

Council on Postsecondary Education
July 24, 2009

2009-10 Key Indicator Goals

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

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

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

Highlights include:

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

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

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



KEY INDICATORS OF PROGRESS

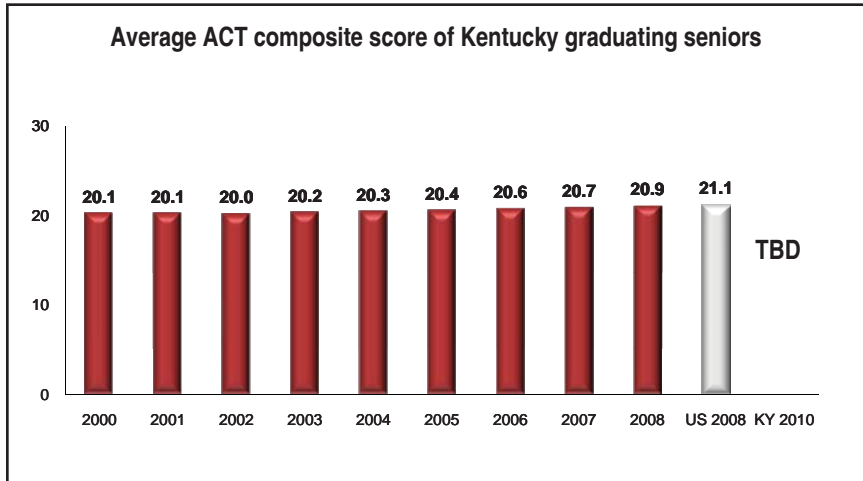
Proposed Statewide and Institution Goals for 2009-10

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS



Average ACT score

About this measure:

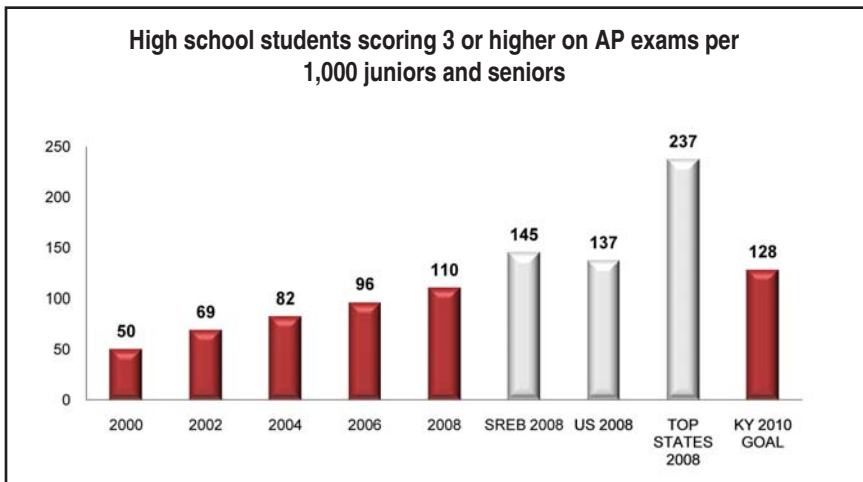
The ACT is a standardized measure of college readiness that permits direct comparison of high school students in Kentucky with students in other states.

Definition:

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

Rationale for goal:

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



Advanced Placement

About this measure:

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

Definition:

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

Rationale for goal:

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

Question 1: Are more Kentuckians ready for postsecondary education?

STATEWIDE KEY INDICATOR GOALS

Developmental education

About this measure:

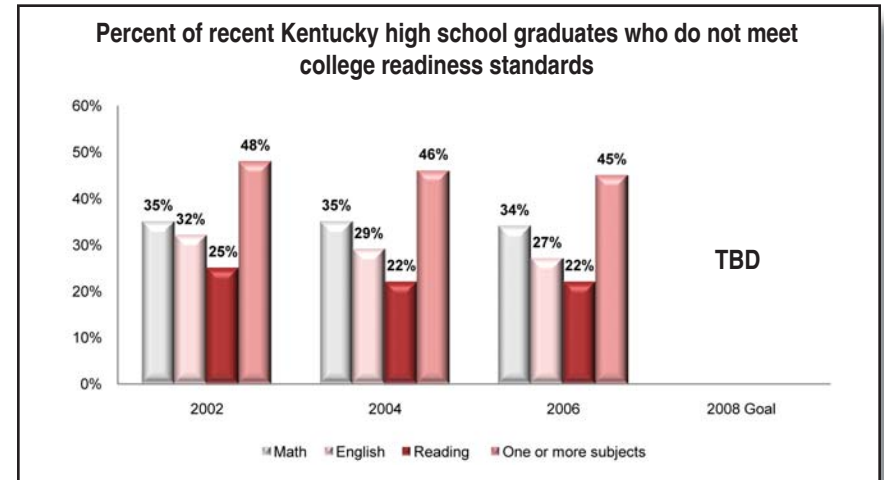
This indicator focuses on high school graduates' preparation for college and tracks whether incoming freshmen have the foundational skills needed for academic success.

