by adding the 2009-10 goals of the public and AIKCU institutions, which were negotiated with Council staff. The total degree goal represents a 5.5% increase over 2007-08, or about a 2.8% annual increase. The 2009-10 minority bachelor's degree target for the public universities only is 1,385, a 5.7% increase over 2007-08 or about a 2.9% annual increase. Goals were not established for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.



Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU										
Bachelor's	1,663	1,639	1,572	1,664	1,678	1,787	1,980	1,979	2,030	2,070
Post-Bac Certificate	2	0	11	4	7	5	12	6	0	NA
Master's/Specialist	437	390	373	462	623	657	835	687	621	625
Total	2,102	2,029	1,956	2,130	2,308	2,449	2,827	2,672	2,651	2,695
KSU										
Bachelor's	222	207	219	210	214	229	198	193	231	237
Master's/Specialist	23	29	40	41	42	52	31	47	47	45
Total	245	236	259	251	256	281	229	240	278	282
MoSU										
Bachelor's	971	927	907	887	991	1,038	1,055	1,072	973	1,088
Master's/Specialist	288	319	322	398	359	373	406	408	385	390
Total	1,259	1,246	1,229	1,285	1,350	1,411	1,461	1,480	1,358	1,478
MuSU										
Bachelor's	1,274	1,225	1,284	1,290	1,440	1,373	1,521	1,550	1,632	1,650
Master's/Specialist	458	502	550	583	573	570	570	566	540	550
Total	1,732	1,727	1,834	1,873	2,013	1,943	2,091	2,116	2,172	2,200
NKU										
Bachelor's	1,142	1,186	1,259	1,374	1,421	1,529	1,584	1,624	1,706	1,881
Post-Bac/Master's Cert.	0	0	0	0	15	17	20	47	13	NA
Master's/Specialist	229	196	210	292	352	380	376	395	466	520
Professional	112	81	93	101	102	137	136	141	150	146
Total	1,483	1,463	1,562	1,767	1,890	2,063	2,116	2,207	2,335	2,547

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by institution (continued)										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
UK										
Bachelor's	3,187	3,239	3,488	3,338	3,373	3,285	3,519	3,613	3,775	3,900
Master's/Specialist	1,067	1,055	924	1,061	1,269	1,358	1,350	1,371	1,311	1,350
Professional	369	375	343	363	372	394	378	361	409	410
Doctoral	249	219	216	208	233	276	256	292	308	310
Total	4,872	4,888	4,971	4,970	5,247	5,313	5,503	5,637	5,803	5,970
UofL										
Bachelor's	1,750	1,819	1,851	1,825	1,890	2,148	2,253	2,328	2,298	2,451
Post-Bac/Master's Cert.	11	12	32	31	28	20	78	109	113	NA
Master's/Specialist	1,122	1,357	1,313	1,206	1,322	1,373	1,368	1,395	1,369	1,401
Professional	310	315	321	323	330	333	327	346	343	335
Doctoral	76	65	90	89	106	112	144	135	151	160
Total	3,269	3,568	3,607	3,474	3,676	3,986	4,170	4,313	4,274	4,347
WKU										
Bachelor's	1,753	1,695	1,903	1,878	2,116	2,166	2,313	2,383	2,391	2,400
Post-Bac Certificate	0	0	0	0	0	0	0	30	44	NA
Master's/Specialist	514	514	517	658	774	797	724	822	835	825
Total	2,267	2,209	2,420	2,536	2,890	2,963	3,037	3,235	3,270	3,225
AIKCU										
Bachelor's	3,357	2,945	3,356	3,305	3,779	3,902	3,801	3,881	4,191	NA
Post-Bac/Master's Cert.	4	0	2	0	0	0	10	0	11	NA
Master's/Specialist	610	526	786	772	888	1,010	1,168	1,314	1,354	NA
Professional	0	53	63	53	59	53	55	65	68	NA
Doctoral	30	0	30	50	48	35	76	86	76	NA
Total	4,001	3,524	4,237	4,180	4,774	5,000	5,110	5,346	5,700	6,000*

*An AIKCU goal was established for total bachelor's degrees and above only.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded to racial-ethnic minorities by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU										
Bachelor's	68	59	78	91	84	97	86	117	94	100
Post-Baccalaureate Certificate	0	0	0	0	1	0	0	0	0	NA
Master's/Specialist	21	13	12	32	11	25	38	23	29	30
Total	89	72	90	123	96	122	124	140	123	130
KSU										
Bachelor's	144	155	154	151	149	162	146	137	148	150
Master's/Specialist	16	20	23	27	25	36	18	30	22	25
Total	160	175	177	178	174	198	164	167	170	175
MoSU										
Bachelor's	33	36	36	39	35	40	34	59	25	40
Master's/Specialist	10	4	15	6	8	13	10	9	16	15
Total	43	40	51	45	43	53	44	68	41	55
MuSU										
Bachelor's	71	65	84	77	109	74	98	106	118	120
Master's/Specialist	25	35	44	43	53	62	74	54	38	38
Total	96	100	128	120	162	136	172	160	156	158
NKU										
Bachelor's	42	35	66	67	76	78	82	94	91	101
Post-Baccalaureate/Master's Certificate	0	0	0	0	2	2	1	3	3	NA
Master's/Specialist	7	7	12	15	18	30	18	20	33	35
Professional	6	3	2	1	5	10	10	9	9	13
Total	55	45	80	83	101	120	111	126	136	149

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded to racial-ethnic minorities by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
UK										
Bachelor's	231	233	291	244	221	257	257	254	259	282
Master's/Specialist	89	54	67	69	95	89	86	92	94	103
Professional	35	28	23	36	29	36	24	29	28	39
Doctoral	14	14	18	10	26	19	23	25	23	25
Total	369	329	399	359	371	401	390	400	404	449
UofL										
Bachelor's	249	276	299	283	334	341	409	378	362	404
Post-Bac/Master's Cert.	3	1	4	9	5	0	9	13	16	NA
Master's/Specialist	113	141	129	120	233	225	185	163	155	161
Professional	31	42	43	34	44	36	46	37	40	41
Doctoral	6	3	6	9	23	25	11	9	18	20
Total	402	463	481	455	639	627	660	600	591	626
WKU										
Bachelor's	147	130	148	137	173	180	187	227	213	188
Post-Bac Certificate	0	0	0	0	0	0	0	3	6	NA
Master's/Specialist	23	33	37	68	33	50	32	64	64	80
Total	170	163	185	205	206	230	219	294	283	268
AIKCU										
Bachelor's	175	136	213	202	270	278	257	304	350	NA
Post-Bac/Master's Cert.	6	1	0	0	1	0	1	1	1	NA
Master's/Specialist	36	19	49	56	68	62	71	79	91	NA
Professional	0	6	5	4	0	4	3	4	3	NA
Doctoral	3	0	2	4	13	5	10	27	11	NA
Total	220	162	269	266	352	349	342	415	456	480*

*An AIKCU goal was established for total minority bachelor's degrees and above only.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by KCTCS by level									
	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
Associate	3,760	4,194	4,830	5,420	5,723	6,028	6,481	6,485	8,000
Certificate	1,839	3,708	3,929	5,753	7,708	11,647	12,188	14,051	18,000
Diploma	1,609	1,608	1,705	2,226	2,310	2,130	2,301	2,246	3,000
TOTAL	7,208	9,510	10,464	13,399	15,741	19,805	20,970	22,782	29,000

About this measure: Increasing credentials at the associate level and below enhances the skills of Kentucky's workforce, feeds the transfer pipeline, and increases the pool of potential baccalaureate students.

Definition: Measured by the total number of associate degrees, certificates, and diplomas awarded by KCTCS during an academic year (July 1 through June 30).

Rationale for goal: The KCTCS Board of Regents approved a goal of 29,000 total degrees and credentials in 2009-10, a 27% increase over 2007-08. Associate, certificate, and diploma goals assume that the current distribution of total awards among the three credential categories remains similar to past years.

Degrees and other credentials awarded to racial-ethnic minorities by KCTCS									
	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
Associate	252	319	388	429	424	474	513	506	650
Certificate	170	401	349	482	604	1,221	1,289	1,499	1,900
Diploma	84	96	124	149	197	188	147	195	250
TOTAL	506	816	861	1,060	1,225	1,883	1,949	2,200	2,800

About this measure: Increasing credentials at the associate level and below enhances the skills of Kentucky's workforce, feeds the transfer pipeline, and increases the pool of potential baccalaureate students. This indicator focuses on closing persistent achievement gaps between minority and non-minority students.

Definition: Measured by the total number of associate degrees, certificates, and diplomas awarded by KCTCS during an academic year (July 1 through June 30).

Rationale for goal: KCTCS proposes 2,800 total degrees and credentials will be awarded to racial-ethnic minorities in 2009-10, a 27% increase over 2007-08. Associate, certificate, and diploma goals assume that the current distribution of total awards among the three credential categories remains similar to past years.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Transfers from KCTCS to four-year institutions										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU	635	607	567	571	661	701	686	661	718	732
KSU	15	12	31	25	29	39	39	47	30	43
MoSU	354	355	362	389	312	396	377	424	369	450
MuSU	400	431	426	444	419	512	504	485	467	500
NKU	69	75	76	76	61	77	93	126	132	152
UK	954	893	928	957	896	815	835	755	447	530
UofL	610	424	480	511	549	592	531	520	533	546
WKU	415	254	378	431	423	474	447	530	489	502
AIKCU	358	351	365	402	514	583	926	938	1,093	1,200
TOTAL	3,810	3,402	3,613	3,806	3,864	4,189	4,438	4,486	4,278	4,655

About this measure: This indicator focuses attention on encouraging more students to complete their general education coursework at KCTCS and transfer those credits to a four-year degree program. This strategy can improve affordability for some students and create more capacity within the state postsecondary system to serve additional students.

Definition: Measured by the total number of first-time transfers from KCTCS to in-state institutions during the fall and spring semesters. Summer transfers will also be included in 2009-10.

Rationale for goal: The total is determined by adding the goals of the public and AIKCU institutions, which were negotiated with Council staff. The goal represents an 8% increase over 2007-08, or about a 4% annual increase over each of the next two years.

Three-year persistence rate at KCTCS										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY10 Goal	
New Credential-Seeking Enrollment 3 Years Earlier	9,235	9,392	9,173	12,309	13,545	12,974	11,147	10,169	NA	
Transferred Out	18.4%	13.5%	12.8%	9.5%	8.8%	11.6%	12.5%	11.7%	NA	
Completions	7.9%	8.7%	9.5%	14.1%	18.4%	18.8%	16.7%	16.8%	NA	
Still Enrolled	21.5%	19.2%	19.9%	16.9%	16.0%	19.4%	20.5%	21.1%	NA	
Persistence Rate	47.8%	41.4%	42.2%	40.5%	43.3%	49.6%	49.4%	49.5%	49.5%	

About this measure: A composite statistic to gauge the success of KCTCS students in persisting in programs, completing degrees, and transferring to four-year institutions. This measure accommodates the larger number of part-time and intermittent students enrolled at the two-year level.

Definition: Measured by the percentage of full-time and part-time credential-seeking students in an academic year (July 1 through June 30) who have graduated, transferred, or are still enrolled three years after entry.

Rationale for goal: KCTCS estimates the persistence rate for AY10 will be 49.5%, based on the last three years of performance.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Six-year graduation rate									
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY10 Goal
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	36.9%	35.4%	40.1%	39.5%
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	28.5%	31.8%	23.5%	25.0%
MoSU	39.4%	45.4%	43.8%	44.2%	37.9%	41.6%	42.7%	40.7%	41.8%
MuSU	40.9%	46.3%	55.0%	55.4%	56.3%	57.3%	57.1%*	56.2%*	48.8%
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	40.9%	31.4%*	31.8%*	32.8%
UK	55.5%	57.2%	57.8%	61.1%	59.6%	59.8%	59.1%	61.2%	60.0%
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	36.7%	40.6%	43.7%	47.9%
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	45.5%	49.1%	49.2%	47.3%
AIKCU	41.4%	44.6%	45.0%	45.4%	48.4%	48.0%	47.9%	47.8%	50.0%

*The policy for including students in the bachelor's degree cohort changed with the entering class of 2001, so that students who had previously been excluded as associate degree students were included. This accounts for the apparent decline in graduation rates in 2005-06 and 2006-07 for NKU and MuSU. The types of students in the cohort changed, so rates before 2005-06 are not comparable.

About this measure: Six-year graduation rate is a widely-used measure of institutional effectiveness that enables comparison of Kentucky institutions to those in other states.

Definition: Measured by the percentage of full-time, first-time baccalaureate-seeking students who graduate within six years. The graduation rate for any given year is calculated at the end of the academic year based on the cohort matriculating in the summer and fall semesters six years earlier.

Rationale for goal: Goals for public institutions and the AIKCU system were negotiated with Council staff based on analysis of students still retained in the 2004 bachelor's degree-seeking cohort. In some cases, graduation rate projections are lower than the 2006-07 actual. Reasons for this include more students dropping out of school or delaying graduation due to a weak economy, income loss, loss of institutional aid, or cutbacks in student advising or support programs.

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

STATEWIDE KEY INDICATOR GOALS

Kentucky licensure examination pass rates											
Licensure Examination	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	National Pass Rate**	FY10 GOAL
NCLEX-Bachelor's	90%	88%	95%	89%	94%	91%	90%	89%	NA	86%	
NCLEX-Associate	86%	92%	92%	92%	90%	90%	88%	81%	NA	84%	
NCLEX-Practical Nursing	90%	89%	90%	88%	89%	95%	91%	95%	NA	87%	
Physical Therapy	74%*	88%*	82%	83%	67%	83%	89%	91%	90%*	87%	
Engineering	77%*	83%*	85%*	81%*	86%*	74%*	65%*	79%*	79%*	78%	Exceed National Pass Rate
Kentucky Bar Exam	83%*	81%	78%	76%	69%	72%	85%*	86%*	86%*	NA	
National Dental Board Exam	98%*	98%*	NA	96%*	92%*	98%*	99%*	96%*	96%*	94%	
Pharmacy	100%*	100%*	100%*	99%*	100%*	100%*	100%*	99%*	100%*	NA	
Medicine	96%*	91%*	95%*	100%*	94%*	95%*	92%*	96%*	95%*	92%	
Radiologic Technology	87%*	89%*	88%*	85%*	91%*	91%*	95%*	98%*	98%*	89%	
Respiratory Care	75%*	88%*	91%*	81%*	91%*	78%*	86%*	92%*	86%*	80%	

*The average pass rate for KY publics is used in place of state pass rate.

**The national pass rate reflects the most current year available, which may not match the year of the most recent Kentucky result.

About this measure: The success of college graduates on licensure exams is a strong indication of their readiness for life and work.

Definition: Measured by comparisons of Kentucky pass rates on professional licensure examinations to national pass rates.

Rationale for goal: Kentucky strives to exceed the national licensure examination pass rate on all examinations in any given year.

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

INSTITUTION KEY INDICATOR GOALS

NSSE/CCSSE: Student engagement in the undergraduate learning experience		
	FIRST-YEAR	SENIOR
	2009 Goal	2009 Goal
Academic challenge	Each institution will strive to improve average scores on at least 2 of the 5 benchmarks of effective educational practice, as compared to their 2007 results.	Each institution will strive to improve average scores on at least 2 of the 5 benchmarks of effective educational practice, as compared to their 2007 results.
Active/collaborative learning		
Student/faculty interaction		
Enriching educational experiences		
Supportive campus environment		

About this measure: This indicator captures students' perceptions of their undergraduate learning experience and enables comparison to other U.S. institutions.

Definition: Measured by the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE), which is administered to a sample of first-year and senior students every other year.

Rationale for goal: Kentucky's public universities and KCTCS will strive to make statistically significant improvement on at least two of the five benchmarks of effective educational practice on the NSSE or CCSSE, as measured against their 2007 results.

NSSE: Civic participation of undergraduate students										
	FIRST-YEAR					SENIOR				
	2001	2003	2005	2007	2009 Goal	2001	2003	2005	2007	2009 Goal
EKU										
Volunteering	44%	32%	25%	31%	32%	52%	40%	44%	49%	49%
Community projects	18%	28%	29%	28%	32%	42%	47%	62%	49%	50%
Voting	29%	23%	38%	27%	30%	33%	17%	36%	29%	30%
Community welfare	26%	35%	35%	35%	38%	46%	35%	44%	47%	47%
KSU										
Volunteering	56%	36%		28%	30%	72%	44%		58%	50%
Community projects	41%	49%	47%*	65%	50%	40%	38%	54%*	56%	55%
Voting	39%	29%	23%*	29%	29%	39%	32%	43%*	38%	35%
Community welfare	27%	28%	18%*	33%	30%	56%	41%	52%*	47%	47%
MoSU										
Volunteering	46%	26%	26%	37%	38%	50%	40%	52%	48%	50%
Community projects	26%	24%	30%	34%	35%	44%	35%	50%	51%	53%
Voting	38%	18%	41%	33%	35%	33%	23%	43%	28%	33%
Community welfare	31%	34%	35%	35%	36%	43%	37%	43%	36%	38%

*2004 results are reported for KSU since the university did not administer the survey in 2005.

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

INSTITUTION KEY INDICATOR GOALS

NSSE: Civic participation of undergraduate students (continued)										
	FIRST-YEAR					SENIOR				
	2001	2003	2005	2007	2009 Goal	2001	2003	2005	2007	2009 Goal
MuSU										
Volunteering	49%	43%	36%	49%	42%	52%	39%	44%	46%	46%
Community projects	19%	30%	31%	25%	26%	30%	40%	55%	50%	50%
Voting	27%	28%	36%	18%	30%	32%	23%	42%	30%	35%
Community welfare	30%	41%	36%	38%	38%	37%	39%	57%	47%	48%
NKU										
Volunteering	36%	36%	39%	43%	44%	43%	42%	40%	39%	39%
Community projects	17%	14%	31%	37%	37%	32%	33%	41%	39%	41%
Voting	21%	23%	48%	34%	48%	26%	16%	34%	30%	36%
Community welfare	19%	30%	40%	41%	41%	26%	29%	36%	40%	41%
UK										
Volunteering	48%	29%	28%	35%	39%	48%	39%	44%	45%	49%
Community projects	16%	15%	24%	28%	31%	33%	35%	38%	38%	42%
Voting	18%	16%	39%	31%	35%	22%	22%	33%	27%	31%
Community welfare	20%	27%	25%	39%	43%	33%	32%	42%	40%	44%
UofL										
Volunteering	39%	32%	32%	42%	37%	45%	39%	40%	46%	44%
Community projects	24%	25%	23%	28%	26%	38%	23%	38%	32%	40%
Voting	25%	17%	43%	29%	30%	29%	14%	26%	28%	25%
Community welfare	26%	27%	32%	42%	36%	33%	27%	36%	36%	38%
WKU										
Volunteering	48%	30%	35%	37%	38%	48%	41%	44%	45%	46%
Community projects	25%	21%	35%	41%	42%	37%	43%	50%	51%	52%
Voting	30%	20%	52%	28%	30%	20%	24%	45%	31%	32%
Community welfare	24%	33%	42%	39%	40%	39%	36%	44%	48%	49%

About this measure: This indicator captures students' perceptions of their civic engagement as a result of their college experience and enables comparison to other U.S. institutions.

Definition: Measured by the National Survey of Student Engagement (NSSE), a survey administered to a sample of first-year and senior students every other year.

