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GOVERNING BOARD MEMBER ORIENTATION GUIDE

*Key Initiatives and Issues
in Kentucky Postsecondary Education*

September 2007



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ACADEMIC PROGRAM REVIEW

What is the program productivity review?

Program productivity reviews were initiated by the Council beginning in 1976 and continue to this day. Academic programs at public postsecondary institutions have been reviewed for productivity, or degree output, as part of the Council's responsibility for overall statewide planning and efficient management of resources.

How does the process work?

In 1999 the Council established thresholds for determining the productivity of academic programs in operation for more than four years. Over five years, the average annual output of degrees must meet the following thresholds: associate 12, baccalaureate 12, master's 7, and doctoral 5. The Council staff analyzes official degree data and other criteria to identify programs at each institution that are below the thresholds. Institutions are notified and asked to review each low-productivity program and make written recommendations for continuation, alteration, or closure. The Council staff reviews the institutional responses and, in consultation with campus leadership, makes final recommendations for Council approval. All low-productivity programs, particularly those in areas of high need, are scrutinized for ways to improve productivity. Extra effort is taken to meet state needs by working with campuses to significantly restructure programs for greater productivity as an alternative to closing programs.

Why are these reviews needed?

This state level review prevents the proliferation of academic programs that produce very few graduates.

How is the program implemented at CPE?

The program is initiated by the Council staff and involves the Chief Academic Officers and their academic program staff. The Council begins the process by preparing a list of eligible programs along with the degree and enrollment totals for the prior five years. Meetings are then scheduled with campus representatives to review the results and determine the outcomes for the low-productivity programs.

How does CPE evaluate the effectiveness of the program?

Since 1997, the Council has worked with the universities to close or change 484 academic programs, resulting in reallocation of resources and program improvements. The CPE completed a review of the program productivity process in 2005, and the results indicated that the productivity reviews are effective in preventing the unnecessary duplication of academic programs across public institutions in Kentucky. Consequently, the Council staff was directed to reduce the frequency of the quantitative productivity reviews to once every four years instead of once every two years. A campus consultation will be used in the interim years to identify new issues related to program productivity.

Where can I find more information?

Find more information on program productivity reviews at <http://www.cpe.ky.gov/policies/academicpolicies/acprograms.htm>.

COALITION OF SENATE AND FACULTY LEADERSHIP (COSFL)

What is the Coalition of Senate and Faculty Leadership (COSFL)?

COSFL is a statewide forum of senate and faculty leadership representing Kentucky's public institutions of postsecondary education and the Kentucky Community and Technical College System. It was formed July 13, 1979, as a collective advocacy body of public postsecondary education faculties.

What is the coalition's role?

The organization provides advice to various public postsecondary education agencies in the Commonwealth and is a clearinghouse for the exchange of information about member institutions. The organization was instrumental in supporting passage of an amendment to the *Kentucky Postsecondary Education Improvement Act of 1997* to allow for faculty representation on the Council on Postsecondary Education. COSFL has worked with CPE staff on such issues as the Public Agenda, strategic implementation plan, and program review.

What is COSFL's position on academic governance?

COSFL believes that a collegial system of academic governance adds value to higher education and that collegial governance both sustains and extends the mission of a college or university in teaching, research, and service to the institution and to the wider communities it engages. A collegial system is based upon the participation of all stakeholders, each in their own way, in the discourse from which policy and practice are constructed.

How is collegial governance characterized?

1. The recognition of and respect for the many and varied roles that members of the academic community perform in a complex institution.
2. The timely disclosure of information needed to participate meaningfully in the discourse that makes good policy and practice, wherever those conversations take place.
3. The opportunity for members of the academic community to provide input before decisions are made.
4. The principle of dissent.

Where can I find more information about COSFL?

More information is available online at <http://www.cosfl.eku.edu/govern.html>.

COLLEGE ACCESS INITIATIVE

What is the College Access Initiative?

The College Access Initiative is a statewide effort to increase college preparation, participation, and success through streamlined college-going information aimed at specific audiences. In alignment with the Council's 2020 Double the Numbers intervention plan, the current outreach effort will communicate the benefits and importance of the following:

- Returning to college to earn a bachelor's degree to adults with some college credit but no degree.
- Taking a rigorous high school curriculum and graduating from high school prepared for college to at-risk middle and high school students.
- Transferring to a four-year university to complete a bachelor's degree to Kentucky Community and Technical College System students.
- Completing a GED and enrolling in college to adults without a high school credential and recent GED graduates.

What does the research tell us?