Definition:

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

Rationale for goal:

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



GED® attainment

About this measure:

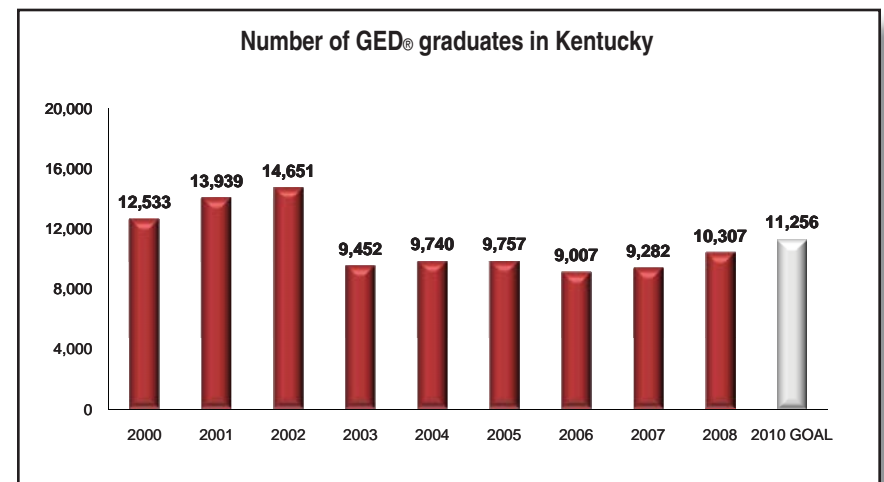
The General Educational Development (GED®) exam offers individuals who have not completed high school a chance to obtain an equivalent credential and pursue postsecondary education.

Definition:

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

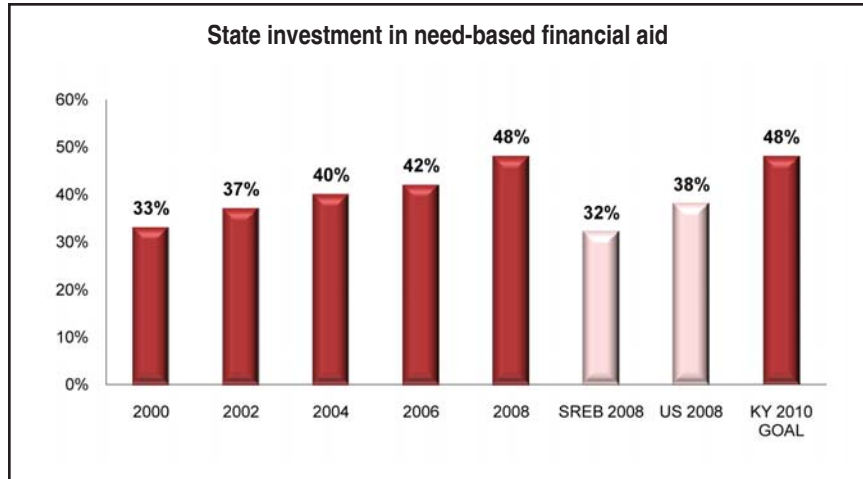
Rationale for goal:

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



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

STATEWIDE KEY INDICATOR GOALS



State investment in need-based financial aid

About this measure:

