

FIVE QUESTIONS – ONE MISSION
Better Lives for Kentucky's People

MEETING AGENDA

Council on Postsecondary Education

September 12, 2010
Northern Kentucky University
Highland Heights, KY



Sunday, September 12, 2010

- 11 a.m.-2 p.m. CPE Member Work Session**
NKU Student Union 107, Ballrooms A & D
20 Kenton Drive
Highland Heights, KY
- 2-4 p.m. NKU Information Session and Campus Tour**
NKU Student Union 107, Ballrooms A & D
20 Kenton Drive
Highland Heights, KY
- 4-6 p.m. CPE Meeting**
NKU Student Union 107, Ballrooms B & C
20 Kenton Drive
Highland Heights, KY
- 6:30 p.m. Reception**
NKU Student Union 107, Ballrooms A & D
20 Kenton Drive
Highland Heights, KY

See the back of this agenda book for directions and parking information.

Members, Council on Postsecondary Education

Ellen Call, Louisville
Glenn D. Denton, Paducah
Dan E. Flanagan, Campbellsville
Joe Graviss, Versailles
Terry Holliday, Commissioner of Education (*ex officio, nonvoting*)
Dennis M. Jackson, Paducah
Nancy J. McKenney, Lexington (*faculty member*)
Pam Miller, Lexington (*vice chair*)
Donna Moore, Lexington
Lisa F. Osborne, Carrollton
Paul E. Patton, Pikeville (*chair*)
Aaron Price, Louisville (*student member*)
Marcia Milby Ridings, London
Jim D. Skaggs, Bowling Green
Joseph S. Weis, Louisville
Joseph B. Wise, Louisville

Robert L. King, CPE President

AGENDA
Council on Postsecondary Education
Sunday, September 12, 2010

4 p.m. (ET)
NKU, Student Union 107, Ballrooms B&C
20 Kenton Drive, Highland Heights, Kentucky

11 a.m. – 2 p.m. – The Council members will hold a work session to discuss the development of the 2011-15 Strategic Agenda. This session is in Ballrooms A&D.

Welcome from President Jim Votruba and Northern Kentucky University

Welcome from the Northern Kentucky Chamber of Commerce

Roll Call

Approval of Minutes 1, 7

CPE President’s Report to the Council

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Other Business

Next Meeting

November 4-5, Eastern Kentucky University, Richmond, KY

Adjournment

MINUTES
Council on Postsecondary Education
July 23, 2010

The Council on Postsecondary Education met Friday, July 23, 2010, at 9 a.m. at Pikeville College in Pikeville, Kentucky. Chair Paul Patton presided.

WELCOME

President King thanked Governor Patton for hosting the Council at Pikeville College and said that the members had enjoyed an information session, campus tour, and dinner the previous day.

OATH OF OFFICE

Judge Darrell Mullins, chief district judge of the Division I Judicial District of Pike County, administered the oath of office to two new Council Members.

Dennis Jackson, from Paducah, is retired from the Paducah public schools where he served as director of district personnel. He has served as assistant principal and athletic director at Paducah Tilghman High School and has been a teacher and coach at several other schools. He is a graduate of Murray State University where he played football and earned a bachelor of arts in physical education and a master's in secondary education administration. He has been inducted into the Kentucky High School Athletic Hall of Fame and also the Murray State Athletics Hall of Fame. He replaced Phyllis Maclin and will serve until December 31, 2015.

Aaron Price is the new student member. He holds a bachelor's degree in both communications and political science from the University of Louisville and is attending UofL's Louis D. Brandeis School of Law. He is a law clerk for Bahe, Cook, Cantley, and Jones in Louisville. He replaced Chris Crumrine and will serve until June 30, 2011.

Governor Patton congratulated Marcia Ridings on being reappointed to the Council. She will serve until December 31, 2015.

ROLL CALL

The following members were present: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Nancy McKenney, Pam Miller (via interactive television from Maine), Donna Moore, Lisa Osborne, Paul Patton, Aaron Price, Marcia Ridings, Jim Skaggs, Joe Weis, and Joe Wise. Ellen Call and Terry Holliday did not attend.

**APPROVAL OF
MINUTES
CPE PRESIDENT'S
REPORT**

The minutes of the May 2010 meeting were approved as distributed.

President Bob King reported on several activities underway:

- CPE has continued its work with the P20 Data Collaborative to build a research and reporting system that spans preschool through postsecondary education and into the workforce. The governor

signed an executive order in May which established the collaborative, and Charles McGrew, former Assistant VP for Research and Information at the Council, has returned to Kentucky to head up this effort. The planning and design phase on the project is nearing completion, with the first new reports planned for release late next year.

- Kentucky is one of 17 states invited to participate in a national project to improve higher education productivity. Supported by the Lumina Foundation, the Productivity Strategy Labs are part of the national investment to graduate more students and make colleges more cost effective. The labs will tailor information so state leaders and policymakers get the resources they need to make effective decisions. Lab members will get access to a network of peers and technical assistance opportunities to advance state policy agendas that help higher education do more with the dollars available.
- Kentucky has joined a 12-state SREB collaborative to develop career-focused programs of study that join a coherent sequence of career/technical (CT) courses embedded with academic content. Each state has chosen differing high school curricula with the goal of students meeting both high school graduation requirements and college- and career-readiness standards. Kentucky has chosen Informatics/Computing Sciences and will model the curriculum after the successful work currently underway through Project Lead the Way pre-engineering and biomedical science curricula taught in over 100 schools throughout the Commonwealth. This area of concentration was chosen by K12 and postsecondary subject matter experts, along with business and employer management groups, who are working to build curricula with dual credit opportunities and career and technical education. PLTW is under the direction of Kentucky Career and Technical Education and the University of Kentucky. When completed, states will share course syllabi and curricular materials from each project.
- Kentucky has been accepted to participate in an NGA Learning Lab which will provide an opportunity to delve deeply into conversations with leaders from Washington and Oregon on such issues as leadership and goal setting, funding for performance, cross-institutional data, and increasing educational success for working adults.
- Kentucky Adult Education, in partnership with the Kentucky Community and Technical College System, was recently awarded \$520,500 in Workforce Investment Act Statewide Reserve Funds to develop contextualized curriculum to develop an Integrated Education and Training model. The model will place emphasis on business management and marketing, construction trades, and computer and information sciences. Three pilot areas in the state will be identified to test the curriculum before using in all 120 adult education programs across Kentucky. Currently, KYAE awards approximately 10,000 GED diplomas and KCTCS awards 13,000

certificates a year. Each of these credentials can take several years to earn independently. However, partnering with KCTCS to develop contextualized curriculum will accelerate the learning process, enabling the student to enter the workforce much quicker than if each credential were earned separately.

- Each year the state auditor is required to do a compliance audit of all state agencies for Title VI reporting. Title VI says that any entity receiving federal funds must agree not to discriminate in providing services to individuals based on race, national origin, or color. This year's auditor's report shows full compliance by CPE.

Mr. King noted that all state government agencies, including the Council, are being asked to take another round of budget cuts. In addition, the number of nonmerit state employees who are political appointments will be reduced. All of the Council employees are nonmerit and the staff is talking with the budget office to determine what impact this will have on the Council staff. As a budget balancing measure, all state employees are being furloughed six days during the current fiscal year.

Mr. King said that the Council members and the staff wanted to help the people of Pike County that were impacted by the flooding in recent days and asked Governor Patton to pass along their monetary donations to the appropriate agencies.

2010-11 TUITION
AND MANDATORY
FEES - KCTCS

RECOMMENDATION: The staff recommended that the Council approve the 2010-11 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

The 4 percent increase for resident undergraduates complied with the ceiling set by the Council for a community or technical college at the April meeting.

In June the KCTCS Board of Regents approved a provision that allows students who enroll at a KCTCS college during fall semester 2010 or spring semester 2011 and who reenroll in 2011-12 to maintain the 2010-11 tuition and fee rate. The board felt that guaranteeing the rates for returning students will increase student retention, raise transfer rates, and improve credential completion rates for all 16 colleges.

MOTION: Dr. Wise moved that the recommendation be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

2010-11 TUITION
AND MANDATORY
FEES - KSU

RECOMMENDATION: The staff recommended that the Council approve the 2010-11 tuition and mandatory fee rates for Kentucky State University.

The 5 percent increase for resident undergraduates complied with the ceiling set by the Council for a comprehensive university in April.

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

VOTE: The motion passed.

2010-11 TUITION AND MANDATORY FEES - WKU

RECOMMENDATION: The staff recommended that the Council approve the 2010-11 tuition and mandatory fee rates and the requested exception to the nonresident rate floor for Western Kentucky University.

The 5 percent increase for resident undergraduates complied with the ceiling set by the Council for a comprehensive university in April. In line with what WKU proposed and the Council approved for 2009-10, WKU requested an exception to the nonresident rate floor for its undergraduate Tuition Incentive Program rate. The TIP rate is 1.28 times the in-state rate in comparison to the regular out-of-state rate, which is 2.5 times the in-state rate.

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

VOTE: The motion passed.

NEW PROGRAM – WKU

RECOMMENDATION: The staff recommended that the Council approve the Bachelor of Arts in Art History (CIP 50.0703) proposed by Western Kentucky University.

MOTION: Ms. Ridings moved that the recommendation be approved. The motion was seconded by Ms. Miller.

VOTE: The motion passed.

BUDGET UPDATE

In May, in special session, the Kentucky General Assembly passed an approximately \$17 billion Executive Budget for 2010-12. Subsequently, Governor Beshear vetoed 19 items in the budget bill primarily to provide additional flexibility in generating over \$130 million in spending reductions and efficiency savings required by the General Assembly to balance the FY11 Executive Budget and over \$160 million to balance in FY12. The staff provided a summary of the impact of the enacted 2010-12 Executive Budget on postsecondary education. On July 2, the Council received notice from the Office of the State Budget Director of an additional 1.5 percent cut to its FY11 General Fund to help offset the \$131 million in additional spending reductions required to balance the budget passed by the General Assembly during the special session.

2011-15 STRATEGIC
AGENDA
DEVELOPMENT

Lisa Osborne, chair of the Council’s Strategic Agenda Work Group, said that in May four subgroups were formed to recommend potential objectives, strategies, and metrics in four areas of focus (college readiness, student success, efficiency and innovation, and research and economic competitiveness). The subgroups each met twice during May and June and are working with a CPE staff member to develop a short report that will put their recommendations in the context of national best practices and current and projected statewide needs. The CPE member work group and the institutional work group held a joint meeting on July 22. The Council members will have a discussion about strategic planning at their August retreat.

STATEWIDE DIVERSITY
POLICY

The staff reported that two subgroups have been working to develop the statewide diversity policy – one to develop the policy and the other to review the legal aspects of the policy to ensure its constitutionality. There has been ongoing dialogue with institutional representatives to address issues, concerns, and needed clarifications. The draft policy will be brought to the Committee on Equal Opportunities for approval and then to the Council for consideration, possibly at its September meeting.

CEO INTERIM CHAIR

Governor Patton announced that he has appointed Joe Weis to serve as interim chair of the Committee on Equal Opportunities. He will serve as interim chair until the new diversity policy goes into effect which will change the composition of the group.

COMMISSIONER OF
EDUCATION REPORT

A report from Commissioner Holliday was provided for information. It was noted that Governor Beshear recently made several appointments to the membership of the State Board of Education.

RESOLUTIONS OF
SERVICE

A resolution of service was offered recognizing the service and contributions of former student Chris Crumrine. A letter from Mr. Crumrine, who is now with the State Higher Education Executive Officers in Colorado, was shared expressing his gratitude for the opportunity to serve on the Council.

A resolution of service was also offered recognizing the service and contributions of former member Phyllis Maclin.

MOTION: Mr. Denton moved that the two resolutions be accepted. Ms. Moore seconded the motion.

VOTE: The motion passed.

REPORTS FROM
INSTITUTIONS

Governor Patton called attention to the reports from the institutions included in the agenda book.

CPE PRESIDENT’S
EVALUATION

Governor Patton said that the Council and President King have completed an evaluation of the president based on his first year of work. The

evaluation gives the president high marks for his accomplishments this past year including rebuilding effective relationships with the legislative and executive leaders and institutional presidents.

MOTION: Mr. Flanagan moved that President King's contract as president of CPE be extended from June 30, 2012, to June 30, 2015, and that the existing contract be amended to reflect the change in the ending date. Ms. Miller seconded the motion.

Governor Patton noted that there will be no adjustment in salary as a result of this extension.

VOTE: The motion passed.

President King accepted the extension of his contract and said that he is moved by the Council's vote of confidence. He said that good progress is being made toward the goals of House Bill 1 and thanked the Council staff for their good work and support.

NEXT MEETINGS

The next Council meeting is September 12 and will be hosted by President Votruba and Northern Kentucky University. The annual trusteeship conference is September 13 at the Marriott Cincinnati Airport Hotel in Hebron, Kentucky.

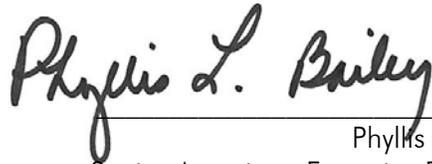
The Council members will have a retreat August 19 and 20 at the Cumberland Falls State Resort Park in Corbin, Kentucky.

ADJOURNMENT

The meeting adjourned at 10:45 a.m.



Robert L. King
CPE President



Phyllis L. Bailey
Senior Associate, Executive Relations

CPE MEMBER WORK SESSION

The Council members met in a work session at 8 a.m. on July 23. The members discussed the evaluation of President King and reviewed the draft agenda for the August CPE member retreat.

MINUTES
Council on Postsecondary Education Retreat
August 19-20, 2010

The Council on Postsecondary Education met in a retreat Thursday and Friday, August 19 and 20, at the Cumberland Falls State Resort Park in Corbin, Kentucky. The retreat began at 11:30 a.m. August 19 and concluded at 11 a.m. August 20. Chair Paul Patton presided.

ROLL CALL

The following members attended August 19 and 20: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Lisa Osborne, Paul Patton, Aaron Price, Marcia Ridings, and Jim Skaggs. Ellen Call attended August 19, and Terry Holliday attended August 20. Joe Weis and Joe Wise did not attend the retreat.

DISCUSSION TOPICS

An agenda was distributed for the retreat but no action was taken. The agenda topics included a discussion with Representative Leslie Combs and Representative Rocky Adkins; a conversation with Adam Edelen, Governor Beshear's Chief of Staff; an update on the development of the 2011-15 strategic agenda; an update on the report to the General Assembly on deferred maintenance; a report about the progress made by the Committee on Equal Opportunities on the development of the draft diversity policy; and a conversation with Commissioner of Education Terry Holliday.

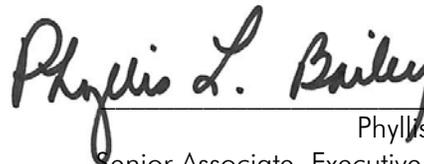
The retreat concluded with a discussion among Council members about the CPE powers and duties, President King's 2010-11 plan of work, process for the annual evaluation of the CPE president, the recent staff reorganization, and the 2011 meeting schedule.

ADJOURNMENT

The retreat adjourned at 11 a.m. August 20.



Robert L. King
CPE President



Phyllis L. Bailey
Senior Associate, Executive Relations

**Council on Postsecondary Education
September 12, 2010**

**Association of Independent Kentucky Colleges and Universities
Annual Report to CPE**

Pursuant to KRS 164.020 (13)*, the Association of Independent Kentucky Colleges and Universities is charged with presenting an annual report to the Council on Postsecondary Education. This reporting requirement was added in 2002 to ensure that the contributions of the state's nonprofit, SACS accredited colleges and universities are recognized and considered by the Council in carrying out its statutory responsibilities to most effectively and efficiently meet the state's postsecondary needs. At the September 12 meeting, AIKCU will deliver the 2010 annual report and make brief comments. A group of private college and university presidents also will attend the meeting to respond to specific questions.