The Council engaged a higher education research firm to conduct a telephone survey of adults who attended a Kentucky college or university but did not earn a bachelor's degree. The survey provided information on these Kentuckians' perceptions of postsecondary education, their interest in enrolling, barriers, motivators, academic interests, preferred delivery formats, need for support services, and the impact of financial aid on their decision to re-enroll. Findings will guide both the outreach activities as well as the development of adult-friendly academic programs and support services.

A second research project assessed how well www.gohigherky.org meets the needs and expectations of each audience, as well as the traditional high school student. Funded by the Kentucky Higher Education Assistance Authority, the GoHigherKY.org site launched in 2004 and is designed to be a user-friendly, one-stop shop for Kentuckians to plan, choose, apply, and pay for college.

How will the College Access Initiative be implemented in each region?

The initiative will be implemented at the regional level through collaborations with the postsecondary institutions, adult education, and other P-20 educational partners. The collaborations will include local launch, community, and family events.

What is the current funding level for the campaign?

The Kentucky General Assembly provided \$800,000 over two years, with \$450,000 recurring annually. Other funding includes a \$100,000 award from the National Postsecondary Education Cooperative to upgrade the GoHigherKY.org Web site, \$350,000 from GEAR UP to reach at-risk middle and high school students, and \$500,000 from the Lumina Foundation to support grassroots efforts through the Kentucky College Access Network.

Why is the program needed?

Kentucky needs to expand the educational pipeline to reach 2020 educational attainment goals.

How will CPE evaluate the effectiveness of the program?

The program will be measured by numerous short-term indicators including, but not limited to, metrics on the GoHigherKY.org Web site, call center inquiries, community participation, institutional involvement, and free media placements. Long-term evaluation will measure increases in actual enrollments, transfers, and completions.

DEVELOPMENTAL EDUCATION TASK FORCE

What is the Developmental Education Task Force?

The Developmental Education Task Force, appointed by the Council's Quality and Accountability Policy Group, was charged to review issues and state policies related to developmental education and recommend improvements. *Securing Kentucky's Future* is the resulting plan for improving college readiness and success, which was approved by the Council in April 2007.

What did the task force recommend?

After reviewing data and consulting with national and state experts, the task force identified the following six core recommendations to improve college readiness and success:

- Update college placement standards
- Create an integrated accountability system tied to performance funding
- Fund infrastructure improvement
- Align college readiness standards and tie to educator professional development
- Better link educator preparation to college readiness
- Develop early student interventions

Why must Kentucky address this issue?

This issue is a challenge not only for Kentucky, but for the nation. A November 2005 CPE report, *Underprepared Students in Kentucky: A First Look at the 2001 Mandatory Placement Policy*, found that half of the first-time freshmen entering Kentucky institutions were underprepared in at least one subject, and the first-year drop-out rate of underprepared students was twice the rate of academically prepared freshmen.

What is the process for implementation?

The report includes a timeline for implementation as well as a chart of deliverables and responsibilities of the Council's educational partners for each recommendation. Regional variations in implementation have not yet been established.

How will CPE evaluate the effectiveness of this initiative?

Performance and infrastructure funding recommendations in the Council's budget will be based on institutional assessment of the effectiveness of developmental education service delivery and the success of underprepared students. Measures such as first-year retention rates of underprepared students, enrollment in developmental education courses, and grades in subsequent college-level courses will be monitored.

Where can I find more information?

More information is available online at http://cpe.ky.gov/committees/develop_ed/default.htm.

ENDOWMENT MATCH PROGRAM "BUCKS FOR BRAINS"

What is the Endowment Match Program?

The Endowment Match Program matches state dollars with private donations to encourage research at the University of Kentucky and the University of Louisville and to strengthen key programs at Kentucky's comprehensive universities. All funds, both public and private, must be endowed, which provides a perpetual source of funding for research-related activities. Endowment proceeds can be used for endowed chairs, professorships, research scholars, research staff, fellowships, scholarships, research infrastructure, and mission support at the public universities. The Council on Postsecondary Education administers the program.

What are the goals of the program?

The primary goals of the Endowment Match Program are to promote economic development, create high-tech jobs, and raise the average standard of living of Kentucky residents through strategic investments in research-active faculty and staff, graduate assistants, and infrastructure.

What is the investment in the program?

Between 1998 and 2004, the Kentucky General Assembly appropriated \$350 million to this program. Of that amount, \$300 million was allocated to the state's two research universities, and \$50 million was allocated to the state's six comprehensive universities. With private giving funding matches, this represents \$700 million that will be added to the endowments of the state's public universities.