Rationale for goal: Negotiated with each institution based on historical trends, institutional priorities, and improvement strategies implemented on campus.

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

INSTITUTION KEY INDICATOR GOALS

Extramural research and development expenditures								
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY10 GOAL
EKU	\$307,000	\$318,000	\$376,000	\$462,000	\$286,000	\$406,000,000	\$767,000	\$508,000
KSU	\$2,354,000	\$3,996,000	\$3,291,000*	\$3,614,000*	\$3,298,000	\$4,993,000*	\$5,129,000*	\$5,000,000
MoSU	\$869,000	\$976,000	\$1,084,000	\$1,094,000	\$1,245,000	\$1,761,000	\$1,045,000	\$2,000,000
MuSU	\$1,250,000	\$1,390,000	\$1,307,000	\$1,801,000	\$2,978,000	\$2,547,000	\$2,345,000	\$1,500,000
NKU	\$58,000	\$57,000	\$48,000	\$275,000	\$584,000	\$981,000	\$1,420,000	\$1,266,000
UK	\$116,444,000	\$150,713,000	\$162,441,000	\$187,028,000	\$203,223,000	\$215,366,000	\$226,106,000	\$244,000,000
UofL	\$30,615,000	\$34,314,000	\$57,992,000	\$62,515,000	\$81,167,000	\$94,340,000	\$101,253,000	\$110,000,000
WKU	\$3,157,000	\$3,670,000	\$4,644,000	\$3,734,000	\$5,192,000	\$5,977,000	\$8,113,000	\$10,000,000
TOTAL	\$155,054,000	\$195,434,000	\$231,183,000	\$260,523,000	\$297,973,000	\$324,422,000	\$344,389,000	\$374,274,000

About this measure: This indicator provides information about an institution's investment in research and development enterprises over time. A prevailing theme in the literature on economic growth is the link between increased research and development investments to improved labor productivity and greater economic and social prosperity.

Definition: Measured by the total extramural research and development expenditures for a fiscal year, including all federal, state, local, corporate, and foundation sources but excluding institutionally funded research and development, as reported by the National Science Foundation.

Rationale for goal: The total was determined by adding the goals of the public universities, which were negotiated with Council staff. The goal represents a 8.7% increase from 2005-06 performance. Reduced investment in research and development funding at the federal level has slowed the pace of growth, but the economic stimulus should help reverse this trend.

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

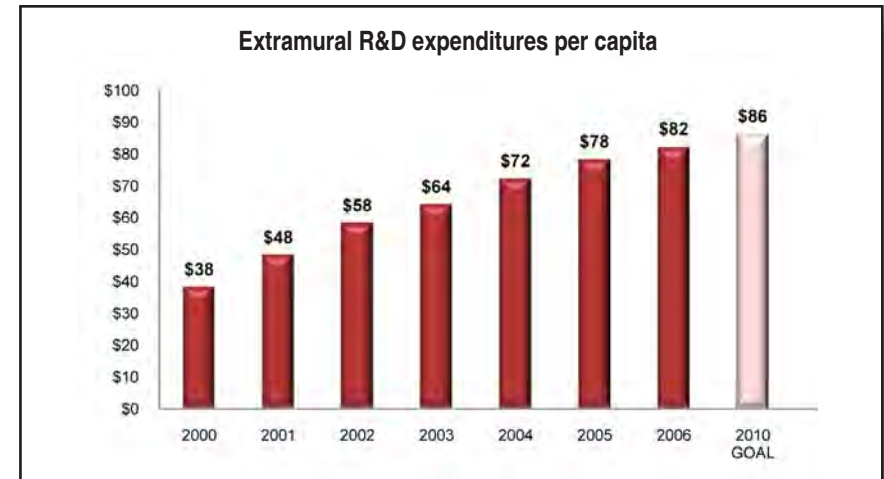
STATEWIDE KEY INDICATOR GOALS

Extramural research and development expenditures per capita

About this measure: This indicator provides an indication of financial resources devoted to research and development in terms of a state's size (total population). The ratio is useful in comparing how Kentucky's investment measures up to similar states.

Definition: Measured by the total extramural research and development expenditures per capita for the fiscal year, including all federal, state, local, corporate, and foundation funding sources and excluding institutionally funded research and development, divided by the total Kentucky population estimate for that fiscal year.

Rationale for goal: The goal of \$86 was determined by the sum of the universities' 2010 R&D goals (\$374,274,000) and the Kentucky State Data Center's population projection for 2010 (4,338,878).

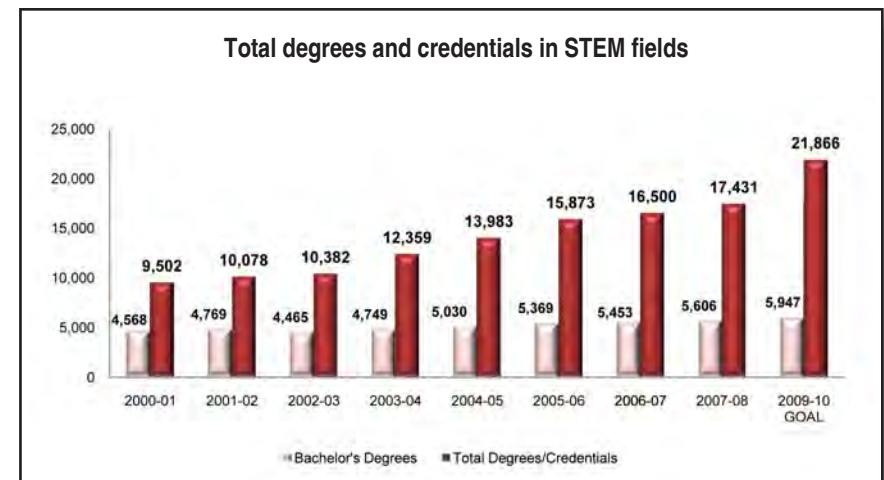


STEM degrees and credentials

About this measure: The US is falling behind other industrialized nations in its production of science, technology, engineering, and mathematics graduates. Increasing STEM degrees will help Kentucky fill labor shortages and attract more high-wage industries to the state.

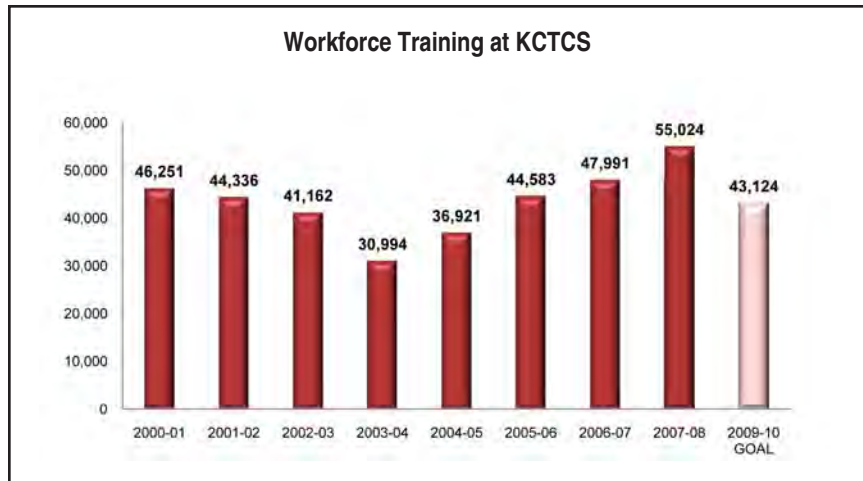
Definition: Measured by the total number of credentials at all levels awarded in science, technology, engineering, and mathematics fields by in-state public and independent institutions during an academic year using federal EPSCoR STEM categories.

Rationale for goal: 2009-10 goals for STEM bachelor's degrees and total credentials were determined by applying the average annual rate of increase (3% and 12%, respectively) over the next two years.



Question 5: Are college graduates prepared for life and work in Kentucky?

INSTITUTION KEY INDICATOR GOALS

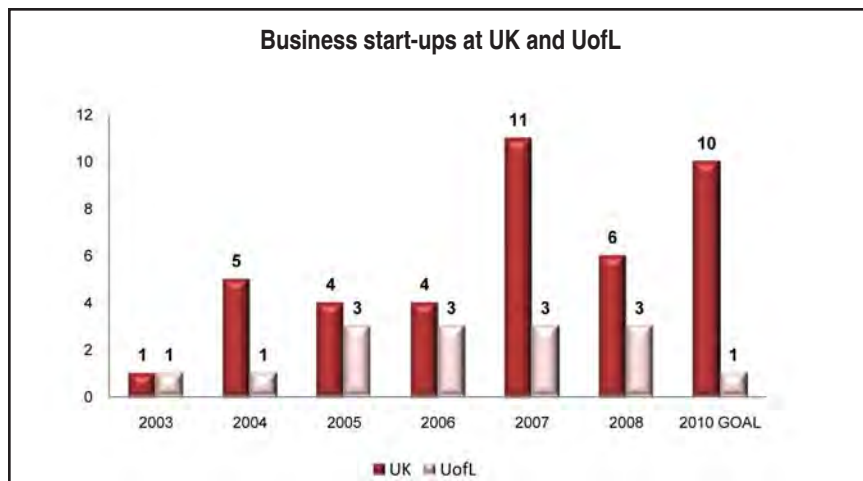


KCTCS workforce training

About this measure: This indicator tracks contributions made by KCTCS to train Kentucky's workforce, a key component of KCTCS's statewide mission.

Definition: Measured by the total number of credit and non-credit workforce enrollments at KCTCS institutions. The Lexington Community College portion of Bluegrass Community and Technical College workforce data is not included in 2000-01 through 2003-04. This number does not include employment assessments or fire/rescue training.

Rationale for goal: The 2009-10 target reflected a 15% increase over the three-year base period at the time it was approved by the KCTCS Board of Regents.



Business start-ups at research universities

About this measure: This indicator reflects how the state's research universities are helping build an entrepreneurial culture in Kentucky that will grow the capacity of individuals and communities and generate sustainable new businesses and employment.

Definition: Measured by the number of new business start-ups formed during a fiscal year that were dependent on the licensing of an institution's technology, as reported to the Association of University Technology Managers (AUTM).

Rationale for goal: The total 2010 goal of 11 is an increase from 9 in 2007-08 and is based on goals established by UK and UofL, negotiated with Council staff.



KEY INDICATORS OF PROGRESS

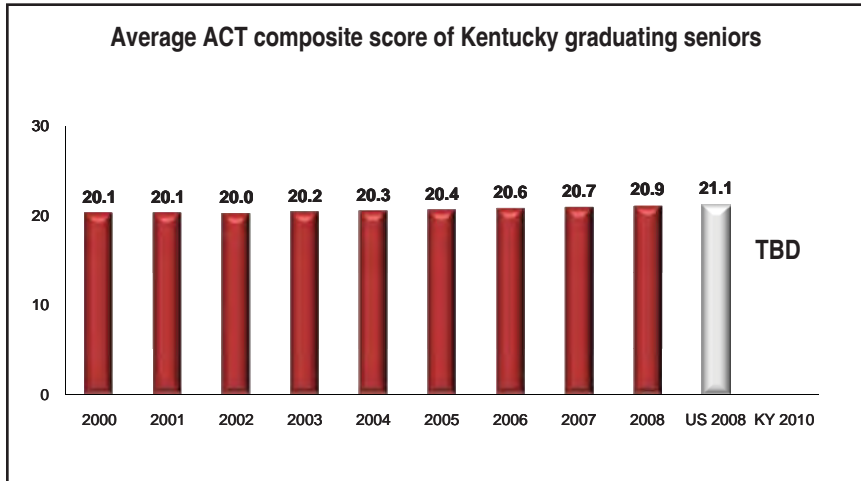
Proposed Statewide and Institution Goals for 2009-10

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS



Average ACT score

About this measure:

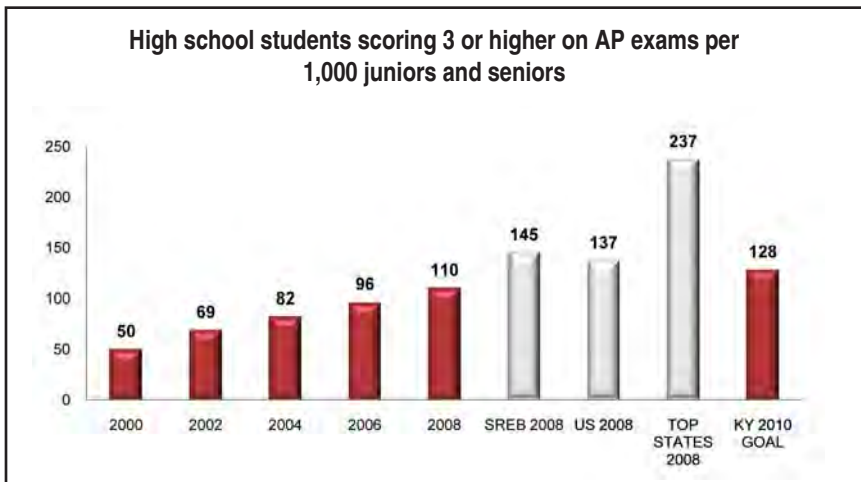
The ACT is a standardized measure of college readiness that permits direct comparison of high school students in Kentucky with students in other states.

Definition:

Measured by the average composite score of high school seniors (public, private, and home-schooled) who took the exam their sophomore, junior, or senior year. The highest score possible is 36.

Rationale for goal:

An ACT goal will be set after CPE determines how mandatory ACT testing will affect Kentucky's average composite score. The 2009 statewide result will reflect all students who have taken the examination as directed by Senate Bill 130 (2006).



Advanced Placement

About this measure:

Administered by the College Board, AP exams offer a standardized measure of high school students' ability to complete college-level work. Kentucky's colleges and universities award credit for a score of 3 or higher on a 5-point scale.

Definition:

The result represents a ratio where the numerator is the number of AP subject tests taken by juniors and seniors with scores of 3 or above, and the denominator is the total number of juniors and seniors in Kentucky.

Rationale for goal:

Kentucky will strive to improve its performance to 128 in 2010. The goal was determined by calculating the average annual increase (16.8%) experienced over the last three years of results (2004, 2006, and 2008).

Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS

Developmental education

About this measure:

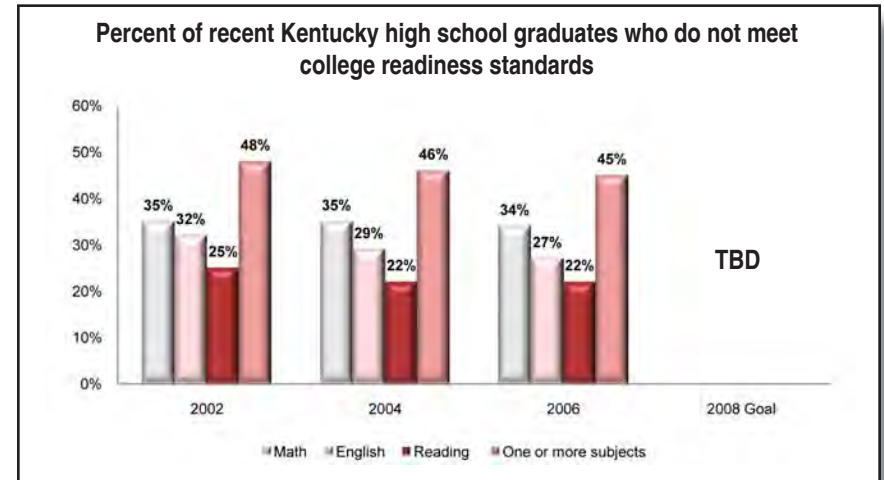
This indicator focuses on high school graduates' preparation for college and tracks whether incoming freshmen have the foundational skills needed for academic success.

Definition:

Currently, high school graduates who enter public, in-state universities with ACT subject scores of 17 or below in math, English, and reading do not meet college readiness standards and must take developmental education or supplemental courses unless they pass campus placement exams. A proposed administrative regulation would require entering freshmen to score 18 or higher in English, 19 or higher in math, and 20 or higher in reading, beginning in fall 2010.

Rationale for goal:

In 2009, the Kentucky General Assembly enacted SB 1, which includes a provision for the CPE and KDE to develop a unified strategy to reduce college remediation rates by at least 50% by 2014 from the 2010 rates, and to increase the college completion rates of students enrolled in one or more developmental classes by 3% annually from 2009 to 2014. A goal will be jointly developed by KDE and CPE as part of this process.



GED® attainment

About this measure:

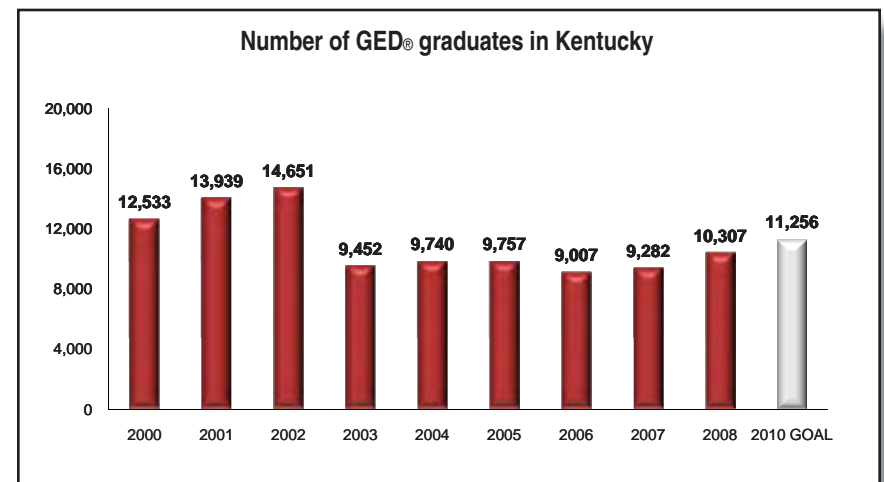
The General Educational Development (GED®) exam offers individuals who have not completed high school a chance to obtain an equivalent credential and pursue postsecondary education.

Definition:

GED tests reflect high school curriculum standards in reading, writing, social studies, science, and math developed at the national and jurisdictional levels.

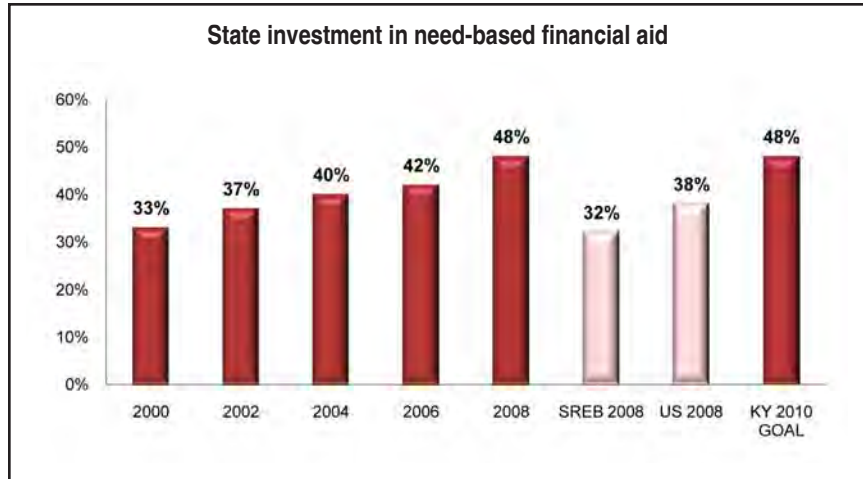
Rationale for goal:

Kentucky Adult Education has set a goal of 11,256 GED graduates in 2009-10, based on improvement needed to reach the 2020 GED goal of 15,000.