The AIKCU annual report provides a summary of the role private colleges play in the state's effort to meet its postsecondary education goals. It highlights specific innovations and collaborations and provides an opportunity for dialogue between AIKCU leaders and Council members about the independent colleges' positive role in the state's postsecondary system.

The positive relationship between Kentucky's private colleges and universities and the Council has evolved over the years. The Commonwealth's earliest providers of a college education were private colleges. These private colleges and universities persevered in some of the most underserved areas of the Commonwealth, meeting educational needs in many remote areas as well as in the state's larger cities.

As the public collegiate sector was established and grew, private and public institutions coexisted with little structured interaction at the campus or state levels. This began to change in the second half of the twentieth century with the establishment of the Kentucky Tuition Grant program in the early 1970s and continued with the evolution of the modern Council.

In the 1980s the Council on Public Higher Education was restructured and in the process became the Council on Higher Education, tacitly recognizing that private college and university assets should be valued and could be utilized by the state's higher education planning and coordinating body. Incremental, seemingly innocuous relationships such as the voluntary agreement by private colleges to participate in the state data collection process developed during this time and laid the foundation for increased collaboration.

Private college students also were recognized and included in the College Access Program, a financial aid program designed to assist the state's neediest students attend college.

The passage of the 1997 postsecondary education reforms followed by the passage of the KEES program in 1998 proved to be the catalysts that made private colleges effective postsecondary education partners. The 1997 reform act established the Council on Postsecondary Education and shifted the Council's focus to one of developing, promoting, and measuring success based on statewide goals. Private colleges make a significant, measurable contribution to the achievement of statewide goals. Passage of the 1998 act included the commitment of a dedicated source of revenue in support of public and private college students, resulting in a growing source of aid for students wishing to enroll in public and private colleges.

Other statutory changes, such as the requirement that AIKCU present an annual report, as well as state policymakers' willingness to include AIKCU leaders in virtually all major postsecondary policy initiatives, have solidified the role of private colleges in Kentucky's comprehensive postsecondary system.

***Powers and Duties of the Council:** The Council on Postsecondary Education in Kentucky shall: (13) Ensure that the state postsecondary system does not unnecessarily duplicate services and programs provided by private postsecondary institutions and shall promote maximum cooperation between the state postsecondary system and private postsecondary institutions. Receive and consider an annual report prepared by the Association of Independent Kentucky Colleges and Universities stating the condition of independent institutions, listing opportunities for more collaboration between the state and independent institutions and other information as appropriate.

**REPORT FROM COMMISSIONER TERRY HOLLIDAY
FOR THE
SEPTEMBER 12, 2010 COUNCIL ON POSTSECONDARY EDUCATION MEETING**

STATE CONSORTIUM ON BOARD EXAMINATION SYSTEMS

The Kentucky Department of Education is currently collaborating with eighteen high schools from across the Commonwealth, and our higher education partners, as part of a national consortium of states that are working to design a secondary instructional system that focuses on a core set of courses in the 9th and 10th grade years. Once students master the content in those core courses and successfully complete an assessment of the content, several options await them. These options range from completion of a traditional course of study for the remaining two years of high school, to enrollment in dual credit options at the high school, to a recommendation that the student is ready (both academically and emotionally) to leave high school and pursue postsecondary education.

The eighteen schools, higher education and other education partners have met several times and have provided specific recommendations regarding what is needed to move forward with this work. Most of the recommendations would take their form as part of a legislative package on early graduation and are as follows:

1. Restructure funding models.
2. Redefine the high school diploma.
3. Create a weighted student formula for average daily attendance (ADA) dollar counts.
4. Preserve the notion that every child should have the opportunity to earn four years of KEES scholarship money.
5. Allow high school sophomores to take the required ACT a year early.
6. Allow school districts to continue the following until the student cohort graduates:
 - ADA funding for the district
 - KEES earning potential for four years
 - Access for students to extra-curricular opportunities such as, but not limited to, athletics, FFA, etc.
7. Develop a shared ADA model between the districts and the postsecondary institutions to accept the students who graduate early under this type of program.
8. Provide a waiver from the state accountability system for those who pass the board exams and/or include board exam scores in the state accountability system.
9. Provide easier access to multiple delivery methods to improve student learning.
10. Create a task force to conduct multiple studies that would include, but not be limited to the following:
 - Study the relationship of middle schools to this program.
 - Study the financial impact of early graduation (on parents, students, districts, etc.).
 - Conduct further studies on incentives for schools, students, teachers, etc. who succeed in this type of program.

For more information on this initiative, contact David Cook at (502) 564-2116 or via e-mail at David.Cook@education.ky.gov.

COMMISSIONER HOLLIDAY PRESENTS PROPOSED KBE/KDE STRATEGIC PLAN

As part of the Kentucky Board of Education's retreat meeting on August 4, Commissioner Terry Holliday presented a proposed Kentucky Board of Education/Kentucky Department of Education Strategic Plan for the board's consideration. The plan is based on the board's vision of "Every child proficient and prepared for success" and the department's mission of "...to prepare all Kentucky students for next-generation learning,

work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.”

Four strategic priorities were cited as follows: next generation learners, next generation professionals, next generation support systems and next generation schools/districts. Strategies and indicators were defined for each of the strategic priorities. The PowerPoint presentation used by the commissioner provides more detail on the plan and can be accessed at:

<http://www.education.ky.gov/KDE/Administrative+Resources/Commissioner+of+Education/Commissioner+Hollidays+Presentations/20100804+The+Good+the+Bad+the+Ugly.htm>

The commissioner also shared that anyone desiring to check progress on the implementation of the strategic plan can do so by accessing the following link:

<http://www.education.ky.gov/KDE/HomePageRepository/About+KDE/KDE+Strategic+Plan+Deployment.htm>

The board gave the commissioner the go-ahead to come back with well-defined goals and measures for its consideration at the October 6 meeting.

For more information on the strategic plan, contact Ruth Webb at 502-564-3141 or via e-mail at Ruth.Webb@education.ky.gov.

NEW KENTUCKY BOARD OF EDUCATION MEMBERS SWORN-IN

On August 4 at the board’s annual retreat, Kentucky Supreme Court Justice Daniel Venters presided over a swearing-in ceremony for five new members, who were appointed by Governor Steve Beshear in July. The five are:

Jonathan Parrent, Princeton
William L. Twyman, Cave City
Roger L. Marcum, Bardstown
Mary Gwen Wheeler, Louisville
Martha M. Jones, Ashland

Also sworn-in was Judy Gibbons of Lakeside Park, who was reappointed. C.B. Akins of Lexington was reappointed but unable to attend the retreat and regular meeting due to health reasons.

For more information on board members, contact Mary Ann Miller at 502-564-3141 or via e-mail at MaryAnn.Miller@education.ky.gov.

BOARD ELECTS OFFICERS FOR 2010-11

On the morning of August 5, the Kentucky Board of Education elected its slate of officers for 2010-11. Nominating Committee Chair Billy Harper reported that the committee recommended David Karem as chair and Dorie Combs and C.B. Akins as vice-chairs. The board unanimously approved the recommended slate of officers.

For more information on board officers, contact Mary Ann Miller at 502-564-3141 or via e-mail at MaryAnn.Miller@education.ky.gov.

**Council on Postsecondary Education
September 12, 2010**

**CPE President's Plan of Work
August 2010-August 2011**

ACTION: The staff recommends that the Council approve the Plan of Work, August 2010-August 2011.

The attached Plan of Work provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year. It was provided for initial review by the CPE members at the August retreat. Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The President Evaluation Committee will evaluate implementation of the plan as part of the president's annual performance review in July 2011.

Staff preparation by Lee Nimocks

CPE President's Plan of Work

Priority Activities – August 2010 through August 2011

- 1) Complete 2011-2015 Strategic Agenda for Postsecondary and Adult Education, establish metrics to assess performance, and coordinate implementation in partnership with campuses and providers.
- 2) Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.
- 3) Work with campus leaders to develop a funding request (operating and capital) and distribution process for 2012-14 that supports the educational missions of each institution, enhances quality and access, encourages innovation and collaboration, promotes degree production, and utilizes results from the VFA study to focus policy attention on asset preservation and space utilization.
- 4) With campus and state leaders, set tuition parameters that ensure strong links between tuition, mission, and performance, and balance the needs of campuses with the interests of students and policymakers.
- 5) Improve college readiness:
 - a. With KDE and EPSB, coordinate SB1 (2009) implementation, including alignment of K-12 and higher education academic standards, execution of remediation reduction plan, and improvements in teacher preparation and professional development.
 - b. Continue implementation of a P-20 data warehouse, and develop a research agenda and data analysis capabilities to strengthen policy development and implementation.
 - c. Engage more students in adult education programs, produce more GED graduates who are college/career ready, and transition more of those students on to postsecondary education.
- 6) Strengthen college access and student success:
 - a. Coordinate implementation of HB 160 (2010) to streamline and improve student transfer.
 - b. With campuses, complete and implement statewide diversity policy that will enhance student participation and success and promote diversity within the campus communities.
 - c. Continue work with campuses to implement recommendations of Adult Learner Taskforce.
 - d. Secure funding for new round of state GEAR UP funding.
- 7) Promote campus-based research and strategies to improve economic competitiveness:
 - a. In partnership with campuses, advance and implement funding programs to expand the state's research capacity.
 - b. Develop a communications and marketing plan that highlights current research and development efforts as well as future plans.
 - c. Reengage business community in supporting/advocating postsecondary education reform agenda.
 - d. Work with presidents, business community, and other leaders to develop strategies to increase degrees in STEM related fields, including creation of specific scholarships and other incentives to encourage degree completion.
- 8) Support innovation and efficiency:
 - a. Revise academic program approval process and program productivity review process to minimize duplication, increase quality, and encourage increased productivity.
 - b. Facilitate administrative and academic collaborations that result in greater institutional efficiencies.
 - c. Ensure the agency operates efficiently and professionally and is fully responsive to its statutory obligations and to the needs of its constituencies.
 - d. Implement new licensing regulation and fee schedule for nonpublic institutions.
 - e. Coordinate statewide initiatives and partnerships that promote collaboration and efficiency.
 - f. Promote innovative program delivery systems that limit cost increases or reduce costs, improve learning outcomes, and expand capacity.
- 9) Strengthen coordination between CPE and campus boards of trustees/regents to enhance campus accountability.

**Council on Postsecondary Education
September 12, 2010**

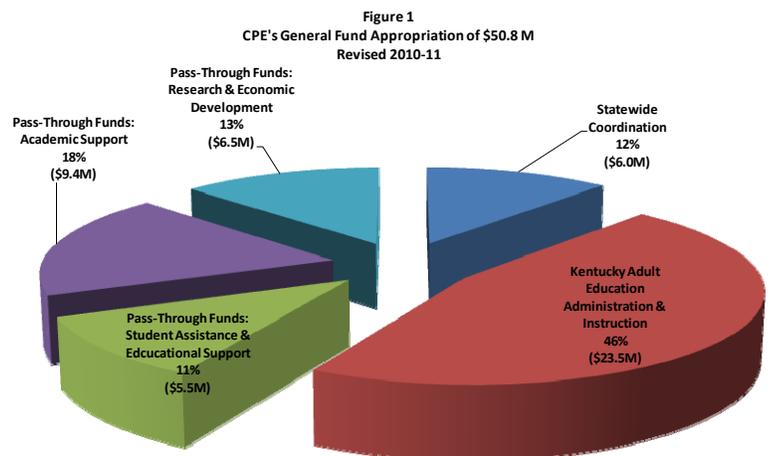
2010-11 Agency Operating Budget

ACTION: The staff recommends that the Council approve the proposed 2010-11 agency operating budget.

The following FY11 agency operating budget provides a summary of revenues and expenditures proposed for the new fiscal year, as well as comparative information from FY10. A more technical and detailed version of the proposed FY11 agency budget is available upon request.

Traditionally, most attention is paid to CPE's recurring General Fund appropriation and the corresponding expenditures. Figure 1 highlights CPE's General Fund appropriation of \$50.8 million for FY11 broken down by major category. As a reminder, only 12 percent (\$6 million) is used to support Council staff and office operations.

However, it is important to note that CPE's total agency budget does include other sources of revenue including tobacco settlement funds and cigarette tax revenue that support cancer research, trust funds that provide incentives for institutions to enhance various strategic initiatives, federal funds that support Kentucky's Adult Education programs, Kentucky GEAR UP, teacher quality grants, and miscellaneous agency receipts. All of these various funds have traditionally been channeled through CPE from an accounting and budgetary perspective.



The proposed FY11 agency operating budget is divided into three parts:

- 1) Statewide Coordination
- 2) Kentucky Adult Education Statewide Administration and Instruction
- 3) Pass-Through Funds for Statewide Educational Programs and Services
 - o Student Assistance and Educational Support
 - o Technology and Academic Support
 - o Research and Economic Development

During the 2010 First Extraordinary Session in May, the Kentucky General Assembly adopted the appropriations bill (HB 1) for fiscal years 2010-11 and 2011-12. The FY11 enacted General Fund budget for the Council began at a funding level that was about 5.3 percent less for most programs than the General Fund support for FY10, with the exception of Contract Spaces, Kentucky Adult Education, and the Washington Internship Program.

Built into the language of HB 1 was the requirement for additional General Fund reductions:

- Efficiency cuts (1.5 percent - \$776,200), including contract reductions.
- Reduction in funding for nonmerit employees, which for CPE is approximately 9 percent of senior management staff (\$100,000).
- Six furlough days for all employees (full-time and part-time employees, contract employees), regardless of source of funds.

In addition to the General Fund reductions for FY11, CPE's restricted fund expenditures were reduced by 1.5 percent - \$124,600.

Restricted funds subject to the expenditure reduction calculation include cancer research at UK and UofL funded with cigarette tax receipts; technology contracts for shared databases, software licenses, and library courier services; licensure of independent institutions; and Adult Education evening programs at correctional facilities financed by a grant from the Kentucky Department of Corrections.

Statewide Coordination

The budget for statewide coordination supports the traditional expenditures associated with a postsecondary education coordinating board, including funds spent on Council staff and office operations in the areas of policy development, strategic planning, academic affairs and program review, regulation of the state's postsecondary education system, finance (including biennial budget preparation and tuition setting), administrative services, communications, economic and STEM initiatives, and information, research, and technology.

FY10-11 Budget Highlights

- Only about 12 percent of the FY11 agency General Fund appropriation is allocated to statewide coordination while the other 88 percent is allocated to statewide educational programs and services.
- As with most service agencies, salaries and benefits account for the largest portion of the statewide coordination budget (80 percent), which currently supports 55 staff members (53 full-time and two part-time). This does not include state level coordination of Kentucky Adult Education (KYAE).
- Council staff (excluding KYAE staff) has been reduced by 16 people since FY08.
- The budget for Other Professional Services was larger in FY10 than FY11. A contract employee of Academic Affairs will be paid from Technology Trust Funds in FY11 rather than from the Statewide Coordination budget as in FY10.

- The amount budgeted for Rent and Utilities in FY11 is less than the amount in FY10 because FY10 funds were used to prepay the first quarter cost of FY11. The amount budgeted for FY11 represents the annual cost.
- The annual dues payment (\$77,000) to Education Commission of the States (ECS) was waived for FY10.
- Most other operating budget items were essentially flatlined for FY11.
- Restricted Agency Receipts come primarily from indirect cost recovery on the GEAR UP and Improving Educator Quality (IEQ) federal programs. Carry Forward Funds are Restricted Agency Receipts brought forward from FY10. Of the \$67,200 in Carry Forward Funds, approximately \$40,000 is earmarked for a mandated fund transfer to the General Fund associated with the 1.5 percent budget reduction for FY11.