Has the program been effective?

The Endowment Match Program has proven to be a well-placed investment, successfully attracting faculty with significant records of externally funded research to Kentucky. Between 1997 and 2006, the number of endowed chairs at Kentucky public universities increased from 55 to 211 and the number of endowed professorships increased from 53 to 312. Over that same time period, extramural research and development expenditures generated by public university faculty and staff increased from \$111.6 million to \$331.4 million, or 197 percent.

Where can I find more information about the Endowment Match Program?

For more information, visit <http://cpe.ky.gov/research/endowment>.

EQUAL EDUCATIONAL OPPORTUNITIES

What is the Committee on Equal Opportunities?

The Committee on Equal Opportunities (CEO) was established in 1987 by the Council to monitor and ensure the continuation of the Commonwealth's higher education desegregation efforts. The CEO serves in an advisory capacity to the Council in implementing equal opportunity objectives. Each institution has an agreed upon set of objectives they are required to address. The Council utilizes the CEO's recommendations when considering new academic program requests.

What is the Kentucky Plan for Equal Opportunities?

In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education Office for Civil Rights (OCR) finding that Kentucky had failed to eliminate the vestiges of its racially dual system of public higher education. Since that time, additional EEO plans have been implemented to guide the work of the state in addressing desegregation and equal opportunity issues in Kentucky's postsecondary system. The 1997-2002 *Kentucky Plan for Equal Opportunities* has been extended by the Council until a new plan can be developed.

What is the Partnership Agreement?

The Partnership Agreement is a covenant between the Commonwealth and the Office for Civil Rights as a continuation of the ongoing efforts to provide minority students with opportunities to participate in the public postsecondary education system. To this end, the *Kentucky Plan for Equal Opportunities in Postsecondary Education* and the Partnership Agreement encompass specific commitments, objectives, and action plans to enhance educational opportunities for Kentucky resident African Americans.

In anticipation that postsecondary education will engage in diversity planning after the partnership agreement is declared complete, the Committee on Equal Opportunities is conducting a statewide study to identify the initiatives and activities that must comprise Kentucky's diversity plan. The study and report are expected to be completed by March 2008. The study is being conducted by Harvard's Civil Rights Project.

Where can I find more information about equal educational opportunities?

More information is available on the Web at <http://cpe.ky.gov/policies/equalopportunities>.

GEAR UP KENTUCKY

What is GEAR UP?

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant program designed to increase the number of low-income students prepared to enter and succeed in postsecondary education. GEAR UP funds six-year grants to states and partnerships to provide services to high-poverty middle and high schools. GEAR UP serves an entire cohort of students beginning no later than the seventh grade and follows them through high school. GEAR UP funds also are used to award college scholarships to low-income students.

Kentucky has received two state-level grants - the first (2000-2005) provided \$10 million in federal funds and the second (2005-11) \$21 million. Since state grants must be matched dollar-for-dollar by local cash and in-kind services, total GEAR UP allocations since 2000 equal \$62 million.

How is the program being implemented in each region?

Services to GEAR UP designated schools and students are delivered in three primary ways:

- Host sites and designated schools develop a plan of services including early college awareness and preparation activities, college readiness assessments, college and career fairs, campus visits, academic planning and advising, and financial aid information. There are seven host sites: Elizabethtown Community and Technical College, Hazard Community and Technical College, Northern Kentucky Council of Partners, Fayette County Public School District, University of Louisville, Murray State University, and Morehead State University.
- CPE provides additional support for GEAR UP to ensure all students and schools benefit from the program. Activities conducted by the Council, designed for a statewide audience, include student mentoring, parent seminars on college planning, student

entrepreneurship training, and online instruction and intervention programs. Additionally, CPE has engaged a variety of statewide partners and vendors to provide school improvement resources and technical assistance for schools, such as www.GoHigherKY.org, the *Institute for a College-Going Culture* (a leadership development activity for school teams), and mini-grant programs.

- Cooperating College Partners not currently working with the program are invited to submit proposals for summer and after-school academies for targeted students.

How does CPE evaluate the effectiveness of the program?

Data are collected twice a year from host sites and schools - once at the mid-point of the grant year and again at the year's end. GEAR UP recently implemented an electronic data reporting system for all activities and host institutions. EXPLORE assessments, which measure students' preparation for the ACT, are administered to GEAR UP students in the seventh and eighth grades, followed by PLAN assessments in the ninth and tenth grades. Based on these results, certain students receive additional targeted services.

Where can I find more information?

<http://cpe.ky.gov/policies/academicinit/GearUp/default.htm>.

