

Goal 4

Regional [comprehensive] universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

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Kentucky's six comprehensive universities play a vital role in the educational attainment of Kentucky's citizens. Progress on Council and institutional goals for 2003-04 is discussed for each of the comprehensive universities, as well as initiatives planned for next year. Goals for these indicators were established by the Council in consultation with the institutions. Highlights of the programs of distinction (POD) are provided, but more detail can be obtained from the 2003 POD annual reports, available from the Council or the institutions.

Eastern Kentucky University

CPE Key Indicators of Progress

EKU met its performance goals for:

- Undergraduate enrollment, which increased from 13,053 in 2002 to 13,567 in 2003.
- Graduate enrollment, which increased from 2,195 in 2002 to 2,384 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 33.1 percent in 2002 to 37.1 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement (which assesses undergraduate student experience): First-year students scored EKU higher than predicted on three of five benchmarks - *active and collaborative learning, student interactions with faculty members, and enriching educational experiences*. The actual score equaled the predicted score

on *supportive campus environment*. Seniors scored EKU higher than predicted on four of five benchmarks.

- The number of community and technical college transfers to Eastern, which increased from 392 in 2002 to 472 in 2003.

EKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which despite increasing from 72.7 percent in 2002 to 72.8 percent in 2003, remained below the goal.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored lower than predicted on *level of academic challenge*.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-eight percent of first-year students and 48 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-two percent of first-year students and 40 percent of seniors participated in volunteer work outside of class compared with 44 percent of first-year students and 52 percent of seniors in 2001.
- Thirty-five percent of both first-year and senior students reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-three percent of first-year students and 17 percent of seniors reported that their experiences at Eastern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Eastern showed continuous progress on six of eight objectives, qualifying for automatic waiver status (i.e., Eastern was automatically eligible to add new degree programs in 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

This past year, the EKU community implemented the 2003-2006 strategic plan, which was approved by the EKU board of regents in June 2003. The theme of the plan is *Moving Forward Together* and contains the following mission

statement: “Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first.” The plan incorporates the Council’s key indicators of progress.

As part of these strategic planning efforts, an ongoing, integrated, research-based institutional effectiveness process was refined and further developed. Currently, Eastern is implementing this comprehensive planning and evaluation process for quality enhancement that: (1) provides for annual departmental/unit plans; (2) updates goals, objectives, key performance indicators annually and every four years; (3) measures and evaluates progress, (4) links results to decisions about facilities, maintenance, technology, and budget; and (5) communicates progress in an annual institutional effectiveness progress report.

For 2003-04, 29 performance indicators were assessed, and qualitative data were gathered to evaluate progress on the strategic plan. Eastern also relies on the Council’s indicators of progress to gauge advancement toward Goal 4 in HB 1. The quality of baccalaureate and master’s programs are assessed through the academic program review process and select student outcomes. Additional indicators focus on the number of specific transfer agreements, 2+2 programs, and partnerships with other postsecondary institutions. Eastern currently has a total of 27 such agreements. Other measures include the Graduating Senior Survey, EKU Alumni Survey, Collegiate Assessment of Academic Proficiency, University Writing Requirement, EKU Climate Survey, customized surveys to evaluate various issues (e.g., parking, human resources), and the University of Delaware study.

A number of Eastern’s measures focus specifically on increasing the number of students who matriculate from counties within its service region, an area that historically trails the rest of the state in educational attainment. From 1997-2003, Eastern has increased enrollment from its service region by 14 percent, from 7,495 to 8,518.

Program of Distinction

Eastern Kentucky University’s College of Justice and Safety has served as a Commonwealth Program of Distinction since 1998. The College is uniquely positioned to benefit the university’s service region, the Commonwealth, and national and global communities, particularly in light of heightened interest in issues of justice, safety, and security since September 11. Below is a brief list of significant accomplishments during 2003-04:

- Prominent scholars from across the country participated in the “Femi-

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nist and Critical Conversations in Crime and Justice Studies” conference sponsored by Eastern Kentucky University..

- The College of Justice & Safety proposed a new Justice & Safety Center for Research, Technology, and Homeland Security. This 7,000 square foot renovation of the Stratton gymnasium would house public safety and security technology and investigative technology laboratories, as well as a research and evaluation unit, conference room, and offices. The facility would showcase the growing Justice and Safety Center, a leader in securing federal homeland security funding initiatives and projects at EKU.
- The college was approved for 31 grants totaling \$44,647,510, and ended the year with 5 pending grants totaling \$15,738,485. The college received 26 awards in 2002-2003 totaling \$29,548,546. At the close of the reporting period, 12 additional proposals were pending, amounting to a potential additional \$39,642,955.
- Program-sponsored applied research and prospects for commercial application include:
 - ABORAT – The Algorithm Based Object Recognition and Tracking project
 - ARREST – The Advanced Rural and Remote Surveillance Technology project
 - PAAL – The Procedural Anytime/Anywhere Learning project
 - NETQUEST – Monitoring/Tracking system
- The college sponsored four fellow positions, including a Research Fellow position aiding the Kentucky Center for School Safety, and funded 34 graduate assistants. During 2002-03 the college sponsored four fellow positions, including a Research Fellow position aiding the Kentucky Center for School Safety and funded 42 graduate assistants.
- College faculty produced seven books, 62 articles and chapters, two technical reports, and 39 conference papers and presentations. Three of the college’s faculty members hold editorial positions. During 2002-03, faculty produced four books, 35 articles and chapters, and 29 conference papers and presentations.
- Through its annual Distinguished Lecturer’s Series, the college sponsored nationally and internationally recognized speakers.

The College of Justice and Safety is uniquely positioned to benefit the university's service region, the Commonwealth, and national and global communities, particularly in light of heightened interest in issues of justice, safety, and security since September 11.

Next year, EKU will establish an Office of Distance Education and Multimedia Services in the College of Justice and Safety. An expanded distance education program will enhance the quality of distance education degree and certificate programs, reach students who would not otherwise benefit, and enrich experiences of traditional and online learning students.

Collaborative Programs and Initiatives

To improve access and enhance quality, Eastern has developed a number of cooperative programs and initiatives during the 2003-04 academic year:

- From fall 2001 through spring 2004, Eastern offered 296 courses and served 2,567 students through the Kentucky Virtual University.
- ECU continued partnerships with Hazard Community and Technical College, Lindsey Wilson College, and Morehead State University in developing and expanding the University Center of the Mountains in Hazard. The center addresses economic and workforce needs and community development by providing undergraduate and graduate degree and professional certification opportunities to residents.
- ECU is one of nine postsecondary partners in a five-year, \$22 million National Science Foundation initiative (Appalachian Mathematics and Science Partnership Grant).
- ECU is collaborating with the Cabinet for Economic Development's Office of Innovation and Commercialization for a Knowledge-based Economy by housing the Eastern Innovation Regional Headquarters and Innovation Commercialization Center and operating satellite innovation centers. The partnership allows ECU to initiate homeland security partnerships and projects. ECU implemented the satellite innovation center program through partnership agreements with Ashland Community and Technical College, Morehead State University, and Pikeville College. Also, the Kentucky Highlands Entrepreneurship Center, administered by the Big Sandy Community and Technical College, is affiliated with ECU through the Eastern Innovation Region Headquarters. At least three new regional satellite innovation centers are planned.
- Through a collaborative effort with the U.S. Department of Labor, ECU is one of 20 OSHA Training Institute Education Centers in the United States officially approved to offer OSHA programming in the area of safety and health.
- ECU is part of the Bluegrass Business Consortium—a collaboration with organizations and educational providers to obtain grants for workforce training and development.
- The ECU Library collaborates with other publicly supported academic libraries in Kentucky through a consortium named SAALCK, the State-Assisted Academic Library Council of Kentucky. Because of the work of SAALCK, students and faculty at Kentucky universities and in KCTCS

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institutions have gained access to important databases that are too specialized to be supported by the Kentucky Virtual Library.

- EKU was the catalyst for a resurgence of the Future Educators of America organization. Kentucky now has the largest number of affiliated FEA chapters in the nation. In 2003-2004, EKU worked with six high schools and offered a dual credit (high school-college) program for EDF 203—School and Society, which will continue in 2004-05.
- The number of EKU Professional Education Fellows increased to 74 in 32 school districts and 134 schools. This is an increase from last year, when 61 fellows from the colleges and library partnered with school districts.
- Through the American Democracy Project, EKU works collaboratively with the Commonwealth's other comprehensive universities to prepare grant applications related to civic engagement and service learning.
- The Master of Public Health Program at EKU is part of a consortium of public health programs (UK, UofL, WKU) meeting the public health needs of the Commonwealth of Kentucky.

Major Initiatives for Next Year

Some of next year's most significant initiatives focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals, which are areas of concern for Eastern.

To increase undergraduate and graduate enrollment, Eastern will:

- Enhance recruitment efforts and programs, including college fairs and career day programs (over 350 events in 2003-04), high school visits and receptions (over 600 in 2003-04), campus preview programs for prospective students (over 3,500 participants in 2003-04), and campus visits (over 2,600 visitors in 2003-04).
- Host monthly online chats with admissions counselors, targeted at parents and prospective students, on topics such as the application process and student activities.
- Develop a targeted communications plan on issues of particular importance to parents.
- Develop a system that nurtures a transitional relationship between all service area high schools and EKU to bring high school students on campus to introduce them to college.

- Increase the number of courses and programs available through KYVU and expand the availability of weekend and evening courses to better serve students in the region, including adults, using all available technology.
- Expand and enhance access to full degree programs and credit and non-credit learning opportunities at extended campuses and through distance learning technologies. Graduate cohorts at EKU's extended campuses in Corbin, Danville, Manchester, and other appropriate locations.
- Add cohort-based graduate programs in the College of Education in the areas of elementary, middle, and secondary education.
- Further develop graduate assistantships, participate in graduate recruitment activities, and prepare brochures and other recruitment materials.
- Continue to improve Eastern's marketing and recruitment efforts. Recognizing the need for ongoing assessment of the effectiveness of the Division of Public Relations and Marketing, EKU's new chief public relations and marketing officer put into place tracking and assessment tools for the division soon after his arrival. For 2003-04, 105 publications were created and produced. From October 2003-May 2004, EKU had 826 stories air on television stations in the Lexington market for a combined viewership of 16,288,000. This data serves as a baseline; data are not available for previous years.
- Continue to implement federal grant funded initiatives, including the \$1.3 million NSF project to improve teaching and math in Appalachian middle schools, and the Health Careers Opportunity Program funded by the U.S. Department of Health and Human Services.
- Enhance facilities by completing construction projects: Corbin Center, Fitness and Wellness Center, and the new building for the College of Business and Technology.