Table 1: Statewide Coordination

	FY10 Actual	FY11 Budgeted
REVENUE		
General Fund	\$ 6,434,800	\$ 5,948,600
Carry Forward Funds	16,741	67,200
Restricted Agency Receipts	<u>410,548</u>	<u>575,000</u>
Total	\$ 6,862,089	\$ 6,590,800
EXPENDITURES		
Salaries and Benefits	\$ 5,013,200	\$ 4,914,900
Other Professional Services	442,329	372,300
Rent and Utilities	520,732	448,000
Travel	103,191	110,000
Technology and Equipment	487,239	486,700
Statewide Dues	22,760	85,000
Other Operating Expenses	<u>154,466</u>	<u>173,900</u>
Total	\$ 6,743,918	\$ 6,590,800

Kentucky Adult Education Statewide Administration and Instruction

Kentucky Adult Education was transferred to the Council in 2003. Comprehensive adult education programs are offered in every Kentucky county. Services range from all levels of adult education instruction to ESL, family literacy, corrections education, and workforce education.

In recent years, the Council consolidated various KYAE administrative functions and centralized a number of key support functions with other Council operations. However, for the budget display highlighted below, only the salaries and benefits for statewide coordination are included in the expenditure totals.

FY10-11 Budget Highlights

- General Funds account for 74 percent of KYAE’s program budget and federal funds account for 25 percent.
- Approximately 88 percent of KYAE program funds are distributed to the local adult education providers, while 5 percent support salary and benefits for statewide coordination, and approximately 7 percent support statewide programs and services.
- General Fund appropriations support approximately 22 staff members that work under the Council and provide statewide coordination, program administration, and leadership for KYAE. KYAE’s staff has been reduced by four (4) since FY08.
- The combination of prudent fiscal management of federal funds and the adult education funding program have helped KYAE minimize the impact of previous cuts on statewide adult education providers.

Table 2: KYAE Statewide Administration and Instruction

	FY10 Actual	FY11 Budgeted
REVENUE		
General Funds	\$ 24,168,100	\$ 23,464,200
Federal Funds	7,814,722	8,000,000
Restricted Agency Receipts	115,613	357,000
Carry Forward Funds	<u>102,303</u>	<u>51,000</u>
Total	\$ 32,200,737	\$ 31,872,200
EXPENDITURES		
Statewide Coordination Salary and Benefits	\$ 1,583,100	\$ 1,552,100
Program Support	28,311,412	28,008,100
System Support	1,934,862	1,910,000
Evening Programs at Correctional Facilities	149,927	252,000
Administration/Other	<u>152,111</u>	<u>150,000</u>
Total	\$ 32,131,412	\$ 31,872,200

Student Assistance and Educational Support

Kentucky’s Contract Spaces Program accounts for approximately 85 percent of the budget for student assistance and educational support. Since the Commonwealth does not have professional schools in veterinary medicine and optometry, the Contract Spaces Program provides Kentucky students with access to training spaces in these two professional programs through contracts with SREB and Indiana University. This area of the budget also supports a small number of educational and college preparation programs that mostly serve under-represented and at-risk youth and young adults.

FY10-11 Budget Highlights

- Additional recurring General Funds were allocated in FY11 to support 159 veterinary contract spaces (Kentucky students) and 44 optometry students.
- All other programs in this area received the General Fund reductions (approximately 5.3 percent) described on the first page of this report, which will further reduce the number of students served by these programs.

Table 3: Student Assistance and Educational Support

	FY10 Actual	FY11 Budgeted
REVENUE		
General Funds	\$ 5,349,900	\$ 5,538,700
Carry Forward Funds	151	0
Restricted Agency Receipts	<u>343,900</u>	<u>0</u>
Total	\$ 5,693,951	\$ 5,538,700
EXPENDITURES		
Contract Space Program	\$ 4,479,884	\$ 4,713,300
Professional Education Preparation Program	322,600	299,900
Governor's Minority Student College Preparation Program	330,801	209,500
State Autism Training Center	161,000	149,700
SREB Doctoral Scholars Program	275,649	80,900
Washington Internship Program	74,000	85,400
P-16 Council	<u>50,000</u>	<u>0</u>
Total	\$ 5,693,934	\$ 5,538,700

Technology and Academic Support

There are a number of statewide academic support programs and services supported by the FY11 agency operating budget. Many of these are funded predominantly with General Funds and include substantial technology investments for postsecondary network connections, software, and licenses for the Kentucky Virtual Campus and Virtual Library, statewide faculty development, college outreach work, and college-level learning assessments.

Kentucky's educational system also benefits from several federally funded academic grant programs. Kentucky GEAR UP (\$3.5 million) serves at-risk students and influences their educational choices through enhanced guidance and support. The Improving Educator Quality (IEQ) grant (\$1.2 million) focuses on increasing the academic achievement of all students through professional development initiatives that ensure K-12 teachers and administrators are highly qualified.

FY10-11 Budget Highlights

- Statewide technology and academic support initiatives supported by General Funds were reduced by the same percent amounts due to the overall cut to CPE's agency budget in FY11.
- Both Kentucky GEAR UP and Kentucky's Improving Educator Quality Grant Program are expected to see slight increases in federal funds during FY11.
- The 2010 General Assembly provided \$4,527,200 (post-cut amount) for Senate Bill 1 Initiatives to support standards and assessments.
- A number of the larger discrepancies between FY10 Actual and FY11 Budgeted are the result of funds carried forward due to contractual timing issues.
- The amount budgeted for the KYVC Revolving Loan Fund represents the balance in the fund not currently on loan to institutions and is used primarily to support technology-based course redesign and development.

- KYVL is facing two major events which have the potential of negatively impacting its membership and services.
 - KYVL's existing funding model relies heavily on centralized funding from KDE, KDLA, and CPE, as the parent organization of KYVL, with cost sharing support from participants. For FY11, KYVL is implementing a new funding model with a drastically modified member fee structure.
 - KDE is significantly reducing its annual contribution to KYVL before ceasing funding altogether. (KDE announced a reduction of its long-standing contribution amount of \$312,973. KDE will provide \$100,000 for this year only and cease any contributions for the years following.)
- KYVL still needs significant base funding to support the collaborative and without continued state support from CPE, KDE, and KDLA, most members face a doubling or tripling of their KYVL costs with some libraries facing significantly higher increases of 500 percent or more.
- KYVL anticipated increased member fees during the current fiscal year in order to meet strategic objectives, increase member participation, and commitment to KYVL goals. The funding model was adjusted for the deficit and, to maintain its current level of services and obligations, KYVL must require each school district to pay a fee for continued access to the KYVL databases. On August 25, KYVL mailed a letter to each school district superintendent requesting their continued participation in KYVL. Lack of participation by the K-12 community will consequently increase costs for postsecondary, public libraries, and other KYVL participants across the state and may result in cuts in KYVL services.
- Lack of central support results in an added burden to the remaining members and endangers the resources and services KYVL provides. KYVL reduced services and resources since FY09 due to state budget cuts and the ripple effect of loss of member support. By making adequate arrangements to implement and transition to a more member supported model over a period of one to three years, KYVL should be able to continue to provide equitable access to information resources and services as well as promote the educational advancement of the Commonwealth's citizens.

Table 4: Technology and Academic Support

	FY10 Actual	FY11 Budgeted
REVENUE		
General Funds	\$ 5,597,500	\$ 9,378,200
Federal Funds	4,443,032	4,727,500
Restricted Agency Receipts	975,200	750,000
Trust and Revolving Funds	460,000	-
Pari mutuel Tax Receipts	324,537	325,000
Carry Forward Funds	4,416,827	4,043,700
Interest Earnings	9,452	10,000
Total	<u>\$ 16,226,548</u>	<u>\$ 19,234,400</u>
EXPENDITURES		
Statewide Technology Services		
Kentucky Postsecondary Education Network	\$ 3,135,736	\$ 3,763,300
Kentucky Virtual Campus/Virtual Library	3,064,088	2,876,800
Senate Bill 1 Implementation		
Standards and Assessments	-	1,499,400
Professional Development for Postsecondary Faculty	-	3,027,800
Faculty Development	9,351	23,600
College Access Initiative	55,307	-
College Level Learning Assessment	119,218	28,900
Developmental Education Contracts	182,000	154,300
Other Technology Trust Fund Initiatives	222,413	1,357,700
Other Grant Funded Initiatives	361,599	48,600
KYVC Revolving Loan Fund	-	1,401,500
Equine Program	280,000	325,000
Kentucky GEAR UP (Federally Funded)		
Host Institutions and Other Partners	2,465,826	2,665,000
Administrative and Centralized Services	835,190	835,000
Improving Educator Quality Grant (Federally Funded)		
IEQ Sub-Grant	1,087,280	1,091,000
IEQ Administrative Costs	33,880	34,000
Kentucky Statewide Longitudinal Data System	27,491	102,500
Total	<u>\$ 11,879,377</u>	<u>\$ 19,234,400</u>

Research and Economic Development

The Council's FY10-11 agency operating budget includes a number of significant, statewide research and economic development initiatives. Funds for these initiatives originate from various sources, including General Funds, tobacco settlement funds, one cent per pack from the state cigarette tax, and trust funds.

The majority of the Science and Technology Fund Program is channeled through the Kentucky Science and Technology Corporation (KSTC) to fund a number of new economy initiatives that promote research and economic development in all areas of the Commonwealth. The Endowment Match Program (Bucks for Brains), translational research at UofL, and significant investments in lung cancer and ovarian cancer research also are channeled through the Council's agency budget with various levels of accountability and reporting requirements.

FY10-11 Budget Highlights

- Bond funds to support \$60 million in Bucks for Brains were provided in the 2008-10 biennial budget. Approximately \$28 million (\$2 million in endowment funds and \$26 million in capital funds) remain to be matched and disbursed.
- All research and economic development projects supported by General Fund appropriations in FY11 were reduced by the same percent amounts due to the overall cut to CPE's agency budget in FY11.

Table 5: Research and Economic Development

	FY10 Actual	FY11 Budgeted
REVENUE		
General Funds	8,317,400	6,467,500
Bond Funds	39,113,393	28,386,600
Interest Earnings	25,822	25,000
Carry Forward Funds	2,757,784	1,663,200
Tobacco Settlement Funds	5,903,326	5,167,100
Cigarette Tax (1 cent per pack)	4,773,027	4,800,000
Total	\$ 60,890,752	\$ 46,509,400
EXPENDITURES		
Science and Technology Funding Program (KSTC)	6,589,419	6,126,500
P-16 Engineering Pipeline	297,600	276,600
Program Administration	69,881	64,400
Regional Stewardship	1,360,500	-
Endowment Match Program		
UK and UofL	27,728,130	22,271,900
Comprehensive Universities	3,885,263	6,114,700
Other Programs (funded with interest income)	343,900	-
Translational Research (UofL)	7,500,000	-
Cancer Research Institutions Matching Fund	4,787,608	4,800,000
Lung Cancer Research (Tobacco Settlement Funds)	4,596,911	6,080,300
Ovarian Cancer Screening Program (Tobacco Settlement Funds)	975,000	775,000
UK Capital Projects - Debt Service (Tobacco Settlement Funds)	976,000	-
Total	\$ 59,110,211	\$ 46,509,400

Staff preparation by John Hayek and Ed Sergent

**Council on Postsecondary Education
September 12, 2010**

KSU Purchase of Research Vessel (Boat)

ACTION: The staff recommends that the Council approve, contingent on favorable action by the Kentucky State University Board of Regents at its October 22, 2010 meeting, the request of Kentucky State University to purchase with \$320,000 from the U. S. Department of Agriculture a research vessel (boat) to be used as a floating laboratory for the land grant program. The project scope is \$320,000.

Kentucky State University proposes to purchase a research vessel (boat) to be used as a floating laboratory for the land grant program with \$320,000 from the U. S. Department of Agriculture. The total project cost is \$320,000.

Normally, the Council considers capital projects after the institution governing board has formally approved the project. However, project implementation needs to begin in a very short timeframe. To meet the timeframe, the project needs to be under contract by late November. Because the next scheduled meeting of the KSU Board of Regents is not until October 22, KSU President Mary Evans Sias requests that the Council consider the project contingent on the KSU board action October 22, 2010. President Sias anticipates approval of the project by the KSU board October 22.

The project will acquire a U. S. Coast Guard certified vessel that has the following specifications: width 16 feet and minimum length 52 feet, marine grade aluminum construction, an upper deck with ladder access and railing, and capacity for up to 48 persons.

This vessel will be used as a floating laboratory for instructional programs such as aquatic ecology, thesis research on water quality, fish populations, freshwater mussel, phytoplankton and zooplankton and their interactions. The thesis research projects are to be associated with an expansion of the graduate programs in aquaculture and aquatic science and the master's in environmental studies. As a collaborative, the vessel would be used for college student field trips, K-12 classes, and economic development and community engagement. The research vessel will be located at the university's main campus in Frankfort and will reside on the Kentucky River. Ownership will accrue to the university upon completion. The project is scheduled to be completed in May 2011.

The Council has the statutory responsibility to review and approve purchases of postsecondary education major items of equipment costing \$200,000 or more, regardless of

fund source, that have been approved by an institution's governing board. Since the estimated cost of this project exceeds the \$200,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, major items of equipment are evaluated under the requirements established by KRS 45.760(7) and KRS 45.763.

The project requires interim authorization because the federal funds have come forward (August 2010) after the request or recommendation period for the 2010-12 budgetary process was completed and to allow the university to properly design the project, go through the project bid process, award a contract, and complete the work by May 2011. The project will result in improvements to state-owned property with ownership of the improvements to accrue to the university upon completion. The acquisition will not result in additional requests from the General Fund for maintenance and operating funds.

The project meets the requirement of KRS 45.760(7) that the source of funds be at least 50 percent federal or private. The university does not anticipate debt financing any portion of this project, thus, the provisions of KRS 45.763 do not apply. The project will be implemented through the Finance and Administration Cabinet.

Following Council action and upon receipt of evidence of subsequent favorable action by the Kentucky State University Board of Regents, the staff will forward the Council's recommendation to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

Staff preparation by Sherron Jackson

**Council on Postsecondary Education
September 12, 2010**

**2011-15 Statewide Diversity Policy and Framework
for Institutional Diversity Plan Development**

The Council directed the Committee on Equal Opportunities to develop a statewide diversity policy. The institutions and organizations within the public arena have reviewed and support the policy that is recommended by the Committee on Equal Opportunities for Council review and action. Upon approval by the Council, the recommended policy will establish a framework by which institutions will develop a campus diversity plan and for Council staff to revise administrative regulation 13 KAR 2:060. The policy will be effective until 2015, and at that time reviewed to determine whether it should be modified or continued.

ACTION: The staff recommends that the Council approve the 2011-15 Statewide Diversity Policy and Framework for Institutional Diversity Plan Development.

At its January 2009 meeting, the Council directed the Committee on Equal Opportunities, in collaboration with the universities and the community and technical college system, to identify the major elements, actions, and timeline to develop a diversity plan. At its April 2010 meeting, the Council staff recommended and modified its earlier action and directed the CEO, in collaboration with the universities and the community and technical college system, to identify the major elements, actions, and timeline to develop a policy to guide the development of institutional diversity plans. The recommendation submitted by the CEO is in compliance with the revised directive to develop a statewide policy to guide the development of institutional diversity plans.

The CEO action is attached and provides additional background and detail related to the 2011-15 Statewide Diversity Policy and Framework for Institutional Diversity Plan Development.

Diversity Policy

The diversity policy calls for aggressive approaches by institutions to achieve objectives for the postsecondary and adult education system. Diversity planning allows the Commonwealth to take a new approach to a decade old challenge of how best to make the postsecondary education system more successful and appealing to more people from varying backgrounds and ethnicities. One major outcome is to create a more compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments.