KENTUCKY ADULT EDUCATION

What is Kentucky Adult Education?

The mission of Kentucky Adult Education (KYAE) is to raise the educational levels of more than one million Kentucky adults with low literacy skills and to assist the nearly 786,000 adults who do not have a high school credential to earn a GED. KYAE's goal is to help these adults gain the academic skills and credentials they need to continue their education, secure high-quality employment, support themselves and their families, and make positive contributions to society and the economy.

Why is it important?

For Kentucky to continue the economic growth of its businesses and the economic prosperity of its residents, more adults must acquire the skills that prepare them for success in employment and postsecondary education. To this end, KYAE is working to increase the number of GED graduates, preparing them for success in highly skilled employment or postsecondary education, and to significantly raise the educational level of the adults of the Commonwealth.

How many Kentuckians benefit?

In 2000, the Kentucky General Assembly passed the *Kentucky Adult Education Act*. Since that time, enrollment has grown to 126,000 in 2005-2006 and the percentage of GED graduates enrolling in postsecondary education has increased from 12.6 percent of the 1998 graduates to 21 percent in 2005-2006. Services included:

- 32,000 were taught literacy skills and prepared for the GED
- 9,000 earned their GED
- 2,000 transitioned to postsecondary education
- 4,000 enrolled in English as a Second Language (ESL)
- 4,000 enrolled in family literacy
- 44,000 were assessed for workplace and academic skills

- 55,000 enrolled in workforce training
- 2,000 earned a Kentucky Employability Certificate (KEC)
- 500 earned a Kentucky Manufacturing Skills Standard (KMSS) certificate
- 10,000 inmates enrolled in adult education programs in prisons and local jails
- 8,000 were served through statewide partnerships

Where can I find more information about Kentucky Adult Education?

For more information, visit <http://www.kyae.ky.gov>.

KENTUCKY OPEN MEETINGS LAW

What constitutes an open meeting?

The term “meeting” is broadly defined in Kentucky’s Revised Statutes to mean “all gatherings of every kind, including video teleconferences, regardless of where the meeting is held, and whether regular or special and informational or casual gatherings, held in anticipation of or in conjunction with a regular or special meeting.”

What entities and individuals are covered by the open meetings law?

- Every state or local government agency, including the policymaking board of an institution of education.
- Any body created by or pursuant to state or local statute, executive order, ordinance, resolution, or other legislative act in the legislative or executive branch of government.
- Any entity when the majority of its governing body is appointed by a public agency...member or employee of a public agency, a state or local officer, or any combination thereof.

Do groups created by public agencies meet the definition of a public agency?

Most groups created by public agencies meet the definition of public agency, including any board, commission, committee, subcommittee, ad hoc committee, advisory committee, council, or agency established, created, and controlled by a public agency.

What are some exceptions to the open meetings law?

- Deliberations on the future acquisition of real property by a public agency, but only when publicity would be likely to affect the value of a specific piece of property to be acquired for public use or sold by a public agency.
- Discussions of proposed or pending litigation against or on behalf of the public agency.

- Collective bargaining discussions between employers and their employees or their representatives.
- Discussions or hearings that might lead to the appointment, discipline, or dismissal of an individual employee, member, or student without restricting the right of that employee, member, or student to a public hearing if requested. This exception shall not be interpreted to permit discussion of general personnel matters in secret.
- Discussions between a public agency and a representative of a business entity and discussions concerning a specific proposal, if open discussion would jeopardize the siting, retention, expansion, or upgrading of the business.
- State and local cabinet meetings and executive cabinet meetings.
- Meetings which federal or state law specifically require be conducted in privacy.

What are the rules concerning closed sessions?

- Notice must be given in open session of the nature of the business, the reason for the closed session, and the specific statutory exception.
- A majority of the board must approve the closed session.
- No final action may be taken in closed session.
- No matter may be discussed at a closed session other than those publicly announced.

Other issues?

Boards may not meet in small groups of less than a quorum to avoid conducting an open meeting. However, nothing in the law prohibits discussion among individual members when their purpose is to educate themselves on specific issues.

This summary is intended to acquaint board members with the Kentucky open meetings law and should not be relied on as legal advice. Regents and trustees should consult their board attorneys for advice on a particular issue or concern.

KENTUCKY OPEN RECORDS LAW

How is the term “public record” defined in the statutes?

The term “public record” is defined as “all books, papers, maps, photographs, cards, tapes, discs, diskettes, recordings, software, or other documentation regardless of physical form or characteristics, which are prepared, owned, used, in the possession of, or retained by a public agency.”