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

STATEWIDE KEY INDICATOR GOALS



State investment in need-based financial aid

About this measure:

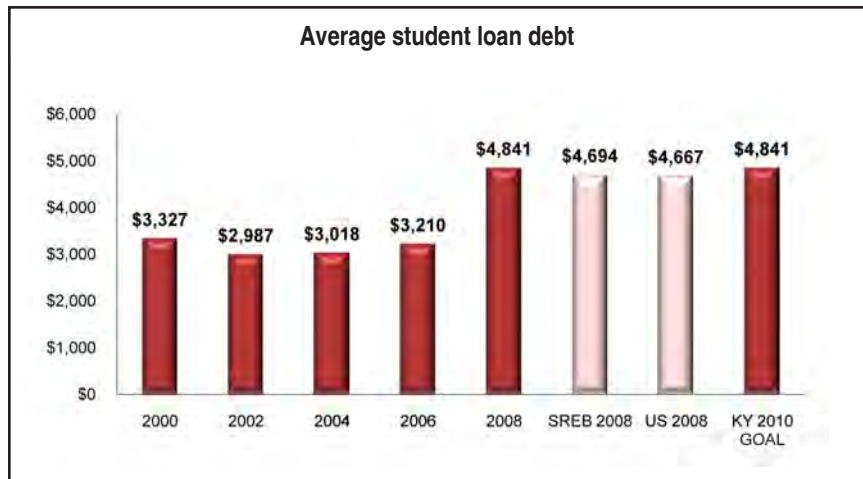
This indicator, developed by *Measuring Up*, gauges Kentucky's commitment to provide financial aid for low-income students as compared to the federal contribution.

Definition:

Measured by the total amount of state need-based aid awarded to undergraduate students as a percent of federal Pell grant aid disbursed to Kentucky.

Rationale for goal:

Kentucky experienced extraordinary improvement on this indicator from 2006 to 2008 and exceeds the national average and the average of SREB states. However, state budget shortfalls and diminishing lottery proceeds are limiting Kentucky's ability to maintain its current investment in state need-based financial aid. Kentucky will attempt to hold the line on this indicator for *Measuring Up 2010*.



Average student loan debt

About this measure:

This indicator, developed by *Measuring Up*, monitors the average student loan debt undergraduates accrue for one year of college.

Definition:

Measured by the average amount undergraduate students borrow each year from federal student loan programs, which comprise more than 90% of all student loan funds. This does not include private loans obtained to pay for college.

Rationale for goal:

The current economic recession and rising unemployment are forcing some students to take out additional loans to offset lost income or declining state or institutional aid. In light of these circumstances, Kentucky's 2010 goal is to maintain 2008 debt levels.

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Ninth-graders' chance for college by age 19

About this measure:

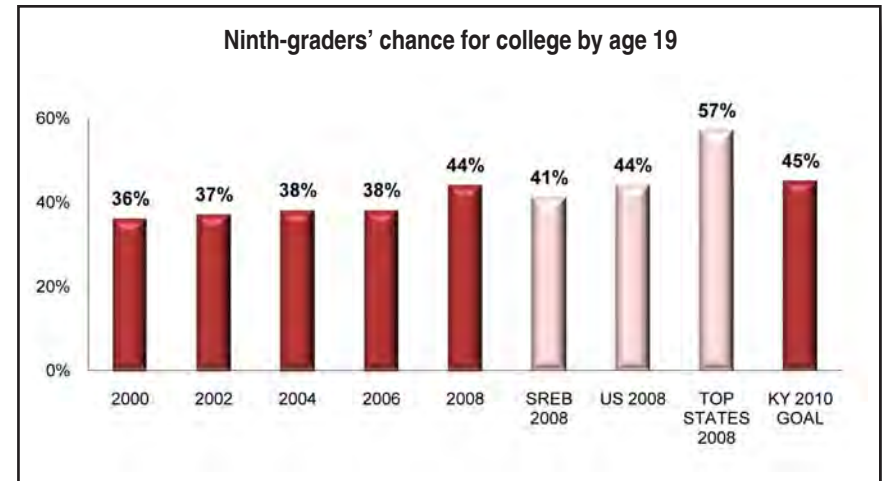
This indicator, developed by *Measuring Up*, reports the probability of a ninth-grader finishing high school within four years and continuing on to college by age 19. The measure emphasizes the importance of helping more of Kentucky's young adults complete high school and successfully transition to college in a timely manner.

Definition:

To calculate this measure, the high school completion rate is multiplied by the college continuation rate.

Rationale for goal:

Kentucky experienced a large increase in performance from 2006 to 2008, improving 6 percentage points. The goal for *Measuring Up 2010* is 45%, consistent with a more typical rate of improvement.



College-going rate of GED® graduates

About this measure:

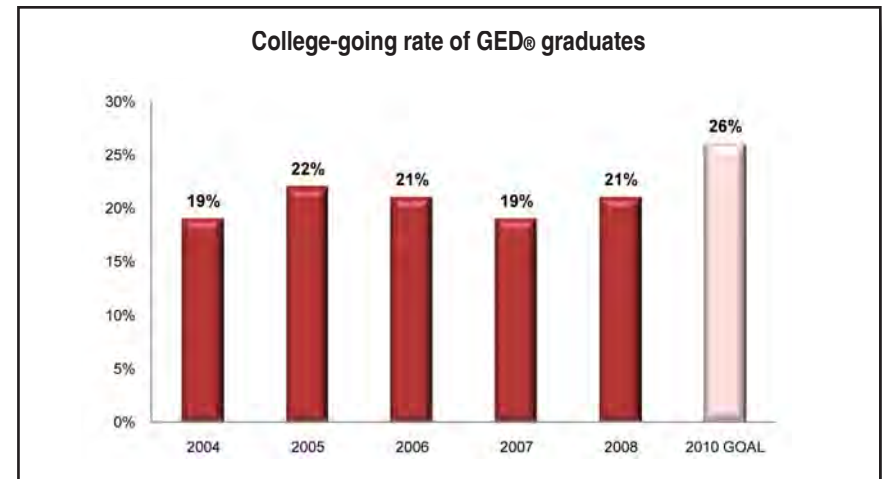
This indicator focuses attention on an important yet often overlooked population of potential college students—recent GED graduates. Kentucky will not be able to achieve its educational attainment goals unless more working-age adults enter or return to college and persist to degree completion.

Definition:

The GED college-going rate reflects the percentage of Kentucky's GED graduates who have enrolled in a Kentucky postsecondary institution within two years of receiving their credential.

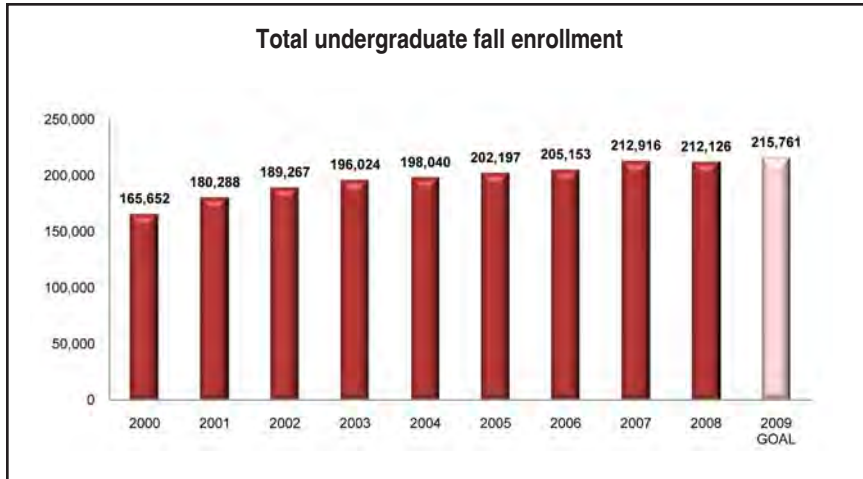
Rationale for goal:

Kentucky Adult Education will strive to reach a goal of 26% by 2009-10. The goal is based on improvement needed to reach the 2020 goal of 36%.



Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS



Total undergraduate fall enrollment

About this measure:

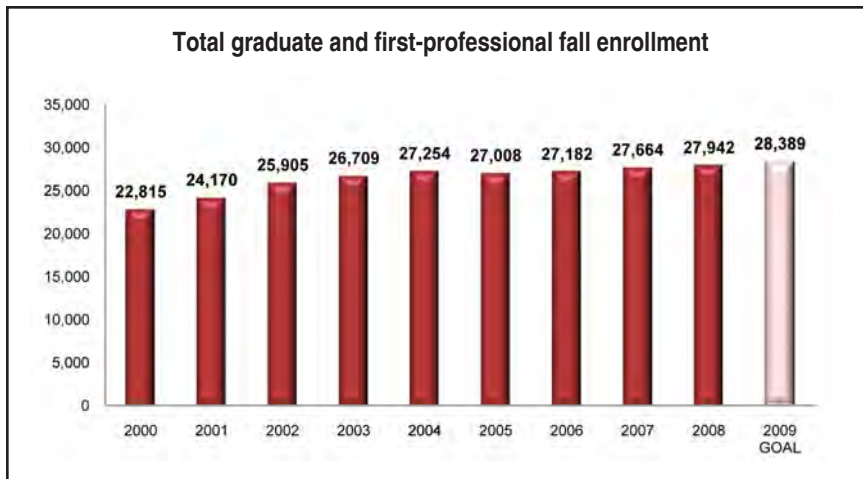
Total undergraduate fall headcount enrollment provides a snapshot of postsecondary participation in the Commonwealth. While less important than degree production in raising the state's educational attainment, achieving this goal will require some sustained measure of enrollment growth.

Definition:

Measured by the total of all in-state public and independent institutions' fall semester undergraduate headcount enrollments, including full-time, part-time, degree-seeking, and non degree-seeking students.

Rationale for goal:

Determined by adding the individual 2009 goals of public and AIKCU institutions, which were negotiated with Council staff. The 2009 goal represents a 1.7% increase over the previous year. Growth projections are more moderate than in the early years of reform due to reductions in state appropriations, a weak economy, and limited space capacity or increased admissions standards at some of the public regional campuses.



Total graduate and professional fall enrollment

About this measure:

Growth in total graduate enrollment is important to Kentucky's ability to produce the intellectual capital needed to grow the economy, attract businesses to the state, and create jobs through research and entrepreneurial enterprises.

Definition:

Measured by the total of all in-state public and independent institutions' fall semester headcount of graduate and first-professional enrollments, including full-time and part-time students.

Rationale for goal:

Determined by adding the individual goals of public and AIKCU institutions, which were negotiated with Council staff. The 2009 goal represents a 1.5% increase over the previous year. Growth projections are more moderate due to a weak economy, limited space capacity in some high demand programs (such as nursing), and reductions in employer tuition reimbursement programs.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Undergraduate fall enrollment by institution										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 Goal
EKU	12,909	13,023	13,053	13,567	13,837	13,942	13,623	13,659	13,839	13,977
KSU	2,129	2,165	2,107	2,138	2,183	2,228	2,341	2,510	2,497	2,497
MoSU	6,755	7,268	7,712	7,929	7,762	7,549	7,515	7,625	7,487	7,711
MuSU	7,492	7,776	8,088	8,385	8,371	8,585	8,607	8,361	8,179	8,610
NKU	10,859	11,288	12,164	12,223	12,070	12,107	12,668	12,725	13,030	13,030
UK	16,899	17,284	17,878	18,190	18,492	18,732	19,328	18,830	18,988	19,000
UofL	14,477	14,131	14,475	14,724	14,933	15,057	15,103	15,125	15,495	15,680
WKU	13,272	14,135	15,234	15,798	15,846	15,978	16,067	16,508	16,966	17,256
KCTCS	59,415	70,913	76,082	80,695	81,990	84,931	86,475	92,828	89,942	91,500
AIKCU	21,445	22,305	22,474	22,375	22,556	23,088	23,426	24,745	25,703	26,500
TOTAL	165,652	180,288	189,267	196,024	198,040	202,197	205,153	212,916	212,126	215,761

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Graduate and professional fall enrollment by institution										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 Goal
EKU	1,748	1,890	2,195	2,384	2,346	2,277	2,140	2,180	2,192	2,200
KSU	125	149	146	168	152	158	159	186	162	160
MoSU	1,572	1,759	1,678	1,580	1,531	1,513	1,510	1,441	1,494	1,539
MuSU	1,649	1,872	1,832	1,715	1,757	1,689	1,697	1,795	1,843	1,900
NKU	1,242	1,260	1,579	1,722	1,851	1,918	1,970	2,082	2,079	2,139
UK	6,217	6,764	7,155	7,289	7,252	6,970	7,090	7,086	7,112	7,100
UofL	5,627	5,573	5,958	6,101	6,103	5,996	6,005	5,841	5,557	5,601
WKU	2,244	2,444	2,584	2,593	2,667	2,667	2,597	2,757	2,795	2,850
AIKCU	2,391	2,459	2,778	3,157	3,595	3,820	4,014	4,296	4,708	4,900
TOTAL	22,815	24,170	25,905	26,709	27,254	27,008	27,182	27,664	27,942	28,389

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Total degrees/credentials awarded, bachelor's and higher

About this measure:

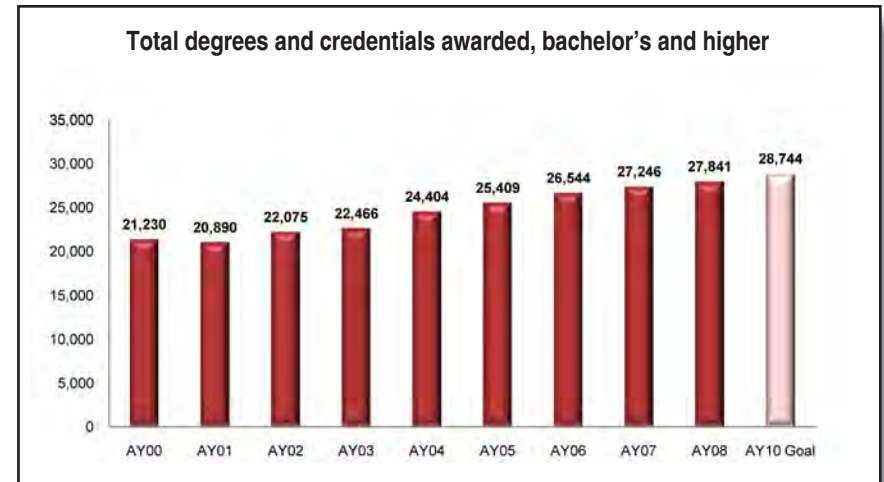
Degree production is a leading indicator of reform, as it is most directly related to Kentucky's ability to achieve an educational attainment level at or above the national average.

Definition:

Measured by the total number of degrees at the bachelor's level and above awarded by in-state public and independent institutions during an academic year (July 1 through June 30).

Rationale for goal:

Determined by adding the 2009-10 goals of the public and AIKCU institutions, which were negotiated with Council staff. The total degree goal represents a 3.2% increase over 2007-08, or about a 1.6% annual increase over each of the next two years. The 2009-10 bachelor's degree target for the public universities only is 15,677, a 4.2% increase over 2007-08, or a 2.1% annual increase. Goals were not established for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.



Total degrees/credentials awarded to racial-ethnic minorities, bachelor's and higher

About this measure:

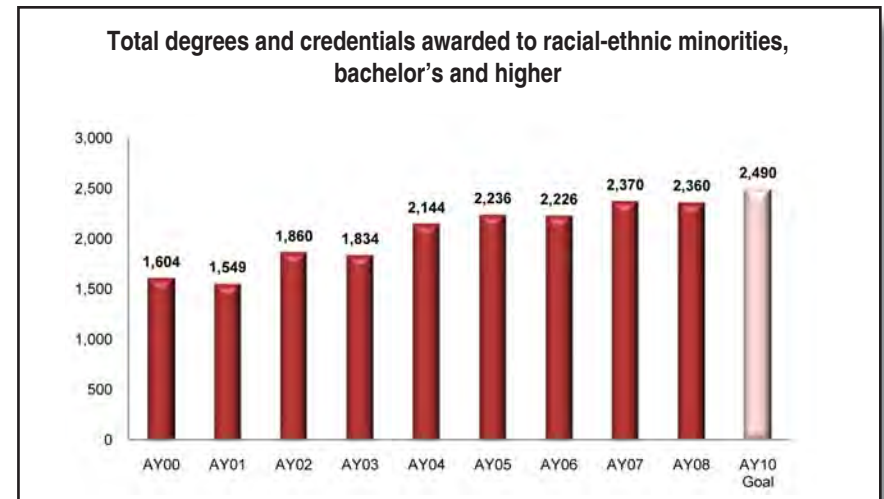
This indicator focuses attention on closing gaps in degree attainment between minority and non-minority students.

Definition:

Measured by the total number of degrees at the bachelor's level and above awarded to members of racial-ethnic minority groups (African American, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native) by in-state public and independent institutions during an academic year (July 1 through June 30).

Rationale for goal:

Determined by adding the 2009-10 goals of the public and AIKCU institutions, which were negotiated with Council staff. The total degree goal represents a 5.5% increase over 2007-08, or about a 2.8% annual increase. The 2009-10 minority bachelor's degree target for the public universities only is 1,385, a 5.7% increase over 2007-08 or about a 2.9% annual increase. Goals were not established for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.



Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU										
Bachelor's	1,663	1,639	1,572	1,664	1,678	1,787	1,980	1,979	2,030	2,070
Post-Bac Certificate	2	0	11	4	7	5	12	6	0	NA
Master's/Specialist	437	390	373	462	623	657	835	687	621	625
Total	2,102	2,029	1,956	2,130	2,308	2,449	2,827	2,672	2,651	2,695
KSU										
Bachelor's	222	207	219	210	214	229	198	193	231	237
Master's/Specialist	23	29	40	41	42	52	31	47	47	45
Total	245	236	259	251	256	281	229	240	278	282
MoSU										
Bachelor's	971	927	907	887	991	1,038	1,055	1,072	973	1,088
Master's/Specialist	288	319	322	398	359	373	406	408	385	390
Total	1,259	1,246	1,229	1,285	1,350	1,411	1,461	1,480	1,358	1,478
MuSU										
Bachelor's	1,274	1,225	1,284	1,290	1,440	1,373	1,521	1,550	1,632	1,650
Master's/Specialist	458	502	550	583	573	570	570	566	540	550
Total	1,732	1,727	1,834	1,873	2,013	1,943	2,091	2,116	2,172	2,200
NKU										
Bachelor's	1,142	1,186	1,259	1,374	1,421	1,529	1,584	1,624	1,706	1,881
Post-Bac/Master's Cert.	0	0	0	0	15	17	20	47	13	NA
Master's/Specialist	229	196	210	292	352	380	376	395	466	520
Professional	112	81	93	101	102	137	136	141	150	146
Total	1,483	1,463	1,562	1,767	1,890	2,063	2,116	2,207	2,335	2,547

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by institution (continued)										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
UK										
Bachelor's	3,187	3,239	3,488	3,338	3,373	3,285	3,519	3,613	3,775	3,900
Master's/Specialist	1,067	1,055	924	1,061	1,269	1,358	1,350	1,371	1,311	1,350
Professional	369	375	343	363	372	394	378	361	409	410
Doctoral	249	219	216	208	233	276	256	292	308	310
Total	4,872	4,888	4,971	4,970	5,247	5,313	5,503	5,637	5,803	5,970
UofL										
Bachelor's	1,750	1,819	1,851	1,825	1,890	2,148	2,253	2,328	2,298	2,451
Post-Bac/Master's Cert.	11	12	32	31	28	20	78	109	113	NA
Master's/Specialist	1,122	1,357	1,313	1,206	1,322	1,373	1,368	1,395	1,369	1,401
Professional	310	315	321	323	330	333	327	346	343	335
Doctoral	76	65	90	89	106	112	144	135	151	160
Total	3,269	3,568	3,607	3,474	3,676	3,986	4,170	4,313	4,274	4,347
WKU										
Bachelor's	1,753	1,695	1,903	1,878	2,116	2,166	2,313	2,383	2,391	2,400
Post-Bac Certificate	0	0	0	0	0	0	0	30	44	NA
Master's/Specialist	514	514	517	658	774	797	724	822	835	825
Total	2,267	2,209	2,420	2,536	2,890	2,963	3,037	3,235	3,270	3,225
AIKCU										
Bachelor's	3,357	2,945	3,356	3,305	3,779	3,902	3,801	3,881	4,191	NA
Post-Bac/Master's Cert.	4	0	2	0	0	0	10	0	11	NA
Master's/Specialist	610	526	786	772	888	1,010	1,168	1,314	1,354	NA
Professional	0	53	63	53	59	53	55	65	68	NA
Doctoral	30	0	30	50	48	35	76	86	76	NA
Total	4,001	3,524	4,237	4,180	4,774	5,000	5,110	5,346	5,700	6,000*

*An AIKCU goal was established for total bachelor's degrees and above only.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded to racial-ethnic minorities by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU										
Bachelor's	68	59	78	91	84	97	86	117	94	100
Post-Baccalaureate Certificate	0	0	0	0	1	0	0	0	0	NA
Master's/Specialist	21	13	12	32	11	25	38	23	29	30
Total	89	72	90	123	96	122	124	140	123	130
KSU										
Bachelor's	144	155	154	151	149	162	146	137	148	150
Master's/Specialist	16	20	23	27	25	36	18	30	22	25
Total	160	175	177	178	174	198	164	167	170	175
MoSU										
Bachelor's	33	36	36	39	35	40	34	59	25	40
Master's/Specialist	10	4	15	6	8	13	10	9	16	15
Total	43	40	51	45	43	53	44	68	41	55
MuSU										
Bachelor's	71	65	84	77	109	74	98	106	118	120
Master's/Specialist	25	35	44	43	53	62	74	54	38	38
Total	96	100	128	120	162	136	172	160	156	158
NKU										
Bachelor's	42	35	66	67	76	78	82	94	91	101
Post-Baccalaureate/Master's Certificate	0	0	0	0	2	2	1	3	3	NA
Master's/Specialist	7	7	12	15	18	30	18	20	33	35
Professional	6	3	2	1	5	10	10	9	9	13
Total	55	45	80	83	101	120	111	126	136	149

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded to racial-ethnic minorities by institution										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
UK										
Bachelor's	231	233	291	244	221	257	257	254	259	282
Master's/Specialist	89	54	67	69	95	89	86	92	94	103
Professional	35	28	23	36	29	36	24	29	28	39
Doctoral	14	14	18	10	26	19	23	25	23	25
Total	369	329	399	359	371	401	390	400	404	449
UofL										
Bachelor's	249	276	299	283	334	341	409	378	362	404
Post-Bac/Master's Cert.	3	1	4	9	5	0	9	13	16	NA
Master's/Specialist	113	141	129	120	233	225	185	163	155	161
Professional	31	42	43	34	44	36	46	37	40	41
Doctoral	6	3	6	9	23	25	11	9	18	20
Total	402	463	481	455	639	627	660	600	591	626
WKU										
Bachelor's	147	130	148	137	173	180	187	227	213	188
Post-Bac Certificate	0	0	0	0	0	0	0	3	6	NA
Master's/Specialist	23	33	37	68	33	50	32	64	64	80
Total	170	163	185	205	206	230	219	294	283	268
AIKCU										
Bachelor's	175	136	213	202	270	278	257	304	350	NA
Post-Bac/Master's Cert.	6	1	0	0	1	0	1	1	1	NA
Master's/Specialist	36	19	49	56	68	62	71	79	91	NA
Professional	0	6	5	4	0	4	3	4	3	NA
Doctoral	3	0	2	4	13	5	10	27	11	NA
Total	220	162	269	266	352	349	342	415	456	480*

*An AIKCU goal was established for total minority bachelor's degrees and above only.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Degrees and other credentials awarded by KCTCS by level									
	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
Associate	3,760	4,194	4,830	5,420	5,723	6,028	6,481	6,485	8,000
Certificate	1,839	3,708	3,929	5,753	7,708	11,647	12,188	14,051	18,000
Diploma	1,609	1,608	1,705	2,226	2,310	2,130	2,301	2,246	3,000
TOTAL	7,208	9,510	10,464	13,399	15,741	19,805	20,970	22,782	29,000

About this measure: Increasing credentials at the associate level and below enhances the skills of Kentucky's workforce, feeds the transfer pipeline, and increases the pool of potential baccalaureate students.

Definition: Measured by the total number of associate degrees, certificates, and diplomas awarded by KCTCS during an academic year (July 1 through June 30).

Rationale for goal: The KCTCS Board of Regents approved a goal of 29,000 total degrees and credentials in 2009-10, a 27% increase over 2007-08. Associate, certificate, and diploma goals assume that the current distribution of total awards among the three credential categories remains similar to past years.

Degrees and other credentials awarded to racial-ethnic minorities by KCTCS									
	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
Associate	252	319	388	429	424	474	513	506	650
Certificate	170	401	349	482	604	1,221	1,289	1,499	1,900
Diploma	84	96	124	149	197	188	147	195	250
TOTAL	506	816	861	1,060	1,225	1,883	1,949	2,200	2,800

About this measure: Increasing credentials at the associate level and below enhances the skills of Kentucky's workforce, feeds the transfer pipeline, and increases the pool of potential baccalaureate students. This indicator focuses on closing persistent achievement gaps between minority and non-minority students.

Definition: Measured by the total number of associate degrees, certificates, and diplomas awarded by KCTCS during an academic year (July 1 through June 30).

Rationale for goal: KCTCS proposes 2,800 total degrees and credentials will be awarded to racial-ethnic minorities in 2009-10, a 27% increase over 2007-08. Associate, certificate, and diploma goals assume that the current distribution of total awards among the three credential categories remains similar to past years.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Transfers from KCTCS to four-year institutions										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY10 Goal
EKU	635	607	567	571	661	701	686	661	718	732
KSU	15	12	31	25	29	39	39	47	30	43
MoSU	354	355	362	389	312	396	377	424	369	450
MuSU	400	431	426	444	419	512	504	485	467	500
NKU	69	75	76	76	61	77	93	126	132	152
UK	954	893	928	957	896	815	835	755	447	530
UofL	610	424	480	511	549	592	531	520	533	546
WKU	415	254	378	431	423	474	447	530	489	502
AIKCU	358	351	365	402	514	583	926	938	1,093	1,200
TOTAL	3,810	3,402	3,613	3,806	3,864	4,189	4,438	4,486	4,278	4,655

About this measure: This indicator focuses attention on encouraging more students to complete their general education coursework at KCTCS and transfer those credits to a four-year degree program. This strategy can improve affordability for some students and create more capacity within the state postsecondary system to serve additional students.

Definition: Measured by the total number of first-time transfers from KCTCS to in-state institutions during the fall and spring semesters. Summer transfers will also be included in 2009-10.

Rationale for goal: The total is determined by adding the goals of the public and AIKCU institutions, which were negotiated with Council staff. The goal represents an 8% increase over 2007-08, or about a 4% annual increase over each of the next two years.

Three-year persistence rate at KCTCS										
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY10 Goal	
New Credential-Seeking Enrollment 3 Years Earlier	9,235	9,392	9,173	12,309	13,545	12,974	11,147	10,169	NA	
Transferred Out	18.4%	13.5%	12.8%	9.5%	8.8%	11.6%	12.5%	11.7%	NA	
Completions	7.9%	8.7%	9.5%	14.1%	18.4%	18.8%	16.7%	16.8%	NA	
Still Enrolled	21.5%	19.2%	19.9%	16.9%	16.0%	19.4%	20.5%	21.1%	NA	
Persistence Rate	47.8%	41.4%	42.2%	40.5%	43.3%	49.6%	49.4%	49.5%	49.5%	

About this measure: A composite statistic to gauge the success of KCTCS students in persisting in programs, completing degrees, and transferring to four-year institutions. This measure accommodates the larger number of part-time and intermittent students enrolled at the two-year level.

Definition: Measured by the percentage of full-time and part-time credential-seeking students in an academic year (July 1 through June 30) who have graduated, transferred, or are still enrolled three years after entry.

Rationale for goal: KCTCS estimates the persistence rate for AY10 will be 49.5%, based on the last three years of performance.

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

Six-year graduation rate									
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY10 Goal
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	36.9%	35.4%	40.1%	39.5%
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	28.5%	31.8%	23.5%	25.0%
MoSU	39.4%	45.4%	43.8%	44.2%	37.9%	41.6%	42.7%	40.7%	41.8%
MuSU	40.9%	46.3%	55.0%	55.4%	56.3%	57.3%	57.1%*	56.2%*	48.8%
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	40.9%	31.4%*	31.8%*	32.8%
UK	55.5%	57.2%	57.8%	61.1%	59.6%	59.8%	59.1%	61.2%	60.0%
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	36.7%	40.6%	43.7%	47.9%
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	45.5%	49.1%	49.2%	47.3%
AIKCU	41.4%	44.6%	45.0%	45.4%	48.4%	48.0%	47.9%	47.8%	50.0%

*The policy for including students in the bachelor's degree cohort changed with the entering class of 2001, so that students who had previously been excluded as associate degree students were included. This accounts for the apparent decline in graduation rates in 2005-06 and 2006-07 for NKU and MuSU. The types of students in the cohort changed, so rates before 2005-06 are not comparable.

About this measure: Six-year graduation rate is a widely-used measure of institutional effectiveness that enables comparison of Kentucky institutions to those in other states.

Definition: Measured by the percentage of full-time, first-time baccalaureate-seeking students who graduate within six years. The graduation rate for any given year is calculated at the end of the academic year based on the cohort matriculating in the summer and fall semesters six years earlier.

Rationale for goal: Goals for public institutions and the AIKCU system were negotiated with Council staff based on analysis of students still retained in the 2004 bachelor's degree-seeking cohort. In some cases, graduation rate projections are lower than the 2006-07 actual. Reasons for this include more students dropping out of school or delaying graduation due to a weak economy, income loss, loss of institutional aid, or cutbacks in student advising or support programs.

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

STATEWIDE KEY INDICATOR GOALS

Kentucky licensure examination pass rates											
Licensure Examination	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	National Pass Rate**	FY10 GOAL
NCLEX-Bachelor's	90%	88%	95%	89%	94%	91%	90%	89%	NA	86%	
NCLEX-Associate	86%	92%	92%	92%	90%	90%	88%	81%	NA	84%	
NCLEX-Practical Nursing	90%	89%	90%	88%	89%	95%	91%	95%	NA	87%	
Physical Therapy	74%*	88%*	82%	83%	67%	83%	89%	91%	90%*	87%	
Engineering	77%*	83%*	85%*	81%*	86%*	74%*	65%*	79%*	79%*	78%	Exceed National
Kentucky Bar Exam	83%*	81%	78%	76%	69%	72%	85%*	86%*	86%*	NA	Pass Rate
National Dental Board Exam	98%*	98%*	NA	96%*	92%*	98%*	99%*	96%*	96%*	94%	
Pharmacy	100%*	100%*	100%*	99%*	100%*	100%*	100%*	99%*	100%*	NA	
Medicine	96%*	91%*	95%*	100%*	94%*	95%*	92%*	96%*	95%*	92%	
Radiologic Technology	87%*	89%*	88%*	85%*	91%*	91%*	95%*	98%*	98%*	89%	
Respiratory Care	75%*	88%*	91%*	81%*	91%*	78%*	86%*	92%*	86%*	80%	

*The average pass rate for KY publics is used in place of state pass rate.

**The national pass rate reflects the most current year available, which may not match the year of the most recent Kentucky result.

About this measure: The success of college graduates on licensure exams is a strong indication of their readiness for life and work.

Definition: Measured by comparisons of Kentucky pass rates on professional licensure examinations to national pass rates.

Rationale for goal: Kentucky strives to exceed the national licensure examination pass rate on all examinations in any given year.

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

INSTITUTION KEY INDICATOR GOALS

NSSE/CCSSE: Student engagement in the undergraduate learning experience		
	FIRST-YEAR	SENIOR
	2009 Goal	2009 Goal
Academic challenge	Each institution will strive to improve average scores on at least 2 of the 5 benchmarks of effective educational practice, as compared to their 2007 results.	Each institution will strive to improve average scores on at least 2 of the 5 benchmarks of effective educational practice, as compared to their 2007 results.
Active/collaborative learning		
Student/faculty interaction		
Enriching educational experiences		
Supportive campus environment		

About this measure: This indicator captures students' perceptions of their undergraduate learning experience and enables comparison to other U.S. institutions.

Definition: Measured by the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE), which is administered to a sample of first-year and senior students every other year.

Rationale for goal: Kentucky's public universities and KCTCS will strive to make statistically significant improvement on at least two of the five benchmarks of effective educational practice on the NSSE or CCSSE, as measured against their 2007 results.

NSSE: Civic participation of undergraduate students										
	FIRST-YEAR					SENIOR				
	2001	2003	2005	2007	2009 Goal	2001	2003	2005	2007	2009 Goal
EKU										
Volunteering	44%	32%	25%	31%	32%	52%	40%	44%	49%	49%
Community projects	18%	28%	29%	28%	32%	42%	47%	62%	49%	50%
Voting	29%	23%	38%	27%	30%	33%	17%	36%	29%	30%
Community welfare	26%	35%	35%	35%	38%	46%	35%	44%	47%	47%
KSU										
Volunteering	56%	36%		28%	30%	72%	44%		58%	50%
Community projects	41%	49%	47%*	65%	50%	40%	38%	54%*	56%	55%
Voting	39%	29%	23%*	29%	29%	39%	32%	43%*	38%	35%
Community welfare	27%	28%	18%*	33%	30%	56%	41%	52%*	47%	47%
MoSU										
Volunteering	46%	26%	26%	37%	38%	50%	40%	52%	48%	50%
Community projects	26%	24%	30%	34%	35%	44%	35%	50%	51%	53%
Voting	38%	18%	41%	33%	35%	33%	23%	43%	28%	33%
Community welfare	31%	34%	35%	35%	36%	43%	37%	43%	36%	38%

*2004 results are reported for KSU since the university did not administer the survey in 2005.

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

INSTITUTION KEY INDICATOR GOALS

NSSE: Civic participation of undergraduate students (continued)										
	FIRST-YEAR					SENIOR				
	2001	2003	2005	2007	2009 Goal	2001	2003	2005	2007	2009 Goal
MuSU										
Volunteering	49%	43%	36%	49%	42%	52%	39%	44%	46%	46%
Community projects	19%	30%	31%	25%	26%	30%	40%	55%	50%	50%
Voting	27%	28%	36%	18%	30%	32%	23%	42%	30%	35%
Community welfare	30%	41%	36%	38%	38%	37%	39%	57%	47%	48%
NKU										
Volunteering	36%	36%	39%	43%	44%	43%	42%	40%	39%	39%
Community projects	17%	14%	31%	37%	37%	32%	33%	41%	39%	41%
Voting	21%	23%	48%	34%	48%	26%	16%	34%	30%	36%
Community welfare	19%	30%	40%	41%	41%	26%	29%	36%	40%	41%
UK										
Volunteering	48%	29%	28%	35%	39%	48%	39%	44%	45%	49%
Community projects	16%	15%	24%	28%	31%	33%	35%	38%	38%	42%
Voting	18%	16%	39%	31%	35%	22%	22%	33%	27%	31%
Community welfare	20%	27%	25%	39%	43%	33%	32%	42%	40%	44%
UofL										
Volunteering	39%	32%	32%	42%	37%	45%	39%	40%	46%	44%
Community projects	24%	25%	23%	28%	26%	38%	23%	38%	32%	40%
Voting	25%	17%	43%	29%	30%	29%	14%	26%	28%	25%
Community welfare	26%	27%	32%	42%	36%	33%	27%	36%	36%	38%
WKU										
Volunteering	48%	30%	35%	37%	38%	48%	41%	44%	45%	46%
Community projects	25%	21%	35%	41%	42%	37%	43%	50%	51%	52%
Voting	30%	20%	52%	28%	30%	20%	24%	45%	31%	32%
Community welfare	24%	33%	42%	39%	40%	39%	36%	44%	48%	49%

About this measure: This indicator captures students' perceptions of their civic engagement as a result of their college experience and enables comparison to other U.S. institutions.

Definition: Measured by the National Survey of Student Engagement (NSSE), a survey administered to a sample of first-year and senior students every other year.

Rationale for goal: Negotiated with each institution based on historical trends, institutional priorities, and improvement strategies implemented on campus.

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

INSTITUTION KEY INDICATOR GOALS

Extramural research and development expenditures								
	AY00	AY01	AY02	AY03	AY04	AY05	AY06	AY10 GOAL
EKU	\$307,000	\$318,000	\$376,000	\$462,000	\$286,000	\$406,000,000	\$767,000	\$508,000
KSU	\$2,354,000	\$3,996,000	\$3,291,000*	\$3,614,000*	\$3,298,000	\$4,993,000*	\$5,129,000*	\$5,000,000
MoSU	\$869,000	\$976,000	\$1,084,000	\$1,094,000	\$1,245,000	\$1,761,000	\$1,045,000	\$2,000,000
MuSU	\$1,250,000	\$1,390,000	\$1,307,000	\$1,801,000	\$2,978,000	\$2,547,000	\$2,345,000	\$1,500,000
NKU	\$58,000	\$57,000	\$48,000	\$275,000	\$584,000	\$981,000	\$1,420,000	\$1,266,000
UK	\$116,444,000	\$150,713,000	\$162,441,000	\$187,028,000	\$203,223,000	\$215,366,000	\$226,106,000	\$244,000,000
UofL	\$30,615,000	\$34,314,000	\$57,992,000	\$62,515,000	\$81,167,000	\$94,340,000	\$101,253,000	\$110,000,000
WKU	\$3,157,000	\$3,670,000	\$4,644,000	\$3,734,000	\$5,192,000	\$5,977,000	\$8,113,000	\$10,000,000
TOTAL	\$155,054,000	\$195,434,000	\$231,183,000	\$260,523,000	\$297,973,000	\$324,422,000	\$344,389,000	\$374,274,000

About this measure: This indicator provides information about an institution's investment in research and development enterprises over time. A prevailing theme in the literature on economic growth is the link between increased research and development investments to improved labor productivity and greater economic and social prosperity.

Definition: Measured by the total extramural research and development expenditures for a fiscal year, including all federal, state, local, corporate, and foundation sources but excluding institutionally funded research and development, as reported by the National Science Foundation.

Rationale for goal: The total was determined by adding the goals of the public universities, which were negotiated with Council staff. The goal represents a 8.7% increase from 2005-06 performance. Reduced investment in research and development funding at the federal level has slowed the pace of growth, but the economic stimulus should help reverse this trend.

