

**AGENDA**  
**Council on Postsecondary Education**  
**Sunday, September 17, 2006**  
2 p.m. (ET)  
Ballroom V & VI  
Cincinnati Airport Marriott  
Hebron, Kentucky

	Page
<b>Roll Call</b>	
<b>Approval of Minutes</b> .....	1
<b>Focus on Reform:</b> NKU's Center for Integrated Natural Science and Mathematics .....	13
<b>Cross-Cutting Issues</b>	
1. Action: 2020 Bachelor's Degree and Undergraduate Enrollment Targets .....	15
2. Action: Statewide and Institution Key Indicator Goals for 2007-08 .....	19
<b>Question 1 – Are more Kentuckians ready for postsecondary education?</b>	
3. Commissioner of Education Report	
<b>Question 3 – Do more Kentuckians have certificates and degrees?</b>	
4. Action: KYVU Strategic Plan 2006-2009 .....	21
5. Action: DLAC Executive Committee Changes .....	89
6. Statewide Technology Initiatives .....	91
7. Transfer Update: The Road to 2020 .....	95
8. Fall 2006 Preliminary Enrollment .....	101
<b>Question 4 – Are college graduates prepared for life and work in Kentucky?</b>	
9. Action: MoSU Master of Arts in Education-Educational Technology .....	103
10. CEO Report .....	105
<b>Question 5 – Are Kentucky's people, communities, and economy benefiting?</b>	
11. Statewide Facilities Condition Assessment Status Report .....	107
12. Action: NKU Regional Stewardship Proposal .....	109
<b>The Council Business</b>	
13. Action: 2007 Meeting Calendar .....	149
14. CPE Committee Appointments	

**Other Business**

**Next Meeting** – November 6, 2006, CPE Offices, Frankfort

CPE meeting materials are available on the Council Web site at <http://cpe.ky.gov/about/cpe/meetings/>.

## **Adjournment**

**MINUTES**  
**Council on Postsecondary Education**  
**July 10, 2006**

The Council on Postsecondary Education met July 10, 2006, at 10:30 a.m. at the Council offices in Frankfort, Kentucky. Vice Chair John Turner presided in Chair Greenberg's absence.

**ROLL CALL**

The following members attended: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, John Hall, Phyllis Maclin, Ryan Quarles, Joan Taylor, John Turner, and Mark Wattier. Ron Greenberg, Alois Moore, Jim Skaggs, and Gene Wilhoit did not attend.

Chair Turner recognized Education Secretary Ginni Fox and Senator Johnny Ray Turner in the audience and thanked them for attending.

**APPROVAL OF MINUTES**

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

**BUDGET & FINANCE  
POLICY GROUP REPORT**

Mr. Flanagan reported that the Budget and Finance Policy Group met earlier in the day and reviewed and discussed a plan of work and timeline for the group and the issue papers assigned to that policy group. One issue paper – nonresident students – was discussed. The policy group reviewed the 2006-07 agency operating agenda and recommended it for approval by the Council.

**FOCUS ON REFORM:  
KENTUCKY ADULT  
EDUCATION**

Sarah Hawker, the Council's vice president for Kentucky Adult Education, addressed several issues that KYAE will address in the next few months – providing the very best tools and knowledge to adult education instructors and program directors, ensuring that KYAE's data system provides the information necessary for continuous improvement of state and local levels, working together with local adult education providers to improve performance and efficiency, and collaborating with federal partners on research and development initiatives.

Dr. Hawker said that adult education is a program of instruction and services to teach reading, writing, and mathematics to persons age 16 or older who are not in school, do not have a high school diploma, or do not have the basic literacy skills to fully participate in the economic and civic life of the Commonwealth. She said that there are both public and private interests served by adult education – employment skills needed in the Kentucky economy, literacy ability to continue to learn new employment skills and knowledge on the job, literacy skills to continue to higher levels of education, increased ability to earn a sustainable wage and support families without public assistance, contribution to the tax base that funds communities, and modeling

learning for children which is one of the most powerful interventions to breaking the cycle of illiteracy and poverty. She said that people who can read adequately are healthier, enter the correctional system with less frequency and return less often, are less likely to be on public assistance, experience less unemployment, and contribute more to social and economic stability. She said that adult education is key to building a trained and trainable workforce and to improving the quality of life for hundreds of thousands of Kentuckians each year.

Dr. Hawker said that in 1997 House Bill 1 set Kentucky on the path to achieving economic opportunity and a standard of living above the national average by 2020. In 2000, the Kentucky Adult Education Act, Senate Bill 1, acknowledged adult literacy as a fundamental barrier to every major challenge facing Kentucky and placed Kentucky Adult Education within the Council on Postsecondary Education to elevate the quality of adult education and the importance of its students in meeting the goals of HB 1. She read some statistics that paint a picture of why SB1 acknowledged the challenges of adult educational attainment in Kentucky:

- According to the 2003 State Assessment of Adult Literacy, 42 percent of working-age Kentuckians (nearly half the state's population) read at the two lowest levels of literacy (below the level considered to be adequate for high school graduation or employment in meaningful jobs).
- According to the 2000 U.S. Census, in just over half of Kentucky counties, more than 30 percent of the population, has less than a high school credential.
- Of all ninth graders in Kentucky, 85 percent do not graduate from college.
- In 2002, 54 percent of students entering college in Kentucky were underprepared in at least one subject.
- There are not enough high school students currently enrolled each year to meet the 2020 baccalaureate degree goals of the Council's Public Agenda.
- At this time, 60 percent of today's jobs require some amount of postsecondary education; by 2020, the percent will be even higher.

Dr. Hawker said that re-engaging these adults in the educational process and raising their academic skills and their educational aspirations are critical if Kentucky is to raise its standard of living and reach the goals of HB 1 and the Public Agenda by 2020. To help meet these goals, Kentucky Adult Education must: (1) increase the adult college participation rate from 3.6 percent to 4.5 percent, (2) more than double the annual number of GED graduates – from 10,000 to 26,000 per year, and (3) increase the college-going rate of GED graduates from 19 percent to 43 percent.

Dr. Hawker said that Kentucky has already generated strong momentum that must be maintained. Since 2000, Kentucky Adult Education has experienced enrollment growth well over 100 percent, produced more than 60,000 GEDs, and increased the GED college-going rate from 12 percent to 19 percent. For six of six years, Kentucky Adult Education has met performance targets set by the U.S. Department of Education, helping the Commonwealth to receive \$8 million in federal funding for outstanding performance.

Dr. Hawker said that KYAE is known across the country for its innovation and achievement. In order to preserve that good reputation and build upon it, KYAE has three priority areas on which to enhance the administration of the system and the outcomes of the students:

(1) Teaching and learning:

- Provide the very best tools and knowledge to adult educators so they can continuously improve their teaching and student learning.
- Continue to develop curriculum standards that raise learning expectations and help ensure success in the workplace and in postsecondary education.
- Equip instructors to use research-based instructional strategies designed for adults to help students maximize their achievement.
- Help local programs better advise and counsel adult students of their educational options for the future.
- Provide assistance in administrative, student, and fiscal reporting and management.

(2) Accountability:

- The KYAE data system must be the best it can be and be capable of providing KYAE and the Council the data needed to identify strengths and weaknesses and improve performance. Accurate data are essential as adult education continues to contribute to the ambitious goals of the Public Agenda and essential in communicating with the legislature on funding needs and the return on investment of state funds.
- Continuing to meet the accountability requirements of the U.S. Department of Education is important to retain both funding and the position as a leader in adult education.

(3) Collaboration and dialogue:

- KYAE must be in collaboration and dialogue with local programs and with federal and state funding bodies, meet the requirements of this highly regulated federal program, and, within that framework, make policy that allows, assists, and requires programs to serve students well.

- KYAE will provide leadership in delivering targeted and accessible professional development for instructors and program directors, will create advisory groups and task forces to gather field input and agreement on critical issues, and will fully participate in the activities of the state P-16 Council and other task forces that address remediation, dual credit, and other initiatives.
- KYAE has a significant responsibility to work with the U.S. Department of Education on national research and development efforts and to advocate policy that benefits Kentucky's programs and students.

2006-07 KENTUCKY  
ADULT EDUCATION  
SERVICE DELIVERY  
SYSTEM

President Tom Layzell said that Kentucky Adult Education contracts with fiscal agents to provide adult education services in all 120 counties. The Adult Education Act requires adult education services to be targeted to communities with the greatest need; therefore annual enrollment goals are based on the number of working age adults functioning at literacy levels 1 and 2 in each county. Information was provided in the agenda book on the fiscal agents, enrollment goals, and funding levels by county based on the statewide goal of 125,000.

2006-07 KENTUCKY  
ADULT EDUCATION  
PERFORMANCE  
MEASURES

KYAE is required by the federal Office of Vocational and Adult Education to negotiate statewide performance measures. Information was included in the agenda book about these performance measures and KYAE enrollment.

P-16 COUNCIL UPDATE

An update on P-16 Council activities was included in the agenda book. Mark Wattier will serve as chair of the P-16 Council for the coming year.

PROJECT LEAD THE  
WAY

In July 2000, the Council approved a Statewide Joint Engineering Strategy to increase the number of baccalaureate engineering degree holders in the state by improving regional access and productivity in engineering education in Kentucky. A key component of that strategy was to increase the number of Kentucky high school graduates prepared to succeed in engineering programs at the postsecondary level. The Council requested 2006-08 funding to assist the Kentucky Department of Education in developing an articulated engineering pipeline to increase the number of Kentucky students prepared for engineering programs through implementation of Project Lead The Way, the nationally recognized model pre-engineering curriculum. The Council and KDE staff recently awarded \$650,000 of Council funding to 13 school districts across the state to implement or expand the Project Lead The Way curriculum. The staffs of the Council and KBE are working together to select a postsecondary institution to serve as a university affiliate for the program. The Council staff will present information on this project to an interim legislative committee in August.

COMMISSIONER OF  
EDUCATION REPORT

A report about the activities of the Kentucky Board of Education was distributed. Dr. Layzell noted that the required program of studies (the single rigorous curriculum) was approved at the June KBE meeting and will now proceed through the review process by the appropriate legislative committees. He said that is a huge step for Kentucky and has

great potential and also places great demands on the postsecondary education community as that curriculum goes into effect.

CPE CAMPUS VISITS –  
STRATEGIC PLANNING,  
KEY INDICATORS, AND  
2020 PROJECTIONS

Dr. Layzell said that during the months of May and June, the Council staff visited the nine public postsecondary institutions. The purpose was threefold: (1) to help the Council staff better understand each campus' internal strategic planning process, (2) to explain the 2020 projections model and discuss how institutional key indicator goals relate to these 2020 targets, and (3) to receive feedback from campuses about how the Council can better facilitate progress and move reform forward. A summary report was included in the agenda book. Based on these discussions, the Council staff is updating the 2020 educational attainment numbers and will bring preliminary planning parameters for approval at the September Council meeting.

CEO REPORT

Mr. Baker gave the report from the Committee on Equal Opportunities. He said that the vendor for the diversity study should be selected by the end of July and the contract signed by the end of August. The CEO will begin visiting the campuses of the KCTCS institutions. The committee is seeking the help of Kentucky's U.S. Senators to learn the status of the partnership agreement with the Office for Civil Rights. The committee received a special interim report on the Kentucky Legal Education Opportunity Scholarship. Mr. Baker said that the Chief Justice confirmed that the scholarship is funded for the 2006-08 biennium. A complete report was included in the agenda book.

TRUST FUND  
GUIDELINES –  
REGIONAL  
STEWARDSHIP  
PROGRAM

**RECOMMENDATION:** The staff recommends that the Council approve the Regional Stewardship Program Guidelines.

Mr. Wattier said that at its May 22 meeting, the Council approved two of three components of the 2006-08 guidelines. Following a recommendation of the Quality and Accountability Policy Group, the Council asked staff to modify sections of the guidelines pertaining to the distribution of stewardship initiative pool funds, so that greater emphasis is placed on the role of the regional advisory committees in the development and approval of strategic plans and proposals for stewardship funding.

Mr. Wattier offered an amendment to the guidelines regarding annual reporting (the final paragraph of guidelines):

AMENDMENT: The Council staff will work with regional advisory committees to devise and maintain reporting procedures that specify the content and format of Regional Stewardship Program annual reports. The reports will include accountability for outcomes that support action plans contained within the 2005-2010 Public Agenda.

Ms. Bertlesman said that there is no intention of eliminating the institutions from the process. Representatives from all of the institutions in the region, public and independent, plus representatives from other interested groups in the region would comprise the regional advisory committee. The chair of the regional advisory committee would sign the proposal and work with the Council.

After further discussion, an amendment to the amendment was offered:

AMENDMENT TO THE AMENDMENT: The Council staff, working with the comprehensive universities and the regional advisory committees, will devise and maintain reporting procedures that specify the content and format of Regional Stewardship Program annual reports. The reports will include accountability for outcomes that support campus action plans contained within the 2005-2010 Public Agenda.

MOTION: Mr. Wattier moved that the amendment to the amendment be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

MOTION: Ms. Bertelsman moved that the guidelines as amended be approved. Mr. Wattier seconded the motion.

VOTE ON THE GUIDELINES AS AMENDED: The motion passed.

#### QUALITY AND ACCOUNTABILITY POLICY GROUP REPORT

Mr. Wattier said that the Quality and Accountability Policy Group met earlier in the day. In addition to the regional stewardship program guidelines, the group discussed the draft Kentucky Virtual University strategic plan, transfer study, issue papers being reviewed by the policy group, and education doctorate degrees at comprehensive universities. He said that a developmental education task force is being formed to construct a comprehensive plan for improving the outcomes of postsecondary developmental education.

#### STATEWIDE FACILITIES CONDITION ASSESSMENT

An update was given on the statewide facilities condition assessment. VFA Inc. of Boston is expected to complete the institutional facility assessments by mid-September. Status reports will be provided to the Council at the September and November meetings. A draft report is expected in mid-November with a final report in December. The statewide assessment is one of a number of tools that the Council and

the institutions will use to identify postsecondary capital needs and to make recommendations to the Governor and General Assembly as a part of the biennial budget process.

RESEARCH, ECONOMIC  
DEVELOPMENT, AND  
COMMERCIALIZATION  
POLICY GROUP REPORT

Mr. Hall reported that the Research, Economic Development, and Commercialization Policy Group met earlier in the day and discussed the issue papers assigned to that group – Science, Technology, Engineering, and Mathematics (STEM) P-20 Pipeline Initiative and Statewide Translational Research and Economic Development. He called attention to a handout highlighting Kentucky’s life science and bioscience industry initiatives. The report was produced by the Cabinet for Economic Development.

2006-07 AGENCY  
OPERATING BUDGET

RECOMMENDATION: The staff recommends that the Council approve the 2006-07 agency operating budget.

Mr. Flanagan noted that the Budget and Finance Policy Group reviewed the operating budget in detail and recommended its approval.

MOTION: On behalf of the Budget and Finance Policy Group, Mr. Flanagan moved that the agency operating budget be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

NEW POLICY GROUP  
STRUCTURE

A proposed new policy group structure was distributed to Council members for their review.

CPE RETREAT

The Council will hold a retreat August 14 and 15 at the Embassy Suites in Lexington.

NEXT CPE MEETING

The Council will meet September 17 in conjunction with the 2006 Governor’s Conference on Postsecondary Education Trusteeship.

ADJOURNMENT

The meeting adjourned at 11:45 a.m.

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Thomas D. Layzell  
President

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Phyllis L. Bailey

Senior Associate, Executive Relations

Council on Postsecondary Education  
September 17, 2006

## Focus on Reform Northern Kentucky University's Center for Integrative Natural Science and Mathematics (CINSAM)

The Center for Integrative Natural Science and Mathematics (CINSAM) was approved and funded as Northern Kentucky University's Program of Distinction in the 1998-2000 biennium through the Regional University Excellence Trust Fund. As outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*, one of the objectives of the regional trust fund is to enable each of the comprehensive universities to become nationally recognized in at least one academic program of distinction or one applied research program.