Statewide Policy Development (Criteria)

The process is intended to address undergraduate student admission, retention, and pipeline; graduate student recruitment, retention, and pipeline; faculty/staff/executives hiring and retention; and educational outreach and engagement. To this end, the CEO and Council staff articulated six general questions that guided the development of the new diversity policy.

- Is the new diversity policy linked to the Council's new statewide strategic agenda?
- Does the new diversity policy ensure that past accomplishments are not lost?
- Is the new diversity policy in compliance with the requirements set forth by the U. S. Supreme Court for diversity planning?
- Will plans created under the policy include strategies to help Kentucky youth envision themselves as postsecondary students and help Kentucky parents guide their children toward this possibility?
- Who are the partners in the policy and who are the benefactors of its effort?
- Is there guidance regarding implementing the statewide diversity policy?

Constituents of Policy Development

The Council delegated the task of creating a draft policy to the Committee on Equal Opportunities. To complete this task the committee collaborated with the universities, KCTCS, institutional equal opportunities representatives, the conference of presidents, institution legal counsels, chief academic officers, students, Kentucky Long-Term Policy Research Center, Governor's Office for Minority Empowerment, National Association for the Advancement of Colored People, Kentucky Association of Blacks in Higher Education, Educating Latinos for Kentucky's Future, Lesbian, Gay, Bisexual and Transgender Group, past members of the Committee on Equal Opportunities, and members of the general public.

Next Steps

Upon action by CPE, the institutions will develop campus-based plans. The CEO will revise the existing administrative regulation to implement the statewide diversity policy.

Staff preparation by Sherron Jackson and Rana Johnson

Council on Postsecondary Education
Committee on Equal Opportunities
August 23, 2010

**2011-15 Statewide Diversity Policy and Framework for
Institutional Diversity Plan Development**

ACTION: The staff recommends that the 2011-15 Statewide Diversity Policy and Framework for Institutional Diversity Plan Development be approved and forwarded to the Council on Postsecondary Education for review and action.

Kentucky's Progressive History

The Commonwealth of Kentucky has had a history of progressive government in the areas of civil and human rights. Kentucky is the first to approach comprehensive inclusiveness at the coordinating board or state level to help expand the system's approach to diversity. It embraces recruitment, enrollment, retention, and graduation of students, development and retention of staff, long-term planning, academic programs, cultural climate, and internal and community relations.

Set forth below are highlights of Kentucky's efforts. In 1949, the University of Kentucky admitted its first African American student, Lyman T. Johnson, to the graduate school. The Kentucky Commission on Human Rights was established by the Kentucky General Assembly on March 16, 1960, and Governor Bert T. Combs signed the bill creating the commission on March 21, 1963. In 1963, the campaign that elected Edward T. Breathitt Governor of the Commonwealth included highly contentious debates regarding civil rights/public accommodations for African Americans.

In 1964, the Reverend Martin Luther King, Jr., led a march on the Capitol in Frankfort and challenged Governor Breathitt to support public accommodations legislation for Kentucky. In 1964, President Lyndon B. Johnson asked Kentucky Governor Edward T. Breathitt to support a resolution at the Governor's Conference to help pass the federal civil rights act. Governor Breathitt, considered a southern governor, introduced the resolution and gained support from every Governor in the country except the southern Governors. In 1964, President Johnson appointed Governor Breathitt to the Federal Civil Rights Commission to implement the 1964 federal act. Kentucky's Civil Rights Act (public accommodations) was signed into law by Governor Edward T. Breathitt on January 27, 1966. Kentucky was the first state south of the Mason-Dixon to pass a civil rights act and first in the south to establish enforcement powers over civil rights violations on a state level. The Kentucky Commission on Human Rights was established as the state enforcement authority of the act, which prohibited discrimination in employment and public accommodations based on race, national origin, color, and religion;

and Kentucky was the first state in the South (March 1968) to enact a fair housing law that prohibited discrimination based on race, color, religion, or national origin. Clearly, Kentucky has made progress, but unfortunately there still remains work to be done. It is a myth that we live in a color-blind society.

Postsecondary Education: 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 “the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education.” Development of the plan was necessary for Kentucky to meet the requirements of Title VI of the Civil Rights Act of 1964. The duration of the original plan was five years (1982-87). In 1989, *The Kentucky Plan for Equal Opportunities in Higher Education (The Kentucky Plan)* was created. Its duration was five years (1990-95).

The 1992 session of the Kentucky General Assembly addressed equal educational opportunity programs in KRS 164.020 (19) (SB 398) which directs “that the Council shall postpone the approval of any new programs at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver if the institution has made substantial progress toward meeting its equal educational opportunity goals. This statutory provision presupposes that such goals exist and that there is a means to measure those goals. The resolution requires the Council and institutions to establish policies, plans, and programs to ensure access and equal educational opportunity. The resolution requires a progress report and determination of institutional status to the Council.

In 1996, a third plan, *The Kentucky Plan 1997-2002* was developed in the context of a changing legal environment in which activities that have been used to promote affirmative action and equal opportunity, particularly minority preferences in admissions, financial aid, and employment, had come under increasing court scrutiny. It is important to note that the fundamental principles and purpose of equal opportunity and affirmative action have not been challenged as much as specific practices used to accomplish the ends of equal opportunity and affirmative action.

In 1999 the Commonwealth and the Office for Civil Rights entered the final phase of their relationship by signing a Partnership Agreement to address all remaining issues to bring Kentucky into compliance with Title VI of the Civil Rights Act of 1964. The principal case relied upon in the development of *The Kentucky Plan 1997-2002* is *Regents of University of California v. Bakke*, 438 U.S. 265, 98 S. Ct. 2733 (1978). Institutions were free to adopt a variety of programs and activities individually tailored to specific institutional need.

In December 2008 the Commonwealth was released from oversight by the Office for Civil Rights. The action by OCR and a desire by the Commonwealth to build on its past achievements have led Kentucky to embark on a mission to identify innovative strategies to sustain and improve effectiveness in efforts toward recruiting, retaining, and supporting a

diverse student body, faculty, and staff and enhancing educational outreach and engagement.

In January 2009, the Commonwealth began the development of a statewide diversity policy through a collaborative process involving CPE, CEO, and the institutions. Citizens were invited to provide input during development of the diversity policy through individual comment, organizations, and public forums. University presidents appointed representatives to serve on the work group responsible for developing the new policy. Also the presidents appointed a subcommittee to communicate directly with the CEO regarding the new diversity policy. At each phase of development the diversity policy was shared with the presidents and others for comment.

The Legal Environment

General Overview. President Lyndon B. Johnson's EO 11246, issued in 1965, gave affirmative action a lasting framework for federal contractors' hiring practices. EO 11246 requires all federal contractors and subcontractors to expand employment opportunities for minorities and to abide by explicit nondiscrimination policies. It was amended in 1966 to include women. It remains in place today, and applies to any entity that employs 50 people or more and which receives over \$50,000 for federal contracting.

The U.S. Supreme Court in *Regents of the University of California v. Bakke* invalidated the University of California Medical School's affirmative action program which reserved 18% of the entering class for minority students. At the same time, the Court ruled that race may legally be used as a factor in the admissions process.

Two years later, in *Fullilove v. Klutznick*, the Supreme Court held that Congress has the authority to require state and local construction contractors who receive federal funds to set aside 10% of their purchases for goods and services from minority business enterprises. In *Wygant v. Jackson Board of Education*, the Supreme Court invalidated a local school district's plan to favor some minority faculty over nonminority faculty members in layoffs. The following year, the Court upheld the Alabama Public Safety Department's diversity program in *United States v. Paradise*, where a qualified African American police officer would be promoted for every white officer promoted. The Court reasoned that the program was narrowly tailored and was necessary to remedy the "blatant and continuous" history of discrimination in the department.

In the *City of Richmond v. Croson*, the Supreme Court struck down the city's set-aside program for minority contractors. The Court held that the program was not supported by legislative hearings which should have set forth a history of discrimination in Richmond's contracting practices and that it was not narrowly tailored to meet a compelling state interest. However, in the same case the Court declared that federal minority set-aside programs were lawful since an extensive underlying record of discrimination in federal contracting had been established through Congressional hearings. Furthermore, the Court held that Congress and the federal government have more authority to utilize race-conscious remedies than states and localities, pursuant to the 5th and 14th Amendments.

In a 1992 case, *United States v. Fordice*, the Supreme Court held that Mississippi's race neutral programs were not enough to overcome the state's history of segregation in its public university system.

In 1994, the Supreme Court ruled that a federal equal opportunity set-aside program for construction contracts was constitutional so long as it served a compelling state interest, such as remedying discrimination in the construction industry, and was narrowly tailored to meet its objectives.

In 1995, in *Adarand Constructors, Inc. v. Peña*, 115 S.Ct. 2097, the Supreme Court held that all programs or activities which use racial classifications must serve a compelling governmental interest and must be narrowly tailored to further that interest. The U.S. Supreme Court firmly established that the standard of review for all racial classifications is strict scrutiny.

In 1995, in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir, 1994), the Fourth Circuit Court ruled that the University of Maryland did not submit sufficient evidence to justify providing race-targeted scholarships. The U.S. Supreme Court refused to review the Circuit Court's ruling. By denying the university's request, the Supreme Court neither ruled against race-targeting generally, nor affirmed the Fourth Circuit's decision. However, the opinion seems to hold that there must be a demonstration that there are present effects of past discrimination and that there is a connection between those present effects and the remedial action employed. A college cannot rely on a poor reputation in the minority community to show that the effects of prior discrimination are continuing.

In 1996, in *Hopwood v. Texas*, 78 F.3d 932 (5th Cir, 1996), the Fifth Circuit Court of Appeals held that the admissions program was discriminatory under the 14th Amendment to the U.S. Constitution. The U.S. Supreme Court refused to review the Circuit Court's ruling.

In 2003, the University of Michigan (U of M) was involved in two major affirmative action cases. In *Gratz v. Bollinger*, the Supreme Court ruled that the University of Michigan's use of race as a factor in undergraduate admissions did serve the compelling government interest of diversity in higher education, but that its point system was not narrowly tailored (i.e. too rigid). In *Grutter v. Bollinger*, the Court upheld the U of M Law School's more flexible admissions program, using race as a factor.

Within Kentucky, the legal environment is influenced by SB 398, codified as KRS 164.020 (19). This statute, approved in 1992, requires that Council on Postsecondary Education not approve new academic programs at institutions which fail to meet equal opportunity objectives. The statute, however, also requires that the administrative regulation implementing the statute contain a waiver provision. 13 KAR 2:060, in keeping with the flexible nature of the expiring plan, contains two waiver provisions -- a qualitative and a quantitative waiver. The quantitative waiver is available to institutions who meet a required number of objectives during a particular year. The qualitative waiver requires action by CHE upon a showing by the institution that plans are in place to help the institution realize equal

opportunity objectives. Another administrative regulation will be promulgated providing waiver provisions upon adoption of the new plan.

Constituents of Policy Development

The Council delegated the task of creating a draft policy to the Committee on Equal Opportunities September 28, 2008. To complete this task the committee collaborated with the universities, KCTCS, institutional equal opportunities representatives, the conference of presidents, institution legal counsels, chief academic officers, students, Kentucky Long Term Policy Research Center, Governor's Office for Minority Empowerment, National Association for the Advancement of Colored People, Kentucky Association of Blacks in Higher Education, Educating Latinos for Kentucky's Future, Lesbian, Gay, Bisexual and Transgender Group, past members of the Committee on Equal Opportunities, and members of the general public.

The Diversity Policy

The diversity policy calls for aggressive approaches by institutions to achieve objectives for the postsecondary and adult education system. Diversity planning allows the Commonwealth to take a new approach to a decades old challenge of how best to make the postsecondary education system more successful in appealing to more people from varying backgrounds and ethnicities. One major outcome is to create a more compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments.

Five years after implementation of the statewide diversity policy and each individual campus plan, the Committee on Equal Opportunities, Council staff, and institutions will conduct an assessment to determine the degree to which the policy and campus plans are meeting the purposes for which they were established. The review will take into account any changes in circumstances that might warrant modification of the original or modify the plans or policies to establish alternative strategies. If deficiencies are found, the CEO and/or institution(s) will be requested to remedy them.

Statewide Policy Development (Criteria)

The process is intended to address undergraduate student admission, retention, and pipeline; graduate student recruitment, retention, and pipeline; faculty/staff/executives hiring and retention; and educational outreach and engagement. To this end, the CEO and Council staff articulated six general questions that guided the development of the new diversity policy.

- Is the new diversity policy linked to the Council's new statewide master plan?
- Does the new diversity policy ensure that past accomplishments are not lost?
- Is the new diversity policy in compliance with the requirements set forth by the U. S. Supreme Court for diversity planning?
- Will plans created under the policy include strategies to help Kentucky youth envision themselves as postsecondary students and help Kentucky parents guide their children toward this possibility?
- Who are the partners in the policy and who are the benefactors of its effort?
- Is there guidance regarding implementing the statewide diversity policy?

Institution Plan Content

- A campus-based diversity plan which shall set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to population.
- Consistency with systemwide and institutional diversity policies and practices.
- Diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- A system of institutional accountability using metrics that are specific and measurable.
- Recognition that equal opportunity is essential to all members of the campus communities.
- Broad access to high quality postsecondary education opportunities.
- Strategies that encourage inclusion but do not require race as a single determinant factor.
- Outcomes derived from the strategies included in the campus plans that cannot be accomplished through race-neutral strategies.
- Description of the support and resources that will be provided to aid in the implementation and success of the plan and inculcation of a supportive culture within the institution.
- Plans that are clear regarding which entities have responsibility and authority to guide the administration and implementation of the campus plan.

Next Steps

Following action by the Committee on Equal Opportunities, staff will forward the recommendation to the Council on Postsecondary Education for review and action. Upon action by CPE, institutions will develop campus-based plans. Also, the Committee will revise the existing administrative regulation to implement the statewide diversity policy.

Staff Preparation by Sherron Jackson and Rana Johnson

Kentucky Public Postsecondary Education Diversity Policy And Framework for Institution Diversity Plan Development

Adopted by CEO: August 23, 2010

Introduction:

The Council on Postsecondary Education (CPE) affirms diversity as a core strategy in its strategic planning process. Diversity should change the institution, not just students, and reflect an institutional willingness to examine its programs, policies, practices, and procedures and how they impact various populations. As indicated in expert testimony by John Matlock, Gerald Gurin, and Katrina Wade-Golden in support of *Gratz, et al. v. Bollinger, et al.*, No. 97-75321 (E.D. Mich.) and *Grutter, et al. v. Bollinger, et al.*, No. 97-75928 (E.D. Mich.), “institutions of higher education have an obligation, first and foremost, to create the best possible educational environment for the young adults whose lives are likely to be significantly changed during their years on campus.” One goal embraced by most colleges and universities is to prepare students for active participation in the increasingly diverse democratic society.

As discussed in the *Grutter* opinion, student body diversity “helps to break down racial stereotypes”¹ and “diminishing the force of such stereotypes is both a crucial part of [a university’s] mission, and one that it cannot accomplish with only token numbers of minority students.”² The Court further noted that “‘ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.’ . . . And, ‘[n]owhere is the importance of such openness more acute than in the context of higher education.’ . . . Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized.”³

For almost three decades the state of Kentucky operated under the provisions of a federal finding that required remedial attention to de jure segregation in its public colleges and universities. In December 2008, the United States Department of Education Office for Civil Rights released Kentucky from the remedial planning process. Following the action by the federal government, the CPE directed its Committee on Equal Opportunities (CEO), in collaboration with the public institutions to assure that the significant progress campuses have made in this regard is preserved and enhanced throughout public postsecondary education.