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

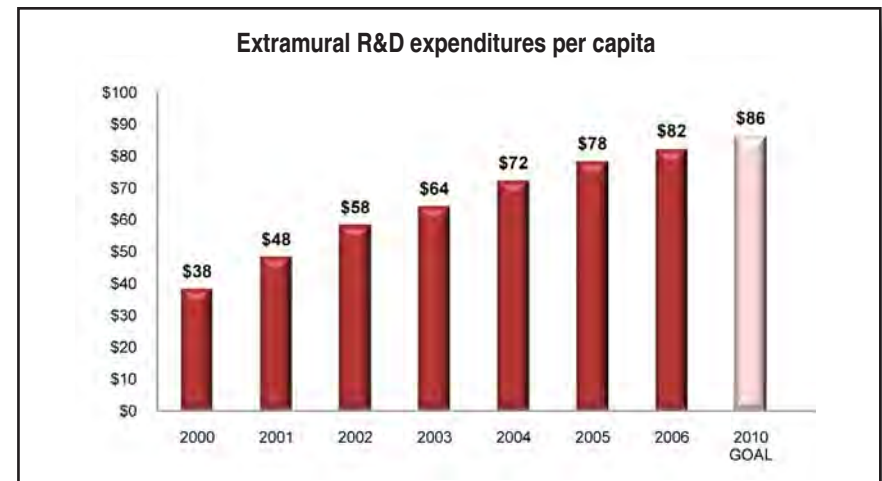
STATEWIDE KEY INDICATOR GOALS

Extramural research and development expenditures per capita

About this measure: This indicator provides an indication of financial resources devoted to research and development in terms of a state's size (total population). The ratio is useful in comparing how Kentucky's investment measures up to similar states.

Definition: Measured by the total extramural research and development expenditures per capita for the fiscal year, including all federal, state, local, corporate, and foundation funding sources and excluding institutionally funded research and development, divided by the total Kentucky population estimate for that fiscal year.

Rationale for goal: The goal of \$86 was determined by the sum of the universities' 2010 R&D goals (\$374,274,000) and the Kentucky State Data Center's population projection for 2010 (4,338,878).

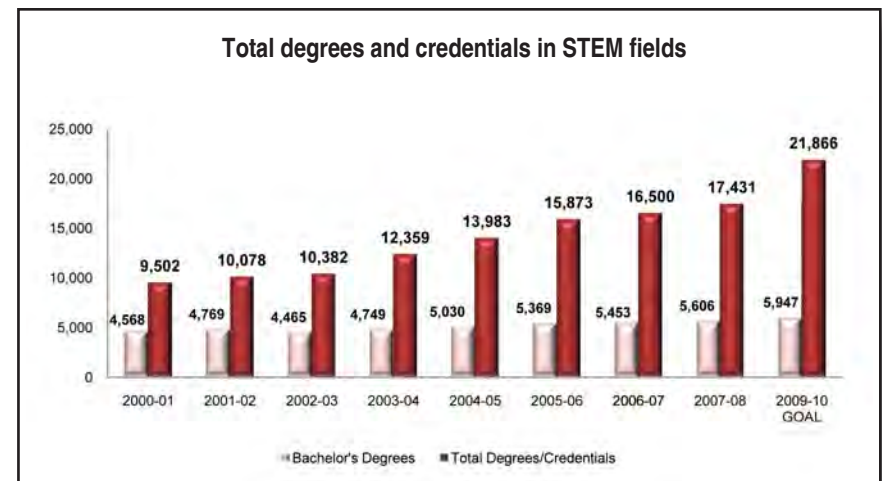


STEM degrees and credentials

About this measure: The US is falling behind other industrialized nations in its production of science, technology, engineering, and mathematics graduates. Increasing STEM degrees will help Kentucky fill labor shortages and attract more high-wage industries to the state.

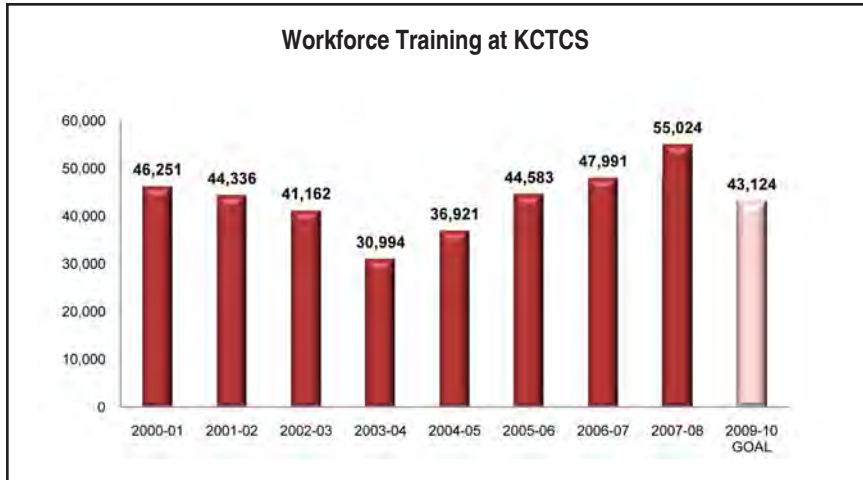
Definition: Measured by the total number of credentials at all levels awarded in science, technology, engineering, and mathematics fields by in-state public and independent institutions during an academic year using federal EPSCoR STEM categories.

Rationale for goal: 2009-10 goals for STEM bachelor's degrees and total credentials were determined by applying the average annual rate of increase (3% and 12%, respectively) over the next two years.



Question 5: Are college graduates prepared for life and work in Kentucky?

INSTITUTION KEY INDICATOR GOALS

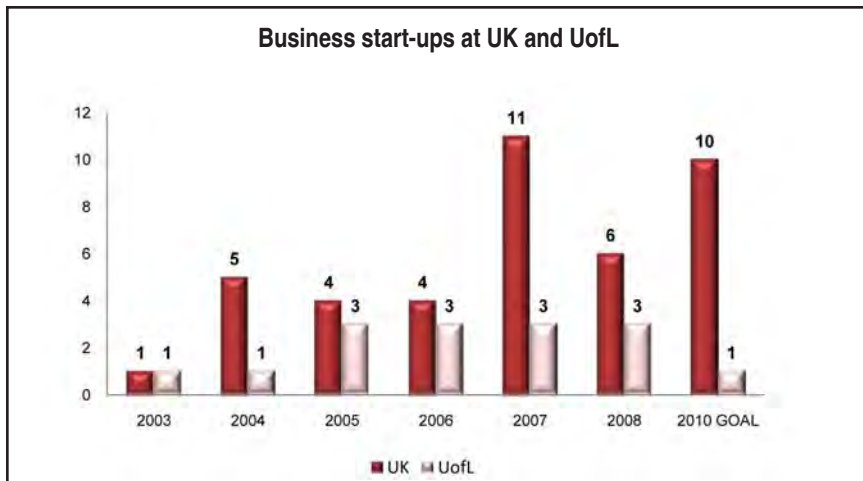


KCTCS workforce training

About this measure: This indicator tracks contributions made by KCTCS to train Kentucky's workforce, a key component of KCTCS's statewide mission.

Definition: Measured by the total number of credit and non-credit workforce enrollments at KCTCS institutions. The Lexington Community College portion of Bluegrass Community and Technical College workforce data is not included in 2000-01 through 2003-04. This number does not include employment assessments or fire/rescue training.

Rationale for goal: The 2009-10 target reflected a 15% increase over the three-year base period at the time it was approved by the KCTCS Board of Regents.



Business start-ups at research universities

About this measure: This indicator reflects how the state's research universities are helping build an entrepreneurial culture in Kentucky that will grow the capacity of individuals and communities and generate sustainable new businesses and employment.

Definition: Measured by the number of new business start-ups formed during a fiscal year that were dependent on the licensing of an institution's technology, as reported to the Association of University Technology Managers (AUTM).

Rationale for goal: The total 2010 goal of 11 is an increase from 9 in 2007-08 and is based on goals established by UK and UofL, negotiated with Council staff.

**Council on Postsecondary Education
July 24, 2009**

**Renovation of Ernst Hall
University of Louisville**

The following interim project recommendation will authorize the University of Louisville to spend private money to renovate existing space in the engineering program.

ACTION: The staff recommends that the Council approve the request of the University of Louisville to use private and institutional funds to renovate a portion of Ernst Hall to house the Conn Center for Renewable Energy Research and Environmental Stewardship on the main campus. The estimated project cost is \$1,500,000 and is funded with at least 50 percent private gifts.

The University of Louisville proposes to renovate space in Ernst Hall using \$1,500,000 of private and institutional funds. The source of funds is \$750,000 private and \$750,000 institutional. Ernst Hall is located in the Speed School of Engineering. The University of Louisville Board of Trustees approved the project at its June 11, 2009, meeting.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more that have been approved by an institution's governing board, regardless of fund source. Since the estimated cost of this project exceeds the \$600,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763. Action on this project is being taken out of order because of differences in meeting schedules of the Council and the Capital Projects and Bond Oversight Committee. While it is an unusual/rare occurrence, the Capital Projects and Bond Oversight Committee approved the Ernst Hall renovation at its June 4, 2009, meeting contingent on approval of the project by the Council on Postsecondary Education.

The renovation includes creation of office space for the program chair and staff, seminar rooms, office space for students inside a laboratory, renovation of several laboratories, building structural repairs, upgrade of electrical power capacity, installation of new HVAC system (portion), and new technical equipment and furnishings. A total of 1,800 square feet will be renovated and the project is expected to be completed by November 2009. The project requires interim authorization because the private donors have all come forward after the 2008-10 budgetary process was completed. The project will result in an improvement to state owned property with ownership of the improvements to accrue to the university upon completion.

The project meets the requirement of KRS 45.760(14) that the source of funds is at least 50 percent federal or private. The university does not anticipate debt financing any portion of this project. The UofL office of the vice president for business affairs will implement the project. The cost of operations and maintenance for this project is provided by the university and does not represent a demand on the General Fund.

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

**Council on Postsecondary Education
July 24, 2009**

**Construct Children's Garden at the Arboretum
University of Kentucky**

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to construct the Children's Garden at the Arboretum on the university's main campus. The phase I cost is \$500,000 of private funds. The total project scope is \$2,200,000 to be implemented over several years.

The University of Kentucky proposes to construct phase I of the Children's Garden at the Arboretum using \$500,000 of private funds. The arboretum is located on the UK main campus at 500 Alumni Drive, Lexington, Kentucky. The arboretum was created in 1991 as a joint effort between the University of Kentucky and the Lexington-Fayette Urban County Government. The total project cost is \$2,200,000. The University of Kentucky's Board of Trustees approved the project at its April 21, 2009, meeting.

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

The arboretum began in 1991 and boasts 100 acres of year-round color and plants. In the heart of Lexington, the arboretum is easily accessible from any location in town. The program offers year-round activities for the entire family. This project will construct a 1.85 acre outdoor environment designed to help children two to ten years old learn about plants and the environment. There will be an integrated combination of various "child-scaled" theme gardens and garden-like elements for experiential play: gardens planted and maintained by children, a small amphitheater for presentations, interactive educational exhibits, inter-connecting paths and comfortable benches. Phase I will construct the geographical features including rock escarpments, the stream and pond, and walks and plantings. The phase I project is scheduled to be completed by November 2009. The project requires interim authorization because the private donors have all come forward after the 2008-10 budgetary process was completed. The project will result in an improvement to state owned property with ownership of the improvements to accrue to the university upon completion.

The University of Kentucky states that funding for the project will come from privately raised funds. The university further confirms that the private funds for phase I are available to implement the project. The cost of operations and maintenance for this project is provided by the university and does not represent a demand on the General Fund.

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

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

**Council on Postsecondary Education
July 24, 2009**

**Kentucky/Ohio Reciprocity Agreement
Technical Amendment**

ACTION: The staff recommends that the Council approve a technical amendment including Southern State Community College to the Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University reciprocity agreement.

The Ohio Board of Regents has expressed interest in the addition of Southern State Community College to the Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, and Shawnee State University reciprocity agreement. The purpose for adding Southern State Community College to the reciprocity agreement is due to Kentucky students being enrolled in the Medical Assisting Program offered at Shawnee State University. Southern State Community College needs to be added to the current agreement in order to extend tuition reciprocity to Kentucky students. This technical amendment will not alter the relative balance in participation or duplicate an existing program offered in Kentucky.

TUITION RECIPROCITY AGREEMENT

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

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

I. Purpose

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

II. Terms

1. Duration and Termination

The Agreement shall be effective beginning July 1, 2009, through June 30, 2011, and may be renewed prior to June 30, 2011, by mutual consent of all of the Parties for a period of two years. As the Agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2011, to June 30, 2013.

The Agreement may be amended through mutual consent of all Parties, providing the amendment is in writing and signed by all Parties to the Agreement prior to the effective date of the amendment.

- a. The Parties may amend the Agreement in the following manner. Amendments must be presented to each of the Parties of this Agreement for their consideration. Each Party of this Agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all Parties in the Agreement. After sixty (60)

days, if all Parties approve of the proposed amendment, the Agreement will be amended. If all Parties do not approve, the Agreement will not be amended.

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

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

2. Kentucky Residents Eligibility/Ohio Programs

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

The following program from Southern State Community College is included in the Agreement: Medical Assisting Program offered at Shawnee State University.

3. Ohio Residents Eligibility/Kentucky Programs

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

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

4. Resident Status

a. During the period of this Agreement, the chancellor of the Ohio Board of Regents will consider residents of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason and Rowan Counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College under this Agreement as qualifying for resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College.

b. During the period of this Agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and

Vinton Counties who attend Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland under this Agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

5. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing academic standards and criteria of their institution will continue to receive reciprocity benefits under this Agreement through graduation for the degree in which enrolled, as long as a reciprocity Agreement exists. Student participation is subject to the terms and conditions of the reciprocity Agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the Agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

6. Notice, Application, and Waiver

The availability of resident tuition rates under this Agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College by any means deemed appropriate by those institutions.

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

7. Annual Report

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

III. Approval

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

IV. Counterparts

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

TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGES

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed: _____

Date: _____

Eric D. Fingerhut, Chancellor
Ohio Board of Regents

Signed: _____

Date: _____

TUITION RECIPROcity AGREEMENT
SIGNATURE PAGES
INSTITUTIONS

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

Signed: _____

Date: _____

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

Signed: _____

Date: _____

Wayne Andrews, President
Morehead State University

Signed: _____

Date: _____

Roderick McDavis, President
Ohio University

Signed: _____

Date: _____

Herman Koby, Interim President
Rio Grande Community College

Signed: _____

Date: _____

Rita Morris, President
Shawnee State University

Signed: _____

Date: _____

Sherry Stout, President
Southern State Community College

Signed: _____

Date: _____

**Council on Postsecondary Education
July 24, 2009**

**Bachelor of Science in
Science and Mathematics Education
Western Kentucky University**

ACTION: The staff recommends that the Council approve the Bachelor of Science in Science and Mathematics Education (CIP 13.1206) proposed by Western Kentucky University.

The Council staff recommends approval of this program based on the following:

- There is a documented lack of certified science and mathematics teachers both in Kentucky and throughout the United States.
- Nationally two-thirds of the students enrolled in physical science courses have teachers who did not major in the subject in college or are not certified to teach it.
- Competent and engaged teachers are needed to inspire students to pursue careers in mathematics and science, improve student achievement, and produce a better-prepared workforce.

Western Kentucky University proposes a Bachelor of Science in Science and Mathematics Education to provide students with enhanced content knowledge and improved pedagogical content knowledge, which will prepare students for employment as mathematics and science teachers. The goal of the program is to develop in prospective teachers a deep understanding of how to teach mathematics and science content effectively.

Students completing the program will have two majors concurrently and without diluting either major. One major will be a content major in either mathematics or science. The second major will be in education. The program is designed so that a student completes middle grades or secondary teacher certification while also completing a major in mathematics or one of the science majors approved for teacher certification. The science and mathematics education program requirements are coordinated with state and national standards for teacher preparation in all the mathematics and science disciplines, including both process skills and content items. All the teacher competencies required by the Kentucky Education Professional Standards Board and assessed through the portfolio and final observation are encompassed within the science and mathematics education course sequence.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The WKU Board of Regents approved the program at its April 24, 2009, meeting.

Council on Postsecondary Education
July 24, 2009

Bachelor of Science in Middle School Science Education
Western Kentucky University

<p>ACTION: The staff recommends that the Council approve the Bachelor of Science in Middle School Science Education (CIP 40.0101) proposed by Western Kentucky University.</p>

The Council staff recommends approval of the program based on the following:

- This program will help ease the shortage of mathematics and science teachers currently being experienced across Kentucky. Competent and engaged teachers are needed to inspire students to pursue careers in mathematics and science, improve student achievement, and produce a better-prepared workforce.
- This program satisfies the conditions of the funding agreement with the National Math and Science Initiative for Western Kentucky University to be one of the 10 national awardees for replication of the University of Texas at Austin's nationally recognized UTeach program for teacher preparation in science and mathematics.

The Middle School Science Education curriculum replicates the University of Texas at Austin's nationally recognized UTeach program which focuses on mathematics and science teaching and the strong content background that each student receives through a mathematics or science degree. Since starting the program in 1997, the UTeach program has increased the number of students seeking certification as middle or high school mathematics and science teachers from fewer than 45 students to over 450 and the replication of this program at WKU will help to increase the number of students in Kentucky seeking teacher certification.

The Middle School Science Education major is for students who plan to teach science in grades five through nine. The MSSE major emphasizes a broad foundation in science, including astronomy, biology, chemistry, geology, and physics, as well as advanced work in selected areas. The MSSE major requires completion of the program requirements for the Science and Mathematics Education program and the Middle School Science Education major. Upon successful completion of both majors, the student will earn a bachelor of science degree and will qualify for an institutional recommendation for a Kentucky Provisional Certificate for teaching in the middle grades (5-9) science field.

This proposal was posted to the online Kentucky Postsecondary Program Proposal System for review by the Council staff and other postsecondary institutions. The WKU Board of Regents approved the program at its April 24, 2009, meeting.

**Council on Postsecondary Education
July 24, 2009**

Project Graduate Participation

Project Graduate is a collaborative effort between the Council and the campuses to recruit and graduate former students still residing in Kentucky who have earned 90 or more credit hours from a Kentucky institution. The program was launched in November 2007 and the public universities began their outreach efforts in the spring 2008 term. Since that time, ten independent institutions have adopted the program.

The program is meeting with considerable success. As of this past May, 153 former students had earned their degrees at a public institution through Project Graduate. For just the spring 2009 term, 401 students were enrolled in the program at a public institution, taking 2,609 credit hours and generating \$730,000 in additional tuition revenue. The future for the program looks promising as new enrollments for the past spring term totaled 123. (Data for the independent institutions are not available.)

One of the reasons for the success of Project Graduate is that it is designed to meet the needs of a narrow slice of the adult learner population. Each campus provides incentives to encourage adults to reenroll, a campus advocate to guide them through the admissions process, and a campus response team. While the incentives vary by institution, they include application fee waivers, tuition assistance, priority enrollment, advising, and career counseling.

The outreach component of Project Graduate was designed to be sustainable, scalable and cost efficient. It consists of one standard brand identity that all campuses are required to use, accompanied by a suite of customizable marketing products. The products include a logo, postcards representing various student demographics, templates for letters from the campus president, brochures, and news releases. Project Graduate is located on the Web at www.knowhow2goky.org.