CINSAM is not a degree-granting program. The program coordinates activities in teaching, research, and the application of science and mathematics across the departments of biological sciences, chemistry, mathematics and computer science, physics, and geology in NKU's College of Arts and Sciences and in the institution's College of Education. It focuses on science and mathematics at all educational levels, as well as in the public and private sectors throughout the region. CINSAM coordinates integrative science and mathematics courses for teacher candidates; develops alliances among teachers, faculty, industry scientists, and engineers; provides scholarships, externships, and research opportunities for students in business and industry; and offers symposia to improve public understanding of science and mathematics.

Phillip H. Schmidt, NKU professor of mathematics and director of CINSAM, will present an overview of CINSAM at the September 17 meeting.

Staff preparation by Dianne M. Bazell



**Council on  
Postsecondary  
Education  
Meeting**

**September 17, 2006**

**2 p.m.**

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*CINSAM-Preparing Students  
for Success in Science and  
Mathematics*

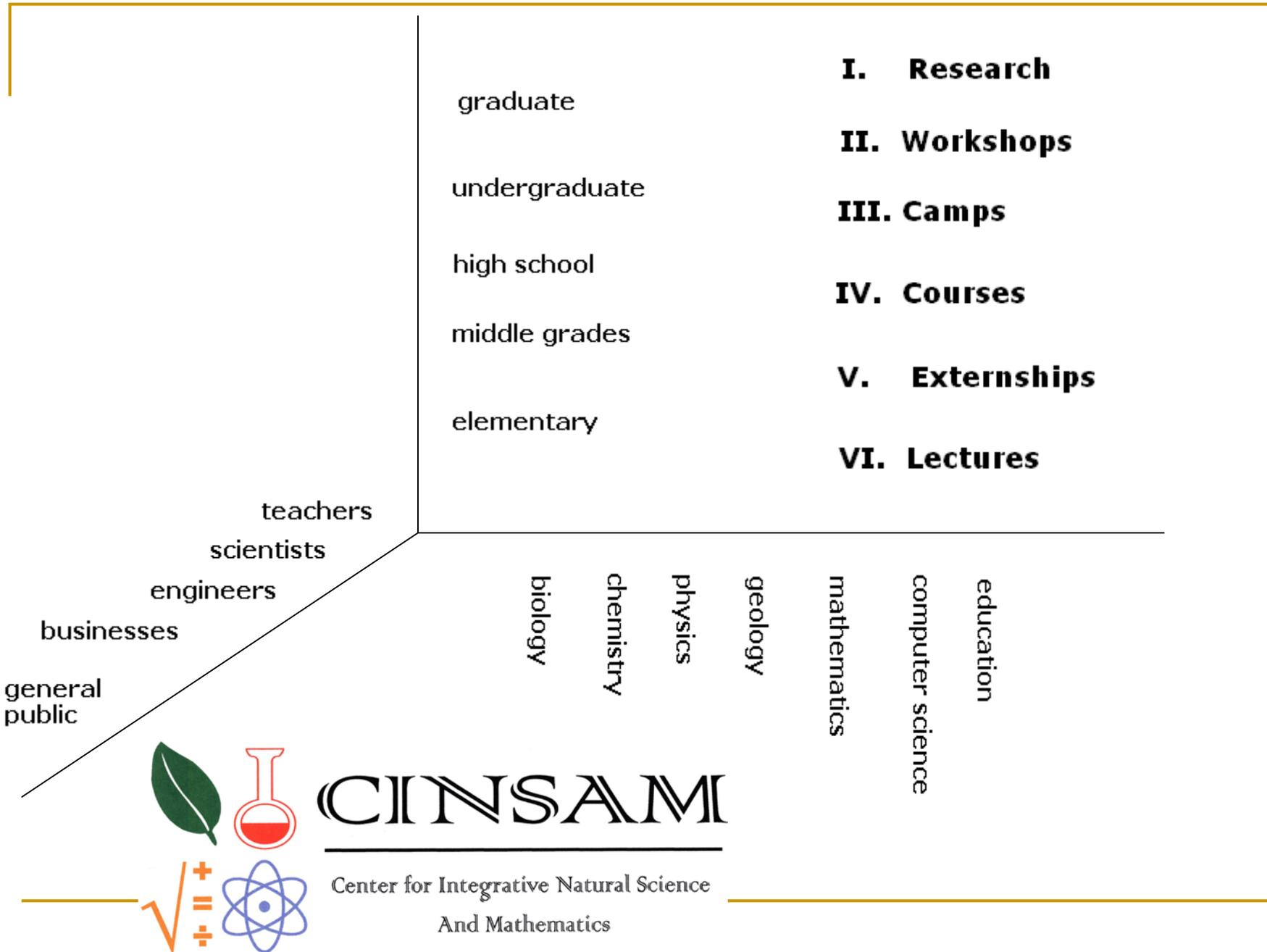
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Governor's Trusteeship Conference  
Council on Post Secondary Education Meeting  
September 17, 2006

# *CINSAM Mission*

- To enhance the teaching, learning, and applying of Science and Mathematics at NKU and in the schools of the Northern Kentucky region through interdisciplinary collaboration.





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# *Preparing school students for success*

- Outreach to schools
  - Bringing students to campus
  - Summer camps
  - Work with teachers
-

# *Working with students off-campus*

- Turkeyfoot Middle School Forensics
- Campbell County Environmental Camp
- Physics Tour De Force



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## *Other outreach work off-campus*

- Pendleton County and Bracken County Elementary Science Days
  - Pendleton County and Bracken County Middle Grades Science Days
  - Pendleton and Bracken County Spirit Days
  - Off-campus outreach activity count
    - 1920 students
    - 94+ teachers
    - 29 NKU faculty and students
-

# *Bringing students to NKU*

- Middle School Math Day
- Elementary Science Day
- Engineering Day
- NACKES (Regional Science and Engineering Fair)



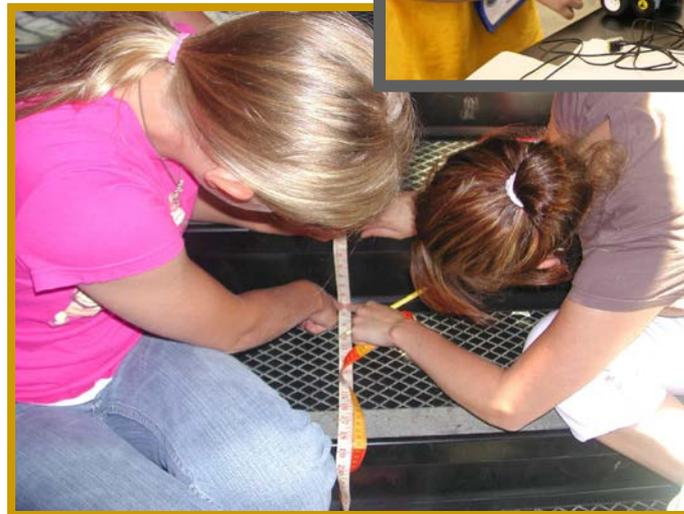
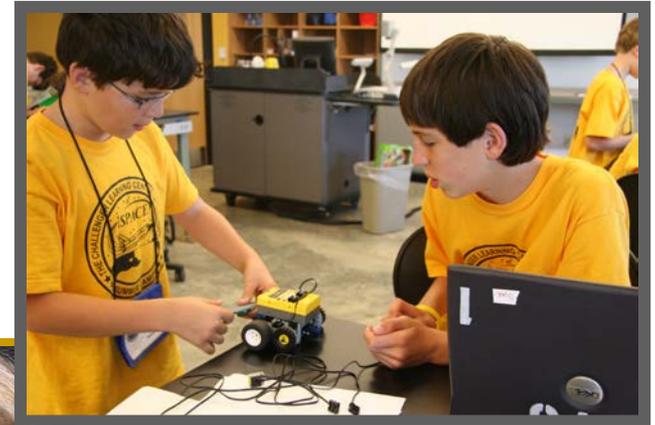
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# *Other campus visits*

- Cincinnati Christian School
  - Amelia High School
  - WEB Dubois School
  - On-campus contact counts
    - 1000+ student
    - 40 teacher
    - 148 NKU faculty and student
-

# *Summer camps*

- Robotics Camps ( 4 of these)
- Math Mystery Camp
- Engineering Technology Camp
- Computer Science Camp



# *More Summer Camps*

- Sports Plus
- Fun with Science
- CSI – I, II, III
- Camp contacts
  - 1600 students
  - 45 NKU faculty and local teachers



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# *Preparing teachers for success*

- Pre-service teachers
    - Integrative Science courses
    - Opportunities for interaction
  - In-service teachers
    - Alliances
    - Workshops
    - Kentucky Center for Mathematics
  - Work with districts
-

# *Science courses for future teachers*

- Focused on interactive engagement
- Consistent with KY core content



# *Science and Mathematics Alliances*

- Biology
- Chemistry
- Computer Science
- Earth/Space Science
- Elementary  
Math/Science/Technology
- Environmental Science
- Mathematics
- Middle School Science
- Physics/Physical Science



- 441 teacher contacts
- 46 faculty contacts

# *Teachers workshops*

- Kentucky Core Content in Science and Mathematics
- International Mathematics for gifted conference
- Teaching forensic science
- Science Inside and Out
- Project Learning Tree



- 500 teachers
- 21 presenters

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# *Kentucky Center for Mathematics*

- House Bill 93
  - KCM was placed at NKU and is housed administratively in CINSAM
  - Goals
    - Mathematics education research
    - Environment for mathematics capacity building
    - Expand teacher's knowledge and motivation
    - Improve recruitment and retention of teachers
  - Activities
    - Coaching and Mentoring
    - Diagnosis and Intervention
    - Research
  - Website – <http://kentuckymathematics.org>
-

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# *South counties science project*

- Bracken, Carroll, Gallatin, Grant, Owen, and Pendleton Counties
  - Year 1 – fourth grade teachers and students (25 teachers & students at five schools)
  - Year 2 – add grades 1-3 and 5, limited work with grade 4
  - Year 3 – add middle grades, limited work with others.
  - Professional development for teachers.
  - Demonstration of best practices in classrooms.
  - Students deliver “Elementary Sciences Day” at their school.
-

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# *South counties science project*

## *documented outcomes*

Student knowledge of science as indicated by Fourth Grade Level Commonwealth Accountability Testing System (CATS) test scores showed increases at each school \*

	<u>2003</u>	<u>2004</u>	<u>2005</u>
School 1	66.4877	75.4242	72.6420
School 2	81.1700	88.2070	87.4631
School 3	67.3166	79.2091	92.7647
School 4	79.6043	89.3194	88.1097
School 5	85.3902	103.0680	105.472

\* Test score data provided by the participating schools' administration.

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# *South counties science project*

## *student outcomes*

An example of the student impact as stated by a fourth grader at the conclusion of a “Science Day” held at one elementary school is this quote:

**“Sir, this is the best day a fourth grade boy could hope to have – spend all day in the gym doing science and now we have 45 minutes for recess before the buses come!”**

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# *Community engagement (2005-06)*

- In collaboration with the Science and Mathematics Departments and colleagues from Education, CINSAM produced:
    - in the South Counties
      - 917 teacher contacts
      - 8,235 student contacts,
    - all together
      - 1,990 teacher contacts
      - 12,750 student contacts
-

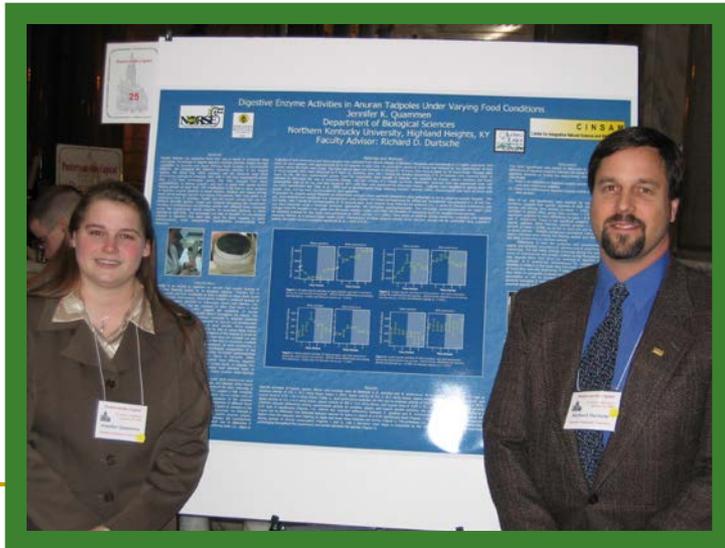
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# *Preparing NKU science and mathematics students*

- Engaged faculty
  - Outstanding facilities
  - Opportunities for undergraduate research and experiential learning
  - Positive outcomes
-

# Faculty

- Outstanding newly hired faculty (36 since 2000)
- Outstanding Junior Faculty Awardees
- Dedicated senior Faculty

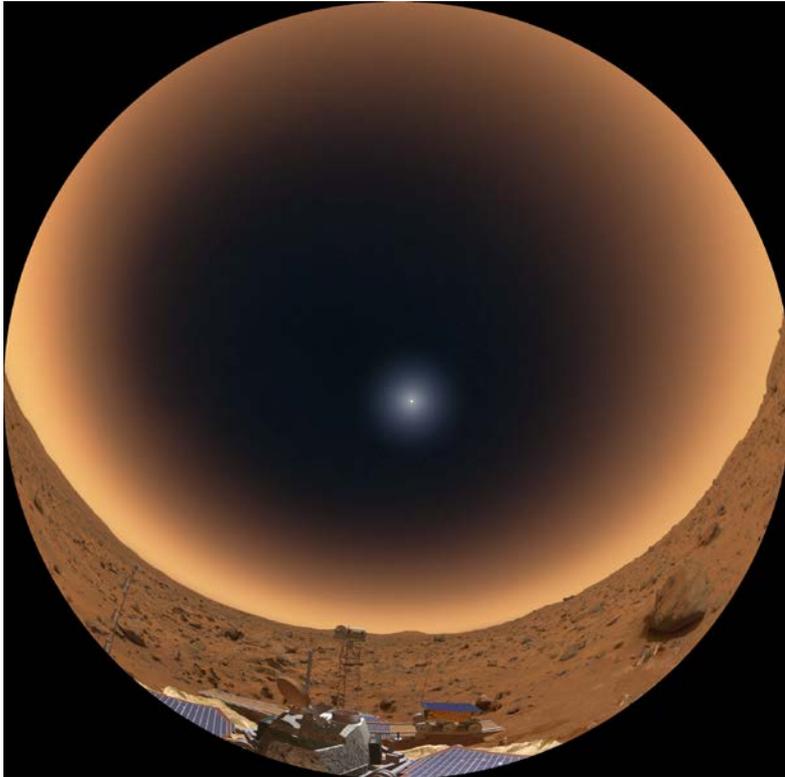


# *Facilities*

- State-of-the-art Science Center
- Fosters interdisciplinary collaboration
- Well-equipped labs
- Facilitates teaching, research, and outreach