How are “agencies” defined in the open records statutes?

- Every state or local government officer.
- Every state or local government department, division, bureau, board, commission, and authority.
- Every state or local government agency, including the policymaking board of an institution, created by or pursuant to state or local statute, executive order, ordinance, resolution, or legislative act.
- Any body that derives at least 25 percent of the funds expended by it in the Commonwealth of Kentucky from state or local authority funds.
- Any entity where the majority of its governing board is appointed by a public agency, by a member or employee of such a public agency, or by any combination thereof.
- Any board, commission, committee, subcommittee, ad hoc committee, advisory committee, council, or agency, except for a committee of a hospital medical staff, established, created, and controlled by a public agency.

What are the exceptions to the open records statutes?

- Public records containing information of a personal nature where the public disclosure would constitute a clearly unwarranted invasion of personal privacy.
- Records confidentially disclosed to an agency and compiled and maintained for scientific research.
- Test questions, scoring keys, and other examination data used to administer a licensing examination, employment exams, or academic examination before the exam is given.

- The contents of real estate appraisals, engineering or feasibility estimates, and evaluations made by or for a public agency relative to acquisition of property, until such time as all of the property has been acquired.
- Records of law enforcement agencies or agencies involved in administrative adjudication that were compiled in the process of detecting and investigating statutory or regulatory violations if the disclosure of the information would harm the agency by revealing the identity of informants not otherwise known or by premature release of information to be used in a prospective law enforcement action or administrative adjudication.
- Preliminary drafts, notes, correspondence with private individuals, other than correspondence which is intended to give notice of final action of a public agency.
- Preliminary recommendations and preliminary memoranda in which opinions are expressed or policies formulated or recommended.
- The disclosure of public records prohibited by federal law or regulation.
- Public records or information the disclosure of which is prohibited or restricted or otherwise made confidential by enactment of the General Assembly.

What are the policies about releasing the open records documents?

Agencies may require written requests. Under most circumstances, agencies must make public records available within three days. If the requested record cannot be produced within three days, the agency must explain in detail. Agencies may deny requests if unreasonably burdensome or if agencies, citing clear and convincing evidence, have reason to think repeated requests are intended to disrupt the agencies’ other essential functions. People inspecting public records have the right to make or obtain a copy.

This summary is intended to acquaint board members with Kentucky open records law and should not be relied on as legal advice. Regents and trustees should consult their board attorneys for advice on a particular issue or concern.

KENTUCKY P-16 COUNCIL

What is the Kentucky P-16 Council?

The P-16 Council (preschool through college) was established in 1999 and is composed of members of the Kentucky Board of Education, the Council on Postsecondary Education, and other education-related state agencies and organizations. The P-16 Council supports initiatives to improve teacher preparation and professional development, align high school and adult education curricula with college and workplace expectations, and integrate the programs and policies of various educational sectors.

What has been the focus of the P-16 Council's work?

The P-16 Council endorsed recommendations aimed at reducing the need for postsecondary remediation in English and mathematics. It further endorsed the creation of a single rigorous curriculum for all high school students. This led to Kentucky's selection as one of five pilot states in the American Diploma Project, a national initiative to develop high school graduation benchmark standards that meet college and workplace expectations.

Several significant policy changes ensued, including the following:

1. In 2004, the P-16 Council, working with postsecondary institutional representatives, approved statewide standards in English and mathematics for placement into credit-bearing (and higher level mathematics) courses at Kentucky's public postsecondary institutions based on the ADP benchmarks and ACT threshold scores.
2. In 2006, the Kentucky Board of Education approved revised minimum high school graduation requirements, effective for the class of 2012, that include Algebra I, Algebra II, geometry, and mathematics in each year of high school.

3. In 2006, the Kentucky General Assembly passed Senate Bill 130, requiring diagnostic assessment of all eighth- and tenth-graders; administration of the ACT to all high school juniors; administration on a voluntary basis of three WorkKeys assessments to evaluate students' readiness for high school, college, technical school, and the workplace; and appropriate and timely interventions.

What are local P-16 councils?

The local P-16 council initiative reflects and informs the agenda of the state P-16 Council at the level of local institutions, school districts, and communities. To date, the CPE has provided funding for over 20 local councils covering more than three-quarters of the Commonwealth.

Where can I find more information about Kentucky's P-16 Council?

More information is available on the Web at <http://cpe.ky.gov/committees/p16>.

KENTUCKY POSTSECONDARY EDUCATION IMPROVEMENT ACT OF 1997

What is House Bill 1?