To promote Project Graduate, campuses have held open houses, participated in college fairs, issued press releases, secured interviews by newspapers and radio and TV stations, conducted direct mail campaigns, presented to local groups, and distributed information through alumni magazines and Web sites, to cite a few examples.

The Council is pleased to continue its work to support campus efforts. The Council will soon issue approximately \$9,000 to each of the eight public universities to expand their programs and continue their outreach efforts.

Project Graduate students will be on hand at the July Council meeting to briefly discuss their experiences.

**Council on Postsecondary Education
July 24, 2009**

Budget Update

As of mid-July, the Governor had not yet executed an order to finalize the 2009-10 budget. However, in a positive development during the 2009 special session, the Governor committed to using money from the federal State Fiscal Stabilization Fund, combined with General Funds, to maintain both K-12 and public postsecondary education funding at their 2008-09 levels. The Governor also committed to no reductions to the main state financial aid programs, including the Kentucky Educational Excellence Scholarship (KEES), the College Access Program (CAP), and the Kentucky Tuition Grant (KTG).

In order to balance the budget, the Governor originally proposed an additional 2.6 percent budget cut for many other state agencies, including the Council on Postsecondary Education, which includes funding for statewide coordination, statewide program funds for Kentucky Adult Education, and various statewide pass-through funds including contract spaces, and funding for the Kentucky Virtual Campus and Kentucky Virtual Library. Prior to this proposed cut, the Council's General Fund support was down over 17 percent from its original 2007-08 levels.

On July 10, due to additional expenditures authorized in the revised budget bill by the General Assembly during the special session, the Office of the State Budget Director (OSBD) requested yet another budget reduction plan, this time seeking information related to the impact of a 3 percent, as well as a 4 percent cut, in the Council's General Funds. The impact of the cuts will be submitted to OSBD by July 22.

It is anticipated that additional updates will be available by the time the Council meets on July 24.

COUNCIL ON POSTSECONDARY EDUCATION REPORT
7/24/09
FROM INTERIM COMMISSIONER KEVIN M. NOLAND

July 17, 2009, Kentucky Board of Education Special Meeting, Frankfort, KY

BOARD CHOOSES NEW COMMISSIONER OF EDUCATION

At its July 17, 2009, special meeting, the Kentucky Board of Education chose Dr. Terry Holliday of North Carolina as Kentucky's next commissioner of education. Holliday will start work in Kentucky on August 5.

Dr. Holliday comes from the Iredell-Statesville School District in North Carolina where he served as superintendent. He has been a teacher, assistant principal, principal, associate superintendent and superintendent during his 37-year education career. Holliday is the North Carolina Superintendent of the Year for 2009, has twice been a regional superintendent of the year and has been chosen as both principal and teacher of the year. In 2008, his district won a Malcolm Baldrige National Quality Award, a presidential citation honoring innovation and excellence.

Dr. Robert King, President of the Council on Postsecondary Education, participated in the interviews of the four finalists for the commissioner's position on July 8 that led to the decision to hire Dr. Holliday. The board is appreciative of the collaboration and advice from Dr. King in reaching this critical decision and in the current work on meeting the requirements of Senate Bill 1.

For more information on Dr. Terry Holliday, contact Mary Ann Miller at 502-564-3141 or via email at MaryAnn.Miller@education.ky.gov.

June 10-11, 2009, Kentucky Board of Education Meeting, Frankfort, KY

PUPIL ATTENDANCE AND SCHOOL DISTRICT CALENDAR REGULATIONS APPROVED

702 KAR 7:125, Pupil Attendance along with 702 KAR 7:140, School District Calendar were given final approval by the board at the June meeting. The Pupil Attendance regulation included the following changes:

- More current terminology and revised definitions were reflected for clarity.
- The calculation of daily attendance was revised to reflect assignment of a tardy for any absence less than 35% of the school day and a half-day absence for any absence that is at least 35% of the school day but at most 84% of the school day. Any absence greater than 84% of the school day is counted as a whole day. Due to implementation technicalities, these changes will go into effect on July 1, 2010.

- A change in enrollment codes adds new codes for graduation that indicate the number of years in high school needed by the student to fulfill the graduation requirement. This includes a code for early graduation as well as a code for students who take longer than the usual four-year period. Also included is a code to identify students who were expected to enroll in a district on the first day but did not show up.
- The revision in ethnicity and race codes is a result of changes promulgated by the federal government. Ethnicity is determined as either Hispanic or Not Hispanic. Then, the race of the student is identified by selection of at least one of the seven race codes provided in the federal guidelines.
- Language that dealt with the school calendar guidelines has been deleted and moved to a separate regulation.

The School District Calendar regulation contains the language on school calendar guidelines that was deleted from the Pupil Attendance regulation. No language changes were made to the contents. The calendar language was simply used to create a separate regulation for clarity and simplicity.

For more information on these regulations, contact Kay Kennedy at 502-564-5279 or via email at Kay.Kennedy@education.ky.gov .

BOARD MAKES APPOINTMENTS TO P-16 COUNCIL AND NOMINATING COMMITTEE

With unanimous approval from the board, Chair Joe Brothers appointed state board member David Karem of Louisville to serve a three-year term as one of the board's representatives on the state level P-16 Council. Karem replaces Jeanne Ferguson upon the end of her term on the Council. Additionally, Billy Harper of Paducah was appointed to serve as chair of the P-16 Council for the next year.

As is called for by board policy this time of year, Chair Brothers also appointed state board members to serve on the Nominating Committee, which will bring forward a slate of board officers for the coming year to the August meeting. The committee consists of Austin Moss, Chair; Judy Gibbons; Doug Hubbard; and Dorie Combs.

For more information on these appointments, contact Mary Ann Miller at 502-564-3141 or via email at MaryAnn.Miller@education.ky.gov .

BOARD APPOINTS AT-LARGE MEMBER TO KHSAA BOARD OF CONTROL

The Kentucky Board of Education appointed Gene Norris of Georgetown as an at-large member of the KHSAA Board of Control for a term beginning July 2009 through June 2013. Norris will replace Dr. Steve Parker whose term ends June 30, 2009. He is the Associate Minister at the First Baptist Church of Georgetown and works with the youth of the church. Mr. Norris has served on the school-based decision making councils at Northern Elementary and Scott County High School and is currently serving on the Task

Force to End the Achievement Gap for Scott County Schools. He is the father of two high school student athletes.

The KHSAA Constitution requires the appointment of four outside, at-large members to the Board of Control by the Kentucky Board of Education as recommended by the commissioner of education. Terms of the at-large members are staggered so that one is appointed each year.

For more information on this appointment, contact Michael Dailey at 502-564-1479 or via email at Michael.Dailey@education.ky.gov .

Next Meeting

August 5-6, 2009 State Board Room, First Floor, Capital Plaza Tower, Frankfort,
KY

**Council on Postsecondary Education
July 24, 2009**

P-16 Council Update

The State P-16 Council, hosted by the Kentucky Department of Education, met June 17, 2009, with CPE member Donna Moore presiding.

Local P-16 Council updates were provided by Ron Daley, and P-16 regional council members in attendance were recognized.

Chair Donna Moore and Kevin Noland, interim commissioner for the Kentucky Department of Education, reminded the council of the current council objectives regarding aligning curricula and requirements between secondary, workplace, and postsecondary to better prepare Kentucky students for college and work; raising the quality of teachers through improved preparation and professional development; and increasing the diversity of students attending college. A lively discussion of goals and future direction of the State P-16 Council ensued with a commitment to continue the ground swell of activity generated by years of work and the current requirements of Senate Bill 1.

Larry Stinson, deputy commissioner, Learning and Results Services, and CPE President Bob King presented an update on The American Recovery and Reinvestment Act (ARRA). Mr. King reported that the postsecondary institutions participated in a collaborative "brainstorming" process that produced over 60 potential funding proposals in seven categories: energy, homeland security, e-health, technology and networking, college readiness, STEM, and space science.

A number of staff working on the implementation of Senate bill 1 reported on the assessment system for K-12, revised K-12 content standards, alignment between K-12 and postsecondary/workplace standards, and training regarding new standards.

The Council voted unanimously to urge state policy leaders to continue funding the current K-12 data system and provide support for a statewide P-20 longitudinal data system.

The next meeting of the State P-16 Council will be hosted by the Council on Postsecondary Education in August 2009. Billy Harper of Paducah will assume chair of the P-16 Council at that meeting.

**Council on Postsecondary Education
July 24, 2009**

Status Report of Capital Projects

Capital Project Pools

The following is a brief update on several capital or institutional infrastructure-related issues.

2008-10 Research Challenge Trust Fund and Comprehensive University Excellence Trust Fund Program Activities

The 2008 General Assembly authorized \$50 million in General Fund-supported bonds in 2008-09 for the Research Challenge Trust Fund (RCTF) to support the Endowment Match Program and a newly created Research Capital Match Program. In accordance with KRS 164.7917, these funds are allocated two-thirds to the University of Kentucky (\$33.3 million) and one-third to the University of Louisville (\$16.7 million).

The 2008 General Assembly also authorized \$10 million in bond funds in 2008-09 for the Comprehensive University Excellence Trust Fund (CUETF) to support Endowment Match Program activities or to fund capital projects at the comprehensive universities. These funds are allocated among the comprehensive institutions based on their respective share of total 2007-08 General Fund appropriations, excluding debt service and specialized non-instructional appropriations.

In accordance with the Council's guidelines and documentation received from each four-year institution, the boards of regents and trustees have allocated the pool authority among endowment match and capital projects as follows:

<u>Institution</u>	<u>Percent Allocation for Endowment</u>	<u>Percent Allocation for Capital</u>
<i>Board Action Complete:</i>		
Kentucky State University	100.0	
Morehead State University	28.3	71.7
Murray State University	97.1	2.9
Northern Kentucky University		100.0
University of Kentucky	34.2	65.8
<i>Board Action Pending:</i>		
Eastern Kentucky University	53.5	46.5
Western Kentucky University	100.0	
University of Louisville	100.0	

Institutions identified as board action pending are scheduled to present the proposed allocations to the boards of regents/trustees at the next scheduled meeting. Following action by the board, appropriate documentation will be forwarded to the Council.

2008-10 Capital Renewal Pool (HB 406)

The 2008 General Assembly restored a \$13.9 million Capital Renewal and Maintenance (CR&M) Pool of matching funds to address critical upgrades and replacement of building systems (e.g., HVAC systems, electrical systems, and roofs) that were vetoed following the 2006 session. Similar capital renewal pools of \$20.6 million and \$30 million were funded in the 1998-2000 and 2000-02 biennia, respectively. However, these pools provide only a small fraction of the resources needed to adequately upgrade and preserve what is increasingly an aging institutional infrastructure according to the comprehensive facilities assessment study completed in 2007. There is a requirement that the institution provide a match for each dollar received from the pool.

In accordance with the Council's adopted guidelines, all institutions have submitted projects for staff review and are implementing the projects to preserve the existing physical assets on their campuses. The projects and funding proposals meet the requirements of the Council and HB 406.

Institution	Pool Allocation	Institution Match	Total Completed
KCTCS institutions	\$3,181,700	\$2,227,200	\$5,408,900
Eastern Kentucky University	1,353,200	947,200	2,300,400
Kentucky State University	370,000	333,000	703,000
Morehead State University	696,700	487,700	1,184,400
Murray State University	986,600	690,600	1,677,200
Northern Kentucky University	831,400	665,100	1,496,500
Western Kentucky University	1,003,700	702,600	1,706,300
University of Kentucky	3,445,500	2,067,300	5,512,800
University of Louisville	2,058,200	1,440,700	3,498,900
System Total	\$13,927,000	\$9,561,400	\$23,488,400

2010-16 Capital Plan Development

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

The projects included in the Statewide Capital Improvements Plan, if implemented, will enable the postsecondary system to provide services to students and the public in a coordinated and collaborative fashion. The calendar of events leading to development and publication of a statewide capital improvements plan are:

Plan Development Activity	Date Due	Status
Capital Plan Submission	April 15, 2009	Complete
Revision of Submission 1 st opportunity	June 12, 2009	Complete
CPAB Public Hearing on Plans (CPE/Institutions)	July 7, 2009	Complete
Evaluate 2010-12 Capital Requests (CPE Staff)	July 29-30, 2009	Pending
CPAB Public Hearings (completion)	August 21, 2009	
CPE/COT Submit Statewide Capital Priorities	September 18, 2009	
CPAB Establish Statewide Plan Priorities	October 9, 2009	
CPAB Publish 2010-16 Statewide Capital Plan	November 1, 2009	

SB 189 Report to Legislative Research Commission

The General Assembly directed the Council on Postsecondary Education and the Office of the State Budget Director to produce and present to the Legislative Research Commission on or before December 1, 2008, a report with recommendations addressing the establishment and implementation of a process for funding deferred and future major capital renewal, maintenance, and renovation needs costing \$600,000 or more each for facilities owned by the Commonwealth and operated by the postsecondary institutions.

Because of unforeseen circumstances, particularly related to the state's budget problems, the report has been delayed. Council staff continues to work with the Office of the State Budget Director to finalize the report.

**Council on Postsecondary Education
July 24, 2009**

Summary of Institutional 2010-12 Capital Projects Requests

In 2007 the Council and institutions conducted a statewide review of education and general facilities. The study assessed over 700 buildings and found an aging physical plant with maintenance needs well above the national average, a significant number of buildings that no longer adequately support the academic programming originally envisioned, and a significant need to add new capacity to support the increased number of students coming into the system.

Capital recommendations of prior biennia addressed both short and long-term capital needs and tightened the link between facility condition, fit-for-continued-use, and the need for new space. It is anticipated that the process for 2010-12 will continue to build the case to ensure that infrastructure is adequate to achieve the 2020 reform goals. The evaluation system is fully integrated, fair, and equitable and meets the needs of citizens, regions, and the state. It blends capital investments to make sure that facilities fit their intended purpose and meet future education needs, supports degree production, research capacity, and asset preservation, and sustains infusion of funds to promote high quality learning and services.

The tools used to complete the evaluations include a comparison of space need against national standards, comparison of research space need against projected extramural research expenditures, institutional project priorities, consideration of condition and fit-for-use of related space, institution implementation of maintenance standards, a Council budget hearing, and application of a priorities setting model by a five member review panel. A summary of the institutions' preliminary 2010-12 capital requests is provided in the chart below. It should be noted that the information below is subject to continual change as the capital recommendation develops.

Preliminary 2010-12 Capital Projects Request

Institution	Bonds/ State Fund	Restricted/ Other Funds	Agency Bonds	Request Est. Total
KCTCS	\$512,854,000	\$36,063,000	\$0.00	\$548,917,000
EKU	248,775,000	49,134,000	104,250,000	402,159,000
KSU	176,979,000	56,023,000	0.00	233,002,000
MoSU	291,216,000	29,145,000	26,398,000	346,759,000
MuSU	253,118,000	19,048,000	29,824,000	301,990,000
NKU	583,330,000	96,565,000	65,915,000	745,810,000
WKU	350,477,782	160,890,949	54,915,136	566,283,867
UK	532,690,000	1,382,494,000	28,795,000	1,943,979,000
UofL	<u>656,172,000</u>	<u>829,730,500</u>	<u>156,395,000</u>	<u>1,642,297,500</u>
System Total	\$3,605,611,782	\$2,659,093,449	\$466,492,136	\$6,731,197,367

Next Steps:

- Institutions revise the 2010-12 capital request July 2009
- CPE evaluation/establish preliminary planning priorities July/August 2009
- Preliminary planning priorities to CPE/institutions August 2009
- CPE reports planning priorities to CPAB September 18, 2009
- Draft recommendation to CPE/institutions September/October 2009
- CPE action on capital recommendation November 2009

Council on Postsecondary Education
July 24, 2009

Distance Learning Advisory Committee Report

The Distance Learning Advisory Committee met May 28, 2009.

Following remarks from the chair, CPE President Robert King, there was a presentation by Allen Lind called "What Does/Could the Data Tells Us?" about recent growth in distance learning in Kentucky.

The data presented included the following:

- Kentucky public postsecondary institutions have experienced an accelerating growth rate each of the past three years. More than one in five students now takes at least one course online.
- There was a 25 percent growth in the number of distance learning students for fall 2008 and a three-year growth of 68 percent.
- Distance learning students are taking increasingly more credit hours, a 92 percent increase over the past three years. On average 10 percent of all credit hours awarded are through distance learning with KCTCS and Morehead State University in excess of 17 percent.
- More than 55,000 students took at least one online course in the fall 2008 semester. This includes public postsecondary institutions, independent institutions, and licensed out-of-state institutions.

Heidi Hiemstra, CPE interim director of information and research, solicited input for a more in-depth study of the characteristics of these online students being prepared for later this year.

Jay Box, KCTCS vice president, and KCTCS staff made a presentation on KCTCS Online, a new initiative aimed at the adult student. KCTCS Online provides innovative and flexible student-centered delivery of online learning, allowing the student to enroll and begin any day of the year they choose and proceed at their own pace to completion of a growing number of degree programs.

Jamie Keene, Kentucky Virtual Schools director, provided a status report.

Bruce Chaloux, president of Sloan-C and director of the SREB electronic campus, presented preliminary survey results of a study soon to be released from the Association of Public and Land-Grant Universities and Sloan Online Learning called "Provost and Faculty Opinions of Online Learning." Among the preliminary findings from the survey of over 10,000 faculty is that the number one reason faculty want to teach online is for the convenience of their students. The number one reason faculty do not want to teach online is the difficulty of developing an online course. The full report will be released in August 2009.

Staff preparation by Allen Lind

**Council on Postsecondary Education
July 24, 2009**

Process for Annual Evaluation of CPE President

Governor Patton will give a report from the President Evaluation Committee about the process that will be used to conduct the annual evaluation of CPE President Robert King. The evaluation process will begin in March 2010 and will conclude at the July 2010 CPE meeting.

**Council on Postsecondary Education
July 24, 2009**

2010 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2010 CPE meeting calendar.

The proposed meeting dates for 2010 are listed below. The meetings are scheduled on Sundays and Mondays, beginning in the afternoon on Sundays, continuing with dinner Sunday night, and concluding Monday about noon. Staff is working with the campuses to schedule several meetings on public and independent college campuses.

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

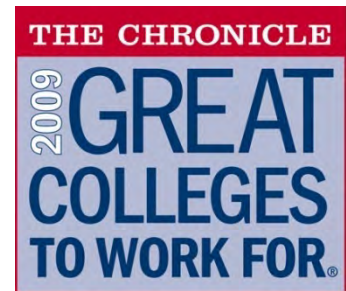
The proposed 2010 dates are:

- January 31-February 1 – CPE meeting
- March 14-15 – CPE meeting
- May 23-24 – CPE meeting
- July 11-12 – CPE meeting
- August 15-16 – CPE member retreat
- September 12-13 – CPE meeting & trusteeship conference
- November 7-8 – CPE meeting

Please note that the January and March meeting dates are subject to change due to the Kentucky General Assembly being in session during this time.



Eastern Kentucky University is among 122 four-year colleges and universities nationally recognized in *The Chronicle of Higher Education's* 2009 Great Colleges to Work For® program, according to the results of the second annual survey announced in a special supplement of *The Chronicle*, viewable at chronicle.com/indepth/academicworkplace. *The Chronicle's* Great Colleges to Work For® program recognizes small groups of colleges (based on enrollment size) for specific best practices in areas such as compensation and benefits, work environment and institutional policies. Among four-year colleges and universities with enrollment of at least 10,000, EKU ranked in the top 10 nationally for Tuition Reimbursement (tuition waivers for eligible employees, their spouses and dependents) in the Pay/Benefits category and for Professional/Career Development Programs (employees are given opportunities to develop skills, and understand requirements to advance in their careers) in the Institutional Policies category.