# *Digital Science Center (Planetarium)*



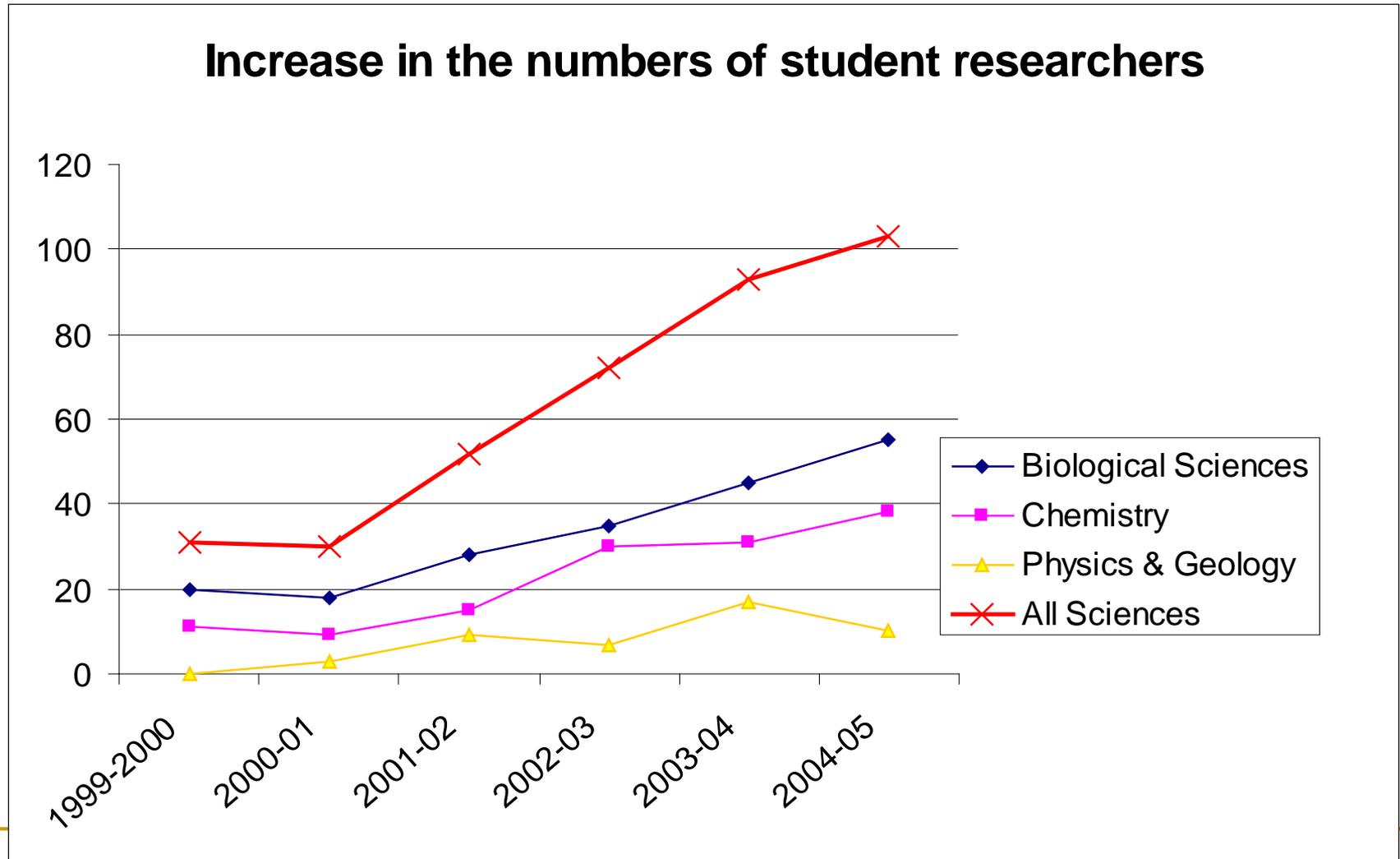
- Construction is underway.
- Ready for use next year,
- Premier teaching and outreach facility
- Provide opportunities for student research in creating shows

# *Undergraduate research*

- 2000 – 2005 CINSAM funded 48 research projects involving faculty and undergrads for nearly \$660,000.
- CINSAM provided start-up funds to 19 new faculty on the order of \$335,000



# *Growth in research activity*



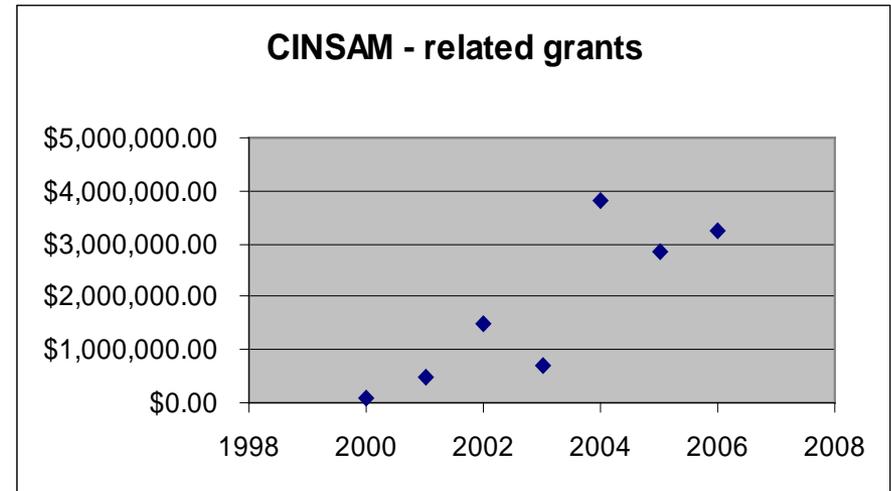
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# *Externships with industry*

- Burkardt Consulting Center
  - Externships with industry
    - H&S Chemicals
    - S.A.P.
    - Omega Technologies
  - Support for future work with local industry
-

# *External Research Funding*

- Since 2000, CINSAM-related Departments obtained over \$12.6 M in external awards
- Of this, over \$9.5M is attributable to CINSAM-supported faculty



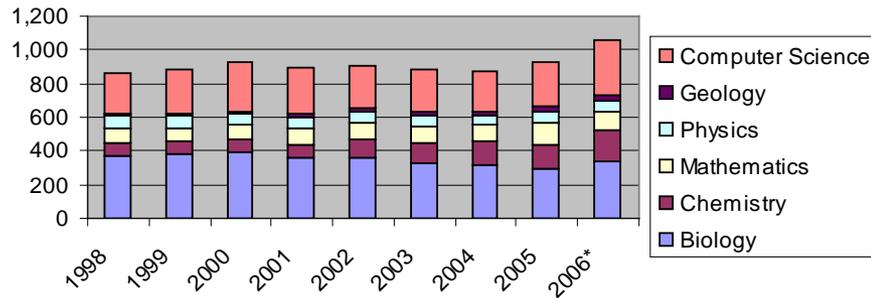
# *NKU Research Students*

- Dr. Hazel Barton and Biology research student, Mark.
- Andrew Lauer, Chemistry graduate studying at MIT

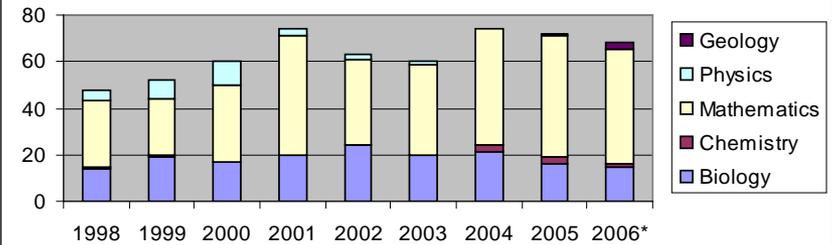


# Enrollment and graduation trends

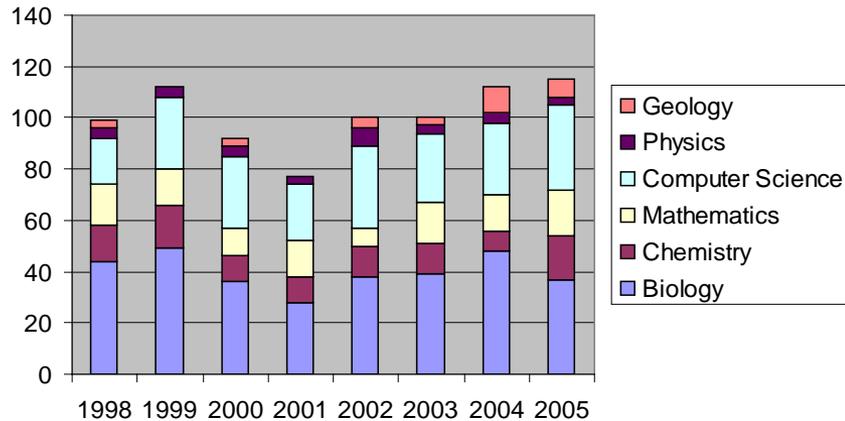
## Science and Mathematics Majors



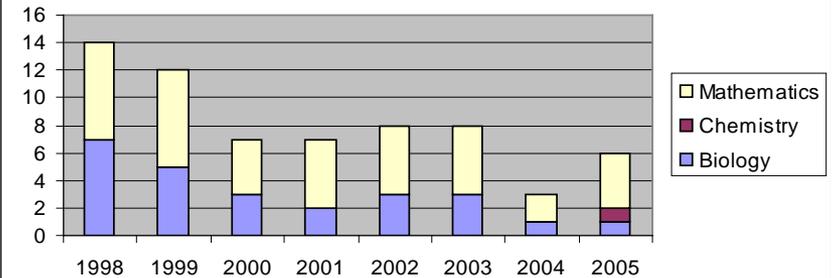
## Science and mathematics secondary education majors



## Science and Mathematics Degrees



## Secondary Education degrees



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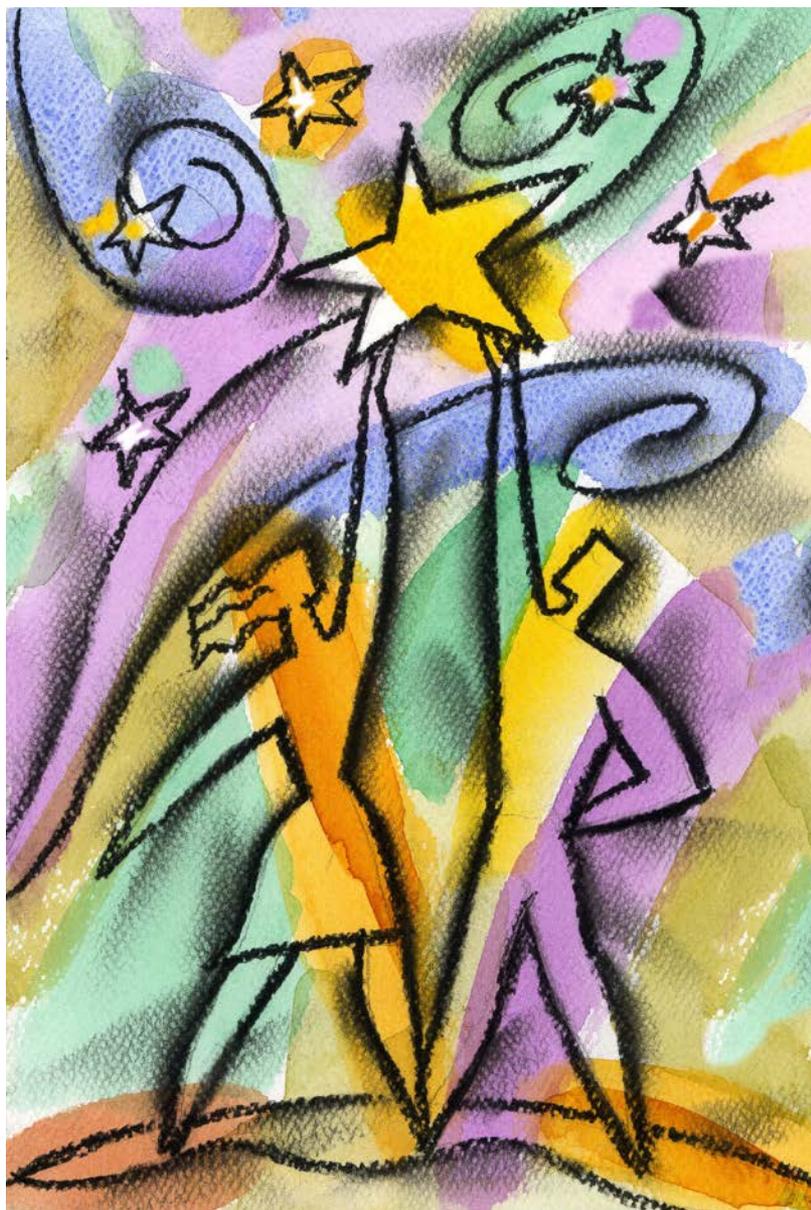
# *Community support*

- Toyota Foundation - Young Scholars in Math and Science (\$500,000)
  - Ashland Endowed Summer Enrichment Program (\$500,000)
  - Proctor and Gamble – Science and Math Outreach Fund (\$300,000)
  
  - Scientific Equipment fund – Ashland, Toyota, Rievschel, Federated, Herrmann (\$3M)
  - Rievschel Foundation – Scientific equipment replacement endowment funds (\$500,000)
  
  - Carol Swarts Milburn - Undergraduate Science Research Fund (\$10,300)
  - Herrmann Endowed Chair in Science (\$1.63M)
  - Herrmann Endowed Symposium on Chronic Disease (\$500,000)
-

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# *Conclusions*

- The science, mathematics, and education departments in collaboration with CINSAM provide excellent preparation for success in science and mathematics for our
    - School students
    - Teachers
    - NKU students
-



**Council on  
Postsecondary  
Education  
Meeting**

**September 17, 2006**

**2 p.m.**

**Council on Postsecondary Education  
September 17, 2006**

**2020 Bachelor's Degree and  
Undergraduate Enrollment Targets**

**ACTION: The staff recommends that the Council approve the preliminary 2020 bachelor's degree targets listed in Table 1 to inform long-term planning efforts. The staff also recommends that the Council approve the preliminary 2020 institutional enrollment targets listed in Table 2 to inform the statewide facilities condition study.**

The long-term goal of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) is to significantly improve the quality of life and standard of living for all Kentuckians. Achievement of this goal is dependent on increasing the educational attainment level of the Commonwealth to at least the national average by 2020, from 19 percent in 2000 to a projected 32 percent in 2020. To do this, Kentucky needs to double the number of baccalaureate degree holders over the next 14 years, from roughly 400,000 in 2000 to nearly 800,000 in 2020. With no changes to current production levels, Kentucky will fall short approximately 211,000 degree holders in 2020 and thus give up many of the benefits that come with increased educational attainment.

Council staff worked with a national consultant and others on a 2020 projections model to look at the various inputs (i.e., high school students, adult students, and transfers) and throughputs (i.e. college going rates, retention rates, and graduation rates) needed to close the educational attainment gap and significantly increase bachelor's degree production in Kentucky. The model provides for the opportunity to take an initial look at both state and institution level bachelor's degree targets, which are highlighted in Table 1 on the following page.

### **Ongoing Adjustments**

These preliminary 2020 targets are a starting point for additional planning efforts. Initial 2020 bachelor's degree targets were shared with institutional representatives in the fall of 2005. Over the past 12 months, these targets were discussed at numerous meetings with Council members, presidents, and other institutional representatives, including chief academic officers and chief budget officers. Most recently, the projections were revised after a series of campus meetings with representatives from public and independent institutions during May - July 2006. The bachelor's degree targets listed in Table 1 reflect these revisions, including a reduction in the number of transfers from KCTCS, an increase in the role of independent colleges and universities, a recalculation of the institutional distribution in the

comprehensive sector to take into account projected population growth in each institution's area of geographic responsibility, and improved alignment with institutional strategic plans.

**Table 1. Preliminary 2020 Bachelor's Degrees Targets By Institution**

Institution	2004-05 Bachelor's Degrees	Preliminary 2020 Bachelor's Degrees Target	% Change from 2005
Eastern Kentucky University	1,787	3,397	90%
Kentucky State University	229	542	137%
Morehead State University	1,038	1,799	73%
Murray State University	1,373	2,834	106%
Northern Kentucky University	1,529	3,149	106%
Western Kentucky University	2,166	4,324	100%
University of Kentucky	3,285	6,349	93%
University of Louisville	2,148	3,043	42%
Independent Colleges and Universities	4,256	8,231	93%
<b>State Total</b>	<b>17,811</b>	<b>33,668</b>	<b>89%</b>

Note: These system-level degrees include students who begin and remain at the institution and who transfer in from KCTCS to four-year institutions. At four-year institutions, they include all students who started at the institution and remained enrolled in or graduated from any Kentucky postsecondary institution. Thus, students who transfer between four-year institutions are not actually transferred in the model, but are included in estimates for their first institution. The model assumes that over time transfers out of any particular four-year institution will be balanced by transfers into that institution from other four-year institutions. The model also assumes that the number of out-of-state students coming to Kentucky will remain constant.

It is important to note that these statewide and institution bachelor's degree targets, as well as the undergraduate enrollment targets discussed on the following page, are preliminary planning estimates. The model that generated these estimates was primarily designed to be used at the system level. Thus, institution level bachelor's degrees and enrollment targets are based primarily upon historical ratios with minor adjustments for projected changes in regional population by 2020. Moving forward, it is anticipated that additional models will be created to look more closely at the institution level projections. Regional targets also will be created to better inform planning efforts aligned with institutional areas of geographic responsibility. Modifications and adjustments to the model are ongoing, and the targets are currently scheduled to be recalculated in 2008.