This legislation, proposed by Kentucky Governor Paul Patton and approved by the General Assembly in a May 1997 special session, reformed the Commonwealth's system of public postsecondary education. The overarching policy goal of HB 1 was to improve Kentucky postsecondary education as a means to advance the state's economy and quality of life.

What was the rationale for the reform legislation?

By all national measures, Kentucky's citizens in 1997 were undereducated and trailed the nation in income and health. More specifically, Kentucky trailed the nation and its competitor states in the south and midwest in educational attainment, especially the percentage of the population with baccalaureate and advanced degrees. A March 1997 report of the Task Force on Postsecondary Education concluded that the Commonwealth's postsecondary education system was unprepared to meet the demands of the 21st century's global economy.

What are the statutory goals of House Bill 1?

The legislation articulated six goals to be achieved by 2020:

1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.
2. A major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky.
3. A premier, nationally recognized metropolitan research university at the University of Louisville.

4. Regional 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.
5. A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.
6. An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.

What were the key features of the reform legislation?

House Bill 1 reconstituted or created several entities designed to provide coordinated strategic planning and educational services. Those entities include the Council on Postsecondary Education, the Kentucky Community and Technical College System, the Kentucky Virtual Campus, the Kentucky Virtual Library, and the Strategic Committee on Postsecondary Education. In addition, HB 1 created trust funds to provide financial support for system-building behavior and to build university endowments.

Where can I find more information?

<http://cpe.ky.gov/planning/legislation/default.htm>

KENTUCKY'S PUBLIC AGENDA & POSTSECONDARY EDUCATION ACCOUNTABILITY SYSTEM

What is Kentucky's Public Agenda for Postsecondary and Adult Education?

The *Kentucky Postsecondary Education Improvement Act of 1997* requires the Council on Postsecondary Education to develop a strategic agenda (commonly known as the Public Agenda) and accountability system for postsecondary education, which is reviewed every four years. A comprehensive review of the Council's strategic plan began in early 2004 with an analysis of demographic, economic, and education data from 1997 to 2004. Public forums and meetings with state policy, civic, and business leaders were held to discuss the role of the postsecondary and adult education system in addressing challenges facing the Commonwealth. The result was a revised Public Agenda, *Five Questions – One Mission: Better Lives for Kentucky's People*, which covers the period 2005-2010.

What is the focus of the Public Agenda?

The Public Agenda will guide the work of adult and postsecondary education through 2010. The Public Agenda emphasizes accountability, degree completion, and affordability and is built around five key questions:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

How does Kentucky know if the postsecondary system is meeting the goals of the reform legislation and the Public Agenda?

A series of statewide and institution-specific key indicators (e.g., enrollment, degree completion, and research and development) measure progress on each of the five questions. The total number of indicators remains small to focus attention where it will most help reform efforts. Performance goals are set at the institutional and statewide levels for each of these indicators. The resulting accountability system measures progress first at the state level and then at the institutional level by type of institution. All public institutions in the state have strategic plans that align with the Public Agenda. The Council prepares an annual accountability report for the Governor, Legislative Research Commission, Strategic Committee on Postsecondary Education, postsecondary institutions, and other constituents, which is available online at www.cpe.ky.gov/planning/statusreports.

Where can I find more information about Kentucky's Public Agenda, the performance indicators, and progress since the reform act was passed in 1997?

More information is available at <http://www.cpe.ky.gov/planning/>.

KENTUCKY VIRTUAL CAMPUS AND KENTUCKY VIRTUAL LIBRARY

What is the Kentucky Virtual Campus?

The Kentucky Virtual Campus (KYVC) is an operational unit of the Council on Postsecondary Education created as part of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1). KYVC helps increase the number of people with degrees and credentials by extending quality educational opportunities in a cost-efficient manner to Kentuckians whose work and family situations may not allow them to come to a campus or an adult learning center. The campus consists of two primary service divisions - the Kentucky Virtual Campus, providing online learning services to academic institutions and state agencies, and the Kentucky Virtual Library, providing online library services for all of Kentucky's citizens.

What is the Kentucky Virtual Library?

An integral unit of the KYVC, the Kentucky Virtual Library (KYVL) is a reference and research hub providing equitable access to library and information resources for all public universities and colleges, public K-12 schools, public libraries, over 30 independent colleges and universities, and various private K-12 schools and libraries across the state. KYVL provides access to over 40 licensed index, abstract, and full-text databases; over 76,000 indexed publications containing over 28,000 full-text resources; 557,016 images; and over 2,000 maps to member libraries.