Formal ceremonies were held June 8 for the dedication of EKU's new state-of-the-art Manchester facility, the Stivers Building. Sen. Stivers, an early and persistent supporter of the project for whom the facility is named, told a large crowd of townspeople and EKU representatives that the campus is the culmination of a long-time dream, one he shared with many others in the community and area. "Today I can stand before you and say, with the completion and opening of this building, that dream has come true." Summer classes are already under way at the \$12.5 million, 48,636-square-foot facility. Since 1992, EKU's Manchester campus had been housed in a local shopping center after the University had been offering classes at various local facilities. Nearly 9,000 students have been enrolled at the Manchester campus over the past 17 years.

Beginning this fall, Eastern Kentucky University will offer its entire paralegal program at Bluegrass Community and Technical College in Lexington. EKU, whose program was established nearly 30 years ago and was one of the first nationally and the first in Kentucky to earn American Bar Association approval, offers an associate degree in paralegal studies, a baccalaureate degree in paralegal science, a post-baccalaureate certificate in paralegal science, and a minor in paralegal science. This is one of several collaborations between BCTCS and EKU.

Eastern Kentucky University's Bachelor of Social Work program has been reaccredited by the Council on Social Work Education. The program received official notification from CSWE that an award of continuing accreditation was given through 2016, following a comprehensive evaluation and on-site visits last fall. EKU's Social Work program has been continuously accredited by the CSWE since 1977.

Eastern Kentucky University's Bluegrass Community Health Center will update its management system and expand one of its clinics with a \$472, 915 grant from the Health Resources and Service Administration, part of the U.S. Department of Health and Human Services. The center, originally established as a migrant farm worker health center in 2001, is now a licensed comprehensive health care facility with two clinics in Lexington that provide preventive and primary care services to all central Kentuckians on an ability-to-pay basis – a change made possible, in part, by a previous HRSA grant.

JULY 2009

KCTCS Good News Report

HIGHER EDUCATION BEGINS HERE

JULY 2009

Dr. Jay Box Named KCTCS Chancellor

KCTCS President, Dr. Michael B. McCall, announced on June 12, 2009, the appointment of Dr. Jay Box as the next chancellor of the Kentucky Community and Technical College System (KCTCS), effective July 1.

Dr. Box succeeds Dr. Keith Bird as Chancellor. He has played a vital role as a KCTCS college president and vice president and his knowledge of the System, dedication to higher education and leadership will ensure a seamless transition.

As chancellor, Dr. Box will oversee systemwide academic and student affairs.

Dr. Box has provided leadership to KCTCS for the past seven years. From 2002 through January 2007 he served as the president of Hazard Community and Technical College (HCTC). While at Hazard, Dr. Box assisted with the creation of the University Center for the Mountains, a central hub for providing access to four-year educational opportunities in southeast Kentucky. Additionally, he was successful in obtaining funding for the Kentucky School of Craft in Hindman and led efforts to create the Kentucky School of Bluegrass and



KCTCS Chancellor Jay Box

Traditional Music. He has also played a critical role in the establishment of the Hazard Student Leadership Institute, which partners with local, state, and national organizations to provide HCTC students co-curricular opportunities that develop leadership skills.

In 2007, Dr. Box moved into the position of KCTCS Vice President with the primary responsibility of providing leadership to administrative systems, network operations, distance

learning technologies and visualized learning and innovation. During his brief tenure in this position, he established the KCTCS Interactive Digital Center and provided oversight in the development and implementation of the KCTCS Decision Support System that provides KCTCS leadership with access to critical decision-making data in a simple point-and-click, Web-based application. In addition, he led the development of KCTCS Online, a truly revolutionary way of delivering higher education online in a modular, competency-based format.

Prior to his service with KCTCS, he served as vice president at McLennan Community College in Waco, Texas.

Dr. Box received an associate's degree from Howard College, a bachelor's degree in education at Southwest Texas State University in 1976, a master's degree in education from Texas Tech University in 1985 and a doctorate degree in educational administration, higher education/community college specialty from Baylor University in 1994.

Dr. Box is a native of Crane, Texas. He is married to Gayle Box. They have one son.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM



Kentucky State University

July 2009

President Mary Evans Sias Named An Education Leader



Kentucky State University President Mary Evans Sias earned the 2009 Education Leadership Award from the Thurgood Marshall College Fund. She is being recognized for her success in steering KSU, her advocacy of the Thurgood Marshall College Fund and her commitment to all historically black colleges and universities.

She will receive the award Monday, Oct. 26, at the Sheraton New York Hotel and Towers as part of the Thurgood Marshall College Fund's 22nd Anniversary Awards Dinner, "Lighting the Path for Tomorrow's Leaders."

KSU Selects New Athletic Director



Dr. Denisha L. Hendricks joined Kentucky State University as its new athletic director July 1, joining only a handful of women athletic directors at colleges and universities across the country.

"I am very excited. It is a wonderful opportunity for me and Kentucky State University. We are going to grow together," she says.

Hendricks comes to KSU from Johnson C. Smith University, where she was an assistant athletic director and senior woman administrator.

KSU's Project Graduate A Success

Kentucky State University's Project Graduate recently graduated its second round of students, and currently more than 120 are working toward degree completion. The program continues to grow as more learn about it through KSU's Web site, mailings or, increasingly, word of mouth referrals. Of the 18 that graduated this May, the students averaged a year to complete their degrees.



KSU Acquires Old Downtown Library Building



Kentucky State University and the city of Frankfort announced April 17 that the university would purchase the old Paul Sawyer Public Library building from the city for \$500,000.

Possible uses envisioned by KSU for this facility include downtown classes, housing its Center of Excellence for the Study of Kentucky African Americans, support for a proposed floating environmental science lab to be located behind the site and hosting visiting primary and secondary school students for various seminars and workshops.

“Good News” Report from Morehead State University

July 2009

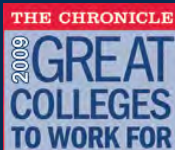
- Calling it the most exciting project in recent memory, MSU President Wayne D. Andrews and Gov. Steve Beshear officially opened the new \$16.6 million Space Science research, instructional and support facility on June 11. Local legislators, members of the Board of Regents, and other officials took part in the ribbon cutting ceremony.
- MSU increased its number of graduates by 15 percent (125 students) in the 2008-09 academic year, according to statistics released June 1 by the Kentucky Council on Postsecondary Education. MSU conferred 803 associate, bachelor's and master's/specialist degrees, up from 665 in 2007-08.
- MSU's Students In Free Enterprise (SIFE) Team was runner-up in the 2009 SIFE National Exposition held in Philadelphia. MSU is one of the top 32 teams in the United States for all public and private four-year colleges or universities that have one of the 500 SIFE teams. Participating students use business concepts to develop community outreach projects that improve the quality of life and standard of living for people in need. During this academic year, the Morehead State University SIFE team organized 13 projects in the Morehead community/service region, including their Business Wise project.
- MSU's Police Department hosted other state and local law enforcement agencies in “Rapid Deployment Training” in late May. The exercise was designed to help the campus police department be better prepared in the event of an actual emergency. The scenario executed allowed officers from different agencies to practice communication and coordination efforts during a multiple-jurisdiction emergency response.
- An Army ROTC cadet from MSU joined senior U.S. military leaders at a National Security Seminar in historic Lexington, Virginia, along with key military officials such as Army Chief of Staff General George W. Casey and Secretary of the Army Pete Geren. Cadet Simon Jackson earned the opportunity to participate in the George C. Marshall ROTC Seminar by being selected as the top Army ROTC cadet at MSU.
- MSU hosted the 31st annual Buffalo Trace Morehead Clinic Days Conference on June 6-7. The conference covered different topics in large and small animal medicine and surgery. A total of 123 veterinarians and veterinary technicians considered topics like toxicology case studies, practical pathology, ophthalmology, dermatology, small animal behavioral problems, and an equine lameness wet lab.
- MSU's Department of Agricultural and Human Sciences hosted the Junior Livestock Expo East, Monday and Tuesday, June 8-9, at Derrickson Agricultural Complex (MSU Farm). Nearly 800 middle, high school and college students and numerous MSU faculty and staff took part in the two-day event.
- For the fourth straight summer, MSU is hosting the Kentucky Governor's Scholars Program. The program will run through July 24. A total of 340 high school students are taking part in GSP at MSU.

Fostering excellence
Creating community
Building partnerships



MSU recognized as a great place to work

2009 Chronicle of Higher Education "Great Colleges to Work For®" program



Murray State University is one of 150 colleges recognized by *The Chronicle of Higher Education's* 2009 Great Colleges to Work For® program, according to results of the second annual survey announced in a special supplement to the July 10 issue of *The Chronicle*. Rated in the "large" university section (10,000 or more students) for specific best practices and policies, Murray State was identified in nine categories alongside high-profile universities such as Duke, Marquette, Emory, Cornell, St. Louis and Baylor.

MSU Athletics Wins OVC Commissioner's Cup Award

Murray State Athletics claimed the inaugural Ohio Valley Conference Commissioner's Cup for the 2008-09 school year. The Racers turned in three first-place OVC finishes during the school year with championships in women's soccer, women's basketball and women's golf.



'Breds head coach, **Rob McDonald**, was named OVC Coach of the Year by his peers after leading the 'Breds to the fourth-most victories in school history. The 32 victories are the most since the team won 36 games during the 1976 season.

Ashley Hayes was named the Ohio Valley Conference Female Athlete of the Year for 2008-09 in voting by the league's athletics directors and sports information directors. Hayes is currently playing in the WNBA with the Connecticut Sun.



Murray State junior left-hander **Daniel Calhoun** was named a Louisville Slugger Third-Team All-America by Collegiate Baseball. Calhoun is the first 'Breds player to earn All-America recognition in the program's history that dates back to 1924. The lefty was recently drafted by the St. Louis Cardinals.

MSU one of three to host Ky. Governor's Scholars Program

The Kentucky Governor's Scholars Program has accepted Murray State's proposal to serve as one of the three GSP campuses in 2010, 2011 and 2012. Murray was selected as a GSP campus through a competitive bid process open to all public and private universities in the commonwealth.



Breathitt Veterinary Center Awarded \$300K Grant

The Kentucky Agricultural Development Board has awarded Murray State University a \$300,000 grant to conduct a study to determine the feasibility of replacing or renovating the Breathitt Veterinary Center in Hopkinsville. The center provides rapid diagnostic data that helps veterinarians make treatment decisions in instances of diseases that can affect animals.

Prof. Ricky Cox is national co-chair of Teaching Professor Conference

Dr. Ricky Cox, professor in the Department of Chemistry, recently served as the co-chair of The Teaching Professor Conference in Washington, D.C. This is a national conference devoted to helping higher education faculty members and instructional designers learn new techniques related to pedagogical effectiveness and the integration of technology in teaching and learning. Cox presented a workshop titled "Dreams and Realities in the Age of Digital Learning" and conducted the closing plenary session that involved approximately 600 faculty members and staff from colleges and universities across the nation.



More on reverse »

MSU alum designs “Angels and Demons” poster

Alex Griendling was the principal designer of the movie poster for Ron Howard’s film, “Angels and Demons.” Griendling received an undergraduate degree at Murray State University and the summer before his final semester had the opportunity to intern at Interlink Film Graphic Design in Los Angeles.

Murray State claims BoatU.S. Collegiate bass fishing championship title

Under near perfect weather conditions, college bass fishing’s premier event concluded with Murray State University slipping past University of North Texas to claim the 2009 BoatU.S. Collegiate Bass Fishing Championship title. Murray State joins past champions North Carolina State (2006), Texas A&M University (2007) and University of Arkansas (2008) as winners of the event. “Murray State’s win is very impressive considering this is the largest field we’ve ever had. Over 140 teams from more than 70 schools registered this year. My hat’s off to them for a fine win. They’re going to be great champions and ambassadors for collegiate bass fishing over the next year,” stated Wade Middleton, tournament director.

MSU public relations students work with Kentucky Cabinet to develop resource parent recruitment campaigns

During the Spring 2009 semester Murray State University students in the advanced public relations course worked with members of the Kentucky Cabinet Department for Community Based Services Protection and Permanency to design PR campaigns aimed at recruiting resource parents in the Lakes Region. Today, according to the Kentucky Cabinet’s records, the Lakes Region has 101 Resource Homes to care for more than 550 children in the system. The public relations students created recruitment campaigns targeting new publics through the use of new messages, themes and logos. They suggested using today’s social media tactics such as Facebook, a podcast series, multi-purpose recruitment videos, revamping the website, media kits and online newsrooms; all as ways to educate the public about the Department of Protection and Permanency’s activities, while enhancing the public’s image of foster children, resource parents and the issues associated with the nation’s fostering systems.

MSU featured on Techville interactive map

Murray State University was recently included on the Nashville Technology Council’s (NTC) Techville.us interactive map. MSU Telecommunications Systems Management is a member of NTC. Tod Fetherling, NTC CEO, joined the MSU TSM National Advisory Board at their last meeting. Techville was chartered to showcase the visual landscape of Middle Tennessee’s technology industry. The visual representation demonstrates the strength of the technology community that is growing in Middle Tennessee.

Former Racer honored by the White House For Excellence in Teaching

Not every student-athlete can go on to play professionally, but all of them have a chance to use the skills that they learn on the court and in the classroom at Murray State to become successful in their careers. For Melissa Collins, a former Racer women’s basketball player, that success has turned into a Presidential Award for Excellence in Mathematics and Science Teaching by the White House. Collins, who wore a navy and gold uniform from 1994-96, is a second-grade teacher at John P. Freeman Optional School in Memphis, Tenn. She is one of 87 elementary teachers in the country to earn the honor. She will receive \$10,000 from the national Science Foundation and an all-expenses-paid trip to Washington, D.C., for a White House ceremony. “It is a great honor to receive an award from the president,” said head coach Rob Cross. “We are proud to see that she has been able to have a positive impact on young people’s lives. Hopefully her time at Murray State, both on the court and in the classroom, helped prepare her to become the great educator that she has obviously become.” Collins graduated from Murray State in 1999 with a degree in elementary education and was hired by John P. Freeman Optional School, a K-8 school for college prep and enriched academics. The 6-3 center played for the Racers for two seasons after transferring from Jones Junior College in Ellisville, Miss. She averaged 2.8 points and 4.3 rebounds per game and added 27 blocks.





With Record Applications, NKU Forced to Limit Enrollment

Faced with a 35-percent increase in applications over last year, officials at Northern Kentucky University are anticipating that the school will, for the first time in its history, be forced to turn away qualified applicants this fall.

The university has seen an increase of 46.5 percent in applications from Kentucky residents. The application numbers - over 6,600 received thus far - are an all-time record at NKU, and while officials are encouraged by the high demand, they continue to be concerned about classroom capacity. The university announced in June that it would limit enrollment this fall.

Qualified freshmen with more than one academic deficiency under the university's admission standards who apply after July 1 will be deferred to the spring semester. Students with just one or no academic deficiencies are continuing to be admitted for the fall.

"Our community has come to know NKU as a place where students receive a high-quality education at an affordable price," said NKU

400 Qualified Nursing Students Turned Away Annually

NKU turns away about 400 qualified students each year who want to major in nursing or other allied health field because of lack of classroom and laboratory space. The university is seeking \$92.5M in state funding for a Health Innovations Center that will help address the critical community need.

President James Votruba. "We have worked hard to ensure an up-close and personal experience for our students and we are proud to have an outstanding faculty and staff who care deeply about the students we serve. The commitment from the campus community made these record numbers possible."

Votruba noted that NKU has increased the number of regular admission students (those with no academic deficiencies) by 18.4 percent this year, indicating the improved quality of NKU's applicant pool. In addition, officials indicate that the applicant pool is the most diverse in NKU's history, with an increase in African American applications up 58.9 percent and Hispanic applications up 31 percent.

The tremendous growth, coupled with the university's historic underfunding, has left the university with few choices. "Unfortunately, reductions in state funding in recent years have made it difficult for NKU to continue to grow," Votruba said. "And this comes at a time when NKU is the top choice for a rapidly growing number of students. We wish we had other options, but right now we simply do not."

NKU Breaks Ground on Ultra High-Tech Informatics Center

NKU broke ground May 28 on its new ultra high-tech informatics center. A month later, the university announced that a private gift from Griffin Industries would provide \$7 million in support of technology within the facility, which will be called "Griffin Hall."

Frank Muehleman, vice president and general manager, Dell North America Public Business Group, was at the groundbreaking. He said the center's impact will be felt for generations. "The Center for Informatics exemplifies how business and academia can partner to maximize the impact of technology on student learning and achievement," he said. "The Center's progressive model, coupled with a fully integrated curriculum and mobile technologies, will help prepare NKU students to compete and excel in a global workforce."

The Center will house some of the most advanced technology in the Midwest. It will feature a Computer Assisted Virtual Environment that will be available for businesses to use for product development. It will also boast a Digitorium that will be capable of running complex simulations in homeland security, computer security and financial security. The Digitorium can double as a Network Operations Center that will allow broad use by a variety of private and government sectors.

"The Center for Informatics will be a natural attractor to the community at large, providing a new venue for engagement," NKU Informatics Dean Douglas Perry said. "Companies can partner with our Infrastructure Management Institute to make use of our unique facilities to develop products and foster new business. Residents can come to be enlightened, enriched and entertained. Professionals can convene to enhance their skills and expand their network."



In addition to being home to some of the most advanced technology available, Griffin Hall will be the first "green" building on NKU's campus, designed for LEED Silver certification.

"SAP is proud of its long-standing, successful partnership with Northern Kentucky University, a partnership spanning more than five years," said Mark A. Testoni, president of SAP Public Services, Inc. "NKU has been a genuine driver of innovation among institutions of higher education. It consistently has brought its entire academic community the best practices and deployments of technology, business processes and value."

"To tomorrow's leaders I say this, if you are a high school student and you desire a career in an information discipline you should be submitting your application to NKU and packing your bags for Highland Heights," Muehleman said. "This is where you will get a truly cutting edge, applied education experience."