### Long-Term Cost Estimates

The cost of achieving Kentucky's 2020 bachelor's degree targets is significant. It will require more faculty and staff, more facilities, more technology, and more support services. Thus, it is important for the system to continue to secure new revenue while at the same time making the most of current resources. Over the next year, the Council will develop initial cost estimates to better understand the long-term investment needed to double degree production over the next 14 years. This process also will involve a reassessment of the state's postsecondary education funding policy; refocused efforts on productivity, efficiency, and resource

reallocation; the continuation of efforts to better align state appropriations, tuition policy, and financial aid; and an analysis of statewide campus facility needs.

Although bachelor's degree production is a primary responsibility of the postsecondary institutions, it is important to remember that those institutions also are local and statewide catalysts for research, economic development, and community engagement, which also require significant resources. All of these roles and responsibilities need to be accounted for when looking at a long-term approach to funding postsecondary education.

## Statewide Facilities Condition Study

As previously discussed with the Council, a contract with VFA, Inc., of Boston, Massachusetts, was approved in the spring of 2006 to implement a statewide facilities condition study. This study will assist the state and postsecondary institutions to better communicate the need for the investment in infrastructure needed to reach the goals of HB 1 and the Public Agenda. Final project reports are expected in December 2006.

As part of this process, undergraduate enrollment targets generated by the 2020 projections model will be incorporated into the facilities study. Table 2 below highlights these preliminary 2020 undergraduate enrollment targets.

**Table 2. Preliminary 2020 Undergraduate Enrollment Targets By Institution**

Institution	2005 Fall Undergraduate Enrollment	Preliminary 2020 Undergraduate Enrollment Target	% Change from 2005
Eastern Kentucky University	13,942	23,786	71%
Kentucky State University	2,228	4,463	100%
Morehead State University	7,549	11,994	59%
Murray State University	8,585	13,819	61%
Northern Kentucky University	12,107	22,520	86%
Western Kentucky University	15,978	27,481	72%
University of Kentucky	18,732	31,873	70%
University of Louisville	15,057	21,221	41%
KCTCS	84,931	115,841	36%
Independent Colleges and Universities	23,088	50,467	119%
<b>State Total</b>	<b>202,197</b>	<b>323,465</b>	<b>60%</b>

Note: Enrollment targets will be lower if various quality indicators, such as persistence and graduation rates, are met or exceeded. In addition, these system-level enrollments include students who begin and remain at the institution and who transfer in from KCTCS to four-year institutions. At four-year institutions, they include all students who started at the institution and remained enrolled in or graduated from any Kentucky postsecondary institution. Thus, students who transfer between four-year institutions are not actually transferred in the model, but are included in estimates for their first institution. The model assumes that over time transfers out of any particular four-year institution will be balanced by transfers into that institution from other four-year institutions. The model also assumes that the number of out-of-state students coming to Kentucky will remain constant.

## **Graduate, Doctoral, and Associate Degrees and Other Credentials**

The production of graduate, doctoral, and associate degrees and other credentials are also core functions of Kentucky's postsecondary education institutions. No preliminary 2020 estimates for graduate and doctoral degrees have been calculated at this time. However, in 2004, Kentucky was ranked 34th out of 50 states plus Washington, D.C., in the percentage of adults with an advanced degree (7.9 percent). Nationally, 9.9 percent had advanced degrees.

CPE staff did analyze the number of associate degree holders needed to be at the national average in 2020. CPE staff estimates that there will be 260,303 Kentuckians aged 25 and older with just an associate degree in 2020. This number represents 8.5 percent of the projected population aged 25 and older, a proportion that is well above the predicted national level of 6.7 percent. Kentucky is well on its way to matching the projected national attainment level of associate degree holders in 2020. These programs need to continue to ensure that Kentucky meets this goal. The possibility that Kentucky will produce more associate degree holders than will be needed to match national proportions suggests that further efforts must be made to convert some of these associate degree holders to baccalaureate students to help meet the ambitious 2020 attainment goal for baccalaureate degree holders.

**Council on Postsecondary Education  
September 17, 2006**

**Statewide and Institution  
Key Indicator Goals for 2007-08**

The Council will be asked to approve statewide and institution key indicator goals for 2007-08 at the September 17 meeting. At this writing, the Council staff has finalized goals with seven of the nine institutions and expects to conclude the process shortly. The agenda item and attachments will be mailed in advance of the meeting.

**THIS ITEM WAS PULLED FROM THE AGENDA.**

Staff preparation by Melissa McGinley

**Kentucky Board of Education Report**  
**Commissioner Gene Wilhoit**  
**For**  
**September 17, 2006 Council on Postsecondary Education Meeting**

**August 2-3, 2006 Kentucky Board of Education Highlights:**

➤ ***REVISIONS TO ACCOUNTABILITY SYSTEM DISCUSSED***

To prepare for future regulation amendments that will implement changes in Kentucky's accountability system, Kentucky Department of Education (KDE) staff presented policy issues and possible options for the Board to consider at its August meeting. The new testing system that will be implemented in 2006-07 will require that the Board make adjustments to the accountability system due to changes in some of the components making up the testing system. Changes within the accountability system were characterized as potentially having an impact on the academic index (student performance in seven content areas), the nonacademic index (currently attendance, retention, dropout and transition to adult life) and/or the norm referenced test index (student performance in reading and mathematics on a norm referenced test).

Policy issues that were raised included:

- How should ACT and other readiness exams be included (academic index, nonacademic index and/or norm referenced test index)?
- Should KDE propose transitions to grow the system and implement change over a period of time?
- Should all content areas maintain a similar emphasis in the accountability calculation?
- Should the percentage of the accountability index derived from reading and mathematics at elementary and middle school increase due to annual testing in grades 3-8?
- Should ACT (begins in 2007-08) reading, mathematics and science items that align to Kentucky's Core Content for Assessment contribute to results in content areas?
- Should measures and data collection processes for the nonacademic factors be modified?
  - Should the Individual Learning Plan be used to capture nonacademic data?

- Should ACT and WorkKeys (both begin in 2007-08) postsecondary benchmarks be used as measures of transition to adult life?
- Should the weighting of the statutory, nonacademic factors be changed (attendance, retention, dropout rate, transition to adult life)?
- Should a norm-referenced test that provides national comparisons be included in the accountability calculation at every school level?
  - Should the grade 6 norm-referenced test (CTBS) in reading and mathematics be included in the elementary accountability?
  - Should the grade 8, 10 and 11 readiness assessments [EXPLORE, PLAN, ACT (begins in 2007-08)] be included in the appropriate middle and high school accountability?

No action was taken on these issues. The Board will meet on September 6 and devote the majority of this meeting to these important policy questions.

For more information on the accountability issues, contact Pam Rogers at (502) 564-2256 or via email at [Pamela.Rogers@education.ky.gov](mailto:Pamela.Rogers@education.ky.gov).

➤ ***UPDATE FROM MEASURED PROGRESS ON THE WORK TO PRODUCE THE 2006-07 STATE ASSESSMENT***

Tim Crockett, Assistant Vice President of Measured Progress (Kentucky's new primary contractor for the state assessment), appeared before the Board in August to update members on the status of the work to produce the state assessment that will be administered in 2006-07. Highlights from Mr. Crockett's update included:

- The senior management of Measured Progress is made up primarily of former teachers.
- The company intends to earn the Board's and Department's trust as the primary assessment contractor.
- Measured Progress made the decision to seek the Kentucky contract because it believes in engaging states that focus on improving student learning.
- The company has grown dramatically over the last few years and has a good track record of delivering the work that is promised.
- Measured Progress has brought its A-team to the table for the Kentucky project with the two program managers who are heading the work having over 35 years of program management experience combined.

- A lease has been signed in Louisville for facilities that will serve as a Kentucky scoring center, distribution center and office space. The decision was also tentatively made to close its Colorado facility to bring more work to Kentucky.
- Over the coming months, Measured Progress will be identifying leadership/full-time employees within Kentucky that will come to New Hampshire for a residency to learn the company's system and processes.
- The Louisville site will initially employ 400-500 temporary employees in the scoring center and 150 temporary employees in the distribution center. Over time, the percent of employees who are part-time versus full-time will increase as more work from other states comes to Kentucky.
- An in-state program manager will be hired within the next two months to serve as a liaison between the Kentucky office and New Hampshire office.
- As far as status of work-to-date:
  - Measured Progress worked with WestEd and the Department in April to develop and field test assessment items needed to fill in gaps due to expansion of the Core Content.
  - A large-scale field test of writing prompts is scheduled for September in 5<sup>th</sup> and 8<sup>th</sup> grades.
  - The first operational administration under the contract will occur in November with 12<sup>th</sup> grade writing (both items that count and field test items).
  - In spring of 2007, the implementation of the full Kentucky Core Content Test will occur with virtually all work processed out of Louisville.

For more information on the work of Measured Progress, contact Pam Rogers at (502) 564-2256 or via email at [Pamela.Rogers@education.ky.gov](mailto:Pamela.Rogers@education.ky.gov).

➤ ***DR. MARLENE HELM AND REP. FRANK RASCHE CO-WINNERS OF DR. SAMUEL ROBINSON AWARD***

The Dr. Samuel Robinson Award was presented to co-winners Dr. Marlene Helm and Representative Frank Rasche as part of the August Kentucky Board of Education meeting. The award is conferred annually upon an individual(s) or group(s) in Kentucky for outstanding leadership, commitment and service in promoting equity and opportunity to learn at high levels for all Kentucky students.

Dr. Marlene Helm just completed a term at Eastern Kentucky University as interim dean of education after serving a year as interim superintendent of Fayette County schools. She also served as a teacher and Director of Elementary Schools in Fayette County. From 1999 to 2003, she served as Secretary of the Education, Arts and Humanities

Cabinet. Dr. Helm has received numerous awards and honors on a statewide basis. She was nominated for the Robinson award by current Kentucky Board of Education member Rev. C.B. Akins, who said of her, "While giving of herself untiringly in the public venue, Dr. Helm has also maintained a strong family presence. Her volunteer hours in the community are too numerous to count."

Representative Frank Rasche has been a member of the Kentucky House of Representatives since 1993 and represents the 3<sup>rd</sup> District, which consists of McCracken County. He is chair of the House Education Committee and co-chair of the Interim Joint Committee on Education. Frank also is a member of the Budget Review Subcommittee on Education, the Education Assessment and Accountability Review Subcommittee and the House Judiciary Committee, among others.

Representative Rasche received two separate nominations, one from Rep. Jody Richards, Speaker of the House of Representatives, and one from Rep. Larry Clark, Speaker Pro Tem of the House. "As a legislator, and especially as a chairman, Frank Rasche brings a thoughtful, measured approach to his job, always with an eye on the long-term impact of whatever is proposed," said Speaker Richards in his nomination letter. "I cannot think of a person more committed to seeing our students excel."

Representative Clark noted in his nomination letter, "Frank Rasche has promoted change when change was indicated through careful study and has resisted actions that would dismantle progress already made. He has devoted many years, accomplishing many great things, to improve the educational opportunities for all students in Kentucky."

Dr. Robinson, after whom the award was named, was present at the ceremony. It was the intent of his colleagues to call attention to others in Kentucky who share Robinson's passion for equity and opportunity in education by creating and annually presenting this award.

For more information on this award and/or its winners, contact Mary Ann Miller at 502-564-3141 or via email at [MaryAnn.Miller@education.ky.gov](mailto:MaryAnn.Miller@education.ky.gov).

**Next meeting: October 4-5, 2006 - KHSAA Offices, Lexington, KY**

Council on Postsecondary Education  
September 17, 2006

## Kentucky Virtual University Strategic Plan 2006-2009

**ACTION:** Upon review and discussion the Distance Learning Advisory Committee (DLAC) recommends that the Council approve the KYVU Strategic Plan for 2006-2009.

As a result of the May 2005 SACS visit, the KYVU staff began in early fall 2005 a strategic planning process to establish a new KYVU vision, mission, and goal statements which recognize new realities and opportunities in eLearning. The strategic planning effort included input from multiple constituencies including faculty, students, and representatives of the Distance Learning Advisory Committee, Distance Learning Steering Team, Council of Chief Academic Officers, Postsecondary Education Technology Advisory Committee, KYVU Distance Learning Coordinators, KYVL Advisory Committee, KYVL Distance Learning Librarians, Faculty Development Workgroup, and the KCTCS Distance Learning Peer Team. Finally, the KYVU strategic plan and mission statement were developed to be consistent with the five questions of the Public Agenda for Postsecondary and Adult Education.

The attached document, "Supporting Kentucky's eLearning Ecosystem: Strategic Plan of the Kentucky Virtual University 2006-2009," ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of and expanding access to learning via eLearning, as a convener of partners leveraging resources and fostering collaborations, and a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

Staff preparation by Myk Garn



# Supporting Kentucky's eLearning Ecosystem

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## *Strategic Plan of the Kentucky Virtual University 2006-2009*

*Creating a technology-supported, lifelong learning environment that  
results in better lives for Kentucky's people.*

(KYVU Vision 2006)

# Supporting Kentucky's eLearning Ecosystem

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*Strategic Plan of the  
Kentucky Virtual University  
2006-2009*

*Kentucky Virtual University serves as a statewide  
advocate for access to learning through technology,  
a convener of partners that use resources  
effectively, and a catalyst for innovation and  
excellence in eLearning.*

(KYVU Mission 2006)

**Supporting Kentucky's eLearning Ecosystem  
Strategic Plan of the Kentucky Virtual University: 2006-2009**

*Table of Contents*

---

Executive Summary.....	3
KYVU: eLearning and Evolution .....	10
Understanding KYVU .....	12
KYVU Services.....	13
KYVU Staff Organization.....	14
KYVU Advisory Structure.....	15
An Evident Need to Evolve .....	16
Supporting the Public Agenda.....	17
KYVU GOALS & OBJECTIVES .....	21
An Advocate for Awareness and Expanding Access.....	21
Create Awareness.....	21
Expand Access.....	21
A Convener of Partners .....	22
Foster Collaboration .....	22
Leverage Resources.....	22
A Catalytic Incubator.....	23
Inform Planning and Decisionmaking .....	23
Incubate eLearning Excellence .....	23
Appendix A: KYVU Goals and Objectives .....	27
Appendix B: Raising Mary .....	34
Appendix C: Kentucky Postsecondary Education Improvement Act of 1997 .....	37
Appendix D: Policy Statement Guiding Development of the Commonwealth Virtual University (July 13, 1998).....	39
Appendix E: CPE Expansion of Distance Learning Advisory Committee Scope (May 24, 2004) .....	42
Appendix F: Distance Learning Advisory Committee Recommendations for KYVU Strategic Planning (March 22, 2006).....	44
Appendix G: KYVU Strategic Planning Milestones & Future Timeline.....	48
Appendix H: KYVU Providers Since 1999.....	51
GLOSSARY.....	54

# Supporting Kentucky's eLearning Ecosystem Strategic Plan of the Kentucky Virtual University: 2006-2009

## *EXECUTIVE SUMMARY*

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### **Exceeding the Vision**

Kentucky's eLearning ecosystem has grown dramatically since 1997. In that year the framers of the Kentucky Virtual University (KYVU) foresaw significant growth and opportunity for technology to increase access, efficiency, and effectiveness in postsecondary education. Nine years later the realization of this vision is evident across the nation – the South – and in Kentucky.

Nationally, enrollments in distance learning courses have risen. Even in 2000-01, the last national analysis, the number had risen to 3.1 million from 1.7 million in 1997-98.<sup>1</sup> In 2005, 62.5 percent of all postsecondary education institutions offered online courses to undergraduates. In the 16 states of the Southern Regional Education Board (SREB) the penetration was even higher at an impressive 69 percent.<sup>2</sup> In Kentucky all of the public postsecondary education institutions offer online undergraduate instruction. And Kentuckians are increasingly taking advantage of distance learning. Between fall 2002 and fall 2005 the number of students taking all their courses at a distance rose by 48 percent. In the 2004-05 academic year 55 percent of all students receiving a degree or credential had taken at least one distance learning course during the previous four years.