To increase the number of transfers, EKU will develop a system to nurture transitional relationships between all area community colleges and EKU.

To increase the number of transfers, Eastern will:

- Continue to participate in the statewide Course Applicability System and remain active on committees to better understand transfer issues in Kentucky.
- Develop a system to nurture transitional relationships between all area community colleges and EKU.
- Implement an articulation agreement with Somerset Community College in the technology discipline.
- Host transfer road shows to raise awareness of available options and

tools that make transfer easier; modify transfer orientation sessions to better meet student needs.

- Implement a scholarship program to attract the best and brightest transfer students.

To improve the one-year retention rate of first-time freshmen, Eastern will:

To increase graduation rates, ECU will hire staff to provide one-on-one mentoring and tutoring and deliver leadership efforts in student affairs as a certificate program titled E-LEAD (Eastern's Leadership Education and Development).

- Enhance first-year retention programs, such as new student days, orientation classes, the Weaver Tutoring and Enrichment Center, the PLUS Mentoring Program, the First Steps to College Success Summer Bridge Program, the Academic Advising and Early Alert Program, Steps to Success, Life Skills Program, and FRESH TIPS—Freshmen Receiving Educational and Social Help Towards Improving Potential Success.
- Expand first-year programs to residence halls and create better linkages between academic programs and residence life through enhanced living/learning communities.
- Enhance and expand retention efforts within academic departments.
- Review developmental courses annually to ensure they are achieving their goals.
- Review entry-level courses to understand failure and dropout rates.
- Develop and improve advisor trainings and evaluations.
- Train more than 40 pre-teaching ECU students to be mini recruiters, mentors, and Future Educator of America aides on behalf of students in the College of Education.
- Continue to implement the LINKED program—Leaders involved in influencing Knowledge, Education, and Development, a student involvement and leadership program for residential first-year students.
- Develop and implement a comprehensive plan for minority student retention.

To increase graduation rates, Eastern will:

- Refine a seamless admission, registration, and advising model.
- Further enhance an early intervention program for academic and personal issues.
- Hire staff to provide one-on-one mentoring and tutoring and deliver leadership efforts in student affairs as a certificate program titled E-LEAD (Eastern's Leadership Education and Development). Once students complete the certificate portion of the program, they will be trained as mentors for the incoming E-LEAD class.

- Expand and improve student services at extended campus sites.
- Improve the retention of upper-level students in programs with low graduation rates.
- Offer degree programs to serve regional needs and allow students to return to their home areas. For example:
 - EKV's Department of Occupational Therapy received a three-year, \$992,143 federal grant from the Quentin Budrick Rural Interdisciplinary Health Project, Bureau of Health Professions, Health Resources and Services Administration, to prepare graduates to provide interdisciplinary services to rural Appalachian youth with mental health needs. PRISYM (Providing Rural Interdisciplinary Services to Youth with Mental Health Needs) targets 16 underserved Kentucky counties that comprise Regions 12 and 13 of the Kentucky Department of Mental Health and Mental Retardation Services.
 - EKV's Department of Baccalaureate and Graduate Nursing received a \$939,316 grant from the U.S. Department of Health and Human Services to add a new psychiatric-mental health nurse practitioner option to its existing master's degree programs. Classes will be available via the Kentucky Telelinking Network (KTLN) at extended campus sites.

To promote and support diversity, Eastern will:

- Continue to implement the Diversity Faculty Recruitment and Retention Incentive Plan to hire more minority faculty. Improve initiatives that retain and support a diverse student body, such as the Office of Multicultural Student Affairs, Black Graduate Student Association, Students Persisting in the College Environment mentoring program, historically black fraternities and sororities association, and a zero tolerance program.
- Continue to award Joanne Glasser Diversity Scholarships, Dr. Rodney Gross Scholarships, and MERR Scholarships.
- Continue to implement and evaluate the Ronald E. McNair Post-Baccalaureate Degree Program, one of six TRIO funded projects of the U.S. Department of Education. The program goal is to prepare underrepresented students to apply for doctoral programs.
- Implement several initiatives in the area of equal opportunity, including:
 - 1) In collaboration with Human Resources, include equal opportunity training in all faculty and staff orientation sessions;
 - 2) expand training

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opportunities about staff and faculty rights and responsibilities related to diversity on campus; 3) conduct a recruitment and selection plan project to create a more educated and organized selection environment in order to attract better qualified and more diverse applicant pools; 4) establish a new partnership with Public Safety and expand its relationship with university housing to provide a team response to alleged incidents of bias and harassment that occur in residence halls and elsewhere across campus.

- Hire a minority recruiter in the College of Education; increase the number of minority students in the Future Teacher Corps.
- Launch a program in the Master of Public Health program, Department of Environmental Health Sciences, with the Centers for Disease Control (CDC) and EKU's Diversity Office, to recruit minority students into the Environmental Health program.
- Continue to implement themes of diversity across the curriculum; enhance programs in African-American Studies, Women's Studies, and Appalachian Studies.

To increase net external funding, Eastern will:

- Advance EKU's first comprehensive capital campaign, one of the top priorities of the Eastern Kentucky University Foundation and the university's board of regents. President Glasser, working closely with the foundation, is dedicating considerable time and effort in re-engaging Eastern's alumni and securing much needed support. Campaign priorities include endowment support for students, faculty, and programs, and support for capital improvements and new initiatives.
- Successfully complete a search for an Associate Vice President of Research and Graduate Education; hire a Director of Sponsored Programs, Grants, and Contracts.
- Increase the number of grant proposals funded (e.g., OSHA Susan Hardwood Grant) by expanding Sponsored Programs, Grants, and Contracts Office staff and increasing awareness of giving opportunities.
- Improve the outreach efforts of Continuing Education and Outreach; the Small Business Development Center; the Center for Economic Development, Entrepreneurship, and Technology; and other EKU centers and programs.
- Market Workforce Education and EKU OSHA Training Institute Education program to increase revenue from course registration fees and company training contracts.

EKU's capital campaign priorities include endowment support for students, faculty, and programs, and support for capital improvements and new initiatives.

- Develop and enhance outreach efforts of the Justice and Safety Center, the Training Resource Center, and the Center for Criminal Justice Education and Research. Pursue and implement initiatives with the Cabinet for Economic Development's Office of Innovation and Commercialization for a Knowledge-based Economy.

Kentucky State University

CPE Key Indicators of Progress

KSU met its performance goals for:

- Graduate enrollment, which increased from 146 in 2002 to 168 in 2003.
- The number of community and technical college transfers, which increased from 17 in 2002 to 21 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 27.2 percent in 2002 to 39 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored KSU higher than predicted on three of five benchmarks—*level of academic challenge*, *student interactions with faculty members*, and *enriching educational experiences*. Seniors scored KSU higher than predicted on one of the five benchmarks—*enriching educational experiences*.

KSU did not meet its performance goals for:

- Undergraduate enrollment, which despite increasing from 2,107 in 2002 to 2,138 in 2003, remained below the goal.
- The retention rate of first-time freshmen, which despite increasing from 62.3 percent in 2002 to 67.7 percent in 2003, remained below the goal.
- Several benchmarks in the 2003 National Survey of student Engagement: First-year students scored KSU lower than predicted on *active and collaborative learning* and *supportive campus environment*. Seniors scored KSU lower than predicted on the four benchmarks other than *enriching educational experiences*.

The 2003 National Survey of Student Engagement also revealed:

- Forty-nine percent of first-year students and 38 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-six percent of first-year students and 44 percent of seniors participated in volunteer work outside of class.
- Twenty-eight percent of first-year students and 41 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community, compared to 27 and 56 percent respectively in 2001.
- Twenty-nine percent of first-year students and 32 percent of seniors reported that their experiences at KSU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, KSU showed continuous progress on five of seven objectives, qualifying for automatic eligibility status (i.e., KSU was automatically eligible to add new degree programs during 2004). Performance for 2003-04 will not be available until January 2005.

During the 2003-04 academic year, KSU achieved a 100 percent pass rate on the PRAXIS II Examination.

Additional Institutional Measures

The following represent additional indicators by which KSU measures its progress toward the goals of HB 1:

- During the 2003-04 academic year, KSU achieved a 100 percent pass rate on the PRAXIS II Examination. The School of Education is continuing to promote and support student success by establishing a policy that students must pass the Praxis exam before graduation, aligning curricula to the test, and offering opportunities such as PRAXIS II prep classes and tutoring sessions. The University is preparing for the NCATE visit in spring 2005 by ensuring all components of the Comprehensive Assessment Plan for the teacher education program have been addressed.
- During the 2003-04 academic year, 29 nursing students took the NCLEX Examination with a 100 percent pass rate. A total of 30 students graduated: 26 with associate degrees and four with bachelor of science degrees in nursing.
- A “Rising Junior Assessment” (RJA) is administered to a sample of

students with 60 semester hours of collegiate level credits to determine if they have acquired a quality liberal arts or general education. In fall 2003, 119 students tested and all received passing scores; 59 students earned scores at or above the national average for one or more subjects. In spring 2004, 110 students tested and all received passing scores; 50 earned scores at or above the national average for one or more subjects.

Program of Distinction

KSU's aquaculture program has statewide responsibility for all aspects of aquaculture in Kentucky (KRS 260.039). Production acreage in Kentucky continues to increase; a recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance.