Diversity Policy:

It is the policy of the CPE that to truly prepare students for life and work in an increasingly diverse society the public postsecondary institutions within the Commonwealth shall embrace diversity within constitutional and legal parameters, seek to reflect that diversity in their student body and workforce, and commit to eliminate achievement gaps among all students. This policy is the expression of a vital governmental interest, but does not compel or advocate racial balancing or the establishment of quotas.

¹ *Grutter*, 539 U.S. at 330.

² *Id.* at 330.

³ *Id.* at 332 (quoting Brief of the United States as *Amicus Curiae* 13) (citations omitted).

Diversity Definition:

Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy “focusing on a diverse student body and workforce” advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in HB 1, and address the needs of and support the success of diverse populations, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities and will guide decisions for the Commonwealth’s vision of diversity.

- Recognize diversity as a vital component in the state’s educational and economic development.
- Affirm the long-standing commitment that Kentucky’s African American students are represented at the public colleges and universities.
- Challenge stereotypes and promote awareness and inclusion.
- Support community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Nurture, train, and produce students with the ability to interact effectively with people of different cultures, i.e., cross-cultural competence.⁴
- Prepare for Kentucky’s businesses a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.

Institutional Diversity Planning:

To implement this policy, the CPE requires that each public institution submit to CPE for approval, no later than March 15, 2011, a campus-based diversity plan which shall set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to population. Nothing in this policy shall be construed as a requirement that institutions attain and/or maintain specific percentages of minority group enrollment. The campus-based diversity plans will, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution’s service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The plans will be developed using a framework which includes guiding principles, commitments, and action statements that will assist institutions as they develop or refine their own diversity plans. Institutional plans shall be narrowly tailored so as to further those areas of interest set forth above. Each campus-based plan shall:

⁴ K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

- Assure consistency with systemwide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

Examples of best practices used by Kentucky institutions and that are available from other institutions are provided as an appendix.

Strategy Development:

Subject to legal requirements, campus diversity should reflect the world into which its students graduate and, at a minimum, the communities that each institution serves. To that end, cross-cultural competence is among the most important attributes for ensuring effective performance in a global marketplace. Kentucky's businesses need a diverse, culturally competent, and highly educated workforce to compete in a global economy.

For the section titled "Student Body Diversity," each campus will ascertain the diverse makeup of the Commonwealth or the institution service area. Institution service areas are defined by the map at <http://www.cpe.ky.gov/NR/rdonlyres/CF332EBE-ECB2-485C-8FEC-BF8AB6E65975/0/RegionalStewardshipAppendixMap.pdf>. That data shall then be compared to similar information specific to each campus' student enrollment. The combined data shall then be used to guide each campus in developing strategies in the campus diversity plan, to assure that, over a reasonable period of time and within established constitutional parameters, the student body reflects the diversity of the community served. The data gathered shall not be used to impermissibly influence admission policies or practices.

For the section titled "Workforce Diversity," an institution may utilize the affirmative action plan developed per Title VI of the Civil Rights Act of 1964, 42 U. S. C. A., Title VII of the Civil Rights Act of 1964, 42 U. S. C. A., or Executive Order 11246 (Part I: nondiscrimination in government) [superseded by EO 11748, 1968] to address this area. The employment section of this policy is intended to accomplish the compelling governmental interest in the educational benefits that accrue from having both a diverse faculty and diverse student body, including improved learning environments, greater cross-racial understanding, and the breakdown of racial and ethnic stereotypes.⁵

Performance Metrics and Assessment:

Using data analysis and gap analysis, institutional performance in each strategic area will be measured to establish the status of each institution toward achieving the objectives of the diversity policy and campus diversity plan. Nothing in this policy shall be construed as a requirement that institutions attain and/or maintain specific percentages of minority group enrollment or employment. Instead, each institution will be assessed according to its implementation of specific strategies designed to achieve, within established constitutional

⁵ 113 Nev. 90, 97, 930 P.2d 730, 735 (1997).

parameters, diverse populations among students, faculty, and staff. The following areas, at a minimum, are to be addressed in each campus based plan.

- I. Student Body Diversity
 - a. Undergraduate student enrollment
 - b. Graduate student enrollment

- II. Student Success
 - a. Student retention
 - b. Graduation rates
 - c. Degrees conferred
 - d. Credentials conferred

- III. Workforce Diversity
 - a. Faculty
 - b. Staff
 - c. Executive/Administrative/Managerial

- IV. Campus Climate (written report submitted by institutions)
 - a. Campus Environment Team
 - b. Comprehensive assessment of strategies and best practices implemented in support of the institutional and KCTCS diversity plans
 - c. Employment retention and promotion

Adoption of Institutional Diversity Plans:

Institutions will develop and submit campus diversity plans to the Council on Postsecondary Education for review and approval.

Council staff will use a consensus review process to evaluate proposed campus plans prior to review and action by CPE. Consensus review includes acknowledgement of receipt of the plan, preliminary review to assess how well a plan addresses the areas outlined in the diversity policy, identification of revisions (if required), submission of plans to institution board for approval, and approval by CEO/CPE.

Upon receipt of a plan proposal that has been approved by the institution's board, the institutional plan will be included in the CEO/CPE agenda at the next regular scheduled meeting for action.

Institutional Status (annual assessments):

Assessments related to compliance with KRS 164.020 (19) will be implemented through Administrative Regulation 13 KAR2:060. The Administrative Regulation (13 KAR 2:060) will be revised following adoption of the statewide diversity policy. Compliance with the institutional diversity plan is not a substitute or in lieu of obligations under the statute (KRS 164.020 (19)).

Reaffirmation of the long-standing commitment that Kentucky African American students are fully represented at the public colleges and universities:

Due to Kentucky's past history of operating a de jure segregated system of higher education, vigilance is required to ensure that recent gains in enrollment, retention, and graduation for resident African American students continue and will be monitored and the status reported by CPE as a component in each institution's plan evaluation. The continuing commitment to resident African Americans complements the broader diversity goals.

Policy Oversight:

Pursuant to the direction of the Council, the Committee on Equal Opportunities shall provide oversight of the diversity policy.

Follow-up and Revisions:

Strategies that support the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development are established for a period of five years and will be reviewed during the fifth year. The duration of a campus-based diversity plan may be greater but not less than the five-year duration of the state policy. The evaluations, along with any institutional self-studies, will provide the context and foundation for revisions to the diversity policy and campus-based plans.

Preparation: CPE Staff/Institutional Workgroup
August 12, 2010

**Council on Postsecondary Education
September 12, 2010**

2011 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2011 CPE meeting calendar.

The proposed meeting dates for 2011 are listed below. Staff will work with the campuses to hold some of the meetings on public and independent college campuses. All dates are Thursday/Friday except the April meeting, which is scheduled on Wednesday/Thursday.

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

The proposed 2011 dates are:

February 3-4 (CPE member retreat, business meeting if needed)
April 27-28
June 9-10
September 22-23 (in conjunction with the trusteeship conference)
November 3-4

Staff preparation by Phyllis L. Bailey

**Council on Postsecondary Education
September 12, 2010**

Fall 2010 Preliminary Enrollment

A report on fall 2010 enrollment will be shared with the Council, including enrollment trends by institution and level of study. Preliminary fall enrollment provides an estimated preview of fall enrollment numbers, which will be finalized in January 2011.

Staff preparation by Heidi Hiemstra

**Council on Postsecondary Education
September 12, 2010**

**Kentucky Adult Education
College Readiness Initiative**

To increase the academic attainment levels of adult students, Kentucky Adult Education (KYAE) has embraced the new common core standards work, and KYAE programs will be transitioning to standards-based instruction.

In support of this work, KYAE applied and was selected by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), along with Vermont, Nevada, Georgia, Arkansas, Kansas and Montana, to participate in the *National Diffusion of the Standards-in-Action (SIA) Innovations*. This two-year project introduces participating states to innovative practices for professional development in the implementation of standards-based instruction in their local programs. The SIA innovations, which OVAE developed and pilot-tested from 2006-2009, address four priority areas of standards-based reform:

1. Building instructors' understanding of the standards taught.
2. Translating the standards into curriculum.
3. Aligning student assignments to standards.
4. Assessing the extent to which instructors are teaching to the standards and using effective instruction.

Led by national standards expert and Common Core Standards contributing author Susan Pimental, the project activities include four face-to-face national workshops and five Webinars with ongoing support from the SIA staff.

Two KYAE staff members and the directors from three local programs make up Kentucky's state team. Meryl Becker-Prezocki and Gayle Box from the state office are working with the program directors and math instructors from KCTCS-Daviess County Adult Education, KCTCS-Hopkins County Adult Education, and KCTCS-McCracken County Adult Education to learn the four SIA innovations using the draft *KYAE Standards for Mathematics*. Under the direction of the SIA staff, the state team is developing a sustainability plan to implement these innovations in adult education programs throughout the Commonwealth using KYAE's version of the Common Core Standards.

Staff preparation by Reecie Stagnolia and Gayle Box

**Council on Postsecondary Education
September 12, 2010**

**Class of 2008
College and Career Readiness High School Feedback Report**

The Kentucky College and Career Readiness High School Feedback Report is collaboratively produced by Kentucky's Council on Postsecondary Education, the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority, and the P-20 Data Collaborative. Staff is finalizing the report and expects it to be available at the September 12 meeting.

Its purpose is to provide comparative information about Kentucky's 2008 class of high school seniors, including the number who graduated and subsequently enrolled in postsecondary institutions and their level of college and career readiness. All college-going information in this report is for 2008 high school graduates who entered postsecondary education in the summer or fall of 2008.

Sections of the report:

High School Performance provides an overview of a school's graduating class of 2008 and highlights some important statistics about the school or area. Student performance information includes graduation rate, college-going rates, and ACT and AP test information.

In-State Postsecondary Enrollment Characteristics shows the types of postsecondary institutions and degree programs selected by the graduating class of 2008 and makes the link between high school performance and postsecondary institution type.

College Readiness Details explores the link between college readiness and type of postsecondary institution attended and shows college readiness levels by college sector. These data can help students, parents, and educators understand the typical ACT scores of students accepted for admission at different types of postsecondary institutions.

ACT Score Distributions of College-Going Students depicts the distribution of ACT scores among college entrants, providing a visual comparison of how a school or area compares with the state's overall college-goers from this class. The benchmark scores for Kentucky's statewide standards for college readiness in 2008 are shown, along with the new 2010 benchmark scores.

Colleges and Universities Attended and College Majors lists the Kentucky colleges and universities in which the class of 2008 enrolled and the majors they declared. The list of colleges attended is organized by the type of institution and, for the first time, includes information on proprietary four-year and out-of-state institutions.

Staff preparation by Heidi Hiemstra

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

September 2010



Facility Raises Awareness, Helps Violence Victims

An initiative at EKU to raise awareness of many forms of violence that can affect the campus community and assist survivors now has a tangible presence with the opening of EKU-SAFE.

Professor Caroline Reid, principal investigator for the U.S. Department of Justice, Office of Violence against Women grant that funded the EKU-SAFE initiative, said the new center is “designed to be a warm, inviting healing space for victims of domestic violence, sexual assault, stalking, cyberstalking and rape and for people who just want to have a dialogue.”

EKU-SAFE reflects the University’s desire to create a “culturally appropriate, coordinated response,” Reid added. “It’s a very creative and different way to approach the issue of violence.”

In 2009, EKU received the \$300,000 federal grant to fund ESCAPES, Empowering Students on Campus through Advocacy, Prevention, Education and Services, a collaborative effort involving EKU and several local non-profit agencies.

Marta Miranda, director of EKU’s Women and Gender Studies Program, associate professor in the Department of Anthropology, Sociology and Social Work and a licensed clinical social worker, was a co-investigator for the grant.

“We are designing a research-based culturally competent program that will be individualized to the EKU student population based on qualitative and quantitative data,” Miranda said. “The center will be used for educational, creative and activist activities to assist survivors and the campus community in creating a campus culture that actively engages in the prevention of violence and takes ownership for each other’s welfare. First-year students, international students and LGBTQ students are most at risk on any college campus for violence, and ... we are taking a proactive approach by creating training, presentations, programs, workshops, plays, poetry slams, games, activists and service opportunities that will increase awareness and provide opportunities for difficult dialogues.

“I hope to see every single person at EKU take ownership of making our campus safer, and be willing to identify himself or herself as ‘I am EKU SAFE,’” she added. “We want to put EKU on the national map as a campus that takes responsibility to prevent and reduce violence.”

EKU Ranks in Top Tier of Southern Regionals

EKU ranks in the top tier of Regional Universities in the South in the 2011 edition of “Best Colleges” by U.S. News & World Report.

EKU ranks 59th among 90 universities in the top tier.

Over the past two decades, the U.S. News college rankings, which group schools based on categories created by the Carnegie Foundation for the Advancement of Teaching, has grown to become the most comprehensive research tool for students and parents considering higher education opportunities.

“As soaring college costs make the decision more complicated than ever, U.S. News strives to provide students and families with the best information to help guide them through this process,” said U.S. News & World Report Editor Brian Kelly.

Forbes Ranks EKU among ‘America’s Best’

For the third consecutive year, EKU ranks among “America’s Best Colleges,” according to Forbes, the popular business magazine.

Of the 610 public and private colleges and universities recognized, EKU ranked No. 556. Because there are approximately 6,600 accredited postsecondary institutions nationwide, the ranking essentially places Eastern among the top 9 percent of colleges and universities.

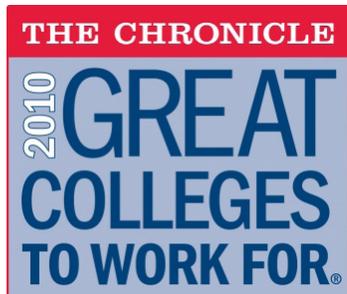
The third annual report, compiled by Forbes and the Center for College Affordability and Productivity (CCAP) from a variety of sources, ranks undergraduate institutions based on students’ satisfaction with their college experience, incurred debt, retention and graduation rates, and the success and salaries of graduates.

“To our way of thinking, a good college is one that meets student needs,” the Forbes report says.

EKU among Chronicle's 'Great Colleges to Work For'

EKU is among 10 "large universities" nationwide, and the only large university in the Commonwealth, to make the Honor Roll in The Chronicle of Higher Education's 2010 Great Colleges to Work For® program, according to the results of the third annual survey announced in a special supplement of The Chronicle.

The Chronicle's Great Colleges to Work For® program recognizes small groups of colleges and universities (based on enrollment size) for specific best practices in areas such as compensation and benefits, work environment and institutional policies.



Among four-year colleges and universities with enrollment of at least 10,000, EKU ranked in the top 10 nationally for Professional/Career Development Programs, Teaching Environment, Work/Life Balance, Confidence in Senior Leadership and Tenure Clarity and Process.

"That EKU has been listed again among the 'Great Colleges to Work For' is really a tribute to our outstanding faculty and staff, dedicated colleagues who always strive for the highest standards of excellence

individually and corporately," President Whitlock said. "It's these men and women who make the University a great place to work, and their positive, can-do spirit is reflected every day in our core mission: a second-to-none educational experience for our students.

"It was icing on the cake for us that we moved up in the 'Great Colleges to Work For' listing by earning a place on the Chronicle's Honor Roll."

The results, released today in The Chronicle's third annual report on The Academic Workplace, are based on a survey of more than 42,000 employees at 277 colleges and universities.

In all, only 97 of the 277 institutions achieved "Great College to Work For" recognition for specific best practices and policies. Results are reported for small, medium, and large institutions.

Contributions to Public Good Earn National Recognition

EKU has earned national recognition for its contribution to the public good.

Among the 551 public and private colleges and universities named in the 2010 Washington (DC) Monthly College Guide and Rankings, EKU placed 181st, tops among Kentucky institutions in the "Master's Universities" category. (Eastern recently became a doctorate-granting institution.)