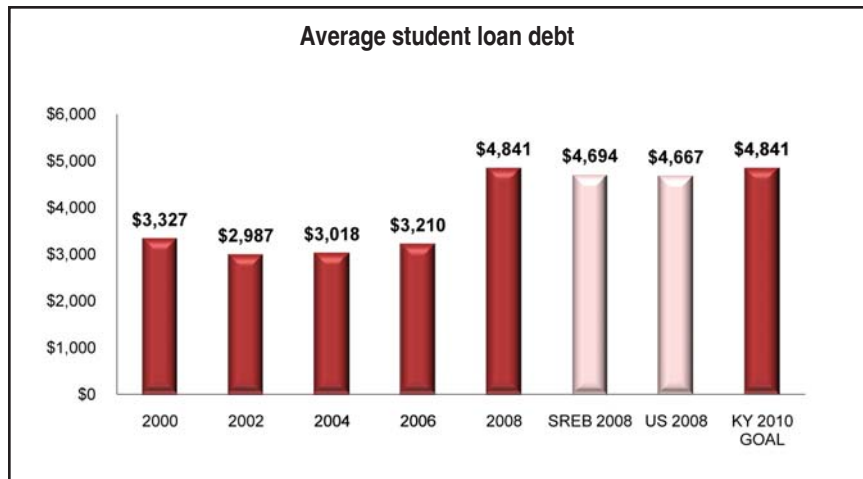
This indicator, developed by *Measuring Up*, gauges Kentucky's commitment to provide financial aid for low-income students as compared to the federal contribution.

Definition:

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

Rationale for goal:

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



Average student loan debt

About this measure:

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

Definition:

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

Rationale for goal:

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

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Ninth-graders' chance for college by age 19

About this measure:

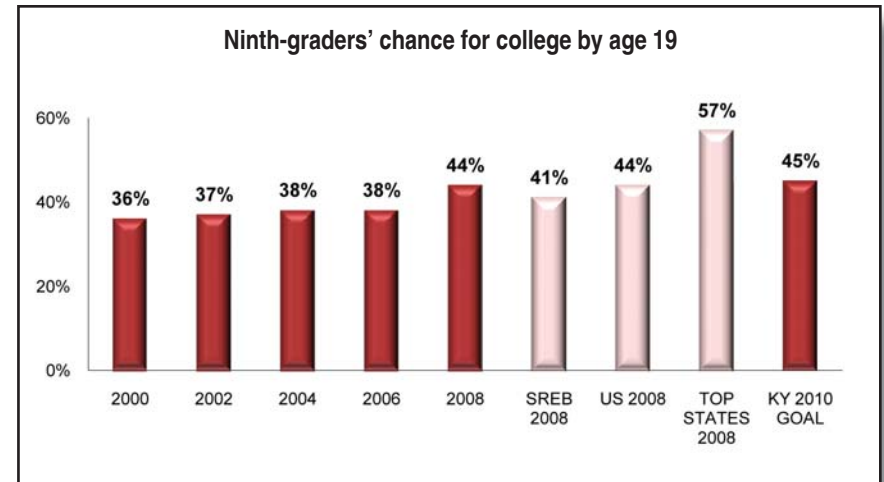
This indicator, developed by *Measuring Up*, reports the probability of a ninth-grader finishing high school within four years and continuing on to college by age 19. The measure emphasizes the importance of helping more of Kentucky's young adults complete high school and successfully transition to college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

Definition:

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

Rationale for goal:

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



College-going rate of GED® graduates

About this measure:

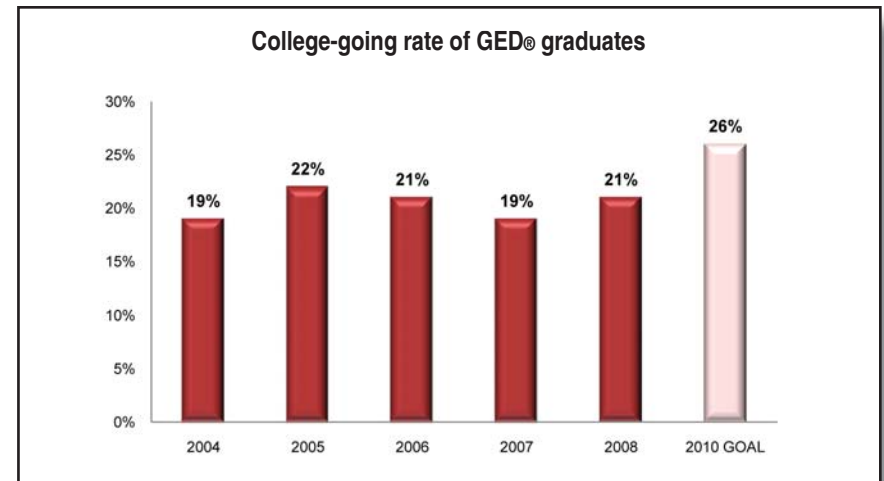
This indicator focuses attention on an important yet often overlooked population of potential college students—recent GED graduates. Kentucky will not be able to achieve its educational attainment goals unless more working-age adults enter or return to college and persist to degree completion.