How many people are served through KYVC and KYVL?

The state's official virtual campus opened its doors in 1999 (under the name "Kentucky Virtual University") to an enrollment of 300 learners. In fall 2006, the KYVC supported 65,035 users who had access to over 6,276 sections of 2,715 courses across 127 programs from 52 individual instructional providers. The KYVL supported 18.3 million searches in FY 2005-06 and a total of 39.6 million searches since 1999.

Why did the Kentucky Virtual University change its name to the Kentucky Virtual Campus?

In 2006, the name was changed to reflect a refined and expanded focus on its mission to increase awareness of, access to, and affordability of Kentucky's eLearning opportunities. KYVC serves as:

- A statewide advocate for access to learning through technology.
- A convener of partners that use resources effectively.
- A catalyst for innovation and excellence in eLearning.

KYVC does not offer degrees; all courses and programs in its online catalog come from accredited postsecondary institutions. State agencies also use KYVC to provide professional development offerings and supplementary education services.

Where can I find more information?

Visit KYVC and KYVL on the Web at www.kyvc.org and www.kyvl.org.

LICENSING OF KENTUCKY COLLEGES AND UNIVERSITIES

What is the Council's authority in this area?

By statute, the Council is charged "... to protect bona fide institutions and citizens of the Commonwealth from fraudulent practices, unfair competition, or substandard educational programs" through a college and university licensing process. Kentucky does not exempt sectarian institutions from the licensure requirements. The types of institutions that have or would have a physical presence and are subject to the statute include:

- In-state, independent, nonprofit institutions offering degrees at any level.
- In-state, independent, for-profit institutions offering degrees above the associate level (for-profit institutions that only offer degrees below the baccalaureate level are regulated by the Kentucky Board for Proprietary Education).
- Out-of-state, independent, for-profit institutions that have or would have a physical presence in Kentucky *and* offer degrees above the associate level.
- Out-of-state, nonprofit, independent, or public institutions that have or would have a physical presence in Kentucky *and* offer degrees at any level.

How many institutions are currently licensed by CPE to operate in Kentucky?

- 38 in-state, independent, nonprofit institutions (including 8 Bible colleges and 4 seminaries)
- 4 in-state, independent, for-profit institutions (including one law school)
- 13 out-of-state, nonprofit institutions
- 7 out-of state, for-profit institutions

In-state institutions, with exception of the law school, the eight Bible colleges, and two Accrediting Council for Independent Colleges and Schools (ACICS) institutions, are accredited by the Southern Association of Colleges and Schools (SACS). Out-of-state institutions operating in Kentucky, with the exception of two ACICS institutions, are regionally accredited (primarily by the North Central Accrediting Association).

What is the process to become licensed by CPE?

Postsecondary institutions wishing to operate in Kentucky must submit initial applications to the president of the Council. Based on standards specified in the regulation, staff may recommend that the institution be denied or licensed. Licenses are institution-specific, program-specific, level-specific, and site-specific. Once licensed, institutions may submit supplemental applications to offer new programs, develop additional locations, or make major changes in existing programs. Institutions also must submit annual reports addressing specified information such as enrollment and degrees data, new faculty, and financial stability.

Where can I find more information?

<http://cpe.ky.gov/policies/academicpolicies/licensure.htm>

POSTSECONDARY EDUCATION ECONOMIC DEVELOPMENT AGENDA

How will Kentucky strengthen its economic position?

Education is the primary driver of Kentucky's future economic development since Kentuckians are competing for jobs in a globally competitive and increasingly knowledge-driven environment. Intellectual capital, entrepreneurial business models, and leveraged investments are essential if Kentucky is to successfully compete in the new world of technology and information-intensive innovation.

What is the *Kentucky Innovation Act of 2000* and what role does postsecondary education play in its implementation?

The *Kentucky Innovation Act of 2000* was designed to propel Kentucky forward in its pursuit of knowledge economy, educational, and employment opportunities. Through a contract with the Kentucky Science and Technology Corporation (KSTC), CPE supports several initiatives designed to stimulate research and development, university/business collaboration, and rural involvement in the knowledge economy. Funded programs include the Research and Development Voucher Program, the Commercialization Program, the Regional Innovation and Commercialization Centers, the Rural Innovation Program, and the Kentucky Experimental Program to Stimulate Competitive Research (EPSCoR).

What is CPE doing to promote economic development in the state?

- Establishing aggressive college attainment performance goals to ensure that Kentucky has college graduates who can contribute in the knowledge economy.