### **Describing Kentucky's eLearning Ecosystem**

The scope of technology's impact on education is increasing. Technology enables unprecedented levels of cooperation, sharing, and leveraging of expertise and resources changing once discrete roles and services into multi-partner collaborative opportunities. The mix of providers developing and delivering instruction online and the range of learners who can access it are broad, diverse, and increasing almost geometrically with the increasing use of technology supported learning. Therefore, the use of the terms "eLearning" and "ecosystem" are a deliberate description and expansion of how KYVU must position itself to catalyze continued development and growth in Kentucky's eLearning ecosystem.

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<sup>1</sup> Learning Opportunities: Distance Education at Postsecondary Institutions. NCES, 2004.

<sup>2</sup> Growing by Degrees: Online Education in the United States, 2005. Sloan Consortium (Sloan-C), March 2006.

The term “eLearning” or “electronic learning” encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

Describing Kentucky’s postsecondary education environment as an “ecosystem” is also intentional. In biological terms an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky’s eLearning ecosystem is no different. Across the virtual campus, traditional “silo” activities of instructional design, development, delivery, and support are becoming increasingly consortial. From competency-based objectives to sharable content objects to course development teams – today’s best practices in technology-supported instruction require coordination and collaboration. The result is a rapidly evolving symbiosis of innovation and potential integration that constantly challenges communities to reevaluate and rediscover their role in the ecosystem that is Kentucky eLearning.

### **KYVU’s Role in Kentucky’s eLearning Environment**

The state’s official virtual campus opened its doors to students in the fall of 1999. KYVU partners with institutions and state agencies creating targeted entryways into online learning. Use of KYVU services has grown from less than 300 students in that opening semester to 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. For the 2005-06 academic year, KYVU received and addressed 50,150 calls and emails through its Call Center and technical helpdesk services. On average, students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. Even more significant, 28 percent of all students receiving a degree or credential in 2004-05 had taken at least one distance learning course supported by KYVU.

When KYVU was established, online learning was in its infancy. Few institutions had the Internet-based instructional experience, basic software, training, and technology services needed to teach online. During this incubation period KYVU provided statewide coordination and program development support, and became a service provider acquiring and providing applications and services to support integrated, statewide access to online learning. This included licensing and operation of course management software and the creation of the Kentucky Virtual Library. KYVU became an eLearning “utility.”

A model of Kentucky's postsecondary education eLearning environment during this period would resemble a pyramidal structure with KYVU leading statewide efforts and broadening out into individual institutional efforts (figure 1).

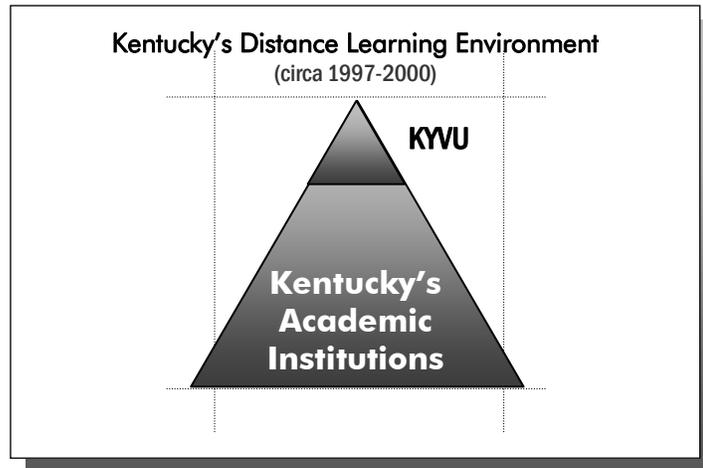


Figure 1

Significant growth in Kentucky's eLearning ecosystem resulted from a combination of efforts including those of KYVU and the discrete and confederated efforts of postsecondary education institutions and state agencies. From the epicenter of distance learning for the comprehensive universities as originally envisioned, KYVU has become a supporter of statewide lifelong learning opportunities for a variety of academic, professional development, literacy, and workforce development instructional partners creating an integrated and distributed eLearning ecosystem. This has meant changes to KYVU services and new partners not originally envisioned in 1997, including partnerships with Kentucky Adult Education, Education Professional Standards Board (EPSB), the Kentucky Virtual High School, Kentucky GEAR UP, Early Childhood Development, the Office of Employee and Organizational Development (OEOD), and the Kentucky Department of Criminal Justice Training. The new model of Kentucky's eLearning ecosystem reveals a significantly more symbiotic, collaborative, and interdependent model (figure 2).

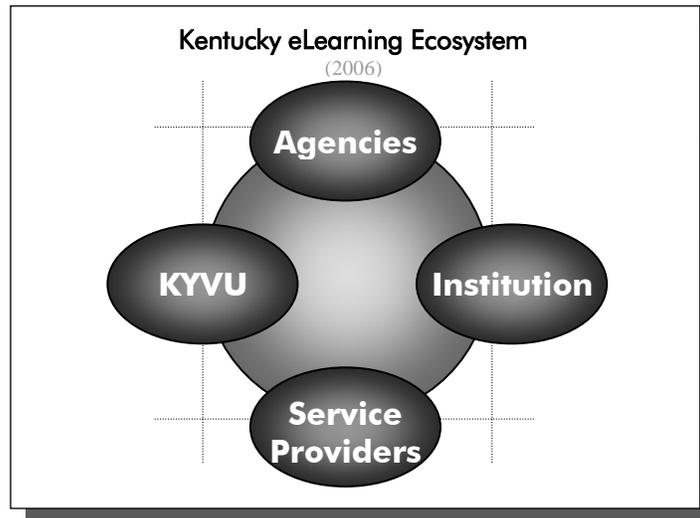


Figure 2

The needs for KYVU services are changing as the enterprise matures. The need for KYVU to be an eLearning utility is diminishing while the need for KYVU to support growth and innovation in Kentucky's eLearning ecosystem is increasing. Development of this strategic plan confirmed that while some newer partners still need such basic services as Web sites, course management software, and registration capabilities, many others have become their own utilities, expertly managing applications like course management systems as core, mission-critical, production services.

Working with a broad spectrum of Kentucky's eLearning experts over the past 12 months (see Appendix G: KYVU Strategic Planning Milestones & Future Timeline), KYVU has revisited and updated its vision, mission, and goals to reflect the changing needs, expectations, and opportunities of its constituencies. The strategic planning effort has included input from multiple constituencies. These groups included faculty, students, and representatives of Kentucky's secondary, postsecondary, and state agency education communities. The result is the forward-looking revised KYVU mission directing Kentucky's virtual campus to serve less as a utility and more "as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning."

## **KYVU's New Strategic Direction**

The mission of KYVU is integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky's Public Agenda for Postsecondary and Adult Education calls for a fundamental, profound shift in the way the postsecondary system approaches its work. The focus of the Council has been refined from an input focus that sought to add 80,000 students in postsecondary education to a more outcome-based goal of creating the plan and capacity to award an additional 800,000 bachelor's degrees by 2020.

At the heart of this agenda are five questions emphasizing the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. The KYVU vision compliments and supports the "One Mission: Better Lives for Kentucky's People" mission of the Council. The goals and objectives of the KYVU strategic plan have been developed to achieve results that support the Public Agenda and its 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 more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

The 2006 KYVU vision and mission statements have been crafted to guide and focus the efforts of KYVU to support the Public Agenda. They specifically address preparing more Kentuckians for college, making postsecondary education more affordable, and increasing access to degree and certificate programs.

## **KYVU VISION STATEMENT**

*KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.*

## **KYVU MISSION STATEMENT**

*KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.*

## KYVU GOALS

eLearning in Kentucky has exceeded and will continue to exceed expectations. The impact of technology on Kentucky's educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people (see Appendix B: Raising Mary). With new P-20 partnerships like the Kentucky Education Network, as a result of the Joint Budget Proposal, and the award-winning statewide BlackBoard Course Management System Consortium,<sup>3</sup> broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies.

Kentucky's critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services. The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda.

The KYVU goals and their outcomes address the critical components of developing, utilizing, and expanding Kentucky's eLearning ecosystem. KYVU contributions will center around its roles as an advocate creating awareness of and expanding access to learning via eLearning, as a convener of partners leveraging resources and fostering collaborations, and as a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

### **AN ADVOCATE FOR EXPANDING ACCESS AND INCREASING AWARENESS**

**EXPANDING ACCESS:** KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

*Key Outcomes: Reduction of digital divide issues. Reduction of policy and practice barriers that prevent technology-based lifelong*

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<sup>3</sup> On April 25, 2006, KYVU, all public postsecondary institutions, the Education Cabinet, KDE, COT, and the Center for Rural Development received an award for Best IT Collaboration for their BlackBoard consortial license which will standardize online classroom environments. The peer-nominated "Best of Kentucky Technology Awards" were given by the Commonwealth Office of Technology (COT) and Government Technology magazine in recognition of the work, vision, and drive of the state's brightest public officials and IT professionals.

*learning. Increase in the number of courses and programs available online.*

**CREATING AWARENESS:** KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

*Key Outcomes: Revised KYVU identity, comprehensive marketing plan, marketing tools, and services that increase enrollments via distance learning courses and programs and support retention in postsecondary education.*

## **A CONVENER OF PARTNERS**

**FOSTER COLLABORATION:** KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

*Key Outcomes: Increased communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem including a statewide sharable content repository.*

**LEVERAGE RESOURCES:** KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

*Key Outcomes: Focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies that result in cost-savings for Kentucky.*

## **A CATALYTIC INCUBATOR**

**INFORM PLANNING & DECISIONMAKING:** KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

*Key Outcomes: An eLearning research agenda and reporting that monitors, informs, and guides Kentucky's eLearning leaders.*

**INCUBATE eLearning EXCELLENCE:** KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

*Key Outcomes: A innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.*

## Supporting Kentucky's eLearning Ecosystem Strategic Plan of the Kentucky Virtual University: 2006-2009

### *KYVU: eLearning and Evolution*

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In May 1997, as the *Kentucky Postsecondary Education Improvement Act* was under debate in the General Assembly, the Commonwealth was forced to examine itself as a state mired in long-term poverty, with low college-going rates, a low wage structure, and historical out-migration of its citizens in search of better jobs and better lives. The act, or House Bill 1 as it is referred to, was the legislature's attempt to marshal every means possible, financial, structural, and political, to increase college-going and success rates in Kentucky. One initiative, the creation of what is now called the Kentucky Virtual University (KYVU), was a consensus response to the need for a vehicle that would expand access to Kentucky's existing and proposed new postsecondary education opportunities. It was not an effort to create a new college or university. Rather, the KYVU focus, from the beginning, has been to enhance access to accredited learning opportunities. Indeed, the original proposal for a "Commonwealth Virtual University" came from a committee of Kentucky's college and university presidents who approved the initiative, and, as statutory members of the Distance Learning Advisory Committee (DLAC), have directed KYVU and statewide distance learning policy development ever since.

When it was created by the Kentucky General Assembly, the Commonwealth Virtual University, now KYVU, was envisioned as:

*"...the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups."*

The *Kentucky Postsecondary Education Improvement Act of 1997* (Appendix C) went on to propose that:

*"The regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges*

*and technical institutions from offering associate and technical degree programs or other courses through the Commonwealth Virtual University.”*

Thus, a founding intent of the KYVU was to make the educational offerings of Kentucky’s academic postsecondary education institutions available to Kentuckians. Once the act was passed, interpretation and implementation of its intent moved to the agencies and entities the General Assembly had determined most appropriate to manage the initiatives. In the case of KYVU, the act established the Council as the entity to:

*“...determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University.” (House Bill 1, May 30, 1997)*

Through consultation with the Commonwealth Virtual University (CVU), workgroups (in areas such as academic services, faculty development, student services, and marketing) were established to provide input to the Council and, through debate in the forum of DLAC, the CPE staff developed the “Policy Statement Guiding Development of the Commonwealth Virtual University.” This policy statement was passed as a recommendation by DLAC and approved by the Council July 13, 1998 (see Appendix D). While broad and detailed in its delineation of CVU roles, responsibilities, and audiences, an essential paragraph of the three-page document captures the key mission and objectives for the CVU at that time:

*“The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: (1) a clearinghouse for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs; (2) competency-based credentialing; and (3) a single point of access to statewide student library and academic support services.” (CPE, July 13, 1998)*

This “policy statement” (in its entirety) is the most recent comprehensive mission statement formally approved for the KYVU by DLAC and the Council. In the intervening years informal changes were made in the way KYVU expressed its mission. These involved including adult education as an integral part of postsecondary education as management of state adult education programs moved to the Council from the Workforce Development Cabinet, starting with Senate Bill 1 in 2000 and completed by executive order in 2004.

## Understanding KYVU

The Kentucky Virtual University (KYVU) is an innovation of the Commonwealth of Kentucky and an operational unit of the Council on Postsecondary Education (CPE). Credit-bearing academic courses and programs supported by KYVU come from accredited postsecondary institutions. State agencies use KYVU services to provide supplementary education for Kentucky citizens from kindergarten to post-graduate education as well as professional development courses.

The state's official virtual campus opened its doors to students in the fall of 1999. Enrollment in the KYVU has grown from less than 300 students in that opening semester to 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. On average students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. KYVU partners with institutions and state agencies creating targeted entryways into the KYVU portal. KYVU also hosts five Web sites for instructional partners:

- [www.KYVU.org](http://www.KYVU.org)
- [www.KYVAE.org](http://www.KYVAE.org) (in partnership with Kentucky Adult Education)
- [www.KyEducators.org](http://www.KyEducators.org) (in partnership with the Education Professional Standards Board)
- [www.KYVU4k12.org](http://www.KYVU4k12.org) (with the Kentucky Virtual High School and Kentucky GEAR UP)
- [www.LETky.org](http://www.LETky.org) (with the Kentucky Department of Criminal Justice Training)

An integral unit of the KYVU, the Kentucky Virtual Library (KYVL) acts as the hub of a consortium which serves all public universities and colleges, public K-12 schools, public libraries, over 30 independent colleges and universities, and various private K-12 schools and libraries across the state. KYVL is also a reference and research Web site providing equitable access to quality library and information resources. KYVL provides access to over 40 licensed index, abstract, and full-text databases, over 76,000 indexed publications containing over 28,000 full-text resources, 557,016 images, and almost 2000 maps to all member libraries. Since KYVL's launch in November 1999, the licensed databases have supported 39.6 million searches.

Citizens of the Commonwealth can make use of other services provided by KYVL: links to library catalogs in Kentucky; delivery of library materials via interlibrary loan; "How to do Research" on how to use the Internet to conduct effective research; digitized historic materials in a searchable database called the Kentuckiana Digital Library containing finding aids, photographs, diaries, letters, and more from special collections and archives in libraries across Kentucky; and a Virtual Reference Desk with annotated links to Web sites in all subject areas. Via the Kentucky Virtual eLearning Portal, KYVU users are authenticated directly into the KYVL database search interface without going through another login. A link to Kentucky Virtual Library in the "My Services" nugget in the Kentucky Virtual eLearning Portal provides this single sign-on to KYVL databases.

## **KYVU Services**

For its postsecondary and state agency partners, the KYVU acts as a clearinghouse for online course and program information and a provider of services that support online instruction. Both KYVU and KYVL work hard to be "high-touch" as well as "high-tech." KYVU provides many key services to the citizens of Kentucky, the students who request courses, and the faculty and staff who offer the many different educational experiences available on the KYVU. The primary services KYVU offers are:

- **KYVU Online Course Catalog:** As of spring 2006, students can search the KYVU database of over 1,400 courses and 100 online academic, professional development, and adult education programs.
- **KYVU Call Center:** Potential students, enrollees, faculty, and staff can dial toll-free during business hours to get help with registration or account enrollment issues -- or email anytime.
- **KYVU 24/7 Live Technical Support:** Students and instructors can access technical assistance any time when they dial toll-free or go to the 24/7 Tech Help Desk Web site to start a chat session or fill out the help request form.
- **Universal Coordinated Advising Network (U CAN):** Provides online feedback for academic counseling questions, including financial aid.
- **KYVU Instructional Design Services:** KYVU offers instructional design services to KYVU provider institutions.
- **KYVU Revolving Loan Fund:** KYVU offers a Revolving Loan Fund to encourage institutions to develop more online programs to be offered via the KYVU. Institutions receive interest free loans that are repaid in three years to provide funds for more program development.
- **KYVU Course Management Software (CMS):** KYVU currently provides the ANGEL CMS, and subsidizes the statewide consortial agreement for the BlackBoard CMS, for development and delivery of Web-based instruction.
- **Illuminate:** KYVU provides access to Illuminate, an online, interactive meeting and real-time instructional support application.
- **KYVU's eLearning Resource Management Assistance (eRMA) software:** This system provides a single sign-on portal (using existing username/password) providing access to all KYVU learning platforms, including ANGEL, PLATO Web Learning Network,

Worldwide Interactive Network (WIN) Career Solutions, KET LiteracyLink, Learning to Teach with Technology Studio, the KYVL's electronic databases, and online admissions and registration functions.