Definition:

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

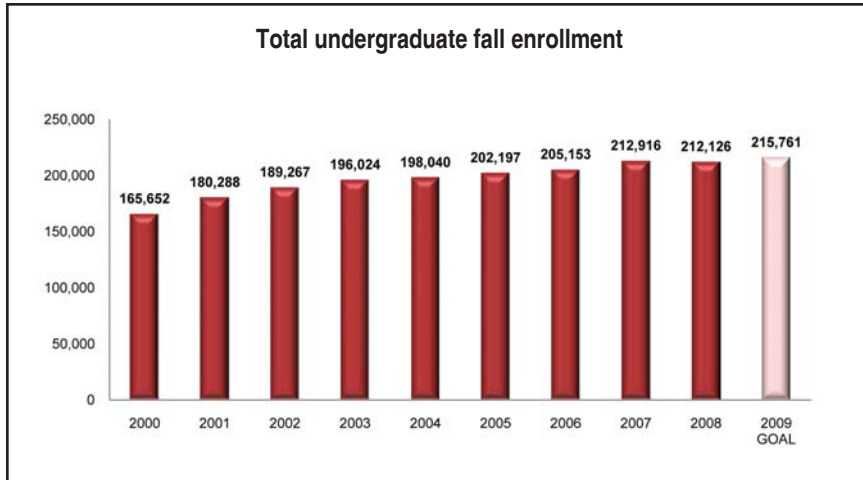
Rationale for goal:

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



Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS



Total undergraduate fall enrollment

About this measure:

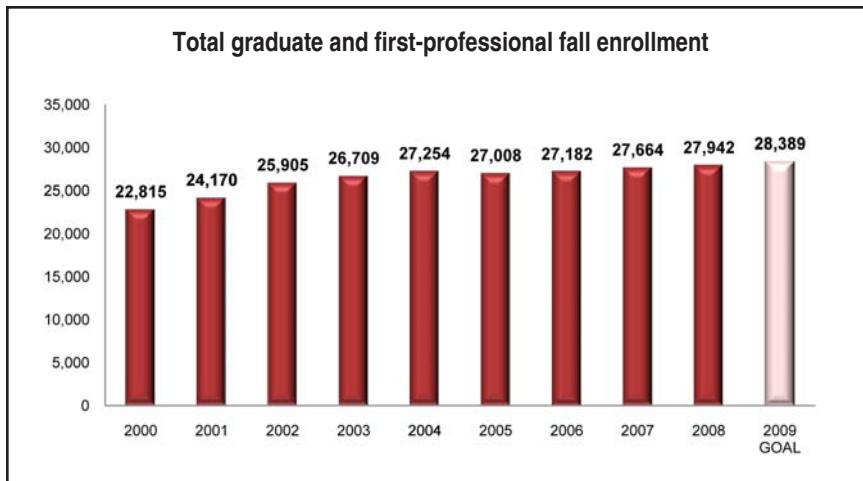
Total undergraduate fall headcount enrollment provides a snapshot of postsecondary participation in the Commonwealth. While less important than degree production in raising the state's educational attainment, achieving this goal will require some sustained measure of enrollment growth.

Definition:

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

Rationale for goal:

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



Total graduate and professional fall enrollment

About this measure:

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

Definition:

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

Rationale for goal:

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

Question 3: Do more Kentuckians have certificates and degrees?

STATEWIDE KEY INDICATOR GOALS

Total degrees/credentials awarded, bachelor's and higher

About this measure:

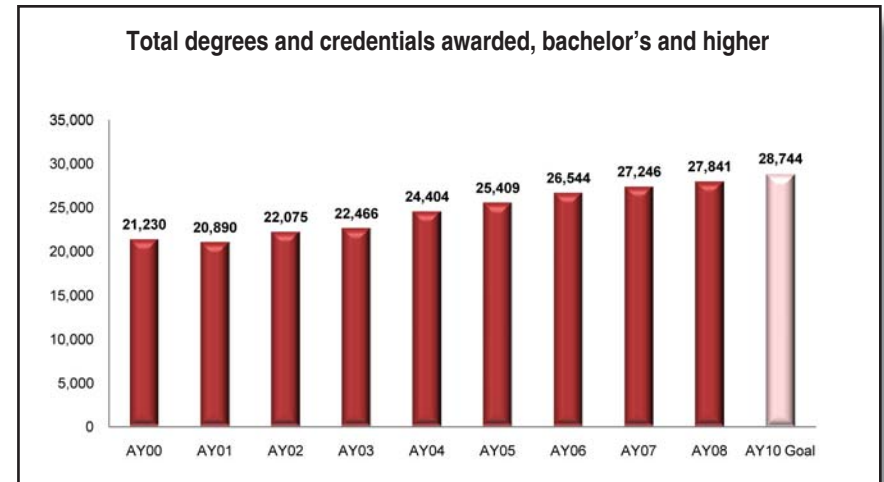
Degree production is a leading indicator of reform, as it is most directly related to Kentucky's ability to achieve an educational attainment level at or above the national average.