Campus Success

Despite difficult economic and budget conditions, 2008-09 was a record year for the University of Kentucky:

- Record high number of freshman applicants: 11,120
- Record high number of Governor's Scholars/School for the Arts students in the first-year class: 389
- Record high number of African-American first year students: 347
- Record high number of African-American undergraduate students: 1,234
- Record high undergraduate enrollment: 19,326
- Record high retention rate: 81%
- Record high graduation rate: 61.4%
- Record high graduation rate for African-American students: 50.3%
- Record high doctoral student enrollment: 2,391
- Record high first-professional (Dentistry, Law, Medicine, and Pharmacy) enrollment: 1,558
- Record high first-professional (Dentistry, Law, Medicine, and Pharmacy) degrees awarded: 409
- Record high number of full-time faculty: 2,096
- Record high number of African-American faculty: 84 (including record number of 11 new African-American faculty)
- Record high number and percent of women in Executive/Administrative/Managerial positions: 234 (48.4%)
- Record high research expenditures reported to the National Science Foundation: \$337 million (FY 2008)

Student Success

- Kayla Rae Whitaker, a 2007 UK graduate from Mt. Sterling, was named UK's third recipient of the prestigious Jack Kent Cooke Foundation Graduate Scholarship. Whitaker is one of 30 new recipients of the award from across the U.S. The scholars are chosen through a nationwide selection process that draws approximately 1,000 nominees. She will use the scholarship to pursue her passion for writing as she works toward a master's degree in Fine Arts offered through the Creative Writing Program at New York University.
- The UK Solar Car Team finished in second place in the Formula Sun Grand Prix at Motorsport Ranch in Cresson, Texas in June. The UK car, Gato Del Sol III, completed 393 laps over three days, with its fastest lap timed at two minutes, 33 seconds. Thirteen members of the UK Solar Car Team made the trip; all are students in the UK College of Engineering. The race lasted 30 hours. The team finished behind the University of Minnesota's car, Centaurus, which completed 487 laps. Its fastest lap was timed at two minutes, 20 seconds.
- Fifty-three UK student-athletes have been named to the 2009 Southeastern Conference Spring Academic Honor Roll. This marked the third consecutive year that UK has placed at least 50 members on the annual SEC Spring Academic Honor Roll. Women's track led the way with 17 selections, followed by men's track (eight), softball (seven), baseball (six), men's golf (six), men's tennis (four), women's tennis (three), and women's golf (two).

Research and Outreach Success

- UK's Rural Cancer Prevention Center recently received a multi-million dollar grant from the Centers for Disease Control and Prevention. The Center, which is based out of the UK Center for Excellence in Rural Health in Hazard, is the brainchild of Dr. Richard A. Crosby of the College of Public Health and Dr. Baretta R. Casey, Director of the UK Center for Excellence in Rural Health-Hazard. The five-year grant will allow UK to conduct community-based participatory research in 23 Eastern Kentucky counties with a focus on cancer prevention and control. One primary emphasis of the project will be on a vaccine for cervical cancer. The project also will be looking for ways to prevent other types of cancer that are quite common in Eastern Kentucky.



Serving Those Who Serve Our Nation

The number of veterans attending college this fall is expected to jump 30 percent from last year—representing nearly half a million students. The University of Louisville stands ready to support them. Recently, *G.I. Jobs* magazine named UofL a “Military Friendly School,” an honor received by only 15 percent of all colleges and universities nationwide.

From veteran students groups to exclusive course offerings and physical upgrades, the campus community is prepared for the unique needs of these students. Programs like the Ft. Knox Extended Campus and the Office of Military and Veteran Student Services will help them meet the challenges of rejoining not only the academic environment, but their civilian contemporaries as well.

UofL now has more than 700 veteran students and 45 active duty personnel enrolled. The pending increase in student population will place an even greater strain on classroom space at UofL, which already is grappling with decrepit buildings and classroom shortages. As a result, all our students are challenged with course availability and extended graduation times. This in turn jeopardizes graduation rates and incurs additional costs for students. Additional space to accommodate student veterans will be yet another reason we will seek state funding for additional classroom space in the 2010 session of the General Assembly.

UofL Across Kentucky ... and Beyond

Helping Soldiers earn their degrees

Somewhere in Iraq, five U.S. soldiers with laptops are spending their precious free time working on a college degree. Another 60 active duty men and women are taking the same classes in a less hostile environment: three newly renovated classrooms on post at Fort Knox. All are taking advantage of UofL's Workforce Leadership program.

The program, offered through the College of Education and Human Development, helps working adults with prior college credit and work experience obtain a degree. It fosters careers in training and leadership inside or outside the military by preparing graduates for jobs in project management, instructional design and teaching.

While 123 credit hours are needed for a degree, students can receive credit for more than a third of those based on their training and experience in the armed forces.



Making it even more affordable, UofL capped tuition for active duty personnel at \$250/hr., which is the amount reimbursed by the military.

William Walker earned his degree through the program in December 2007, graduating with a 4.0 GPA. “Getting started in college again is intimidating when you look at all that is ahead of you,” the 20-year veteran says. “The staff at UofL helped me put it all in perspective and organize a schedule that worked for me.”



Veteran student William Walker credits the Workforce Leadership program with helping him earn a bachelor's degree.

A Message from Dr. Ramsey

Dear Kentucky Policy Maker:

This July 4th, as we celebrated the 233rd year of our nation's independence, we remembered all of our servicemen and women who have or are currently serving in our armed forces. We at the University of Louisville believe that it is our duty to serve those who protect our freedom every day by providing an accessible, affordable education.



Soon there will be thousands of veterans coming back from Iraq, Afghanistan and other posts worldwide who will need to get their college degrees. On Belknap Campus we are already serving 700 veteran students, plus another 45 active military personnel take courses online through our distance learning program.

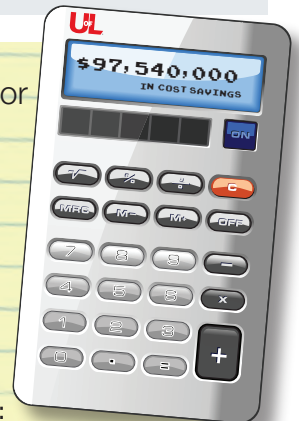
Sadly, many will be returning home in need of unique medical care, from post-traumatic stress disorder to women's health issues and physical therapy. It is an honor for us at UofL, in conjunction with VA Hospital, to be able to care for these individuals who have given so much to our country by providing them both a quality education and, when needed, quality patient care.

We have a long tradition of serving veterans, one that we plan to continue.

A handwritten signature in black ink that reads "James A. Ramsey".

UofL Savings Calculator

- Created IT “super computer” cluster for bioinformatics: \$2.1 million grant (cost avoidance) and \$150,000 recurring
- Renegotiated university's travel contract: \$75,000 recurring
- Sold first of several university-incubated health-care companies taking knowledge from the lab to the marketplace: \$350,000 one time
- Implemented self-funded health insurance program: \$950,000 recurring
- Expanded distance education programs to generate new revenue: \$850,000 recurring
- Leased broadband space to private contractor: \$4 million one time, \$210,000 recurring



Providing our vets **the best medical care**

Driven to make veterans' care the best it can be, Dr. Larry Cook, Executive Vice President for Health Affairs, discusses the distinct honor and privilege it is to care for our nation's heroes, the changing face of veterans today and how he believes they all deserve the very best care available.



Dr. Larry Cook, Executive Vice President for Health Affairs at UofL

Q: How does UofL Healthcare take care of our veterans today?

A: For more than 50 years, UofL has had the honor of partnering with the Veteran's Administration to provide health care to veterans in Kentucky and Indiana. Right now we have more than 50 faculty members and more than 100 residents based at the VA Hospital. Also, 20 medical students are at the hospital every day.

Q: How does the care that our younger veterans need differ from that of WWII and Vietnam veterans?

A: As the face of our military force changes, so does their health-care needs. We see a growing need for women's services as more women join the armed services. Our veterans are faced with new health-care challenges as warfare

changes as well. We already are seeing a growing need for psychiatric services to help our veterans with post-traumatic stress and other conditions. Also, we see a growing need for neurological and neurosurgical health care. This goes beyond stroke and includes limb transplantation, spinal care and rehabilitation.

Q: How would having the VA Hospital downtown benefit veterans?

A: A downtown location would offer our veterans quicker access to the tremendous technology, clinical programs and research efforts not only at UofL, but throughout the entire downtown medical center. These services include interventional cardiology and radiology, world-class spinal cord rehabilitation, in-patient dialysis and high-risk obstetrics care. And there are many more.

Q: Why does UofL care where the hospital is built?

A: Our concern is to ensure that veterans receive the highest quality health care possible. Regardless of location, we will support the decision made for the site by the VA. However, we strongly believe that a downtown site will provide the best clinical care for our veterans.

Q: Personally, why is this project important to you?

A: First of all, I'm a veteran, and I want my fellow veterans to receive the best care possible. But I can't stress enough the importance of our partnership with the VA as UofL carries out its missions of education, research and clinical care. The number of physicians and students currently working at and with the VA demonstrates our commitment to having a prominent role in delivering the highest quality health care, now and in the future.

New Office **Assists Vets**

UofL's new Office of Military and Veteran Student Services will open this fall on Belknap Campus. The office will serve as a single contact point for veteran students, streamlining the recruitment and admissions processes and assisting them with understanding their VA benefits and other financial options. To learn more, visit: louisville.edu/veterans or contact:

Joe Dablow
Office of Military and
Veteran Student Services
joe.dablow@louisville.edu
502-852-4969



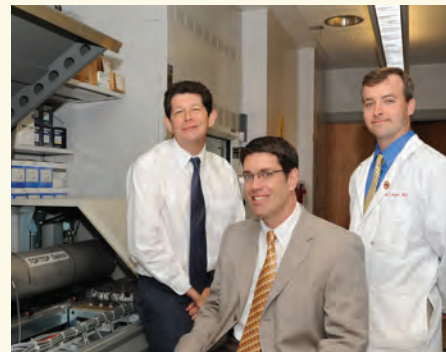
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Curing Kidney Disease

Bucks for Brains researchers at UofL continue to make an impact. Recently they helped identify a key protein behind a debilitating disease, called membranous nephropathy, in which the body's immune system attacks the kidneys.

Scientists in a worldwide study of membranous nephropathy knew it was an autoimmune disorder, but could not pinpoint its molecular mechanisms. They needed the kind of analysis known as proteomics that requires special knowledge and equipment. Both are available at UofL's Core Proteomics Laboratory and Clinical Proteomics Center. So they asked Dr. Jon Klein, the James Graham Brown Foundation Chair in Proteomics and director of the proteomics center, and Klein's colleagues Drs. David Powell and Tim Cummins to help.



Jon Klein, David Powell and Tim Cummins' work on membranous nephropathy will help the 60,000 Americans suffering from this disease that often leads to irreversible kidney damage.

The UofL team analyzed more than 1,000 proteins in the kidney and narrowed the list down to just 20. This enabled their colleagues in the study to home in on the one that is the key factor behind the disease.

UofL's proteomics lab is one of just a handful in the world that specializes in analyzing kidney tissue. Klein, whose position is funded by Bucks for Brains, says the lab was made possible by the Research Challenge Trust Fund (Bucks for Brains). Bucks for Brains has helped UofL attract top scientists and provide them with state-of-the-art facilities such as the proteomics lab.

Western Kentucky University news for the Council on Postsecondary Education, July 2009

WKU Receives NSF Grant For Science/Math Teaching Program

WKU has been awarded \$898,781 from the National Science Foundation's Robert Noyce Teacher Scholarship Program, which seeks to encourage talented science, technology, engineering and mathematics (STEM) majors and professionals to become K-12 mathematics and science teachers.

Through the five-year grant (July 1, 2009-June 30, 2014), WKU will initiate and fund the WKU Science and Mathematics Alliance for Recruitment and Retention of Teachers (SMARRT) Program. The program will be dedicated to increasing the number of highly qualified mathematics and science teachers through a comprehensive recruiting and retention plan. Current high school students as well as current WKU STEM students will be recruited into this program, which will offer opportunities for internships, scholarships, mentoring and other incentives for these students to pursue teaching as a career.

The grant will benefit mathematics and the sciences as well as other related programs such as SKyTeach, a WKU program funded in 2007 by the Exxon/Mobil Foundation through the National Mathematics and Science Institute. Information about SKyTeach is available at <http://skyteach.wku.edu/home/>.

Gatton Academy Named To Newsweek's List Of 'Public Elites'

The Carol Martin Gatton Academy of Mathematics and Science in Kentucky at WKU has been named to Newsweek's 2009 list of "The Public Elites."

Though 15 Kentucky high schools appear on Newsweek's list of top-performing high schools, Dr. Julia Roberts, executive director of the Gatton Academy, noted the Gatton Academy marks the first occasion in which a Kentucky high school has been recognized as a member of "The Public Elites."



The Gatton Academy now finds itself among the nation's most distinguished high schools. Schools such as the Bronx High School of Science (New York), Illinois Math Science Academy, North Carolina School of Science and Mathematics, and Thomas Jefferson High School (Virginia) make perennial appearances on the list. These schools, along with the Gatton Academy, are members of the National Consortium of Specialized Secondary Schools of Math, Science, and Technology.



WKU Provost Barbara Burch To Leave Post In 2010

Dr. Barbara Burch, WKU's Provost and Vice President for Academic Affairs, announced that she will leave that position June 30, 2010.

Dr. Burch said that after June 30 she will devote her time to working with WKU's doctoral program in Education Leadership, civic engagement, internationalization, research and other areas where she can contribute in meaningful ways both at WKU and in higher education.

Since July 1, 1996, Dr. Burch has served as the chief academic officer for the University and is responsible for overseeing the general goals and directions for the academic development of the campus including instruction, research, public service, and related support offices.

In 2007 Dr. Burch received the William M. Plater Award for Leadership in Civic Engagement, presented by the Association of State Colleges and Universities (AASCU). She has held major leadership roles at the state, national and international level, including serving as president of the American Association of Colleges of Teacher Education.

The University will begin the search for a new Provost and Vice President for Academic Affairs immediately.

McConnell Officially Launches Mesonet Network

The ever-changing nature of Kentucky's weather was the topic of conversation in Grayson County as U.S. Sen. Mitch McConnell in May helped officially launch the Kentucky Mesonet.

"I'm pleased to be here today to join in this celebration," McConnell said as he presented WKU officials with a \$2.905 million check to signify the federal appropriations he has secured for the statewide project.



The Grayson County site, adjacent to Lawler Elementary School and Grayson County High School off of U.S. 62 in Leitchfield, is one of 30 stations across Kentucky that are operational.

"The Mesonet will help protect lives and property and that's the goal of the National Weather Service," said John Gordon of the NWS forecast office in Louisville.

The Kentucky Mesonet is a statewide weather and climate monitoring network collecting real-time weather and climate data on temperature, precipitation, humidity, solar radiation, wind speed and direction. Data is packaged into observations every five minutes and transmitted to the Kentucky Climate Center at WKU every five minutes, 24 hours per day, throughout the year and is available online at www.kymesonet.org.

WKU Students Awarded Gilman Scholarships

Three WKU students have received prestigious Benjamin A. Gilman International Scholarships for the fall 2009 semester. Recipients of the study abroad scholarships are:

Christa Wright, a senior psychology major from Elizabethtown, \$4,500 award for a semester-long exchange program to Kansai Gaidai in Japan.

Amanda Loviza, a senior double major in Spanish and news/editorial journalism from Midlothian, Va., \$4,000 award for a semester-long exchange program in Ecuador.

Jeremy Hand-Roe, a senior political science major from Clarksville, Tenn., \$4,000 award for a semester-long program in the Czech Republic.

A fourth student is currently a Gilman alternate: Kai Leathers, a senior exercise science major from Franklin who plans to study in Florence, Italy.

Autism Support Program Expands Into Owensboro; Summer Programs Now Offered

Tisha Ziemer considers the expansion of the Kelly Autism Program into Owensboro a blessing.

KAP, which provides services to adolescents and young adults diagnosed along the Autism Spectrum Continuum, as well as their families, was established at WKU. However, health and travel issues kept Ziemer from traveling from Owensboro to Bowling Green so that her 10-year-old son Corey could benefit from the program.

Housed on the Wendell Foster Campus for Developmental Disabilities, KAP-Owensboro, or KAP-O, helps students develop social skills while providing support for families. "We utilize our materials in group activity and one-on-one counseling in order for them to develop their social skills," KAP-O Manager Ashley Benthall said, adding the goal is to take those skills to their schools and community "and have better interactions with their peers and family." KAP-O began offering services in March. Those services expanded into two summer programs that began in June.

Religious Literacy Project Offers Expertise To Community

A new Community Religious Literacy Project is opening the door for WKU's Religious Studies faculty to share their knowledge and expertise. "We live in a very religious area, but oftentimes people's knowledge of religion is merely about just their own," said Dr. Eric Bain-Selbo, head of the Department of Philosophy and Religion. "Many people are interested in learning more about others' traditions."

By launching the Community Religious Literacy Project, he hopes the department can enhance the outreach efforts already under way by faculty members. "We're not going to tell you what to believe," he said. "This project is about providing reliable and accurate information. We want to openly share information and expertise that can enrich our community."

For more WKU news, go to <http://www.wku.edu/news/index.html> or <http://wkunews.wordpress.com/>.



News from the Association of Independent Kentucky Colleges and Universities July 2009

AIKCU members award record number of spring degrees

Students at Kentucky's twenty independent colleges and universities earned a record 3,157 bachelor's degrees this spring, up nearly 9 percent over the previous year and 23 percent since 2004, according to a preliminary report issued earlier this week by the Council on Postsecondary Education.

Dr. Jeff Metcalf announced as next Kentucky Christian University President

Kentucky Christian University announced during its May commencement that Dr. Jeffrey K. Metcalf would succeed President Keith P. Keeran to become the 5th president in the University's 90 year history. Dr. Metcalf is a Kentucky Christian alumnus who joined the administrative staff in 1996, serving most recently as Provost and Vice President of Academic Affairs.



Senator Tim Shaughnessy gets a close look at Midway College's equine program.

Midway College hosts Kentucky Interim Joint Committee on Education

Midway College hosted the July meeting of the Interim Joint Committee on Education, co-chaired by Representative Carl Rollins (a former Midway staff member) and Senator Ken Winters (former President of Campbellsville University). Prior to the meeting, Committee members toured the campus and learned about Midway's signature programs, including the innovative equine studies program. Midway President Butch Drake made a brief presentation during the meeting that emphasized the diversity of the independent sector and the independent colleges' efforts to meet the educational needs of Kentucky citizens through innovative and entrepreneurial programs as well as traditional offerings.

Campbellsville University again offering tuition free classes to recently unemployed

Campbellsville University is offering free tuition in two classes this fall for individuals who have become unemployed since September 1, 2008. Students may enroll in Campbellsville's adult-friendly ACCEL Program at CU's main campus or Louisville campus.

Campbellsville and several other AIKCU institutions, including St. Catharine College, Pikeville College, and Georgetown College, extended offers of free tuition to the recently unemployed during the spring 2009 semester.

Majority of AIKCU institutions sign up to participate in the new 'Yellow Ribbon' GI Bill

Sixteen of twenty AIKCU member colleges and universities signed on to participate in the Post 9/11 GI Bill (commonly referred to as the 'Yellow Ribbon' or new GI Bill). The new GI Bill, which goes into effect August 1, provides for payment of tuition and fees, a housing allowance, and a stipend for books and supplies for eligible veterans who have served on active military duty since September 11, 2001. The maximum tuition and fees benefit available under the law is pegged to the level of the in-state charges at the most expensive public institution in a state.

For AIKCU members and other institutions with higher tuition and fees, the new law also creates the "Yellow Ribbon G.I. Education Enhancement Program." Under this program, the federal government will match, dollar-for-dollar, contributions that colleges and universities make to help veterans cover tuition costs above the maximum in-state public college tuition amount. Participating colleges had to sign participation agreements by June 15 that specified how the institutional matches will be provided, the maximum amount of individual contributions, and the number of eligible veterans. A complete list of participating Kentucky institutions can be found at http://www.gibill.va.gov/GI_Bill_Info/CH33/YRP/states/ky.htm.

AIKCU is proud of our campuses' support of our nation's veterans and extremely pleased that so many of our campuses have chosen to participate in the Yellow Ribbon program. Even though most AIKCU institutions are participating, veterans should not exclude a campus from consideration because it is not a Yellow Ribbon participant. There are many sources of financial aid available to students who wish to enroll at an independent college or university.