Highlights in 2003-04 include:

- The academic year 2003-04 represented a year of growth and expansion. Program productivity remained very high with the publication of 27 refereed journal articles, seven book chapters, and 44 abstracts. Students were heavily involved in this research, authoring 11 of the journal articles and 20 of the published abstracts.
- In September 2003, bids were opened for a new multi-purpose building at the Aquaculture Research Center. The structure will contain the Division's first "real" classroom, which will be equipped with distance learning technologies so faculty can teach at other schools in Kentucky, the U.S., and the world. The building also will house a seminar room (capacity 50), a library, a disease diagnostic laboratory, a food science/processing lab, several faculty offices, and much-needed space for graduate students. Each student will have a dedicated computer and study space.
- Recently completed facility enhancements include a pond-microcosm facility with twenty-four 5,000-gallon tanks supplied with reservoir water. This capacity is needed to support the thesis research requirements for graduate students. A renovation of the main water supply reservoir also was completed. This project should almost double the supply of surface water available for the research facility.
- The renovation of an unused computer van into a state-of-the-art mobile aquaculture classroom holds unlimited potential, as it will be used

Annual income for aquaculture in Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance.

to teach aquaculture to primary, middle, and secondary schools across Kentucky and surrounding states. The program has identified over 70 K-12 programs across Kentucky already teaching aquaculture or using aquaculture in their science curricula. The statewide educator at KSU who will be working with the K-12 teachers also will serve as a recruiter for both the undergraduate and graduate programs at KSU.

- In 2003, Kentucky farm-raised freshwater prawn were processed at the Purchase Area Cooperative and, for the first time, sold at four Kroger stores in Louisville, Lexington, and Frankfort. This effort is being expanded to over 50 Kroger stores in 2004.
- Aquaculture's media outreach also has experienced dramatic growth. The web site, www.ksuaquaculture.org, received approximately 1,800 hits per month, or 22,000 for the year. Two primary publications were developed: 1) "Selling Freshwater Prawns at Kentucky Food Festivals," a 30-page manual providing the basics of site selection, regulations, permits and inspections, economics, equipment, booth layout, and insurance; and 2) "Processing and Marketing Aquaculture Products on a Small Scale," a 95-page guide that has been disseminated statewide, nationally, and internationally. Four-color display recruiting ads for the aquaculture program and its fish genetics online course were placed in three publications: *World Aquaculture*, *American Fisheries*, and *Aquaculture Magazine*. An 11" X 17", four-color poster featuring 12 photos of aquaculture students and faculty was produced to aid student recruitment.

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Collaborative Programs and Initiatives

Kentucky State University entered into a number of new collaborative programs and initiatives to increase the quality and access of its offerings, consistent with the objectives of HB 1. Significant partnerships include:

- The Criminal Justice program expects to finalize an agreement with Lexington Community College (LCC) in fall 2004 to allow LCC students who complete requirements for an Associate degree in criminal justice to take upper division courses at Kentucky State University and receive a baccalaureate degree in criminal justice. KSU plans to formulate articulation agreements with other KCTCS institutions with Associate degrees in Criminal Justice.
- A Memorandum of Agreement between the Commonwealth of Kentucky Commerce Cabinet, Department of Fish and Wildlife Resources (DFWR), and Kentucky State University to provide scholarships for KSU

students in criminal justice who agree to work for the DFWR immediately upon graduation for a period equal to the length of the scholarship. To be eligible, students must have completed 30 semester hours, be enrolled as a full-time student at KSU, have a cumulative GPA of 2.8, and have declared a major in criminal justice.

- Enhancements to the University Scholars Program and the endorsement curriculum offered in conjunction with the University of Kentucky to prepare KSU majors in social work for graduate study at UK or for work as a rehabilitation counselor. KSU students who complete the endorsement curriculum (four rehabilitation courses taught by UK faculty on KSU's campus) can receive a certificate qualifying them to work as a rehabilitation counselor, as well as credit that can be applied toward a graduate degree in vocational rehabilitation at UK.
- A partnership with the Cabinet for Families and Children, Department for Community Based Services to provide scholarships for KSU social work majors who are interested in working for the state in the area of child abuse. Students accepted into the program receive tuition scholarships for four semesters as well as a \$1,300 stipend each semester.
- An articulation agreement with KCTCS for an online psychology class, which was finalized March 2004.
- An agreement among KSU's Office of Continuing and Distance Education, its School of Business, and the Kentucky Real Estate Certification Board for a real estate pre-license certification program that prepares students for Kentucky's real estate licensing exams. In August 2004, the Kentucky Real Estate Certification Board approved KSU as an authorized pre-licensing certification training institution. This program is funded through a grant awarded by the Kentucky Real Estate Commission (KREC). The Office of Continuing and Distance Education is currently investigating the possibility of starting a real estate appraisal program.

Major Initiatives for Next Year

The most significant initiatives slated for 2004-05 will focus on improving student advising and increasing enrollment, retention, and graduation rates, which are areas of concern for KSU.

To increase enrollment, KSU will:

- Develop an enrollment management team and an enrollment action team to study issues related to the first-year experience (new student

A partnership with the Cabinet for Families and Children, Department for Community Based Services to provide scholarships for KSU social work majors who are interested in working for the state in the area of child abuse.

orientation, effective student advising, registration, etc.) and recommend changes as necessary.

- Develop and use a student success team to provide feedback and suggestions for improving the KSU student experience.
- Place an undergraduate application for admission on www.GoHigherKy.org, a Web portal sponsored by the Kentucky Higher Education Assistance Authority in partnership with the Council.
- With the University Faculty Senate, respective academic deans and department chairs, and university faculty, establish and articulate clear, comprehensive, and coherent enrollment goals for the 2005-2006 cycle. The criteria for the development of enrollment goals will include: number of new students desired; qualitative characteristics of those new students; desired geographic distribution; and desired ethnicity, age, and gender.
- Based on articulated enrollment goals, identify specific themes to be used in an effective marketing and recruitment plan. Produce a DVD that can be disseminated to prospective students.
- Organize and activate the Enrollment Management Advisory Council (EMAC), to be composed of exemplary secondary school counselors from targeted Kentucky counties. The council will advise the institution on matters related to effective marketing of KSU to targeted areas of the Commonwealth.
- Thoroughly review and revise formal letters and materials used to influence prospective students to enroll.
- Continue to provide skill development opportunities for high school students who are academically unprepared for college-level work through the Summer Bridge Program.
- Continue and improve current outreach programs for minority and disadvantaged middle and high school students to increase early college awareness and planning.
- Provide admissions and financial aid counselors with formal training in relationship management that covers such topics as working with students, interviewing techniques, and presentation skills.
- Visit each high school in Kentucky at least once a year. Use alumni, current students, and data to shape high school counselors' perceptions of KSU.
- Develop non-traditional channels for disseminating KSU marketing materials, such as partnerships with regional churches to provide information directly to youth who attend affiliated churches throughout the state.
- Structure and implement an admissions flow system that facilitates

greater levels of cooperation among offices, as well as punctual and continuous follow through regarding admissions procedures and processes. Provide comprehensive training sessions for selected staff to support all elements of enrollment management.

To improve student advising, KSU will:

- Facilitate a thorough assessment of current advising procedures in an effort to ensure that the most effective system is utilized.
- Identify and assign of a cadre of skilled, effective academic advisors from across academic units who will be charged with and compensated for the implementation of systematic student advisement.
- Undertake a strategic tele-counseling initiative aimed at improving student advising through the implementation of a proven technological model to document and monitor advising activities and provide immediate feedback to students.

KSU will continue to implement previous initiatives to increase enrollment and retention, such as:

- Revamping the First-Year Experience (FYE) program, strengthening the university orientation program (UNV 101), and providing freshman convocations addressing academic, social, economic, and cultural challenges.
- Strengthening student support services, such as the Communication Skills Center (CSC) and the Peers Empowering Peers (PEP) program.
- Strengthening the center for non-traditional students to provide mentoring and tutorial services.
- Increasing evening and weekend course offerings on and off campus to better accommodate students' educational needs.
- Increasing online and alternative course offerings through the Office of Community and Distance Education.
- Enhancing opportunities for faculty development.
- Devising more user-oriented services for the KSU library, once it achieves more stability with a full complement of staff.
- Establishing a curriculum library for education majors in Hathaway Hall.
- Planning a visiting faculty program with special appeal to outstanding African-American faculty members with an interest in teaching at an

KSU will continue to implement previous initiatives to increase enrollment and retention, such as increasing evening and weekend course offerings on and off campus to better accommodate students' educational needs.

HBCU. Inviting African-American leaders and professionals in various disciplines as visiting faculty, speakers for convocations, and instructors for university orientation classes.

Morehead State University

CPE Key Indicators of Progress

Morehead met its performance goals for:

- Undergraduate enrollment, which increased from 7,712 in 2002 to 7,929 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 43.8 percent in 2002 to 44.2 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Morehead higher than predicted on three of five benchmarks, including *level of academic challenge*, *student interactions with faculty members*, and *enriching educational experiences*. Seniors scored Morehead higher than predicted on two of five benchmarks—*active and collaborative learning* and *enriching educational experiences*.

Morehead did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,678 in 2002 to 1,580 in 2003.
- The retention rate of first-time freshmen, which decreased from 75.1 percent in 2002 to 73.3 percent in 2003.
- The number of community and technical college transfers to Morehead, which decreased from 272 in 2002 to 221 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Morehead lower than predicted on *active and collaborative learning* and *supportive campus environment*. Seniors scored Morehead lower than predicted on three of the five benchmarks.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-four percent of first-year students and 35 percent of seniors participated in a community-based project as part of a regular course.

- Twenty-six percent of first-year students and 40 percent of seniors participated in volunteer work outside of class.
- Thirty-four percent of first-year students and 37 percent of seniors reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Eighteen percent of first-year students and 23 percent of seniors reported that their experiences at Morehead contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Morehead showed continuous progress on two of eight objectives, qualifying for qualitative eligibility status (i.e., new degree programs had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

Morehead State University continues to make significant progress in attaining a level of excellence in institutional effectiveness.

- The third annual Report Card was produced in December 2004, which measured progress in meeting the goals and objectives established in *Pride and Promise*, the 2001-2006 strategic plan. The plan focuses on meeting the goals of the *Kentucky Postsecondary Education Improvement Act*.
- The university's annual assessment reports completed by all departments and offices reported the specific measurement outcomes that served as the basis for prioritizing and funding a significant number of strategic initiatives. Morehead continues to prove its commitment to and actualization of linking planning and budgeting—the optimal environment for institutional effectiveness.
- Additionally, Morehead has entered the fourth year of a ten-year cycle of academic program review. At the end of the current year all departments and academic programs will have completed the first iteration of the rigorous five-year review to determine strengths, weaknesses, and opportunities that enable the development and implementation of well-focused action plans for each department.