- **Training:** All KYVU and KYVL partners receive training on all the KYVU/VL "family" of servers, including ANGEL, eRMA, and KYVL electronic databases.
- **KYVU EduCart:** A statewide e-payment gateway that connects to Link2Gov, a contracted credit card processor allowing students to register, pay, and enter into professional development instruction online.
- **KYVU Excellence Awards:** Each year KYVU recognizes best practices in online course development and delivery through its peer-reviewed competition among faculty utilizing KYVU services.
- **KYVU4K12:** The KYVU4K12 initiative serves a wide variety of Kentucky institutions, parents, and children supporting Title I Improvement Schools in Kentucky. KYVU offers easy access to online curriculum targeted specifically for Kentucky's grade school students as well as student learning opportunities and teacher professional development for credit recovery, after-school services, or individual learning remediation services.

### KYVU Staff Organization

Staffing at KYVU has changed several times since its inception. Alterations have reflected emerging and diminishing needs, as well as budget reductions. For example, KYVU originally had several dedicated technology support and Web development staff. Over the years this staff was shared, and then formally moved, to support broader Council information technology needs. Some lead positions, including Chief Academic Officer, Chief Student Services Officer, and Director of Marketing, were lost when staff were either reassigned or left. Current KYVU staff composition is shown in figure 3.

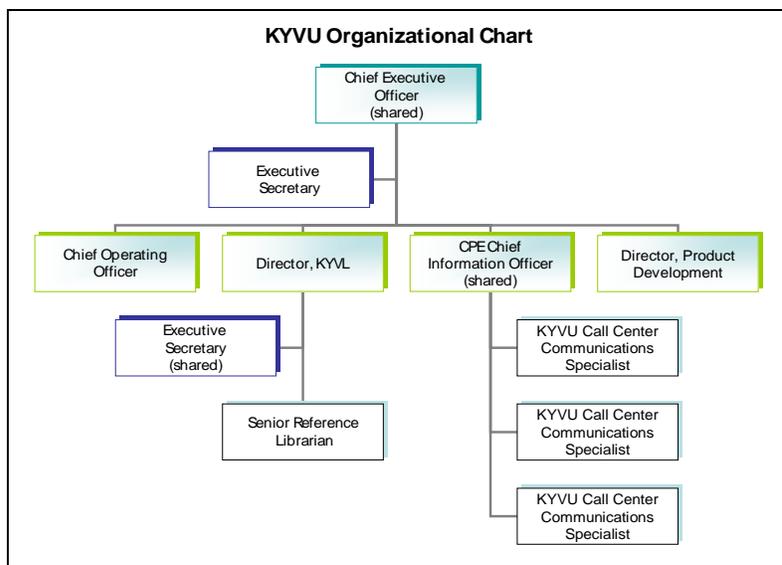


Figure 3

## KYVU Advisory Structure

KYVU brings together its many statewide partners in three principal forums: the KYVU Coordinators, the Distance Learning Advisory Committee (DLAC), and the Distance Learning Steering Team (DLST) (see figure 4). In addition, the Kentucky Virtual Library has its own recommending body, the Virtual Library Advisory Committee (VLAC), comprised of representatives from state, public, and institutional libraries.

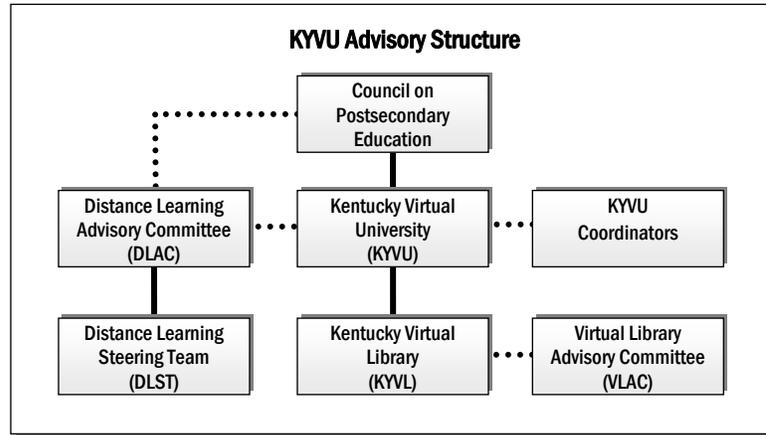
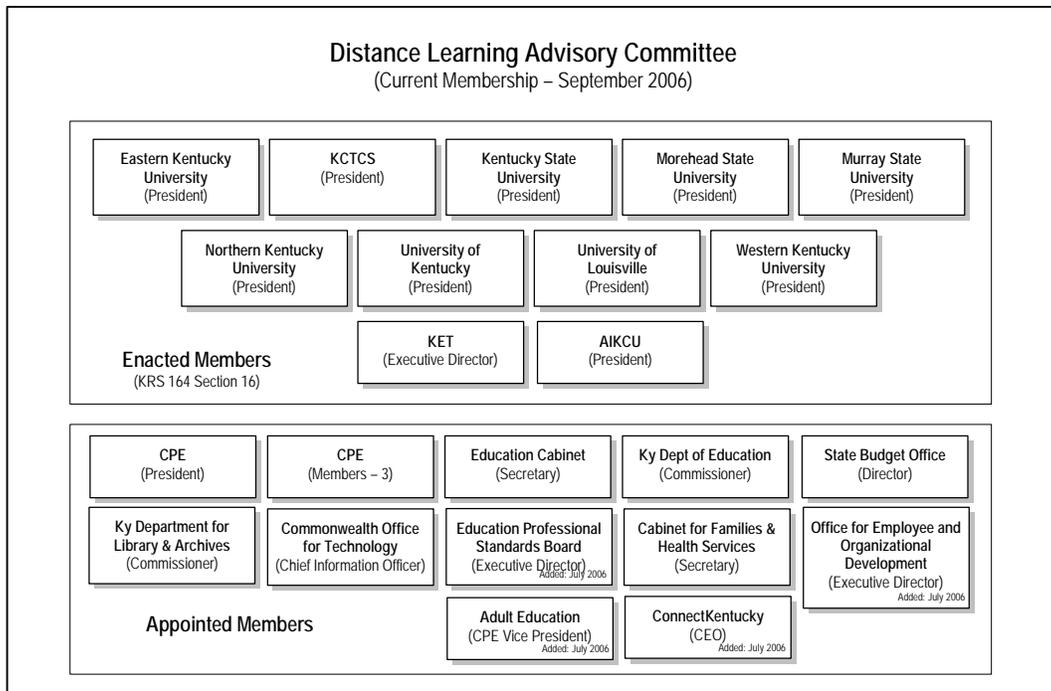


Figure 4

The primary strategic forum for KYVU is the statutorily created Distance Learning Advisory Committee (see figure 5). DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and for the Council for distance learning issues. In 2004 the DLAC created the Distance Learning Steering Team (DLST) to serve as the primary operational body for DLAC (see Appendix E). While DLAC meets twice a year, the DLST meets approximately every two months addressing on-going and emerging issues, planning, coordination, and opportunities.



**Figure 5**

KYVU’s primary operational forum has traditionally been the KYVU Coordinators. This group consists of representatives from all KYVU instructional partners. The group meets approximately quarterly to address issues, updates, policy, and training associated with utilization, planning, and development of KYVU services.

**An Evident Need to Evolve**

*“Clearly, the KYVU has experienced significant change over the past three to four years...Although the number of students accessing the services of KYVU continues to increase...significant questions exist about the current and future mission of KYVU, its most effective governance and administrative structure, and evidence of the effectiveness of KYVU and its operations and services.”(SACS, June 15, 2005, p. 18.)*

Much has changed at KYVU, at the campuses of its partners, and in the academic world in which they operate. Since its inception in 1997, and its operational launch in the fall of 1999, much has changed for KYVU and the ecosystem in which it operates. The basic technologies for Web sites, course management, and content development have grown, matured, and changed significantly. These increased capabilities have resulted in the emergence of new markets for online learning in Kentucky – predominantly those of adult education, teacher professional development, and support of training done by state agencies. The experience and expertise of instructional partners and

learners also have evolved to higher levels of sophistication and expectation. This has led to increasing numbers of faculty and learners using KYVU services – from many more constituencies than were originally envisioned by the framers of the virtual university.

Between fall 2002 and fall 2005 the number of students taking all their courses online rose by 48 percent from 4,560 to 6,743. Even more significant, of the 42,773 students of public and independent institutions graduating in 2004-05, a total of 23,501, or 55 percent, had taken at least one distance learning course during the previous four years.

On May 1-4, 2005, a SACS Special Committee visited KYVU at its offices in Frankfort, Kentucky. Of the 25 recommendations that resulted from that review, no less than 20 relied on an updated mission statement and revised strategic plan. KYVU responded to SACS on April 1, 2006, and on July 7, 2006, received notification that SACS had concluded its review of KYVU finding that “the focus of the inquiry had become overly centered on the internal operations of KYVU, and not focused sufficiently on the member institutions...[therefore] KYVU itself will be under no obligation to respond to any of the issues raised in the earlier report.”

As a result of the SACS visit, in early fall 2005, the KYVU staff began a strategic planning process to update the KYVU vision, mission, and goal statements to recognize new realities and opportunities in eLearning. The strategic planning effort included input from multiple constituencies. These groups included faculty, students, and representatives of the Distance Learning Advisory Committee, Distance Learning Steering Team, Council of Chief Academic Officers (CCAO), Postsecondary Education Technology Advisory Committee (PETAC), KYVU Distance Learning Coordinators, KYVL Advisory Committee (VLAC), KYVL Distance Learning Librarians, Faculty Development Workgroup (FDW), and the KCTCS Distance Learning Peer Team. In addition, the Distance Learning Advisory Committee charged its operational committee, the Distance Learning Steering Team, to work with KYVU in the development of the response to SACS and the concurrent strategic planning process. Finally, the KYVU strategic plan and mission statement were developed to be consistent with the five questions of the CPE Public Agenda.

### **Supporting the Public Agenda**

The role of KYVU is integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky’s Public Agenda for Postsecondary and Adult Education calls for a fundamental, profound shift in the way the postsecondary system approaches its work: while institutions once competed against each other for their own interests, the Public Agenda challenges them to work together for the common good. At the heart of this agenda are five

questions—powerful reminders of the public being served. The questions emphasize the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. These five questions guide the work of the entire adult and postsecondary education system.

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 more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

In 2005 the CPE undertook an update of its Public Agenda and the five questions. One result is an explicit shift in emphasis from increasing enrollments (inputs) to increasing the number of Kentuckians holding degrees and certificates (outputs). The CPE goal then is to put Kentucky at the national average for citizens holding baccalaureate degrees by 2020. Achieving this goal will require Kentucky to increase bachelor's degree holders from 400,000 to 800,000. The utilization of technology to increase access, capacity, effectiveness, and efficiency of Kentucky's postsecondary education institutions will be critical to achieving this goal.

### **KYVU's New Strategic Direction**

eLearning in Kentucky has exceeded and will continue to exceed expectations. The impact of technology on Kentucky's educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people (see Appendix B: Raising Mary). With new P-20 partnerships like the Kentucky Education Network and the award-winning statewide BlackBoard Course Management System Consortium,<sup>4</sup> broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies. Kentucky's critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services.

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<sup>4</sup> On April 25, 2006, KYVU, all public postsecondary institutions, the Education Cabinet, KDE, COT, and the Center for Rural Development received an award for Best IT Collaboration for their BlackBoard consortial license which will standardize online classroom environments. The peer-nominated "Best of Kentucky Technology Awards" were given by the Commonwealth Office of Technology (COT) and Government Technology magazine in recognition of the work, vision, and drive of the state's brightest public officials and IT professionals.

The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of and expanded access to learning via eLearning, a convener of partners leveraging resources and fostering collaborations, and a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence. The 2006 KYVU vision and mission statements have been crafted to guide and focus the efforts of KYVU to support the Public Agenda. They specifically address preparing more Kentuckians for college, making postsecondary education more affordable, and increasing access to degree and certificate programs.

### **KYVU VISION STATEMENT**

*KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.*

### **KYVU MISSION STATEMENT**

*KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.*

### **Changing Focus from "Utility" to Advocate, Convener, and Catalyst**

Based upon input during the strategic planning process and through on-going input as KYVU continues to assess the quality of and need for its services, it will begin placing more emphasis on exploring and incubating emerging technologies and developing statewide consortial agreement to acquire them than on owning and operating core, production services.

#### **Advocate for Awareness and Expanding Access**

A revised KYVU identity, comprehensive marketing plan, and marketing tools and services will increase enrollments and support retention in postsecondary education. KYVU will have as its primary focus the goal to reduce digital divide issues as well as policy and practice barriers that prevent technology-based lifelong learning.

#### **A Convener of Partners**

To foster collaboration, KYVU will promote statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning. To do this, it will support communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem. KYVU also will help eLearning partners to leverage their resources taking advantage of economies of scale through collaborative activities. KYVU will support, and when

appropriate lead, focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies.

### **A Catalytic Incubator**

KYVU will collect, analyze, and use statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning. KYVU will establish and maintain an eLearning research agenda and reporting process that monitors, informs, and guides Kentucky's eLearning leaders. Finally, KYVU will foster innovative technologies that enhance the quality and accessibility of eLearning. It will build on existing partnerships to establish an innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.

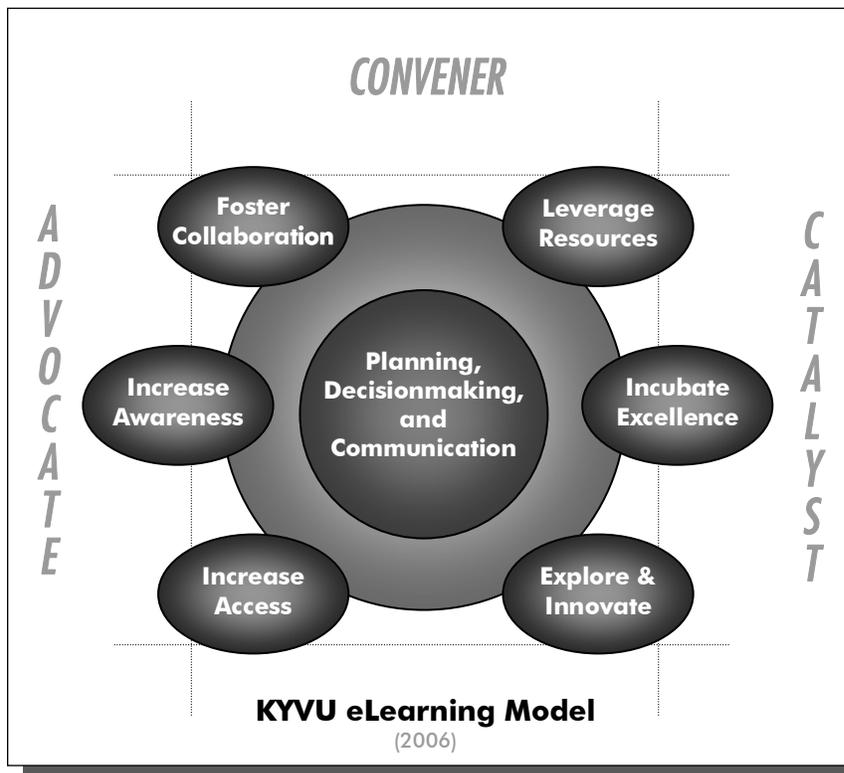


Figure 6

### **The KYVU eLearning Model**

The KYVU eLearning model (figure 6) integrates the six goals within the roles of advocate, convener, and catalyst. This structure provides the framework within which KYVU will set objectives and measure the results of its initiatives (Appendix A).