Washington Monthly rates schools based on their contribution to the public good in three broad categories: Social Mobility (recruiting low-income students), Research (producing cutting-edge scholarship and PhDs), and Service (encouraging students to give something back to their country).

"Unlike ... similar guides, this one asks not what colleges can do for you, but what colleges are doing for the country," the magazine explained. "Are they educating low-income students, or just catering to the affluent. Are they improving the quality of their teaching, or ducking accountability for it? Are they trying to become more productive – and, if so, why is average tuition rising faster than health costs. This guide asks, 'Are we getting the most for our money?'"

Veterans Responding to New Initiatives, Welcoming Atmosphere



For the second consecutive year, EKU ranks in the top 15 percent of colleges, universities and trade schools nationwide that are doing the most to embrace America's veterans as students, according to G.I. Jobs magazine.

The magazine's 2011 list of Military Friendly Schools (viewable at www.militaryfriendlyschools.com/2011list) was compiled through exhaustive research, as G.I. Jobs polled more than 7,000 schools nationwide. Criteria for making the list include efforts and level of success in recruiting and retaining military and veteran students, and academic accreditations.

The honor comes as EKU is welcoming increasing numbers of veterans, drawn by the University's Operation Veteran Success, a series of initiatives designed to make Eastern an even more veteran-helpful campus.

EKU has extended reduced tuition rates to all out-of-state veterans. For post 9-11 G.I. Bill recipients, both resident and non-resident, who have completed 36 months of active federal service, this means no out-of-pocket tuition costs. Also, the University has: waived the \$30 admission application fee for all veterans, added recreational programming that appeals to their adventurous nature, developed a veterans-only orientation course, established a mentoring program pairing freshman veterans with returning student veterans, and instituted special cohort classes where veterans can learn together with fellow veterans.

Last year, EKU enrolled approximately 400 veterans. "Today that number stands at 540, and I predict we have just scratched the surface," said President Whitlock.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

SEPTEMBER 2010

All 16 KCTCS Colleges Now Fully SACS Accredited with Addition of BGTC

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has declared Bowling Green Technical College (BGTC) a fully comprehensive college with the Associate in Arts (AA) and Associate in Science (AS) degrees. Now, each of the 16 Kentucky Community and Technical College System (KCTCS) colleges are comprehensive, meaning they offer both transfer and occupational/technical programs. The change at BGTC is effective fall 2010.

Last year, BGTC was granted SACS accreditation, retroactive to January 1, 2009, but the AA and AS degrees were not included at that point. BGTC filed a Substantive Change Prospectus to include the AA/AS degrees earlier this year, which SACS has now approved.

RIGHT: Students at BGTC, a fully accredited SACS technical college.

BELOW: Exterior view of one of the BGTC campus buildings.



“The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) approved Bowling Green Technical College’s change in mission, and the offering of the Associate in Arts and Associate in Science degree programs. The Commission requested no additional information nor required an onsite visit. This action completes the accreditation process of becoming a comprehensive college,” said Iris Dotson, BGTC Chief Academic Officer.

According to the COC, accreditation signifies that an institution has a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish that purpose. Accreditation indicates that an institution maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers and that it is achieving its stated objectives.

“We are very pleased by the Commission’s decision. It validates the actions we have taken over the past several years to earn this important distinction. Accreditation signals that



KCTCS GOOD NEWS REPORT

RIGHT: A group of students in one of Bowling Green Technical College's Mechatronics classes.

Bowling Green Technical College has successfully completed a rigorous process of self-examination and peer review and that it meets the highest standards of excellence widely accepted by other colleges and universities in the nation," said Nathan Hodges, BGTC President and Chief Executive Officer.

SACS is the recognized regional accrediting body in 11 southern U.S. states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges (COC) is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

To gain or maintain accreditation with the COC, an institution must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the COC.

Colleges nationwide frequently use a college's accreditation status to decide whether to accept transfer credits from other schools.

Bowling Green Technical College is a member of the Kentucky Community and Technical College System. The College began in 1939 as the Western Trade School and became Bowling Green Technical College in 1998 as part of Kentucky's postsecondary education reform.

The SACS accreditation process involved several steps, including an initial application, a preliminary site visit, completion of an extensive compliance certification document, off-site peer review, and on-site review by a visiting team comprised of administrators, faculty and staff from other SACS-accredited institutions. Faculty and staff across the college participated in the compliance certification process, which culminated in April 2009 with the review by the visiting team.

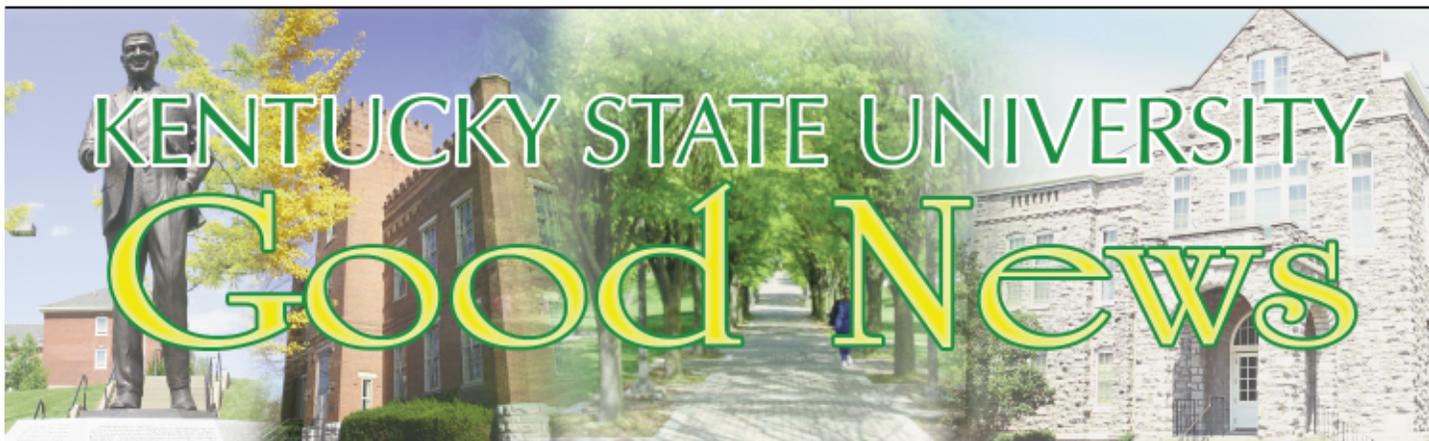
To earn accreditation, a college must comply with specific standards pertaining to its mission, governance, institutional effectiveness,



academic programs, faculty credentials, library and learning resources, student affairs and services, and financial and physical resources.

KCTCS was formed as a result of the *Kentucky Postsecondary Education Improvement Act of 1997*, commonly known as House Bill 1. There were 13 community colleges included at that time and 15 technical colleges. (Lexington Community College was added to KCTCS in 2004 and became Bluegrass Community and Technical College.) The community colleges already had SACS accreditation, but the technical colleges were accredited by the Council on Occupational Education. To assist the consolidation of community colleges and technical colleges, the KCTCS Board of Regents passed a resolution supporting single accreditation (SACS). From 2001-2005, the community colleges and technical colleges went through the SACS consolidation process, resulting in 12 consolidated KCTCS colleges. Henderson Community College and Hopkinsville Community College were in single college districts and already SACS accredited. In 2008, Gateway Community and Technical College became SACS accredited. With the approval of SACS accreditation for BGTC in 2009, KCTCS now consists of 16 SACS-accredited colleges.





Kentucky State University

August 2010

KSU Named A Best University In Its Region

U.S. News and World Report and the Princeton Review listed Kentucky State University as a best university in the South, according to their recently released 2011 rankings.

In its fifth consecutive appearance on *U.S. News and World Report's* Best Regional Colleges list, KSU advanced to the 49th spot. It was named the 32nd best historically black university on the third annual Best Black Colleges list. KSU also has distinguished itself on the Princeton Review's Best Colleges, Region By Region listing for several years.

Gridiron Moving Co. Provides Move-In Day Relief



Members of the Kentucky State University Football Team provided welcome assistance Aug. 18 when new and returning students moved into the university's seven residence halls. The Gridiron Moving Co., formed under head football Coach Wayne Dickens in 2009 to give back to the campus community, helped carry refrigerators, cinder blocks, large totes, appliances and other large items as well as boxes, bags and suitcases to help expedite the move-in process for most families and students.

Kentucky State University Welcomes Visitors From Tamale, Ghana



Kentucky State University President Mary Evans Sias welcomed visitors from Tamale, Ghana, Aug. 3 to discuss a partnership between the university and Tamale's University for Development Studies.

The visitors were in Kentucky as part of the Sister Cities program. Louisville and Tamale have been Sister Cities since 1979.

Shedrick Jones of Louisville and Dr. Susan Herlin, president and chief executive officer of Kilimanjaro Foods Inc. and a chief of friendship, love and peace in Tamale, arranged for the delegation to travel to Frankfort to explore KSU's offerings. They knew that many of KSU's programs, namely its aquaculture program, could benefit the Tamale economy.

While on campus, the visitors met with deans and university officials, toured the Aquaculture Research Center and Research and Demonstration Farm, visited the State Governmental Services Center and saw the Land Grant mobile video production unit.

AWA Program Prepares Students For College Rigor



Nearly 100 new freshmen began school Aug. 23 better prepared for their classes, thanks to the summer preparation of the Academics With Attitude program, Kentucky State University's Quality Enhancement Plan.

The 98 students in the six-week program all required developmental education in one or more subjects.

Through seminars teaching the students study and time management skills, introducing them to academic resources and tutoring in mathematics, the students all tested out of the lowest level of developmental math, and many tested a couple of levels above where they began.

Their English skills also improved, and the students jumpstarted their college careers by taking the mandatory university orientation class as well as reading and writing courses for credit.

Women's Basketball Team Congratulates Scholar, Welcomes Coach



Latrice Watkins

Kentucky State University senior Latrice Watkins received a \$6,000 2010 Division II Degree Completion Award scholarship from the National Collegiate Athletic Association to continue her education.

Watkins, a native of Cincinnati, Ohio, played basketball at KSU for four years and was a team captain. Majoring in elementary education, Watkins maintained a 3.926 grade point average.

The purpose of the Division II Degree Completion Award program is to provide financial assistance to deserving student-athletes to help them complete their first baccalaureate degree. Candidates are students who



Serena King-Coleman

have exhausted their athletic eligibility and have received athletics financial aid.

While she won't have Watkins' talents this year, Serena King-Coleman is optimistic about her team.

She joined Kentucky State University as its new women's basketball coach in July. While she is excited to build on the success of the program and jump to a larger school, she also is glad to be closer to home.

The Mt. Sterling, Ky., native left the Bluegrass in 1993 for college and began her coaching career, which moved her around North Carolina and Virginia. She says it will be nice to have her family and friends cheering her on the sidelines.

While King-Coleman enjoyed the responsibility of her past positions – serving as a recruiting coordinator, senior women's administrator and the assistant athletics director, which developed her leadership skills, she is excited to now focus solely on coaching.

SEED Students Learn Leadership Skills

The students in Kentucky State University's Scholarships for Education and Economic Development program graduated Aug. 16 from the Leadership Plenty program, a summer program that equipped them with the skills necessary to lead their home countries and enact their community action plans when they return next year. Some of the students said the communication portions – both listening to others and communicating their points effectively – were the most valuable parts of Leadership Plenty because it taught them how to work with others to accomplish their goals.





We aspire to be the best public regional university in the South.

August 2010

MSU unveils the Center for Health, Education and Research

MSU President Wayne D. Andrews was joined by Gov. Steve Beshear along with local legislators and officials from the University of Kentucky and St. Claire Regional Medical Center August 27 for the dedication of the Center for Health, Education and Research (CHER).

The four-story 90,000 square foot state-of-the-art structure is located on the campus of St. Claire Regional Medical Center.

"This is an historic day for healthcare and public higher education in East Kentucky," said President Andrews.

"Opening such a facility as a partnership of a public regional university, a land grant university and a public, nonprofit hospital corporation is a first for Kentucky and perhaps the nation."

The \$30 million facility is the largest construction project in the history of MSU.

"I am pleased to join an exciting partnership – made up of Morehead State University, the University of Kentucky and St. Claire Regional Medical Center -- in the dedication of the Center for Health, Education and Research," said Gov. Steve Beshear.

"This unique venture is an innovative approach to addressing this community's needs while educating the next generation of medical professionals. And long term, the public-private partnership forged by these three entities will open many doors for graduates, as they will be trained in one of top medical facilities in the state. The Center for Health, Education and Research serves as an incredible example of our ability to find creative solutions to complex issues."

Also speaking during the event were Mark J. Neff, president and CEO of St. Claire Regional, UK President Lee T. Todd Jr., State Reps. Rocky Adkins, D-Sandy Hook, John Will Stacy, D-West Liberty, and Sen. Walter Blevins, D-Morehead. MSU also named an endowed fellowship along with a conference suite after Dr. Gerald DeMoss, dean of the College of Science and Technology. For his 42 years of service to the University as a faculty member and administrator.

The Center is considered the first such partnership involving a regional public university, a land grant university and a private, nonprofit hospital corporation.

A variety of programs will be housed in the new building; including MSU's bachelor's and associate degrees in nursing, associate degree in radiologic sciences, and bachelor's degrees in computed tomography/magnetic resonance and diagnostic medical sonography.

The facility also will host St. Claire Regional's family medicine clinic, family medicine residency, certified registered nurse anesthetist program and the Northeast Kentucky Area Health Education Center (AHEC).



The University of Kentucky's College of Medicine will operate its Rural Physician Leadership Program, the third and fourth year of medical school, as well as the Center for Excellence in Rural Health, the Office of Research and Engagement for Advancing Community Health (REACH) and the Kentucky Homeplace Program.

CHER also will house the master's degree in physician assistant studies of UK's College of Health Sciences.

According to Andrews, Neff and Todd, a number of other program opportunities are being discussed with UK's Colleges of Dentistry, Pharmacy and Public Health.

In terms of its impact on the region, the opening of CHER will result in the creation of a number of new, high paying jobs as educational programs and clinical programs are established and expanded.

The facility is expected to markedly improve the supply of urgently-needed healthcare professionals by allowing local students to train and remain near their hometowns to practice.

The significantly-expanded SCR Family Medicine Clinic will improve citizen access to primary care service. The new facility will serve as an important recruitment tool for Morehead State University and St. Claire Regional.

CHER has allowed the UK College of Medicine to develop its first regional site in Kentucky, enhancing the rural health research capacity in the region and providing medical students with the knowledge and experience necessary to work with civic and community leaders to improve the general health of their communities. These medical students, receiving rural clinical practice from the St. Claire Regional Medical Center and additional curricular content in business, information technology and health policy for a required Certificate in Health Systems Leadership from MSU's College of Business and Public Affairs, will gain the knowledge and training regarding community health to help solve the acute shortage of physicians in the rural areas of the Commonwealth.

MSU wins 10th OVC Institutional Academic Achievement Award

MSU Athletics won the Ohio Valley Conference's Institutional Academic Achievement Award for 2009-10. It marks a league-record 10th time in 24 years that MSU has been awarded the OVC's highest academic honor.

MSU top ranked college for 7th straight year

Morehead State University has been recognized for the seventh consecutive year as one of the foremost public universities in the South in the 2011 edition of "America's Best Colleges" by U.S. News & World Report.

The newest rankings include MSU as 22nd in the Top Public University-Master's/South division.

The rankings place emphasis on acceptance rates, graduation rates, admissions selectivity, and small class sizes. Morehead State is consistently recognized for relatively small classes and a high percentage of full-time faculty members, two important factors of student success.

Worley first university certified drug recognition expert

Morehead State University's Police Department has been recognized for having the first University police officer in the Commonwealth of Kentucky certified as a Drug Recognition Expert.