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, continues to gain national reputation.

Program of Distinction

The Atlas of Appalachia—developed by IRAPP with support from Western Kentucky University, the University of Kentucky, East Carolina University, Marshall University, and others—is scheduled for release on CD-ROM in early 2005.

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, continues to gain national reputation. Highlights of the 2003-04 academic year and plans for 2004-05 include:

- IRAPP employed fourteen additional full-time staff and one part-time staff with resources from federal grants and projects. With funding from Title IV-E of the Adoption Assistance and Child Welfare Act, IRAPP's Training Resource Center employed two full-time personnel, a director, and a training coordinator. The USDE-funded GEAR UP project employed a director, an assistant director, an administrative secretary, a field coordinator, and six student facilitators. The HUD-funded Community Outreach Partnership Center (COPC) employed a full-time director and a part-time assistant director. The Institute for Correctional Research and Training employed a full-time research assistant for publications.
- IRAPP received federal funding to extend the collaboration with the University of Kentucky's Martin School of Public Policy through formation of the Center for Intergovernmental Research.
- Research infrastructure investment in remote sensing and in Geographic Information Systems (GIS) also are being undertaken to position MoSU and the Commonwealth for funding opportunities in the Department of Defense (Office of Homeland Security). Collaboration with state and federal partners in Kentucky's "height modernization initiative" also remains a priority.
- A web edition of *The Kentucky Encyclopedia*, produced under contract for the University Press of Kentucky, continues to be hosted by IRAPP.
- The Center for Virtual Appalachia (CVA), developed and hosted by IRAPP at <http://cva.morehead-st.edu>, links users to Appalachian data, resources, history, and culture. In December 2003 a new version of CVA was launched. In 2003-04 there were 6,607,167 hits, a 140 percent increase over the previous year.
- IRAPP will collaborate with the MoSU College of Science and Technology to establish the Space Science Center. The Office of Economic Development and Research Outreach will be created through this project as a joint program between MoSU's College of Science and Technology and IRAPP. This effort will connect research and science to the region and provide the type of telecommunications infrastructure that makes eastern Kentucky competitive in the information age economy.

- *The Atlas of Appalachia*—developed by IRAPP with support from Western Kentucky University, the University of Kentucky, East Carolina University, Marshall University, and others—is scheduled for release on CD-ROM in early 2005.
- With funding from the Department of Housing and Urban Development, IRAPP opened a Community Outreach Partnerships Center (COPC) in downtown Morehead. COPC will address five major development issues: community organizing and planning, economic development and neighborhood revitalization, education, housing, and the environment.
- To develop the research infrastructure and increase the output of Morehead State University faculty, IRAPP enrolled MoSU in the Community of Science (COS), which provides a platform for efficient collaboration with colleagues across institutions and provides regularized research and funding information in faculty fields tailored to faculty research agendas. COS is the leading e-research community for academic research, and Morehead State joins a select group of research universities, including Yale, MIT, Johns Hopkins, Duke, and Stanford. The only other Kentucky higher education member is the University of Kentucky.
- IRAPP received \$2,713,434 in new grants in 2003-04. Of these, nine were federal awards totaling \$2,565,783 (compared to \$2.8 million in 2002-03), and three were state awards totaling \$136,126 (compared to \$130,116 in 2002-03).

Collaborative Programs and Initiatives

Morehead entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings. Significant community and statewide partnerships include:

- As a member institution of the American Association of State Colleges and Universities American Democracy Project, Morehead joined with other Kentucky public universities to form the Kentucky Consortium for Civic Engagement.
- Morehead State University partnered with Eastern Kentucky University, Hazard Community and Technical College, and KCTCS to offer baccalaureate and graduate programs in the Kentucky River Area Development District.
- In collaboration with Hazard Community and Technical College and Big Sandy Community and Technical College, Morehead State University

As a member institution of the American Association of State Colleges and Universities American Democracy Project, Morehead joined with other Kentucky public universities to form the Kentucky Consortium for Civic Engagement.

Morehead is one of nine postsecondary partners in a five-year, \$22.5 million National Science Foundation Appalachian Mathematics and Science Partnership Grant to enhance mathematics and science teaching and learning in P-12 across 51 Appalachian public school districts.

relocated to new facilities in Prestonsburg and Jackson, thus creating a seamless educational environment to assist students to move from the associate degree to the bachelor's degree.

- Morehead State University collaborated with the Montgomery Community Development Board to increase the educational and professional development opportunities by establishing a regional campus at the Clay Community Center in Mt. Sterling.
- Morehead collaborated with Hazard Community and Technical College, Southeast Community and Technical College, and Eastern Kentucky University to implement the federally funded Commonwealth Educational Opportunity Program in southeast Kentucky that encourages low-income and first-generation adults to pursue postsecondary education.
- Morehead State University partnered with Maysville Community and Technical College, Ashland Community and Technical College, and the adult education programs in Bath, Boyd, Carter, Fleming, Montgomery, Morgan, and Rowan counties to receive CPE funding to increase the awareness of postsecondary education and postsecondary enrollment of GED graduates (GED Ticket).
- Morehead is one of nine postsecondary partners in a five-year, \$22.5 million National Science Foundation Appalachian Mathematics and Science Partnership Grant to enhance mathematics and science teaching and learning in P-12 across 51 Appalachian public school districts.
- Collaboration between Morehead State University, the University of Kentucky, and St. Claire Regional Medical Center provides a master's level program in physician assistant studies with a cohort of 16 students per year.
- MoSU's baccalaureate degree nursing program, in collaboration with UK, provides ADN graduates dual credit toward the BSN completion program (RN-Track) and UK advanced practice nursing programs (MSN) in public health, family nurse practitioner, clinical nursing specialist, and management.
- MoSU's associate degree nursing program collaborates with KCTCS and other LPN programs to provide credit for the first two semesters of required nursing courses for the ADN (RN) Program.
- In conjunction with the University of Kentucky Cooperative Extension Leaders in the eastern region, the UK/MoSU Farmers Field Day was held at Derrickson Agricultural complex at MoSU.
- In collaboration with Rowan Technical College and Kentucky State University, Morehead's agricultural sciences faculty and staff assist the Mt.

Sterling Shrimp Cooperative by establishing a demonstration facility to promote alternative agricultural initiatives to replace raising tobacco.

- Faculty and staff from MoSU and UK, UK extension agents, and area vocational agriculture teachers collaboratively provided a two-day clinic and livestock show to promote animal sciences projects among young farmers in eastern Kentucky. There were nearly 700 entries in the 2004 Kentucky Junior Livestock Expo East.
- The Ohio River Basin Consortium between Morehead, NKU, UK, Murray, and Thomas More College builds relationships among industry, higher education institutions, and government to help solve water-related environmental issues.
- MoSU has established a collaborative MOA with KCTCS to facilitate the transfer of KCTCS radiography graduates into MoSU's BS in Imaging Science.
- MoSU, in collaboration with five other state universities, (UofL, UK, NKU, EKU, and WKU) recently received a five-year, \$17 million grant from the National Institutes of Health to enhance biomedical research.
- The MoSU Water Testing Laboratory collaborates with the Kentucky Division of Water to manage both the state Laboratory Certification Program and the Principal Microbiology Laboratory for drinking water analysis.
- MoSU and the University of Kentucky's Morgan County Regional Technology Center (MCRTC) are offering an associate degree program in telecommunications and computer technology.
- The department of geography, government, and history, in exploring the feasibility of a master's degree program in public history, has established a collaborative relationship with the Kentucky Heritage Council and the state's tourism director to provide internship opportunities for MoSU students.
- Morehead State University and Ashland Community and Technical College signed an agreement to offer a seamless degree program in social work.
- The University Theatre Program, in collaboration with both Cardinal Hill Hospital and Pathways Incorporated, has developed theatre classes leading to performance by hospitalized and disabled artists in plays.
- Morehead State University, in partnership with local schools, supported 42 faculty members in serving as visiting faculty in the Professors in the Schools Fellowship.
- Morehead State University faculty, in partnership with Kentucky

Educational Development Corporation and seven large high schools (1000+), provided assistance in securing funding for a Smaller Learning Communities grant.

- Faculty in Morehead State University math and science departments worked in partnership with several schools in a “Tiered Mentor Program” to assist teachers in developing research skills in math and science.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving enrollment, transfer, graduation, and retention rates, which are areas of concern for Morehead.

To increase enrollment and access, Morehead will:

- Develop new strategies to increase the number of GED graduates and adults pursuing postsecondary education.
- Initiate the marketing of private residence hall rooms and suites.
- Emphasize the use of management data in marketing strategies.
- Continue to develop more graduate and undergraduate degree programs available through distance learning.
- Implement new initiatives to attract greater numbers of undergraduate and graduate international students.

To increase the number of students transferring from KCTCS, LCC, and other universities, Morehead will:

- Establish a new position dedicated to recruiting KCTCS transfer students.
- Develop additional transfer programs with KCTCS and LCC.
- Work with KCTCS and LCC advisers and faculty to keep them informed of transfer agreements and the transfer process.
- Improve student advising on available transfer options and tools.
- Streamline processes for admitting transfer students and evaluating transcripts.

To improve graduation and retention rates, Morehead will:

- Support student initiatives developed through the Student Government

To improve graduation and retention rates, Morehead will support student initiatives developed through the Student Government Association—for example, the planning and development of a student recreation center.

Association—for example, the planning and development of a student recreation center.

- Continue to implement student support services to increase student academic success, especially through the Center for Teaching and Learning.
- Strengthen the university's retention plan to further improve the success of all students, especially minority, transfer, under-prepared, and adult students.
- Develop an articulation agreement with KCTCS to define specifically the courses KCTCS graduates need to take at both a KCTCS institution and Morehead to complete their associate and bachelor's degrees.
- Continue to refine and promote the use of the Eagle Express Lane, which enables students to set up and activate a Web account, view course offerings and register for classes, make housing and dining/meal plan selections, pay tuition and expenses, order textbooks, and register a vehicle to obtain a parking permit.