# KYVU GOALS & OBJECTIVES

## An Advocate for Awareness and Expanding Access



KYVU will use its Web presence to attract Kentucky's people to technology-based lifelong learning opportunities through marketing and serve as an information clearinghouse to the educational community. A revised KYVU identity, comprehensive marketing plan, and marketing tools and services will increase enrollments and support retention in postsecondary education. KYVU will support efforts to increase educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed. KYVU will have as its primary focus the goal to reduce digital divide issues as well as policy and practice barriers that prevent technology-based lifelong learning.

### CREATE AWARENESS

- Establish a new name for KYVU that connects with education users.
- Develop a comprehensive marketing plan to inform Kentucky's people of online educational and lifelong learning opportunities.
- Develop the marketing tools and collateral materials to increase awareness and understanding of Kentucky's online offerings.
- Coordinate the KYVU marketing efforts with other initiatives.

### EXPAND ACCESS

- Advocate, in partnership with CPE, to reduce policy and practice barriers that prevent technology-based lifelong learning.
- Reduce the digital divide issues.
- Increase the quantity of online courses and programs.

## A Convener of Partners



To foster collaboration, KYVU will promote statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning. To do this, it will support communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem. KYVU also will help eLearning partners to leverage their resources taking advantage of economies of scale through collaborative activities. KYVU will support focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies.

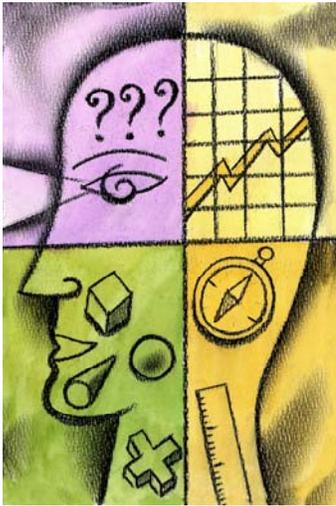
### FOSTER COLLABORATION

- Establish the Kentucky SCOUT (Search and Contribute to the Organizational Understanding of Technology) program.
- Ensure that the issues and needs of all of Kentucky’s distance learning communities are equitably and adequately addressed.
- Establish the “Kentucky Conference on Convergence.”
- Establish the Kentucky Digital Cooperative to increase the number of instructional programs, resulting in a degree or certificate, collaborating via eLearning.
- Identify and encourage program development for nontraditional students, students with different learning needs, and students who do not adapt to the traditional classroom.
- Advocate and support links between K-12 and postsecondary education.
- Align KYVU services with institutional and agency needs.

### LEVERAGE RESOURCES

- Identify cross-partner opportunities to leverage resources and increase the collaboration of statewide eLearning and distance education infrastructure throughout the Commonwealth.
- Establish a Statewide Kentucky P-16 Learning Object Repository Workgroup to make available learning objects to be used in professional development as well as P-20 academic credit and noncredit courses.
- Initiate/advocate/adopt standards-based system interfaces for porting program & course information, enrollments, and learning objects across organizations.

## A Catalytic Incubator



KYVU will collect, analyze, and use statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning. KYVU will establish and maintain an eLearning research agenda and reporting process that monitors, informs, and guides Kentucky's eLearning leaders. Finally, KYVU will foster innovative technologies that enhance the quality and accessibility of eLearning. It will build on existing partnerships to establish an innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.

### INFORM PLANNING and DECISIONMAKING

- Develop a coordinated “KYVU Research Agenda” to inform and guide KYVU statewide, institutional, and agency planning efforts.
- Produce a Kentucky eLearning Annual Report and other reports to communicate the results of the research.
- Establish a “vital signs” initiative that monitors evidence of success/failure of the statewide system of eLearning.
- Work with CPE performance and assessment unit to determine leading indicators, target audiences, and assessment strategies to address academic, workforce, community, and economic development needs.
- Align KYVU staff resources and structure. Ensure all KYVU resources are aimed toward priority activities identified by the strategic planning process.

### INCUBATE eLearning EXCELLENCE

- Create the Kentucky Center for Academic Innovation to support the investigation of instructional models that are highly efficient, effective, and scalable.
- Establish standards and policy to ensure all KYVU instructional partners have and use a quality assurance process to develop and review courses that are submitted to KYVU.
- KYVU will ensure that professional development is available to all course designers (agency employees, faculty, etc.) regarding best practices for eLearning content.

## **Visible Change**

The most visible change proposed for KYVU will be to its name. The enabling language of the *Kentucky Postsecondary Education Improvement Act of 1997*, crafted and enacted by the Kentucky General Assembly, bestows upon KYVU the name “university.” Later the Council explicitly stated this use was not meant to indicate KYVU should aspire to, pursue, or achieve accreditation of the Carnegie designation of university. Instead, use of the term “university” was to connote postsecondary education of the highest order of quality and aspiration for the citizens of the Commonwealth.

In 2005 the SACS Special Committee recommended that CPE review and consider the appropriateness of the use of the word “university” in the title. Indeed, KYVU, as a utility supporting awareness and delivery of distance learning courses, did not award credit, certificates, diplomas, or degrees and thus did not meet strict Carnegie classification standards for the use of the title “university.”

During the KYVU strategic plan development process, focus groups including institutions, agencies, faculty, and online students responded to this concern with responses ranging from the desirability of the “university” association of quality and higher education to the use being inappropriate. In general, there was a consensus that the term could be confusing for virtual learners. Based on this input, DLAC, at its March 22, 2006, meeting, recommended that KYVU not use the term “university.” DLAC directed KYVU to explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentuckians’ postsecondary education environment.

## **Assessing Impact**

Each year KYVU will develop and execute a work plan based upon strategies identified to accomplish the goals and objectives specified in the strategic plan. The KYVU will, in partnership with DLAC, annually review progress made by the work plan and emerging needs for redefinition of the strategic plan (see Appendix G: KYVU Strategic Planning Milestones & Future Timeline).

### **Increase the number of Kentuckian’s prepared for postsecondary education:**

- Reduction of digital divide issues and policy and practice barriers that prevent technology-based lifelong learning.
- Increase the number of courses and programs available online.

### **Increase the affordability of postsecondary education:**

- Increase the communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem.

- Establish a statewide sharable content repository that reduces the cost of developing (and redeveloping) content across Kentucky's instructional sectors.
- Establish initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies that result in cost-savings for Kentucky.

**Increase the number of Kentuckians with certificates and degrees:**

- Revise the KYVU identity, comprehensive marketing plan, marketing tools, and services to increase enrollments via distance learning courses and programs and support retention in postsecondary education.
- Establish an eLearning research agenda and reporting that monitors, disseminates, informs, and guides Kentucky's eLearning leaders.



## **Supporting Kentucky's eLearning Ecosystem**

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# ***APPENDICES***

## Appendix A: KYVU Goals and Objectives

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### CREATE AWARENESS

KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

#### OBJECTIVES:

##### **Establish a new name for KYVU that connects with education users: (PAQ3)<sup>5</sup>**

- Design image and name that conveys and supports Kentucky's agenda for K-20 lifelong learning. Use nationwide benchmarks to inform plans.
- Leverage existing KYVU brand/image.
- Respond to partner and SACS concerns over unaccredited use of "university."

##### **Develop a comprehensive marketing plan to inform Kentucky's people of online educational and lifelong learning opportunities: (PAQ3)**

- Establish a KYVU marketing advisory group to increase marketing of eLearning opportunities to learners around the state.
- Use research developed under the KYVU research agenda to determine target markets.
- Utilize KYVU's variety of lifelong learning options in a marketing campaign in an effort to raise the public perception/value of education.

##### **Develop the marketing tools and collateral materials to increase awareness and understanding of Kentucky's online offerings: (PAQ3)**

- Redesign the KYVU and KYVL Web sites in accordance with new emphasis and look.
- Redesign the interactive catalog and Web sites in collaboration with users, institution/agency partners, and citizens.
- Establish a Kentucky eLearning listserv to increase awareness, understanding, and participation in statewide eLearning efforts.
- Prepare packet of materials explaining educational opportunities offered via KYVU.

##### **Coordinate the KYVU marketing efforts with other initiatives: (PAQ3)**

- Launch new KYVU identity campaign.
- Participate and support the CPE/KHEAA Go Higher Kentucky marketing.
- Use Kentucky eLearning annual report and other media to increase awareness.
- Use GoHigherKy.org Web site.
- Attend academic recruitment conferences across the state.

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<sup>5</sup> "PAQ" references the Public Agenda Question most specifically addressed by the KYVU objective.

## **EXPAND ACCESS**

KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

### **OBJECTIVES:**

**Advocate, in partnership with CPE, to reduce policy and practice barriers that prevent technology-based lifelong learning: (PAQ3)**

- Advocate for financial aid for nontraditional students.
- Advocate for technology-based programmatic models that enable dual credit.
- Increase accessibility of Kentucky postsecondary education Internet-based instruction for students with disabilities.

**Reduce the digital divide issues: (PAQ4)**

- Partner with ConnectKentucky to establish affordable broadband access in Kentucky's communities.
- Increase awareness of emerging/marginal user groups, e.g., Latino.
- Increase the computer and information literacy of Kentucky's people through online tutorials.

**Increase the quantity of online courses and programs: (PAQ3)**

- Promote policies encouraging more institutions to offer and more students to take online courses, e.g., Michigan requirement that every student must take at least one online course before graduating from high school.

## **FOSTER COLLABORATION**

KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

### **OBJECTIVES:**

**Establish the Kentucky SCOUT (Search and Contribute to the Organizational Understanding of Technology) program: (PAQ3)**

- Fund Kentucky representation at eLearning events where individuals will attend and report back findings in appropriate statewide Kentucky venues.
- Expand Kentucky presence through regional and national forums including the Southern Regional Education Board (SREB), the Western Cooperative for Educational Telecommunications (WCET), the ADL Co-Lab, Sloan-C Consortium, and EDUCAUSE.

**Ensure that the issues and needs of all of Kentucky's distance learning communities are equitably and adequately addressed: (PAQ3)**

- Improve DLAC participation and advise DLAC on membership composition.
- Represent CPE on the Commonwealth Office for Technology (COT) Advisory Council.

**Establish the "Kentucky Conference on Convergence": (PAQ3)**

- Convene an annual forum which includes themes and offerings on distance learning/teaching.
- Respond to invitation from current "Breaking Down Barriers" conference partners [(Connected Learning in Kentucky (CLiK), State Assisted Academic Library Council of Kentucky (SAALCK), Kentucky Higher Education Computing Conference (KHECC), and

Kentucky Department of Education (KDE)] to increase sectors participating in a statewide eLearning conference.

- Include slots on distance learning issues, support for the Southern Regional Education Board’s Electronic Campus digital content review chart for accessibility, and faculty development and scholarship issues.

**Establish the Kentucky Digital Cooperative to increase the number of instructional programs, resulting in a degree or certificate, collaborating via eLearning: (PAQ3)**

- The Kentucky Digital Cooperative will be an “education programmatic cooperative” facilitating collaboration among partners and expanding program opportunity for Kentucky’s people.

**Identify and encourage program development for nontraditional students, students with different learning needs, and students who do not adapt to the traditional classroom: (PAQ3)**

- Target high-demand courses and programs and support their redesign with a goal to reduce costs, improve quality, and increase availability.
- Support statewide collaborative programs.
- Advocate for linking adult learning to academic credit.

**Advocate and support links between K-12 and postsecondary education: (PAQ1)**

- **UCAN (Universal Coordinated Advising Network)** streamlines interactions between multiple call centers and institutional and agency partners; personalizes and makes more efficient interactions between learners and institutions; provides accountability for students who get lost between the cracks; provides outreach channels for institutions to market to targeted students; and ensures follow-up and continuing linkage with institution services and staff.
- **Go-Higher Kentucky (GHK)** increases interactions between KYVU and GHK, e.g., use of mentor function to support KYVU4K12 learners.

**Align KYVU services with institutional and agency needs: (PAQ3)**

- KYVU must determine if its support services are necessary in the current marketplace.
- Regular, reliable communications with partners three times during a semester (opening course/Web site display, reconciling and negotiating pending enrollments, closing out registration).
- Build scalable, modular, user-friendly, flexible, standards-based applications and services to meet the needs of the new KYVU mission.
- Evolve KYVU’s eLearning Resource Management Assistant (eRMA) to support on-going and emerging cross partner and platform transactions including support of the KYVU catalog.
- Support services for specific institution and agency training initiatives for current and emerging partners including: Kentucky Adult Education, Education Professional Standards Board, Office for Employee and Organizational Development, Law Enforcement Training of Kentucky (LETky), and the Kentucky Early Mathematics Testing Program (KEMTP).
- Plan for transition of KYVU services as partner needs evolve and change, e.g., KYVU support of multiple course management systems.
- Make every effort to have funds restored to the operations budget for KYVU and KYVL in order to better support institutional and agency needs.

## LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

### OBJECTIVES:

#### **Identify cross-partner opportunities to leverage resources and increase the collaboration of statewide eLearning and distance education infrastructure throughout the Commonwealth: (PAQ3)**

- Gather purchasing agents together to learn how best to craft innovative RFPs, master agreements, and effective service level agreements.
- Work with the Commonwealth Office for Technology's Project Manager Office to assure standardization of the contracts and the process for awarding them.
- Review current services and establish statewide consortial purchase agreements for common resources.
- Aggregate partner budgets to enable KYVU acquisition and management of services and develop consortial fee structures for statewide resources; utilize KYVU foundational funding to support consortial purchases.
- Identify commercial content providers that provide quality learning and certification programs that fulfill an identified need and acquire on behalf of interested institutions and agencies, e.g., Plato, Thinkwell, Certiport.
- Hire personnel/consultant to lead resource leveraging opportunities, e.g., Kentucky Education Network (KEN), help desk RFP.
- Profile Internet2 applications to enhance teaching and learning. Build infrastructure for interactive collaboration. Establish Internet2 assessment model for learning outcomes.

#### **Establish a Statewide Kentucky P-16 Learning Object Repository Workgroup to make available learning objects to be used in professional development as well as P-20 academic credit and noncredit courses: (PAQ3)**

- Key stakeholders to invite from: technology, faculty, instructional design, librarians, DLST including (and possibly with subcommittees for) SREB Sharable Content Object Repositories for Education (SCORE) project, Annenberg mirror site storage, and KET EncycloMedia. Include in Kentucky Education Network development plans as initial use for network.
- Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

#### **Initiate/advocate/adopt standards-based system interfaces for porting program & course information, enrollments, and learning objects across organizations: (PAQ3)**

- Establish BlackBoard Systems Administration workgroup.
- Support development of BlackBoard customizations that enable collaboration and sharing, e.g., Copyright Clearinghouse, eLluminare; support standards-based Web services; support Shibboleth and uPortal technologies and implementation; KYVL single sign-on/connection to KYVU portal with count per account type; single sign-on to each partner's course management system from KYVU portal; encourage peer-group sharing of solutions.
- Facilitate articulated relationships with KYVU, BlackBoard, and ConnectKentucky.

- Increase utility of CPE’s Course Applicability System (CAS) for lifelong learners.
- Add KYVU representation to Kentucky Education Network applications committee.

## **INFORM PLANNING and DECISIONMAKING**

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

### **OBJECTIVES:**

**Develop a coordinated “KYVU Research Agenda” to inform and guide KYVU statewide, institutional, and agency planning efforts.** (PAQ3) Research should include more than KYVU students – all online students and faculty as a unique set – and address quality as well as quantity. These research efforts should address:

- A review of existing marketing research to inform and support marketing planning.
- The impact of traditional and nontraditional students in achieving 2020 degree goals and how eLearning can be their best mode of learning.
- Suggested research topics:
  - Statewide awareness of and interest for online learning opportunities.
  - Marketing survey (utilize some KYVU 2000 survey questions).
  - Needs assessments to identify academic and workforce development program needs that can be addressed by eLearning.
  - Unmet instructional needs among students, academic advisors, business community, and workforce supervisors.
  - Gap analysis on needed professional development and for-credit opportunities for innovative skills.
  - High-demand courses that are difficult to get. Work with instructional partners/audiences, students, and academic advisors to identify the courses then facilitate development of one online course per year using course redesign model. Priority: programs that result in more degrees in top priority areas including science, engineering, technology, and math (STEM).
- Conduct an environmental scan of virtual entities and leading state/systemwide initiatives.