Officer Leah Worley, a four-year member of the force, completed a three-week training course that certifies her to conduct specialized evaluations of suspected substance users pending criminal charges in Rowan County.

Star Theater has successful first year

Morehead State University's Space Science Center Star Theater has had a successful first year.

Nearly 13,000 visitors came to the MSU campus, according to Eric Thomas, Theater director. He stated 11,226 were either MSU or public school students while the other 1,627 were general public.



Officer David Gavin trains on one of the two Segways donated to the MSUPD.

MSUPD receives two Segways

When MSU's fall term began, officers with the University's Police Department had a new way to efficiently and effectively patrol campus streets and sidewalks thanks to the National Law Enforcement and Corrections Technology Center's (NLECTC) Small, Rural, Tribal, and Border Regional Center (SRTB-RC).

SRTB-RC, one of the public safety programs hosted by The Center for Rural Development in Somerset, presented two Segway Personal Transporters to the MSU Police Department on Wednesday, Aug. 18.

Rogers announces \$340,880 grant

U.S. Congressman Hal Rogers (KY-05) announced that Morehead State University has been awarded a \$340,880 grant under the United States Department of Education Student Support Services Program.

The is a five-year grant that is intended to provide academic and other support services to low-income, first-generation or disabled college students.



Recipients of the distinguished faculty and staff awards were recognized at the Fall Convocation held Wednesday, Aug. 18. They include, from left, Dr. Janet McCoy, assistant professor of advertising and public relations, Distinguished Faculty Service Award; Dr. Katy Carlson, associate professor of English, Distinguished Researcher; Greg Wing, associate professor of music, Distinguished Teacher; Dr. Gerald DeMoss, dean of the College of Science and Technology, Distinguished Staff Service Award; Gary Mesa-Gaido, professor of art, Distinguished Creative Productions Award; and President Wayne D. Andrews.



MURRAY
STATE UNIVERSITY

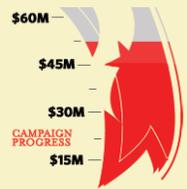
MSU enjoys 20 years of stellar rankings

U.S. News, Forbes, G.I. Jobs laud university

MSU is the top-ranked Kentucky regional university in the 2011 *U.S. News & World Report's Best Colleges* guide. This is the 20th consecutive year MSU has been recognized by the guide for its quality and affordability. *Forbes* placed MSU on its "America's Best Colleges" list, rating the university a "Best College Buy," and MSU was also rated a "Military Friendly School" by *G.I. Jobs Magazine* which noted the support and flexibility the university offers its military students, as well as accreditations held by the school and its degree options. Additionally, the MSU online MBA program ranked among the top 21 "Best Buys" in the country by GetEducated.com and is the only Kentucky school to make the list.



Campaign hits \$50 million mark



In the midst of a bumpy economy, Murray State University has had its largest fund raising effort in history, Hold Thy Banner High: The Campaign for the Students of Murray State University, hit \$50 million this month. Nearly 50 percent of the funds from this campaign will benefit student scholarships. Hold Thy Banner High will continue through Dec. 31, 2012, with a goal of \$60 million.

Rudolphs award \$100,000 in scholarships to high school grads headed to college

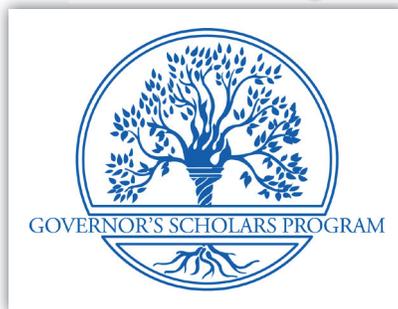
Robbie Rudolph and his wife, Lisa, are awarding more than \$100,000 in scholarships to high school students and graduates in Carlisle, Hickman and Fulton counties. Over \$70,000 is being awarded to 50 graduates who qualified under the guidelines of the program and need financial help for postsecondary education. The remaining \$30,000 went to high school sophomores, juniors and seniors to pay for tuition and textbooks needed to take dual credit courses offered through MSU.

Regional Stewardship extends grants to community

The MSU Office of Regional Stewardship and Outreach is now accepting applications from regional organizations for grants to be used toward programs focused on improving the quality of life in the region. Grants will be awarded to qualified recipients to pay for salaries, services, materials, travel and equipment.

Governor's Scholars Program at MSU

Governor's Scholars Program students were on Murray State University's campus this summer studying biotechnology, foreign language, visual arts, history, political issues, philosophy, astronomy, cultural anthropology and more. Scholars studying on Murray State's campus met speakers including *Comment on Kentucky* host Ferrell Wellman; the first woman to row alone across the Atlantic Ocean, Tori Murden McClure; and Alltech President Dr. Pearse Lyons.



Racer Writing Center now in operation

Last spring Murray State University's faculty, staff and students voted to adopt the improvement of writing skills as the central focus of the university's accreditation plan. To fulfill that focus, MSU alum Jesse D. Jones, in partnership with the department of English and philosophy and university libraries, has established the Racer Writing Center. The center will assist students with their writing in all disciplines. An English department faculty member will direct the center and graduate assistants will work as consultants.

MSU hosts Ky. 2010 Capital Planning Advisory Board

Murray State University hosted the Kentucky 2010 Capital Planning Advisory Board meeting on Aug. 27. Board members toured Murray State's campus and then met to discuss capital projects with Murray State administrators and Western Kentucky University officials.

American Humanics sees record enrollment

Murray State University's American Humanics/Youth and Nonprofit Leadership program set a national student enrollment record for 2009-10 with 514 students. MSU's program has led the nation in enrollment for 19 consecutive years. American Humanics prepares students for leadership positions in organizations such as the American Red Cross, Boys & Girls Clubs of America and YMCAs, as well as hospitals, colleges and ministries.

Messages from Murray

The Clara M. Eagle Gallery at Murray State will host *Messages from Murray*. The community-based project was created by Mel Ziegler, internationally recognized artist and chair of the department of art and design at Vanderbilt University. *Messages from Murray* will allow Murray citizens to write their own "message from Murray" on shipping materials in the gallery that have been donated by leading manufacturers in town. The materials will then be used to ship products made in Murray all around the country with Murray's notes.

Breathitt Veterinary Center helps out farmers during summer's extreme heat and drought

MSU's Breathitt Veterinary Center in Hopkinsville, Ky., offered nitrate testing for area farmers to ensure the safety of the forage for livestock feeds in response to drought and extreme heat conditions in the state. That situation can allow corn to accumulate nitrate in the plant stalks and leaves (used for baling or ensiling for cattle feed), which can then lead to decreased growth, reproduction problems, abortion, and in higher concentration, the death of animals consuming the plant materials.

West Kentucky AgBioWorks Initiative funded for MSU

MSU received funding to create an office for a region-wide agri-energy effort on campus. The West Kentucky AgBioWorks Initiative is a joint venture of the West Kentucky Center for Emerging Technology, Memphis AgBioWorks Foundation and BioDimensions Inc., along with MSU's Regional Business Innovation Center, the school of agriculture, the Regional Stewardship and Outreach office, the college of business, and the college of science, engineering and technology. A partnership between agriculture and renewable innovation is at the heart of the new initiative.

University libraries connect students to e-readers

The university libraries now have 18 e-readers available for students to check out. The hardware includes Kindles, Sony Readers, Barnes & Noble Nooks and Apple iPads. Funded by a private donation, the program offers students a chance to test drive the devices before making the decision to buy one. MSU's Center for Teaching, Learning and Technology plans to survey students about e-readers and their possible value as electronic textbooks.





Energy Conservation Pays Off Again During Heat Wave

Similar to the energy savings employed over the Thanksgiving and holiday breaks last year, NKU has saved thousands of dollars in energy consumption during this summer's heat wave by simply enlisting students, faculty and staff to shut off whatever they could.

Expanding a campus-wide effort already in place to save both energy consumption and dollars, NKU reduced lighting in public areas, turned off water coolers, shut down food service equipment that was temporarily unneeded and shut down water pumps in the fountain and lake waterfalls, among other measures. Individuals turned off lights, appliances, computers and equipment not in use. The largest potential energy and cost savings NKU

offers, in addition to these individual efforts, continues to come from high-quality building and equipment maintenance. Last year NKU re-roofed three buildings and in the process doubled the amount of insulation on the buildings, while installing a highly reflective "cool" roof on another campus building.

Based on the significant savings from last fall and winter, NKU will likely continue the elaborate campus shut down, including the closing of many parking lots and garages (including no lighting or snow removal), the closing of many campus buildings not in use (including turning off most elevators, lighting and reduction of temperatures) and other physical plant systems being turned off.

NKU Biology Professor Recognized for Mentoring Efforts

Dr. Kristi Haik, an associate biology professor at Northern Kentucky University, has received the Council on Undergraduate Research (CUR) Biology Division Mentor Award for her efforts in serving as a role model to students and other mentors of undergraduate research nationwide.

The award was highly competitive. CUR represents over 900 institutions and received applicants from across the country.

"To be able to say that NKU is the winner of a national undergraduate research mentoring award is so huge because NKU has been pushing hard to support undergraduate research," Dr. Haik said. "Everyone here is so supportive. They're fantastic."

Twenty-three students mentored by Dr. Haik have completed 73 abstracts at local, state and national conferences.

These students also wrote 23 grant proposals, 22 in which were awarded.

Dr. Haik and her students base most of their research around the brain, specifically, developing models and treatments for neurological diseases, disorders and injuries.

Their current projects include investigating uses of nanotechnology, Parkinson's disease and heavy metal toxicity.

NKU Geology Lab Tabled by Popular Science as One of '30 Awesome College Labs'

When Popular Science magazine set out to find the nation's best science labs, it didn't take long for the publication to find NKU geology professor Hazel Barton. After all, the magazine just last year rated Barton's class among 'Seven of the Country's Coolest SciTech Courses.'



From Popular Science... By John B. Carnett

"If you want to be one of the six lucky undergrads to get off the waiting list and into Hazel Barton's course, you'd better like tight spaces, heights, the dark, bats and getting dirty—and that's just to get to the bacteria. Unlike microbiology majors at other schools, the ones laboring over microscopes and petri dishes all day, Barton's students study extremophile microbes where they thrive: caves.

Most of Barton's students cave close to home, measuring ground-water pollution and studying links between microbes and cave formations. But some, with NASA assistance, accompany Barton to

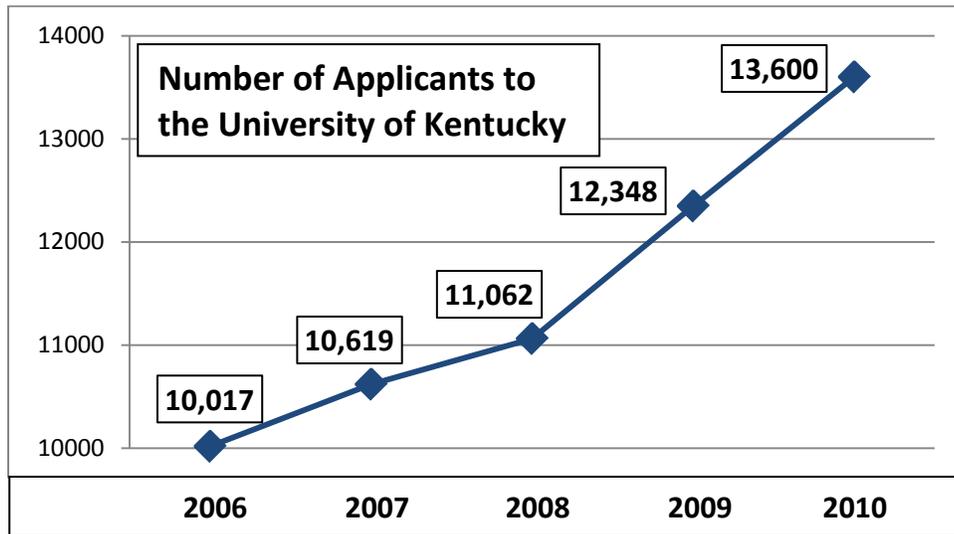
explore the longest quartzite cave on the planet, a rare 10-mile-long labyrinth of pink and amber sandstone on Venezuela's Roraima plateau. It teems with microbes that researchers think could provide clues to what life might look like on Mars. Most caves are formed by limestone, a carbonate rock. The rock of Roraima, however, is mostly silicate, which is also found on Mars. The team will collect the nitrogen-eating, ammonia-spewing microbes and other strange organisms that live in the walls. Back at the lab, students will observe the bacteria's behavior under varying conditions, gathering information that could help NASA hone its search for extraterrestrial life. ♪



Applicant Pool Largest and Most Diverse in UK History

The University of Kentucky received **13,600 applications** for its Fall 2010 entering class. That’s an increase of 12 percent over Fall 2009 and a record number for the University. And the number of applicants is up **35.8 percent** compared to Fall 2006.

UK continues to attract a diverse student population. In 2001, 537 African-American students applied. For Fall 2010, the University received **2,066 applications** from African-American students.



UK Welcomes Another Banner Class

On Friday, August 20, UK welcomed new students and their parents to campus for the start of the Fall 2010 semester. Scores of faculty, staff, students, and community volunteers assisted students as part of UK’s annual Move-In Day activities. President Lee Todd and First Lady Patsy Todd were joined by Football Coach Joker Phillips had his players – donning their jerseys – who helped students unload vehicles and move items into their new homes. Many activities took place throughout that first weekend and first full week as part of “K Week”. The University has developed a cadre of programs, including a New Student Induction Ceremony, Big Blue U, and Campus Ruckus, to help acclimate students to campus.

UK Gives Back to the Community

On Monday, August 23 UK students, faculty, and staff took part in the Commonwealth’s largest single-day service project, UK FUSION. Members of the campus community volunteered at not-for-profit organizations throughout Lexington-Fayette County. **More than 1,000 students, faculty, and staff members** provided **over 5,000 hours of service** to the Lexington community in a single day.





UK Sets New Research Record

The University of Kentucky **annual research awards have broken the \$300 million mark** for the first time in school history. Grants and contracts received through the UK Research Foundation for Fiscal Year 2010 totaled \$337,623,982 - **a 31.5 percent increase** over last year's \$256,740,712.

UK's biggest gains came in federal funding. UK faculty and staff earned more than \$227 million in federal grants and contracts. Stimulus dollars, from the American Recovery and Reinvestment Act of 2009 (ARRA), made up \$64.5 million of the federal funding total during the past fiscal year. Overall, UK researchers have brought in nearly \$90 million in ARRA grants.

Issue-Based Labs Launched by College of Education

Issues faced by Kentucky educators and students are being tackled through the work of newly-formed issue-based labs within the **Kentucky P20 Innovation Lab**, housed at the UK College of Education. The Kentucky P20 Innovation Lab launched in February and is designed to help schools establish innovative and lasting change. Recently, College of Education faculty submitted proposals to use their areas of research and teaching expertise to create issue-based labs within the Kentucky P20 Innovation Lab framework. Of those proposals, 11 labs have been created. To ensure relevance, faculty co-direct the labs with practitioners in the field, connecting University innovation to the daily practices of students, principals, and teachers. The labs are taking on a wide range of topics, ranging from digital game-based learning to health and wellness of students.

Helping the World “see blue.”

The University of Kentucky is proud to partner with state and local officials, community partners, and Kentucky's world-famous equine industry to help the Commonwealth produce the 2010 Alltech FEI World Equestrian Games (WEG). When visitors from around the world descend upon the Bluegrass this fall, UK students, faculty, staff, and alumni will be engaged in a myriad of projects that highlight the depth and breadth of the University. UK's WEG work extends across the campus community and our partnerships show the world how UK values its role in creating a better Kentucky. For example:

- **UK Opera Theatre's** Everett McCorvey is planning the opening and closing ceremonies, which will feature many of UK's student and faculty artists.
- **UK's College of Agriculture** is the official equine sponsor for the Games, and has worked from the very beginning to make sure the centerpiece of the Games – the horse – will be safe and secure here in the Bluegrass.
- **UK HealthCare** is mobilizing doctors, nurses, and other providers to ensure participants and spectators at the 2010 Games receive the full menu of medical services, from first aid to advanced critical care.