Murray State University

CPE Key Indicators of Progress

Murray met its performance goals for:

- Undergraduate enrollment, which increased from 8,088 in 2002 to 8,385 in 2003.
- The six-year graduation rate of bachelor's degree students, which increased from 55.4 percent in 2002 to 56.3 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored Murray higher than predicted on all five benchmarks—*level of academic challenge*, *active and collaborative learning*, *student interactions with faculty members*, *enriching educational experiences*, and *supportive campus environment*. Seniors scored Murray higher than predicted on three of five benchmarks—*level of academic challenge*, *student interactions with faculty members*, and *supportive campus environment*.

Murray did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,832 in 2002 to 1,715 in 2003.
- The retention rate of first-time freshmen, which decreased from 77.0

Murray is placing particular emphasis on measures that will increase access and educational opportunity for all citizens in western Kentucky and ensure they can participate in a wide range of programs of nationally recognized quality.

percent in 2002 to 74.3 percent in 2003.

- The number of community and technical college transfers to Murray, which decreased from 317 in 2002 to 309 in 2003.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored MuSU lower than predicted on *active and collaborative learning*. The predicted score equaled the actual score on *enriching educational experiences*.

The 2003 National Survey of Student Engagement also revealed:

- Thirty percent of first-year students and 40 percent of seniors participated in a community-based project as part of a regular course.
- Forty-three percent of first-year students and 39 percent of seniors participated in volunteer work outside of class.
- Forty-one percent of first-year students and 39 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-eight percent of first-year students and 23 percent of seniors reported that their experiences at Murray contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, Murray showed continuous progress on six of eight objectives, qualifying for automatic eligibility status (i.e., Murray was automatically eligible to add new degree programs during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

Ten indicators are used to gauge Murray State's progress toward achieving Goal 4 of HB 1, and each represents an important part of the institution's efforts to realize its mission and its distinct role in the state's system of postsecondary education. All indicators are essential in arriving at a full assessment of performance; additionally, Murray State is serious about the qualitative mandate set forth in Goal 4 to provide programs of a quality at or above the national average. To that end, Murray State is placing particular emphasis on measures that will increase access and educational opportunity for all citizens in western Kentucky and ensure that they can participate in a wide range of bac-

calaureate and master's programs of nationally recognized quality. The indicators that seem to be most pertinent to these goals are as follow:

1. Maintain a six-year graduation rate at or above the national average and be among the leading institutions in the Commonwealth with respect to the five-year graduation rate of Kentucky transfer students. Meeting institutional goals with respect to these two indicators will lead to success in another critical area--the number of baccalaureate and graduate degrees conferred to citizens in the service region.

2. Improve access through collaboration with KCTCS institutions and increase undergraduate enrollment and transfers from KCTCS schools.

3. Provide rich, diverse environments for education and the realization of each student's potential. The Kentucky Plan sets appropriate guidelines for ensuring the existence of a talented, diverse faculty, and it establishes realistic goals for diversity within the student body. Additionally, Murray State University emphasizes internationalization in its strategic plan. Notions of diversity and internationalization are evident in two of the *Ten Characteristics of a Murray State University Graduate*: 1) Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues while 2) valuing intellectual pursuit and continuous learning in a changing world.

4. Persist in efforts to seek and maintain the university's high national rankings along with the number and percentage of nationally accredited programs. Murray State University will continue to be ranked among the best public comprehensive universities in the nation in leading publications such as *U.S. News and World Report* and *Barron's*.

Program of Distinction

The following information summarizes the accomplishments of the Telecommunications Systems Management Program (TSM), Murray's Program of Distinction. A more complete report on the accomplishments, goals, and measures of success for the TSM program was filed with the Council on October 15, 2004.

During 2003-04, the TSM program:

- Sponsored the third annual successful National Telecommunications Conference in Louisville for academic institutions with representation from over 30 colleges and universities.

During 2003-04, the TSM program maintained the largest telecommunications database in the world. (www.eXroads.com).

Next year, the Center for Telecommunications Systems Management will attract \$300,000 in grant dollars for the year from faculty and center activities.

- Led the formation of the International Telecommunications Education and Research Association (ITERA) and developed and maintained its web site.
- Attracted 45 students from across the Commonwealth through the online undergraduate program.
- Developed an option within the undergraduate curriculum for Cyber-Security.
- Revised the master's curriculum to meet current trends in telecommunications and began developing online courses.
- Maintained the largest telecommunications database in the world (eXroads.com).
- Supported collaborative research involving 13 faculty members. Promoted undergraduate and graduate student research that resulted in conference paper presentations.
- Developed a series of ten short courses for the national market and will develop a marketing plan next year.
- Developed the *National Journal for Telecommunications Education and Research*.
- Completed a mapping project, now offered through Connect Kentucky, that allows users to query a map location and find telecommunications services available at that location. Served on the board of the Connect Kentucky Project to assess the infrastructure for Kentucky's new economy.
- Converted a lab into the "Cyber Cave," a high technology telecommunication facility used to teach telecom courses to high school students. Successfully held a summer workshop for 17 high school students in the Cyber Cave.
- Hosted multiple career days both on and off campus to educate high school students about career opportunities in the information technology fields. Presentations reached over 900 students.
- Maintained a quality web site that receives 30-40 hits per day.

Next year, the Center for Telecommunications Systems Management will:

- Successfully integrate the national conference into a co-sponsored event with the International Telecommunications Education and Research Association (ITERA). Increase conference participation from 100 to 200 attendees.
- Further enhance the *Journal for Telecommunications Education and Research* utilizing only refereed articles.

- Strengthen the relationship with the United States Telecom Association.
- Develop a National Board of Advisors to assist the program's policy board in uncovering needed adjustments.
- Hire a permanent center director and two faculty members.
- Integrate an interdisciplinary faculty into a group that identifies with the telecommunications program.
- Attract \$300,000 in grant dollars for the year from faculty and center activities.
- Attract funds to support a second year of summer workshops in the Cyber Cave.

Collaborative Programs and Initiatives

The following list summarizes major collaborative initiatives at Murray State University, with particular emphasis on those that expand access to degrees through the development of articulation agreements and collaboration with other Kentucky institutions.

- The School of Agriculture received a National Science Foundation grant to start a bachelor of science degree program at the West Kentucky Regional Postsecondary Education Center in Hopkinsville to articulate with the associate in agricultural technology degrees from Hopkinsville, Madisonville, and Henderson community and technical colleges.
- Early childhood and elementary education, as well as adolescent, career, and special education, executed formal articulation agreements with KCTCS to provide 2+2 programs offering a more seamless transition from two- to four-year programs.
- The Department of Social Work, Criminal Justice, and Gerontology collaborates with Western Kentucky University for a master's of social work.
- Murray State's Department of Government, Law, and International Affairs signed an agreement with the School of Public Administration at Kentucky State University to offer undergraduate public administration courses online. The agreement with the Governmental Service Center's Kentucky Certified Public Management Program for the application of credit toward the undergraduate degree in public administration continues. Additionally, a transfer agreement in public administration has been finalized between Murray State, Kentucky State University, and the Kentucky Community and Technical College System.

Murray State has an articulation agreement allowing Kentucky Community and Technical College System graduates to transfer 60 hours of coursework into the Telecommunications Systems Management (TSM) program.

- An initial agreement to offer a joint Master of Arts in teaching English to speakers of other languages has been reached between the Department of English and Philosophy and the University of Bahrain.
- The Department of Physics & Engineering is conducting preliminary discussions with the University of Kentucky to offer a joint environmental engineering program.
- Murray State has an articulation agreement allowing Kentucky Community and Technical College System graduates to transfer 60 hours of coursework into the Telecommunications Systems Management (TSM) program. A number of TSM courses are presently offered online through Kentucky Virtual University.
- Murray State and the University of Louisville offer a joint degree in electrical engineering and telecommunications engineering.
- The College of Business and Public Affairs signed a transfer articulation agreement with KCTCS for a 2+2 program leading to a bachelor's of business. A partnership with KYVU continues for online courses in the bachelor's of business program.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and retention rates, which are areas of concern for Murray.

To improve the retention rate of first-time freshmen, Murray will:

- Continue the Residential College Program, the only one of its kind in the Commonwealth and the linchpin of the university's retention efforts.
- Expand the Passport to Success program, first implemented in fall 2003. This program provides incentives for incoming freshmen to become more involved in extracurricular activities. Preliminary results show the program has remarkable potential for enhancing student engagement.
- Increase focus on student advising through the implementation of an online advising center and an intrusive advising system for at-risk students that ensures they receive direct, personal assistance as they plan their educational programs.

To improve the number of community and technical college transfers, Murray will:

- Continue to articulate its academic programs with KCTCS. An agreement currently under development with KCTCS institutions in

Madisonville, Henderson, and Hopkinsville will bring a 2+2 baccalaureate degree in agriculture to citizens in these communities. The university has signed agreements with Madisonville and Henderson community colleges to offer a 2+2 program in interdisciplinary early childhood education, one of the state's identified teacher shortage areas, which will be implemented upon final approval by the Council. Agreements with Kentucky State University and KCTCS will facilitate students' ability to transfer from KCTCS or KSU to the bachelor's degree program in public administration at Murray State.

- Align general education requirements with KCTCS for easy transfer of credits.

To improve graduate enrollment, Murray will:

- Build on recent recruitment efforts, which include the publication of the first graduate school viewbook for prospective students, the hiring of a half-time graduate recruitment specialist, and the creation of a graduate student prospect database, which will be used exclusively for tracking and communicating with prospective graduate students.

To increase undergraduate enrollment, Murray will:

- Expand the Roads Scholars program at Murray State that provides direct linkages between university faculty teams and individual high schools in the region. In an effort to reach out to students and their families at a younger age and an earlier point in school, Murray has added Roads Scholars faculty resource teams for 11 middle schools in nine target districts within its service region.
- Pilot a college mentor program with a nearby school district. The university will provide a coordinator, transportation costs, and support materials for this project.
- Support its Teacher Quality Institute (TQI) in establishing future teacher organizations in the region's high schools in an effort to identify students in underrepresented groups who might become teachers.
- Host several hundred high school students in a day-long event promoting college going in general and the teaching field in particular.

To increase campus diversity initiatives, Murray will:

- Establish and fund a minority graduate recruiting program to encour-

To increase undergraduate enrollment, Murray will expand the Roads Scholars program at Murray State that provides direct linkages between university faculty teams and individual high schools in the region.

age individual colleges to seek out and recruit Kentucky resident minority students and provide them with graduate assistantships.