Definition:

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

Rationale for goal:

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



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

About this measure:

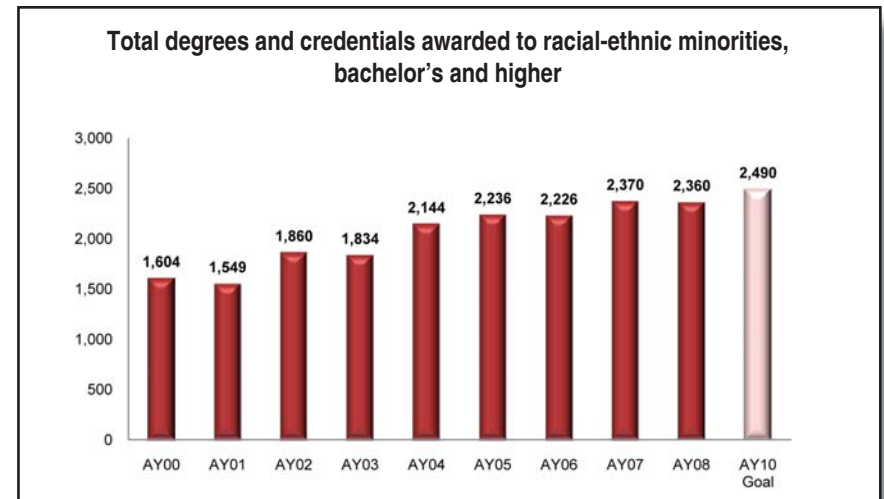
This indicator focuses attention on closing gaps in degree attainment between minority and non-minority students.

Definition:

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

Rationale for goal:

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



Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

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

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

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

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

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

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

Question 3: Do more Kentuckians have certificates and degrees?