Back To School

It's "back to school" time at the University of Louisville, an exciting, sometimes chaotic occasion as students prepare, move-in and get oriented for the 2010–11 school year.



Campus Life

More than ever, UofL students are choosing to live on campus. Just two weeks before classes started, residence halls on Belknap Campus were at 99 percent occupancy, a clear reflection of the university's strong push to get more students fully engaged as part of the university community. Nearly 60 percent of full-time freshmen are now choosing to live on campus.



West Side Dining

Returning students will notice several physical changes on campus. One highlight is the new West Side Dining Hall. The newly constructed, \$3.8 million dining hall seats 400 and represents five different dining experiences under one roof. The dining hall will be open for breakfast, lunch and dinner.



More Veterans

Several of UofL's new students this year are military veterans. Veteran enrollment has been increasing steadily since fall 2008 when it was estimated at 550. That grew to 775 by fall 2009 and is expected to be 850 this fall. *G.I. Jobs Magazine* has named UofL a "Military Friendly School," a designation earned by only 15 percent of U.S. colleges and universities nationwide.

A Message from Dr. Ramsey

Dear Friends of UofL,

What a difference a year makes.

At this time last year, the University of Louisville was recovering from the biggest natural disaster in school history—the devastating flash floods of Aug. 4, 2009, which resulted in more than \$20 million in damage and affected 90 of our 155 buildings across three campuses.



While the ordeal disrupted lives, it strengthened our sense of unity and community. We went on to have a fantastic school year highlighted by remarkable student achievement. This year I am pleased to report that we are on much dryer ground as we embark on the 2010–11 school year.

And we do so with renewed dedication to providing the highest quality education, creating new knowledge and partnering with our community and state to solve the pressing problems of our time. We know we are making a difference—for our students, for our state and for our world.

I love the optimism that comes with a new school year. And we at the University of Louisville have plenty to be excited about.

Sincerely,



GROWING A CURE

Large grant will support cancer research in Owensboro

A \$3.15 million grant from the Leona M. and Harry B. Helmsley Charitable Trust to the University of Louisville will support the university's James Graham Brown Cancer Center and cancer research taking place in Owensboro, Ky.

With matching funds from Kentucky's "Bucks for Brains" program, more than \$4.5 million will go to the Owensboro Cancer Research Program (OCRP). The funds will be used to create an endowed faculty post for a nationally recognized researcher in plant-based pharmaceuticals, as well as creating two new faculty posts to expand and enhance the research program.

Among the projects under way at OCRP are:

- The development of a plant-based vaccine to prevent HIV
- Research into how changes in the calcium-signaling pathway of stem cells affects the development and continued growth of lung cancer cells

- Determining whether the interaction of the heavy metal cadmium with tobacco-derived carcinogens contributes to the development of lung cancer in smokers



Helmsley trustee John Codey announces the gift with UofL's James Ramsey and Dr. Donald Miller.

Researchers with the James Graham Brown Cancer Center and OCRP also are working on a second-generation cervical cancer vaccine grown in tobacco plants in order to make it affordable to millions of women worldwide. A vaccine of this type will be most beneficial to women in rural parts of the United States, India and Sub-Saharan Africa. An ultimate goal of the partnership is to develop less expensive drugs for cancer prevention and treatment.

Speaking for Students

A brief chat with new CPE rep Aaron Price



Gov. Steve Beshear recently appointed Aaron Price, a third-year Brandeis School of Law student, as the student representative to Kentucky's Council on Postsecondary Education. As such, the Louisville native serves as

the voice for thousands of college students around the state.

Price earned a bachelor's degree in communication and political science from UofL. While an undergraduate, he was a member of the Student Government Association, Omicron Delta Kappa, Order of Omega, Tau Kappa Epsilon, Interfraternity Council and the UofL Malcolm X Debate Team. As a law student, he's a member of the Moot Court Board, Brandeis Society and Kentucky Justice Association.

Why were you interested in serving as the CPE rep?

As a political science major, I was always interested in what strong education systems can do for a state and strongly believe that improving the higher education

system of the state will help Kentucky's economy and provide a better quality of life for the citizens of the commonwealth.

Additionally, when I was a member of student government I noticed a lot of educational issues around the state that needed a long-term focus. Student government leaders only get to address short-term, localized issues, but as the CPE rep I will get to assist with the statewide long-term planning I was interested in long ago.

Are there any issues you plan to focus on?

As I make my way around the state I want to ask Kentucky students what's important to them, and I will make that my number-one goal. That being said, I personally want to make sure more students know about the CPE and are involved in its decision-making process, including, if possible, some of the incoming students that will be affected by our decisions in upcoming years. I am also interested in finding ways to incentivize AP, CLEP, international baccalaureate, and other dual-enrollment options so high school students can earn college credits and current college students can graduate faster and cheaper.

High Potential

Gift to UofL will help west Louisville schools

A \$1 million gift to the University of Louisville's College of Education and Human Development will be used to improve the quality of education and attract top-notch teachers to some of Louisville's poorest neighborhoods.

The gift from the Mary K. Oxley Foundation targets two Jefferson County Public Schools—J.B. Atkinson Elementary and The Academy at Shawnee. It later may be expanded to other schools.



A UofL student teacher works with students at J.B. Atkinson Elementary School.

Blake Haselton, interim dean at UofL's College of Education and Human Development, said the plan will become a model for other school districts and that it provides a big boost to the university's Signature Partnership Initiative, a program launched in 2007 to improve the quality of life for residents in west Louisville.

Part of the gift will be used to recruit "high potential" teachers and provide those teachers with resources to pursue certification from the National Board for Professional Teaching Standards. The certification, which takes from one to three years to achieve, indicates that a teacher meets the highest standards for effective teaching.

The gift also funds:

- An intensive professional development program in which teachers and administrators partner with UofL faculty to adopt "best practices," create extended learning communities, access outside expertise and explore new ways to enhance student achievement
- A clinical fellows post in which graduate students will coordinate and advance the University's Signature Partnership Initiative goals. Fellows will receive a stipend of \$4,500 and three hours of college credit per semester
- A "Teacher in Residence" post filled by someone with expertise in the needs of urban schools



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Members of the WKU class of 2014 gather on Feix Field at Houchens-Smith Stadium.

WKU’S Confucius Institute brings Chinese teachers to Kentucky

Students in Barren, Logan and Warren counties are learning about Chinese language and culture directly from 11 teachers from China.

The program is an early benefit of Western Kentucky University’s Confucius Institute (CI), the first CI in Kentucky. The teachers are providing instruction in Chinese language and culture at Glasgow, Greenwood, South Warren, Warren East and Logan County high schools as well as Parker Bennett Curry, McNeill, Lewisburg and Olmstead elementary schools. They will be in Kentucky through July.

Classes include lessons in Chinese calligraphy, art, music and cooking. In addition to their teaching duties, they will assist with the Super Saturdays classes offered by WKU’s Center for Gifted Studies, participate in the Bowling Green International Festival and WKU’s summer language camps.

The instructors will also be learning about American culture by living with host families. WKU President Gary Ransdell said this kind of exchange is important as China’s role in the world economy grows. “Chinese will soon be a world language,” Dr. Ransdell said. “The economic and cultural interdependency of the United States and China cannot be overestimated. Our intent is to expand Chinese instruction in elementary, middle and high schools across Kentucky. This is a great start for Kentucky’s first Confucius Institute.”

They are already having an impact. “They’ve already added so much to the school and to our students’ education,” Dr. Janet Hurt, associate superintendent of Logan County Schools, said. “We look forward to hosting other Confucius Institute teachers in all our schools in the future.”

Gatton Academy graduates top state ACT averages for 3rd straight year

Students at WKU’s Carol Martin Gatton Academy of Mathematics and Science in Kentucky outperformed their high school peers for the third consecutive year on the American College Test (ACT).

The Gatton Academy class of 2010 outpaced their peers, receiving an average composite score of 31.0 out of 36 possible points on the exam — a score 11.6 points ahead of the statewide average.

As mandated by state law, all Kentucky public school juniors participate in the ACT, which assesses English, reading, mathematics and science and is scored on a scale of 1 to 36. Many college-bound seniors take the test at least one more time during high school. In the individual subjects, Gatton Academy graduates scored an average of 30.8 in English, 31.3 in mathematics, 31.1 in reading and 30.3 in science.

Since it opened, the Academy has hosted students from 95 Kentucky counties.



Darra Jackson

Flagship student receives Chinese Government Scholarship

Darra Jackson, a member of the inaugural class of the WKU Chinese Flagship Program, has been awarded a multi-year Chinese Government Scholarship, funded by the China Scholarship Council and China’s Ministry of Education. Jackson, of Atlanta, is a sophomore in the WKU Honors College majoring in International Affairs.

The Chinese Government scholarship gives Jackson the opportunity to immerse herself in the language for four to five years at any university in China. Jackson has chosen to study at Beijing Language and Culture University; her studies will begin this fall.

Four receive NSF’s Noyce Scholarships

Four WKU students from Kentucky have received \$10,000 scholarships funded through the National Science Foundation’s Robert Noyce Teacher Scholarship Program. The recipients of the Science and Math Alliance for Recruitment and Retention of Teachers (SMARRT) Scholarships are Kathryn Crawford, a biology major from Science Hill; Tara Thompson, a math major from Center; Sara Johnson, a math major from Owensboro; and Joye Beth Spinks, a biology major from Bowling Green. The WKU Robert Noyce Teacher Scholarship Program aims to prepare a total of 39 science and mathematics majors who are committed to teaching high school in a high needs district in the region.

WKYU-PBS wins 4 Emmy awards for Mammoth Cave programs

WKYU-PBS, WKU’s public television service, received a station record four Emmy awards at the 46th Annual Ohio Valley Emmy Awards Ceremony in Columbus, Ohio. All of the awards this year were in recognition of work on two programs related to Mammoth Cave National Park. *Mammoth Cave: A Way to Wonder* and the companion program, *Mammoth Cave: A Way to Wonder (Behind the Scenes Stories and More)*, were the first High Definition program offerings from WKYU-PBS and WKU. WKYU-PBS was nominated for six awards in six categories, a station record. This marks the sixth consecutive year that WKYU-PBS has received nominations, receiving the coveted award nine times.

WKU students conducting research at Oak Ridge National Lab facilities

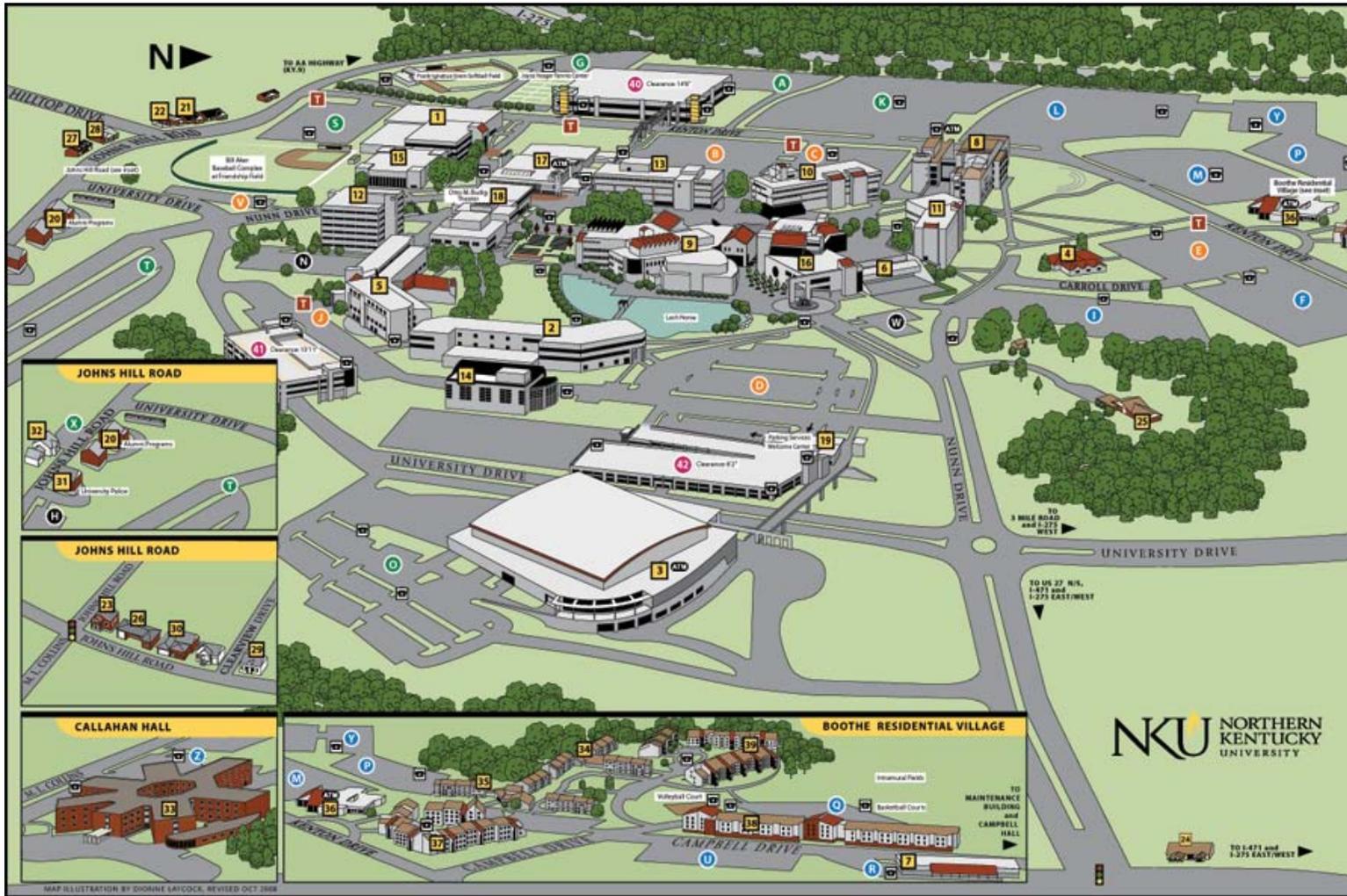
Three WKU physics students worked on research projects this summer with WKU faculty member Edward Kintzel at the Oak Ridge National Laboratory in Tennessee. Students Tara Wink of Bowling Green, Nathan Campbell of Beaver Dam and Jacob Baxley of Hartford worked on a variety of neutron sciences projects with Dr. Kintzel, assistant professor in the Department of Physics and Astronomy. Dr. Kintzel conducted his post-doctoral research at the ORNL’s Spallation Neutron Source (SNS).

Baxley and Campbell worked with Dr. Kintzel in collaboration with the sample environment group at the Spallation Neutron Source at Oak Ridge National Laboratory on PAGES2, a new generation portable automated gas handling system.



Former Vice President Al Gore met WKU students Tara Wink and Nathan Campbell at Oak Ridge National Laboratory. As part of his tour, Gore visited a session where students presented posters on their research projects.

For more WKU news, go to <http://wkunews.wordpress.com/>. Become a fan on Facebook at www.facebook.com/WKUnews.



The meetings and reception will be held in the Student Union, building number 17 on the map – <http://www.nku.edu/campusmaps/3dmap.html>.

The garage that guests are to park in is number 40 on the map, Kenton Drive Garage.

Directions to campus are also located on the website: <http://www.nku.edu/campusmaps/directions.php>

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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THE FIVE 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?

THE SIX GOALS OF HB 1

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.