- Implement a McNair Scholars Program to provide incentives for selected students from underrepresented groups to move through the postsecondary education system and on to completion of the doctorate.
- Intensify ongoing efforts to increase diversity among the undergraduate student body, faculty, staff, and administration.

To increase civic engagement among the student body, Murray will:

- Establish university-wide student outcomes and publish them as “The Characteristics of a MSU Graduate.” The characteristics will address the importance of ethical behavior and responsible citizenship.
- Participate in the American Democracy Project sponsored by the *New York Times* and the American Association of State Colleges and Universities (http://www.murraystate.edu/provost/am_democracy.htm).
- Continue the Service Learning Scholars program, which combines community service with specific learning objectives in a course. To become a Service Learning Scholar (SLS), students must complete 12 hours of credit in service learning designated courses and earn an overall GPA of 2.75 and a minimum GPA of 3.0 in the designated classes. The Service Learning Scholar designation is placed on student transcripts, and SLS students are recognized by the institution at Honors Day and by special insignia at graduation.

Northern Kentucky University

CPE Key Indicators of Progress

NKU met its performance goals for:

- Undergraduate enrollment, which increased from 12,164 in 2002 to 12,223 in 2003.
- Graduate and first-professional enrollment, which increased from 1,579 in 2002 to 1,722 in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored NKU higher than predicted on all five benchmarks—*level of academic challenge*, *active and collaborative learning*, *student interactions with faculty members*, *enriching educational experiences*, and *supportive*

campus environment. Seniors scored NKU higher than predicted on four of five benchmarks—*active and collaborative learning, student interactions with faculty members, enriching educational experiences,* and *supportive campus environment.*

NKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 72.4 percent in 2002 to 67.5 percent in 2003.
- The six-year graduation rate of bachelor's degree students, which decreased from 37.8 percent in 2002 to 33.3 percent in 2003.
- One benchmark in the 2003 National Survey of Student Engagement: Seniors scored NKU lower than predicted on *level of academic challenge.*

The 2003 National Survey of Student Engagement also revealed:

- Fourteen percent of first-year students and 33 percent of seniors participated in a community-based project as part of a regular course.
- Thirty-six percent of first-year students and 42 percent of seniors participated in volunteer work outside of class.
- Thirty percent of first-year students and 29 percent of seniors reported that their college experience contributed to knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty-three percent of first-year students and 16 percent of seniors reported that their experiences at NKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities:*

- In 2002-03, NKU showed continuous progress on five of eight objectives, qualifying for quantitative eligibility status (i.e., new degree programs had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

NKU has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, NKU has partnered with more than 125 businesses and organizations on community and business development projects that made

Since 1997, NKU has partnered with more than 125 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to work and live.

northern Kentucky a more attractive place to work and live. Measures of NKU's progress in achieving its community and economic development goals include:

- Online programs in nursing and organizational leadership addressed worker shortages and student demand. During their first year of availability, there were 110 registrations in 22 online graduate nursing class sections. Enrollments in the organizational leadership program launched in summer 2003 have increased steadily to 223 registrations in 25 online class sections.
- NKU Grant County extension program student enrollment grew to 636, and 27 Grant County students successfully graduated from NKU in 2004. Both numbers are expected to increase in the coming year due to expanded facilities and additional academic programs. Other off-campus programs generated 367 registrations in 29 class sections. There is growing success in developing cohorts of students pursuing a common program.
- Milestones continued to accumulate for NKU's Metropolitan Education and Training Services (METS) Center, one of the nation's premier facilities for employee training and learning technology opportunities. In 2003-04, the number of clients exceeded 250, up from 200 the previous year, and included Federated Department Stores, Kroger, Lexmark, L'Oreal, Hill Top Research, Sisters of Charity Long Term Care, Toyota, Western Southern Life, and 3M Precision Optics. Cumulatively, METS has now provided services and offered or brokered programs for over 14,000 employees in 22 states, up from 2,000 employees the previous year.
- In support of regional economic progress, more than 62 separate services designed to support emerging entrepreneurial, knowledge-based businesses most likely to be attracted to northern Kentucky are provided by NKU's Small Business Development Center/Family Business Center, Institute for New Economy Technologies (iNET), Fifth Third Bank Entrepreneurship Institute, METS, Marketing Research Partnership Program (MRP2), Career Development Center (co-op/internships), and Mathematical and Statistical Consulting Center.
- The Mayerson Student Philanthropy Project teaches students about local human service needs and the impact of philanthropy by providing each "Mayerson course" with funds that students can award to local nonprofit agencies. During 2003-04, 240 students enrolled in 13 Mayerson courses; 52 grants, totaling \$73,910, were awarded to local nonprofit organizations.

Milestones continued to accumulate for NKU's Metropolitan Education and Training Services (METS) Center, one of the nation's premier facilities for employee training and learning technology opportunities.

- Since its introduction in 1992, the University Community Partnership program has awarded over \$350,000 for collaborative projects engaging NKU faculty and students with a community agency in order to address pressing local issues, such as senior wellness, homeless youths, learning disabilities, student achievement and retention, and community health.
- NKU undertook an institution-wide commitment to programs and services designed to enrich K-12 education, particularly in science and mathematics. Over 2,000 elementary, middle, and high school students enrolled in some form of math or science enrichment program sponsored by the Center for Integrative Natural Science and Mathematics (CINSAM), Center for Applied Ecology, Center for Civic Engagement, University/School Partnerships, and Community Connections/Education Outreach.
- During 2003-04, the first year Community Connections existed as an operating unit on campus, 459 individuals enrolled in 36 non-credit classes and workshops. Examples of topics covered in the non-credit courses were ACT, SAT, GRE, GMAT, and LSAT test preparation; motorcycle riding and safety skills; foreign languages; and grant writing. Classes ranged from a single session to a series of six sessions. Additionally, Community Connections brought 295 elementary/middle school students and 27 adult chaperones to campus for interactive presentations, guided campus tours, and a lively backstage look at the university's concert hall. Bringing such young students to campus enriches their current learning experience and helps prepare them for their future.
- The NKU Collaborative for Adult Learners designed and delivered a three-part series of faculty development workshops on adult learner theory and practice that attracted a total of 61 enrollments. Within the first few months of inception, 91 adults attended the NKU Path Series Workshops, with participant workshop ratings of 4.4 on a 5.0 scale overall.
- Elderhostel served 481 individuals in 13 different programs. Examples of topics covered in Elderhostel programs were Kentucky history and heritage, Kentucky music, Kentucky thoroughbred racing, Cincinnati history and culture, Cincinnati's Old Germania, May Festival, Ohio River studies, and the brand new and very successful Cincinnati Flower Show. Programs ranged from four-day "Weekenders" to nine-day "Adventures Afloat."
- A 2003 Survey of NKU Outreach and Public Engagement identified that during the year: 1,110 known outreach activities took place; 3,770 NKU students participated; 197,210 community members were served; and 389 faculty and staff served on boards, committees, and commissions.

NKU undertook an institution-wide commitment to programs and services designed to enrich K-12 education, particularly in science and mathematics.

Program of Distinction

NKU's program of distinction is the Center for Integrative Natural Science and Mathematics (CINSAM). In 2003-04, CINSAM expanded its efforts, providing continuing professional education and enrichment programs to over 840 science and math teachers and more than 4,500 P-12 students; the previous year, 40 outreach opportunities and day camps were offered for local students and teachers leading to over 3,300 contacts between P-12 teachers and NKU faculty.

CINSAM was established to address four principal needs of the region and the state: (1) a cadre of well-prepared science and mathematics teachers in elementary, middle, and secondary schools; (2) opportunities for P-12 students to be engaged in "best practice" mathematics and science education that motivates them to prepare for advanced courses in these areas so critically important to the 21st century; (3) a workforce capable of solving complex scientific and technological problems; and (4) collaboration with the local companies, bringing to bear the intellectual capital and resources of NKU to address applied problems.

Since its creation in 1999, CINSAM has achieved a high level of success in meeting these needs, receiving national recognition for its work, and is poised to become a model program in mathematics and science education and outreach. Recent examples of CINSAM success are as follows:

- Regional corporations, individual supporters, and alumni provided over \$6 million in private funding to equip the new natural science building with state-of-the-art equipment. Over \$4 million in research grants has been achieved.
- Hundreds of students have been supported on faculty research projects over the last five years.
- Over 60 students have been involved with projects at local companies or institutions over the past four years.
- An average of ten students per year are receiving full scholarships in the sciences, mathematics, and/or science/math education.
- Associations between NKU faculty and local teachers have grown from four (chemistry, mathematics, physics, middle grades science) in 2000 representing about 85 teachers to eight (with the addition of Alliances for biology, earth and space, elementary math and science, and environmental education) in 2003-04 representing more than 250 teachers.

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- Science, mathematics, and education faculty have offered in-service events and summer workshops for hundreds of teachers.
- CINSAM has aligned summer workshops for teachers with summer programs for school students, using the latter as “laboratories” where teachers observe faculty with students and gain hands-on experience.
- Over 4,000 P-12 students were involved in CINSAM enrichment activities during the 2003-04 academic year, including summer camps, a science fair, and the Kentucky State Lego League Robotics Competition, co-sponsored by Toyota and NKU.

As the university looks ahead, effort will be focused toward elevating CINSAM to the next level of excellence, enabling the program to reach more P-12 students and teachers, improve college-level science and mathematics teaching and learning, form partnerships with industry, and work with the community to stimulate job creation.

Collaborative Programs and Initiatives

NKU developed and sustained a number of cooperative programs and partnerships with other postsecondary institutions and the community. Highlights of 2003-04 include:

- This spring NKU was selected among four universities to participate in a national project designed to demonstrate best practice in community engagement—what is sometimes referred to as “stewardship of place.” Sponsored by the American Association of State Colleges and Universities and supported by the W.K. Kellogg Foundation, this project is drawing national attention in its effort to strengthen community engagement at the more than 400 comprehensive universities throughout the nation.
- NKU and Gateway have established a dual enrollment program and continue to work collaboratively to ensure that student movement between the two institutions is seamless and that programs are complimentary, non-duplicative, and supportive of regional educational needs.
- The NKU Grant County program moved into an expanded, newly renovated, fully networked facility providing four smart classrooms, one seminar room, one conference room, one technology resource room with 13 computers, several offices, and 25 laptop computers for use in classroom instruction. The Center is now housed in what had been City of Williamstown’s old city building. The city leased the building to the Grant

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County Foundation for Higher Education for \$1 per year. The foundation then raised over \$100,000 from local donors to renovate the building, which NKU now occupies at no cost.