- Promoting the STEM (science, technology, engineering, and mathematics) disciplines to stimulate research and commercialization.
- Convening the Kentucky STEM Task Force to develop a specific set of strategies to help advance the state's economic development agenda.
- Providing administrative and policy oversight for the implementation of several components of the *Kentucky Innovation Act of 2000*.
- Creating and supporting partnerships between postsecondary institutions, P-12, local/state/federal government, and business to enhance and sustain the economy.

Where can I find more information about the postsecondary education economic development agenda?

Association of University Technology Managers
<http://www.autm.net>

Kentucky Long-Term Policy Research Center
<http://www.kltprc.net>

Kentucky Science and Technology Corporation
<http://www.kstc.com>

STEM Task Force
http://www.cpe.ky.gov/news/reports/cpe_reports/stem

REGIONAL STEWARDSHIP PROGRAM

What is the Regional Stewardship Program?

The Regional Stewardship Program is an initiative funded in 2006 to stimulate regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by regional (comprehensive) university faculty and staff.

Why is the program needed?

Public engagement programs are cost centers for the comprehensive institutions, just as basic research is for UK and UofL. Programs and services that target the needs of public schools, small businesses, government, and nonprofit agencies require public fund support. The benefits of the program include improved economic prosperity, quality of life, and civic participation within service regions and across the state.

How does the program work?

The program provides funding for the comprehensive universities in three areas.

- Infrastructure funds support the development and maintenance of organizational structures, personnel, information systems, and community relationships.
- Regional grant funds support efforts to build intellectual capacity in targeted priority areas.
- Stewardship initiative funds support activities that improve economic prosperity, quality of life, and civic participation.

What are regional advisory committees?

All universities must adhere to the 2006-08 Regional Stewardship Program Guidelines and establish a regional advisory committee of local government and community leaders, business and industry representatives, education leaders, policy professionals, interest groups, and citizens from across the university's area of geographic responsibility. The regional advisory committees assist in identifying regional needs, opportunities, and stewardship priorities.

How is the program being implemented?

In order to access regional grant funds, universities must submit a strategic plan, produced in collaboration with and approved by the regional advisory committee, and a proposal outlining targeted areas of impact with a proposed budget for salaries and operating expenses. Outcomes must be clearly linked to documented regional or state needs, and each proposal must link the proposed engagement activity to the core academic function of the institution.

Where can I find more information?

For more information, visit the Council's Web site at http://cpe.ky.gov/policies/budget/reg_steward_program.htm.

What is the STEM Task Force?

The Science, Technology, Engineering, and Mathematics (STEM) Task Force was assembled in 2006 to develop a statewide P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines. The task force, chaired by University of Kentucky president Lee Todd, consisted of 110 members representing government, business, and education sectors. The task force reviewed data, heard testimony, and conducted research to identify the scope and seriousness of the STEM crisis in America and Kentucky. Conclusions and recommendations were published in the report, *Kentucky's STEM Imperative: Competing in the Global Economy*.

What are the report's recommendations?

1. Energize and fund a statewide public awareness campaign to help Kentuckians understand the critical importance of STEM to their own economic competitiveness and to that of the Commonwealth.
2. Create incentives and a supportive environment for students, teachers, and institutions that pursue, succeed, and excel in STEM disciplines throughout the P-20 pipeline.
3. Implement international best practices in professional development programs for P-16 STEM teachers to increase the intensity, duration, and rigor of professional development.
4. Improve teacher preparation programs and encourage people with undergraduate and graduate STEM degrees to enter the teaching profession.
5. Revolutionize how STEM subjects are taught, learned, and assessed and implement a statewide, research-based STEM curriculum aligned with global workforce and academic standards.
6. Engage business, industry, and civic leaders to improve STEM education and skills in the Commonwealth and create incentives for Kentucky businesses that employ and invest in STEM educated students.

7. Develop an ongoing, coordinated, statewide STEM initiative that maximizes the impact of resources among state agencies, schools, colleges and universities, and businesses and is focused on developing and attracting STEM-related jobs to Kentucky.
8. Target energy sustainability problems and opportunities in Kentucky and the nation as a primary objective of statewide STEM enhancements.

What are the next steps?

The CPE STEM Task Force recommendations are designed to create a starting point for future action that involves leveraging current human and fiscal assets and developing new opportunities for Kentucky's citizens. From April to August 2007, task force study groups met to develop implementation action plans for each of the eight recommendations. These action plans will be released in September 2007, and the Council's budget planning processes occurring through December will incorporate these recommendations.

Where can I find more information?

Read the full report online at
http://www.ky.gov/news/reports/cpe_reports/stem.