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

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

STATEWIDE KEY INDICATOR GOALS

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

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

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

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

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

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

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

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

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

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

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

INSTITUTION KEY INDICATOR GOALS

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

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

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

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

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

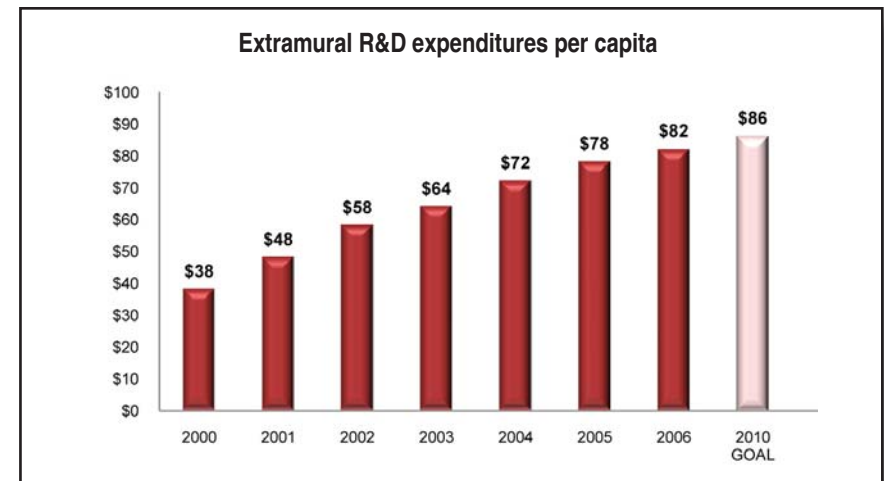
STATEWIDE KEY INDICATOR GOALS

Extramural research and development expenditures per capita

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

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

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

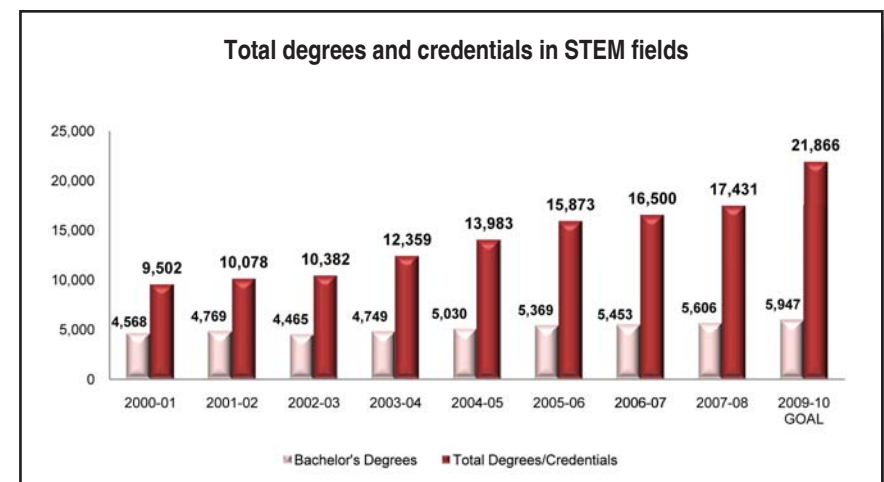


STEM degrees and credentials

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

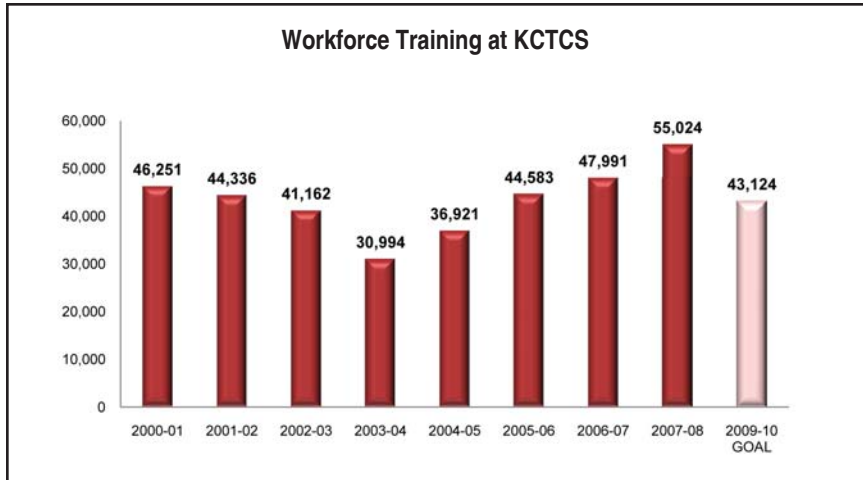
Definition: Measured by the total number of credentials at all levels awarded in science, technology, engineering, and mathematics fields by in-state public and independent institutions during an academic year using federal EPSCoR STEM categories.

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



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

INSTITUTION KEY INDICATOR GOALS

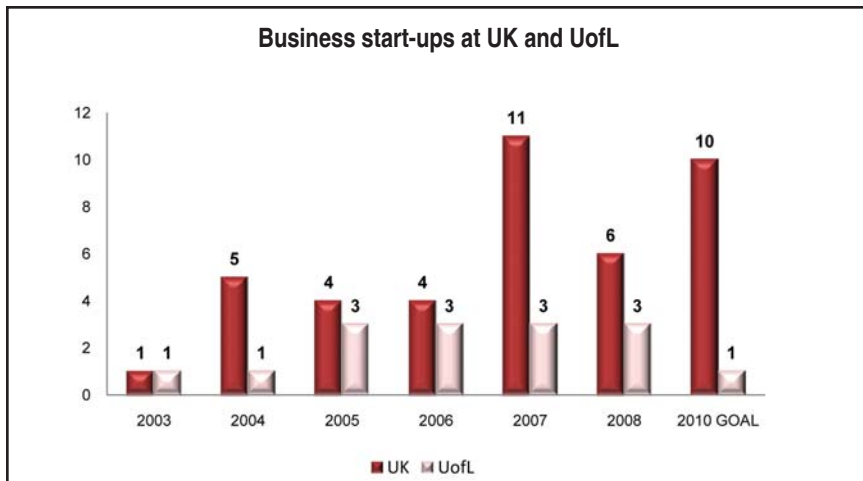


KCTCS workforce training

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

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

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



Business start-ups at research universities

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

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

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