- The Maysville Community College Organizational Leadership learning cohort completed its degree program, and the Northern Kentucky Headstart cohort is continuing and expects to complete its program within the next academic year.
- The federally supported Urban Learning Center—a partnership between Thomas More College, Gateway, NKU, the Covington Public Schools, and Forward Quest—provides educational access for many who would otherwise be left behind.
- In the area of inter-university collaboration, NKU is working with the University of Cincinnati and Xavier University on three areas of common concern. They include enhancing P-12 education, particularly around math and science; strengthening the region’s urban core; and enhancing student civic participation.
- NKU has aggressively pursued relationships with area business, government, and community organizations to utilize the resources of the university to attract businesses to Kentucky. The most notable accomplishment is the Northern Kentucky Technology Commercialization Triangle, a partnership of four cities, one county, a chamber of commerce, a regional economic development agency, and the regional New Economy Innovation and Commercialization Center. All of these agencies came together with the university to develop a full-color marketing brochure to promote the partnership, as well as the benefits of the region, to knowledge companies around the world. Technology Triangle efforts also are connected to rural partners in Grant County.
- The Fifth Third Entrepreneurship Institute is expanding its educational programs for both the campus and community, as well as coordinating the development of iNET, which will link technology faculty and students with companies that can use their assistance.
- In many ways, the Scripps Howard Center for Civic Engagement is the flagship of NKU’s efforts to promote and strengthen public engagement. Among its most successful on-going projects are the Mayerson Student Philanthropy Project, Freedom Focused Service Learning, and a Get Out the Vote campaign. On October 5, The Scripps Howard Center for Civic Engagement hosted a statewide summit on civic literacy at which representatives from throughout the Commonwealth convened to discuss strategies to increase civic literacy and citizen participation in voting and other dimensions of civic engagement.

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- The partnership between the National Underground Railroad Freedom Center and NKU's Institute for Freedom Studies continues to expand, and the Institute has established a rich tradition of speakers from throughout the nation who help deepen cross-cultural understanding.

Major Initiatives For Next Year

Some of the more significant initiatives planned for next year focus on improving transfer, retention, and graduation rates, which are areas of concern for NKU.

To increase enrollment and transfer, NKU will:

- Allocate over \$4.5 million in recurring funds to enhance and expand academic programs over the next two years. These funds, made possible by the board of regents' recent approval of the Academic Quality and Capacity Initiative, will add more full-time tenure track faculty and support new academic programs in education, information science, public policy, healthcare, business, and professional and applied ethics. The funds make it possible to sustain academic momentum and protect academic quality, even while confronting difficult budgetary challenges.
- Further strengthen academic advising, enhance library support, and expand community engagement.
- Work hand-in-hand with Gateway to ensure more students complete associate degrees and transfer to four-year programs.
- Continue intensive efforts to recruit, enroll, and retain non-traditional, adult students. For example, at the request of the Kenton County Airport Board, NKU will expand its course offerings at the airport so working adults can complete their general education requirements and earning a certificate in leadership entirely at that location.

To increase retention and graduation rates, NKU will:

- Strengthen academic advising at the college and department level. Move students into majors more quickly and expand the early warning program that identifies students in academic difficulty.

- Implement new admission standards over the next two years, beginning in the fall of 2005. NKU will no longer admit students who stand very little chance of succeeding at the university. University administration is currently meeting with area P-12 leaders to make sure high schools have time to prepare for these new standards.
- Create the new NKU Academy, which will provide a five-week summer program for incoming freshmen with deficiencies in their academic preparation.
- Develop strategies to promote the new admission standards, launch new advertising initiatives, and support new scholarships.

Western Kentucky University

CPE Key Indicators of Progress

WKU met its performance goals for:

- Undergraduate enrollment, which increased from 15,234 in 2002 to 15,798 in 2003.
- Graduate enrollment, which increased from 2,584 in 2002 to 2,593 in 2003.
- The number of community and technical college transfers to Western, which despite decreasing from 319 in 2002 to 296 in 2003, remained above the goal.
- The six-year graduation rate of bachelor's degree students, which increased from 41.0 percent in 2002 to 43.4 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored WKU higher than predicted on the following two benchmarks—*student interactions with faculty members* and *enriching educational experiences*. Seniors scored WKU higher than predicted on *enriching educational experiences*.

WKU did not meet its performance goals for:

- The retention rate of first-time freshmen, which decreased from 78.5 percent in 2002 to 77.6 percent in 2003.
- Several benchmarks in the 2003 National Survey of Student Engagement: First-year students scored WKU lower than predicted on *level of academic challenge*, *active and collaborative learning*, and *supportive campus environ-*

ment. Seniors scored WKU lower than predicted on four of the five benchmarks.

The 2003 National Survey of Student Engagement also revealed:

- Twenty-one percent of first-year students and 43 percent of seniors participated in a community-based project as part of a regular course.
- Thirty percent of first-year students and 41 percent of seniors participated in volunteer work outside of class.
- Thirty-three percent of first-year students and 36 percent of seniors reported that their college experience aided their knowledge, skills, and personal development in contributing to the welfare of their community.
- Twenty percent of first-year students and 24 percent of seniors reported that their experiences at WKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2002-03, WKU showed continuous progress on five of eight objectives and fell short on one by only a few students, qualifying for quantitative eligibility status (i.e., new degree programs had to be implemented under the waiver provisions during 2004). Performance for 2003-04 will not be available until January 2005.

Additional Institutional Measures

WKU tracks additional indicators of progress toward HB 1 goals, the most significant of which are:

- A fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.
- Graduating Student Surveys (both undergraduate and graduate) that gauge graduates' satisfaction levels with academic programs and student support services and facilities.
- The University Assessment Program that assures all academic programs and administrative and educational support services are regularly and systematically assessed in terms of demonstrable outcomes and program improvements. This comprehensive assessment project is under the

direction of a university assessment coordinator and a university assessment committee. Assessment plans, data, results, and use of results to improve programs and services are available online for all units.

- The Academic Program Review process that provides for a systematic and ongoing review of academic programs by a peer faculty committee, with the goal of ensuring high quality in all WKU programs. Western's fully articulated review process and criteria have been adapted by several other universities in Kentucky.
- Local versions of student engagement surveys that focus on specific departments and programs.
- Results on the teacher certification exam and ratings on Kentucky's Quality Performance Index Report. In 2003-04, WKU graduates scored 93 percent on PRAXIS II, and WKU received an overall rating of good on the Quality Performance Index Report (QPI). In 2002-03, Western graduates scored 99 percent on PRAXIS II, and WKU received an overall rating of excellent on the QPI.

Programs of Distinction

WKU has two programs of distinction supported by the Council's Regional University Excellence Trust Fund—the School of Journalism and Broadcasting's Center for 21st Century Media and the Applied Research and Technical Program of the Ogden College of Science and Engineering.

The Center for 21st Century Media consistently earns high national rankings and recognition. Highlights from 2003-04 include:

- The School of Journalism and Broadcasting was reaccredited by the Accrediting Council on Education in Journalism and Mass Communication.
- The Public Relations program was certified by the Public Relations Society of America, becoming the only PR program in Kentucky to have dual recognition.
- The School of Journalism and Broadcasting finished in fourth place overall in the national Hearst competition.
- For the seventh consecutive year, WKU won the best TV newscast in Kentucky competition of the Associated Press.
- Western finished in 10th place nationally in broadcasting.
- In the Region Five Mark of Excellence competition of the Society of Professional Journalists, the WKU NewsChannel 12 won first in the television non-daily newscast telecast one to three times a week.

- WWHR-FM student radio station was one of four finalists in the 2003 Collegiate Broadcasters Inc. National Student Production Awards in the category of Best Promo for Station or Student Media Outlet.
- The WKU Photojournalism program won the William Randolph Hearst Foundation Intercollegiate Photojournalism Competition for the 14th time in 16 years.
- WKU photojournalism students received 15 awards in the 58th College Photographer of the Year competition, more than any other university.
- The School of Journalism and Broadcasting and Nikon Inc. collaborated to host “Emotion,” a sports photojournalism workshop March 5-8, featuring freelance photographers Dave Black, Joe McNally, and Rick Rickman.
- The *College Heights Herald* won the 2003 Gold Crown Award from the Columbia Scholastic Press Association, its fifth in as many years.
- The *College Heights Herald* continued its domination of the Kentucky Intercollegiate Press Association newspaper contest, accumulating the most points by winning 14 first-place, ten second-place, ten third-place, and seven honorable mention awards.
- In the Region Five Mark of Excellence competition of the Society of Professional Journalists, the *College Heights Herald* took first place as best all-around non-daily newspapers published two to three times a week.
- *The College Heights Herald* won the general excellence award in the associate member newspaper division of the Kentucky Press Association.
- *The Herald* advertising staff received eight awards in the Kentucky Press Association’s advertising excellence competition.
- The Western Forensic Program is ranked number one in the nation among all colleges and universities. Western students traveled to 17 different states and one foreign country. Western forensic students were declared International Champions in Madrid, Spain, capturing eight of the 11 International Championships. International Championships were won in Impromptu Speaking, Spanish Literature, Persuasion, Prose Interpretation, Duo Interpretation, After Dinner Speaking, Lincoln Douglas Debate, and Parliamentary Debate. Once again the Western Forensic Team made an unprecedented sweep of all National Collegiate Championships winning both NFA and AFA Nationals. Western also made history by becoming the first school in the history of intercollegiate speech and debate to be repeat national champions at **both** national tournaments. Western students became the first students ever to win both individual events and debate sweeps at the NFA Nationals. Eighty-two universities competed at NFA

The Western Forensic Program is ranked number one in the nation among all colleges and universities. . . Western forensic students were declared International Champions in Madrid, Spain, capturing eight of the 11 International Championships.

with approximately 2400 entries. AFA had 63 universities with 2800 entries. Western forensic students also competed in and won the Pi Kappa Delta National Tournament held at Middle Tennessee State University. Additionally, Western won the Kentucky Forensic Association Individual Events and Debate titles. Western debaters closed out the debate portion of the tournament in quarters.

The Applied Research and Technical Program (ARTP) engages more than 400 students per year in world-class research opportunities to address societal problems. Major activities include:

- Faculty members in the ARTP were awarded \$7,978,810 in grants, contracts, or appropriations last year. This compares to the previous year's total of \$5,707,643 and more than triples the total of \$2,237,891 for the first year of the POD program (1999). The ARTP has been allocated \$5,272,047 since its inception and has leveraged this investment into \$27,448,550 from federal and private sources.
- The Department of Energy invited a member of the Institute for Combustion Science and Environmental Technology to lead them on a trip to China to bring back a new technology related to coal combustion.
- The Department of Energy has invested over \$3 million in the establishment of a circulating fluidized-bed combustion unit as part of a national consortium (Combustion Technology University Alliance) of 20 universities and 15 corporations. It will be part of the National Energy Technology Laboratory. Construction of the facility has begun.
- The USDA-ARS has established a Manure and Byproducts Utilization location at Bowling Green as a result of collaboration with ARTP Centers. ARTP members were invited to a national meeting in Atlanta to help establish the national research focus in this area of the ARS. They hired two WKU students as technicians for the four research scientists at this location.
- The Biotechnology Center helped train technicians for Sygen, Inc., a biotech company that recently relocated 25 Ph.D. research scientists from Berkeley, California, to Franklin in Simpson County, Kentucky. They hired two WKU students.
- In order to expand the capacity of faculty to involve students in hands-on applied research without taking them out of the classroom, over 41 research associates, post-doctoral fellows, or technicians were hired on grants, contracts, or appropriations.
- The Engineering Services Center has led the effort to recruit more

women into science, engineering, and mathematics. One successful effort was “Girls in Science Day” in which 120+ middle school girls participated in a day of hands-on activities in these areas.

- The ARTP has established numerous research collaborations with the National Park Service at Mammoth Cave National Park, the largest of which is the Maple Springs International Environmental Research and Learning Center, which is currently hiring a director.
- Faculty members of the ARTP have received six Kentucky Science and Engineering Foundation grants to develop innovations and move them toward commercialization. ARTP members have received two phase I SBIR grants and one phase II, with another submitted.
- Center activities have expanded globally. Eleven students in the Center for Biodiversity and the Biotechnology Center worked on wildlife forensics projects in collaboration with the University of Nairobi, Kenya, this past summer in Africa. Several students of the Center for Water Resource Studies worked on a project involving karst areas of China to help improve the living conditions of residents living in a highly polluted environment.

Collaborative Programs and Initiatives

Collaboration with other Kentucky postsecondary institutions and P-12 schools has increased the quality and quantity of Western’s academic offerings. Highlights include:

- WKU actively participates in state literacy partnerships, the study of the implementation of an early reading grant and its effect on student achievement, the Kentucky Adult Education Literacy Institute for instruction and research related to adult literacy, the Kentucky Reading Project, and the Collaborative Center for Literacy Development. Western also partners with local schools and agencies in the Warren County Literacy Task Force.
- Western participates in Kentucky BRIN Phase II, funded through a National Institutes of Health grant, and developed as a collaborative effort of 12 Kentucky institutions. The Kentucky INBRE network focuses on basic science and biomedical research, particularly in the areas of genomics and bioinformatics.
- Western participates in national consortia to advance the quality of teaching and learning in P-12 schools through the SREB’s University Leadership Development Network, a consortium of 12 universities

committed to designing effective and accountable school leadership programs. Western also participates with a group of 11 universities operating under a grant to oversee the Renaissance Teacher Quality Title II Project, which aims at improving teaching quality by holding partners accountable for the impact of teacher graduates on student achievement.

- WKU, along with seven other universities and five federal agencies, is a member of the Southern Appalachian Mountains Cooperative Ecosystem Studies Unit, which works with federal land management, environmental, and research agencies to provide responsive technical assistance, continuing education, and cost-effective research programs to resource managers. Western also has collaborated with Mammoth Cave National Park to develop an Environmental Learning Center.
- Western's Regional Science Resource Center, housed at the university's community college, collaborates with numerous area school systems, educational institutions, and state agencies to provide active science learning experiences to more than 80 elementary/middle school science teachers and approximately 4,000 elementary and middle school students.
- Western is a partner in the STARBASE project, a consortium of national universities and observatories aimed at involving students, including pre-college teachers and students, in space research opportunities with robotically controlled telescopes, with the ultimate goal of encouraging active scientific research among participants.
- The Green River Regional Education Cooperative (GRREC) serves as a liaison between the university and 30 area school districts. Each year GRREC conducts a needs assessment for teachers and districts and plans the professional development opportunities and other forms of assistance based on the results.
- WKU is one of ten universities in Kentucky that participates collaboratively with the Cabinet for Health and Family Services to provide the Public Child Welfare Certification Program. The goal of this program is to fill the ranks of Child Protection Workers with the most competent and well-trained workers as possible.
- WKU, the University of Louisville, and the University of Kentucky are working with one another and the Cabinet for Health and Family Services on the Credit for Learning Project. This project allows Cabinet employees to earn graduate credit for their educational and training related activities with the Cabinet.
- WKU collaborates with five other Kentucky universities (including the University of Kentucky and the University of Louisville) to form/join the Kentucky Internet 2 consortium at a significantly reduced rate. This pro-

vides a significant opportunity to use the Internet 2 for academic research, teaching, and practical research as well as the capability to access supercomputers, transfer extremely large data files, conduct real-time research collaborations, and conduct full-motion video teaching in an access grid environment.

- WKU public health faculty are collaborating with colleagues from the University of Kentucky and Eastern Kentucky University to evaluate bioterrorism preparedness exercises across the Commonwealth, public health preparedness for bioterrorism events, and emergency medical service personnel knowledge of weapons of mass destruction.
- WKU Area Health Education Center collaborates with the University of Louisville Kent School of Social Work to coordinate the Kentucky Interdisciplinary Community Screening (KICS) project each summer. This is a one-week project that combines education for students in medicine, dentistry, nursing, and social work from the University of Louisville and public health students from WKU to offer health screenings in medically underserved communities.
- WKU is a leading member of two state-based study abroad consortia, the Kentucky Institute for International Studies and the Cooperative Center for Study Abroad, that involve collaboration among all public and many private colleges and universities.

Major Initiatives for Next Year

Western will continue to focus on improving graduation rates, including those of transfer students, and will be extremely aggressive in addressing retention goals. Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

To increase enrollment, graduation, and retention rates, Western will:

- Intensify efforts to recruit more students transferring from KCTCS institutions.
- Continue to monitor WKU students' progress toward graduation and work with students in danger of dropping out through the "Taking Aim" program. Western will include transfer students in the program this year to help them continue their studies and complete their degrees.
- Expand and continue the six-week freshman assessment program that

provides interventions for at-risk students as part of “Strategies to Increase Student Success,” and provide earlier and more aggressive intervention at mid-year for at-risk freshmen.

- Expand the learning communities program, which helps students connect with their university experience in ways that improve learning and increase retention and graduation.
- Promote student engagement, particularly civic engagement, through opportunities such as the American Democracy Project. The WKU Quality Enhancement Plan, developed as part of the current SACS reaffirmation effort, has as its theme “Engaging Students for Success in a Global Society.” This major, forward-looking initiative with a five- to seven-year implementation schedule, will ensure that the WKU campus community is focused on designing, implementing, and rewarding engagement activities at all levels.
- Sponsor a majors’ fair to help students find a major that is right for them.
- Create a Student Success Center within the Downing University Center, which offers a central location and convenient hours for traditional and non-traditional students. Key components of the center will include tutoring, mentoring, advising, computer help lab, programming, and assessment. The Career Planning Services Center also will be moved to a location within the Student Success Center.
- Expand dual enrollment agreements with several area high schools.
- Continue to expand distance learning, primarily web-based courses and programs.
- Continue, and expand if possible, programs aimed at serving at-risk high school students.
- Add 23 new full-time faculty positions and upgrade ten part-time positions to full-time to meet challenges of enrollment growth.

To increase diversity, Western will:

- Continue to emphasize the recruitment of students from target counties, particularly through increasing school visits and creating awareness of financial aid opportunities.
- Increase access to postsecondary education through the expansion of WKU’s community college and its partnership with Bowling Green Technical College.
- Strengthen partnerships with several school systems in GEAR UP and

STLP (Student Technology Learning Program).

- Continue to enhance African Americans' professional advancement in P-12 administrative positions through the Administrative Leadership Institute.
- Create a multicultural city-county directory including business, churches, and events to be distributed during orientation.
- Complete a campus-wide diversity climate survey using an external consultant and using the results to create a more attractive and hospitable environment for diverse faculty, staff, and students.
- Expand professional development opportunities for faculty through the Human Resources Office and Faculty Center for Excellence in Teaching (FaCET).
- Support faculty and staff attendance at national conferences on diversity issues.
- Enhance on-campus communication regarding diversity issues and activities through electronic and print media.
- Initiate a pilot program ("Step Up") for diverse student support to address needs of students who have appeared before the Academic Probation Committee.

To increase research and public service expenditures, Western will:

- Support and enhance economic development opportunities with existing and potential businesses by providing selected credit programs and developing workforce training programs identified to meet specific needs, with emphasis on skill building components.
- Increase the number of grants, contracts, and cooperative agreements in basic and applied research and public service.
- Continue involvement in the Commonwealth of Kentucky's New Economy Strategic Plan, particularly through the WKU Center for Research and Development. With its partners, WKU will be actively engaged in nurturing entrepreneurs and assisting emerging growth companies. High-tech fields where the intellectual capital of the university's faculty can be applied will be emphasized.

Conclusion

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment and graduation rates. Last year, only one comprehensive institution met its graduation rate goal; this year, five did. Work is still needed to improve student retention and transfer. Next year, the Council will evaluate the role of the comprehensive universities, including a review of institutional mission statements and performance goals, as part of its strategic planning process. Guidelines will be drafted for the development of campus action plans, which will address how each institution will implement the revised public agenda and HB1 goals. Finally, the statewide transfer committee will ensure several initiatives, like the Course Applicability System and completion degrees, are successfully implemented.