**Produce a Kentucky eLearning Annual Report and other reports to communicate the results of the research:** (PAQ3)

- Create a report on distance learning data from each college and show relationship to the accountability report and 2020 goals. Topics: academic distance learning, Kentucky Education Network (KEN), Internet2, Kentucky Virtual Library (KYVL), Kentucky Educational Television (KET), instructional television usage data from CPE database and other resources. Reports on KYVU as a subset of activities.
- Incorporate KYVU statistics in all CPE documents; include KYVU/KYVL in all CPE employee orientations; reports at all CPE staff meetings.

**Establish a “vital signs” initiative that monitors evidence of success/failure of the statewide system of eLearning.** (PAQ3)

**Work with CPE performance and assessment unit to determine leading indicators, target audiences, and assessment strategies to address academic, workforce, community, and economic development needs: (PAQ3)**

- Establish distance learning goals in Public Agenda; build on contacts within CPE Academic Affairs; consider reinstating CPE Brown Bag lunch program.
- Set goals to increase the number of nontraditional students matriculating and graduating with a baccalaureate degree by 2020.

**Align KYVU staff resources and structure. Ensure all KYVU resources are aimed toward priority activities identified by the strategic planning process: (PAQ3)**

- Perform a comprehensive review of the KYVU's staff. Add additional staff members as deemed appropriate at the earliest possible opportunity with special consideration given to employment of one new staff member with experience in academic affairs and another with experience in student services.
- Work with CPE staff to identify opportunities and develop initiatives, e.g., increase transfer opportunities, identification, general education, and competency-based learning.
- Provide professional development for KYVU staff on quality customer service practices.
- Establish continuing "feedback" agenda item for KYVU staff meetings; what people are telling others about KYVU; regular meetings with vendors for input to inform KYVU (perspective, perceptions, external developments).

## **INCUBATE eLearning EXCELLENCE**

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

### **OBJECTIVES:**

**Create the Kentucky Center for Academic Innovation to support the investigation of instructional models that are highly efficient, effective, and scalable: (PAQ3)**

- The KCAI will be a "skunkworks" environment that can be accessed at a distance for the experimentation by the regional groups. It will facilitate technology exploration and innovation using early adopters to seek out the newest technology trends for applicability, e.g., games-based learning solutions, Internet2, mobile learning, and will support their activities as they test, try, and report the results to all interested.

**Establish standards and policy to ensure all KYVU instructional partners have and use a quality assurance process to develop and review courses that are submitted to KYVU: (PAQ3)**

- Identify a workgroup to review the KYVU Principles of Best Practice; compare with benchmarks to determine if revisions or new policy are needed.
- Publish and distribute policies that adhere to principles of good educational practice and disseminate to students, faculty, and other interested parties – such as copyright law and other issues of academic integrity.
- Encourage and support statewide use of the Quality Matters model of quality improvement.
- Ensure that the KYVU catalog provides clear and accessible documentation of the quality review for each course offered (including accessibility).
- Expand the KYVU Online Excellence Awards to fund five Honorable Mentions.
- Support establishment of an accessible course design committee.

**KYVU will ensure that professional development is available to all course designers (agency employees, faculty, etc.) regarding best practices for eLearning content: (PAQ3)**

- Identify eLearning professional development needs of KYVU constituencies and match with professional development offerings of KYVU partners.
- Facilitate evaluation of effectiveness (feedback) of innovations developed.

## Appendix B: Raising Mary

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It is 2:00 Sunday afternoon. Mary, a 10th grader in the Gear Up Kentucky program, is trying to shoo away her brothers and sisters and clear the kitchen table so she can work on her homework. Finally, all is quiet. She sits down at her laptop (on loan from her school) and logs on to her portal at [www.ken.ky.gov](http://www.ken.ky.gov) (via statewide broadband wireless network). She types in her ID and password when prompted and up pops her portal (where all her learning records are kept). Next to a personal greeting from KEN (Kentucky Education Network), Mary sees the updates from her school counselor on Mary's progress in math (which was identified as her weak area by the Gear Up assessment test), news on environmental issues that she elects to receive for her research paper, grades for this past semester from her school, online class news from Jefferson Community College where she dually enrolled in English (which was identified as her strong area by ACT) and an online AP history course from Kentucky Virtual High School, a couple of emails from her friends, and a progress chart for her learning goals (Individual Learning Plan, ILP) which are graduating from high school and getting a degree in environmental studies as quickly as she can so she can help her single mother support her brothers and sisters.

She clicks on her math supplementary course listed in her portal and starts working on her assignment. Mary looks at the kitchen clock. The online tutoring (Online Tutoring Service) is on duty. She clicks on the tutoring button and up pops a friendly helper in a separate window. Mary asks the tutor if she can assist her with the assignment. The tutor, having the same screen display as Mary's, reviews Mary's work, and takes Mary through the process with her problem watching Mary's typing displayed right on her screen. When done, the tutor informs Mary that with this problem solved, the rest of her assignment should be a shoo-in for Mary.

Fast forward to year after next. Mary is doing well, based on her ILP, with caring support from her teachers, counselors, and online instructors. On a late Sunday evening, Mary logs on to her portal to see if her transcripts have been automatically sent from her high school to Kentucky State University (Seamless Data System), if she has been admitted to KSU, and if her financial aid has been processed and approved (GoHigher Portal). The good news jumps out at her right next to the greeting! She is now a college student!

She can now proceed to register for the courses. She clicks on the registration button on her portal and it immediately takes her to the statewide course catalog for online programs and courses (Kentucky Virtual University) that shows her the status of the courses she wants to take. One is full and the other one is still available. She fills out the registration form from her portal for the available course. When she clicks on the course that is full, her advisor comes online (Online Advising Service) and searches the KYVU course catalog with Mary for an equivalent course from KCTCS (Course Applicability System). When found, Mary registers for the replacement course using the same form.

Upon completion of registering for these two courses, Mary is prompted for textbooks to be ordered, library resources and services needed, online tutoring services, and online writing help. Mary does not have time to explore these options other than ordering and paying for the textbooks online from her portal before she goes to bed.

On yet another late Sunday evening after the summer school starts, Mary logs on to her portal to do her course work. Buttons for her two classes are on the top page, listing the assignments she needs to do. She clicks on the 1st button and it takes her to a BlackBoard course offered by KCTCS without going through another ID/password (single sign-on). When she clicks on the assignment, up pops the help including the instructor's lecture notes and library resources pertinent to the assignment. Still having problems, Mary clicks on reference help (Kentucky Virtual Library) and out pops the friendly librarian. Having the same screen display as Mary, the librarian takes Mary to available full text databases, library catalogs, videos in KET's EncycloMedia, and the Web resources to search on her topic. Learning how to search along the way, Mary thanks the librarian and gathers all the information needed to finish her first assignment.

Mary then clicks on the second button and it takes her to a BlackBoard course offered by KSU without going through another ID/password (single sign-on). The lecture notes and library resources are useful. But Mary needs someone to help her with the essay. She clicks on online writing help (Online Writing Tutoring Service) and out pops an online tutor. Mary shows the tutor her draft. The tutor helps her restructure her essay and makes suggestions on the wording. Mary finally finishes her work. She is tired but glad that she has done the best she can with the limited study time she has.

Juggling two part-time jobs and taking full loads for four years, Mary can now see the end of the tunnel. She is on track to graduate with a B.S. in environmental science and a teaching certificate for high school. She is the first one in her family to have a college degree. Looking back, Mary is grateful for the convenient and easy-to-use one-stop portal that follows her throughout her learning path and all the just-in-time support services she receives via the portal. Without that, Mary knows that she wouldn't be where she is today. She also knows that her sisters and brothers look up to her and think it is possible to be whatever they want to be.

Fast forward to the first day when Mary, the science teacher, arrives a KYSmallTown High School before school starts. There are only five girls and six boys in her class. The lab equipment is old and dilapidated. The science program is on the verge of being phased out. Mary sees a challenge. She logs on to her portal (Lifelong Learning portal), clicks on Resources for Teachers, and out pops the learning objects (Digital Learning Objects Repository) that she can grab to build her online component for the class. She selects games that make learning fun, remote instrumentation (Internet2) that makes up for the lack of equipment at school, virtual field trips that the class can take sitting in the classroom, videoconferencing that connects her students with experts in Germany and students in India and China as they discuss how global warming comes about and what they can do to help, and, last but not least, a set of assessment tools (Online Assessment) to use for measuring her students' performance as the class progresses.

Using the Internet2 connection, Mary works virtually with her fellow scientists in Australia involved in the Southern Skies Project on observing the movement of a star and plans to incorporate the team's findings into her curriculum. Mary feels hopeful that she can engage and nurture her students in learning by using the world as the classroom even as they live deep down here in a rural community in Kentucky.

It's the middle of the school year. Mary recovers from the beginning school year jitters and starts to have fun teaching and learning with her small science classes. With the ubiquitous access to networked resources for her students, Mary has to add Turnitin (Plagiarism Tool) as part of her toolkit in her portal for grading class assignments. She reminds herself that she needs to talk to her students about responsible use of information, no matter whether it is in print (school library collection) or online (Web resources). They do need to know right from wrong. After all, she can't think of a better way to give back to the community that has given her so much. Mary rubs her blurry eyes, packs up her handheld, slings her satchel over her shoulder, and walks into the night fragrant with fresh mountain air.

*Scenario developed by Miko Pattie*

## Appendix C: Kentucky Postsecondary Education Improvement Act of 1997<sup>6</sup>

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AN ACT relating to postsecondary education and declaring an emergency. Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1. This Act may be cited as the "Kentucky Postsecondary Education Improvement Act of 1997."

SECTION 12. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (b) The Council on Postsecondary Education may establish separate subsidiary programs and related accounts to provide financial assistance to the postsecondary education system in acquiring infrastructure necessary to acquire and develop electronic technology capacity; to encourage shared program delivery among libraries, institutions, systems, agencies, and programs; to provide funding for the Commonwealth Virtual University under Section 16 of this Act; and other programs consistent with the purposes of postsecondary education, the adopted strategic agenda, and the biennial budget process.

SECTION 16. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (1) The Commonwealth Virtual University shall be the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups.
- (2) The council shall establish a Distance Learning Advisory Committee to advise the council on matters relating to the Commonwealth Virtual University. The members of the advisory committee shall include the presidents of each of the nine (9) state postsecondary education institutions, the executive director of the Kentucky Educational Television Network, a representative of the Association of Independent Kentucky Colleges and Universities, and other representatives as the council deems appropriate. The committee shall elect its chair and other officers as it deems necessary.
- (3) The council, after receiving the recommendations of the Distance Learning Advisory Committee, shall establish policies to control and promote the use of distance learning systems to be used by the Commonwealth Virtual University to increase the availability of all postsecondary education programs throughout the state in the most efficient manner. The regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and technical institutions from offering associate and technical degree programs or other courses through the Commonwealth Virtual University.

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<sup>6</sup> Extracted from: General Assembly of the Commonwealth of Kentucky, 1997 EXTRAORDINARY SESSION, HOUSE BILL NO. 1 (As enacted Friday, May 30, 1997).

- (4) The council shall determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University.

## **Appendix D: Policy Statement Guiding Development of the Commonwealth Virtual University (July 13, 1998)**

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### **Background**

The Commonwealth Virtual University (CVU), created with passage of the *Kentucky Postsecondary Education Improvement Act of 1997*, will play a critical role in achieving the goals for 2020 outlined in that legislation – in particular, the need to create a postsecondary education system that is accessible, efficient, and responsive to the needs of Kentucky’s citizens and economic stakeholders.

To initiate the planning and development of the CVU, the Distance Learning Advisory Committee (DLAC) of the Kentucky Council on Postsecondary Education (CPE) sought input from Kentucky’s postsecondary leadership as well as national leaders in the field. This policy statement reflects that input and represents the general consensus reached by the DLAC and the CPE relative to broad policy guidelines for developing the CVU. These guidelines will provide direction to the next stage in the planning and development effort.

### **CVU Mission and Purpose**

The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: (1) a *clearinghouse* for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs;(2) *competency-based credentialing*; and (3) a single point of access to *statewide student library, and academic support services*.

Consistent with the statewide strategic agenda for postsecondary education, the primary purposes of the CVU are to:

- Enhance and expand educational access and increase educational attainment across Kentucky.
- Upgrade workforce skills and expand professional development through basic and continuing education.
- Increase collaboration and foster efficiency and effectiveness in delivering courses and programs.
- Enhance educational quality.
- Increase global competitiveness of Kentucky’s educational resources.

### **Targeted Clients**

Given the CVU’s charge to increase access to and attainment of postsecondary education experiences, the CVU will target the following primary clients, recognizing, at the same time, that the nature of electronic delivery systems is such that potential users/clients are essentially unlimited:

- Adult students
- Place-bound and time-bound students
- Employers and employees in business, industry, and government
- P-12 students, teachers, and administrators
- Traditional residential students
- Students living in other states and countries

## Role of the CPE

***The Council on Postsecondary Education is responsible for establishing CVU policy and ensuring CVU development in partnership with Kentucky's postsecondary education institutions and consistent with HB1.*** The initial responsibility of the CPE in the development of the CVU is to identify and adopt an effective, efficient organizational structure and operating unit for administering the CVU. The CVU shall not be a freestanding, separately accredited degree-granting institution, ***but will function with standing and ad hoc advisory committees, including an academic council, that are primarily made up of representatives of the postsecondary education institutions.***

The CPE will work closely with both public and independent institutions through the DLAC in fulfilling the following CVU-related responsibilities:

- Adopt an organizational structure for managing CVU daily operations.
- Develop new enabling policies and review existing CPE legal responsibilities and policies, including those related to tuition, fees, financial aid, extended-campus (e.g., geographic service areas), academic program development and review, transferability of credit, accountability, and others, in light of the CVU mandate, and revise as appropriate.
- Conduct needs assessments for courses, degree programs, and services.
- Develop a statewide plan for providing and marketing distance-learning access to postsecondary education.
- Identify appropriate providers to meet identified needs.
- ***Emphasize efficiency in the delivery of coherent programs of study normally leading to certificates or degrees, and in providing administrative and academic support services to students and faculty.***
- Develop and maintain a clearinghouse system that, among other things, will provide a focal point for student and educator access to a wide variety of services, a statewide catalogue of information for students, and a statewide schedule of CVU courses and program offerings.
- Establish principles of good practice and quality standards for educational offerings.
- Facilitate statewide faculty development initiatives.
- ***Establish outcomes measures and accountability processes to assess the efficiency and effectiveness of CVU offerings.***
- Identify pilot initiatives.
- Provide funding incentives that further the mission and purposes of the CVU.

## Role of Postsecondary Institutions

The goals of the Commonwealth Virtual University shall first be attained through the cooperative efforts of Kentucky's existing postsecondary institutions. Pursuant to the *Kentucky Postsecondary Education Improvement Act of 1997*, "the regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and technical institutions from offering associate and technical degree programs or other courses through the Commonwealth Virtual University."

Responsibilities of the institutions include:

- Participating with CVU in identifying the postsecondary education needs of the citizens and employers in the Commonwealth.
- Identifying and developing distance learning courses, programs, and other credentialing mechanisms, that are responsive to the identified needs and that are consistent with institutional missions and the statewide Strategic Agenda.
- Reducing inefficiencies and improving quality in course and program offerings through inter-institutional cooperation, the use of distance learning technologies, and the application of contemporary instructional technologies.
- Identifying or developing high quality distance learning courses and programs that are competitive in the national and international market.
- Providing coordinated student, library, and academic support services for the CVU that meet the unique needs of CVU students.
- Participating in the CVU consistent with the CPE adopted policies and the statutory responsibilities of each institution.

### **Guiding Principles**

Decision-making processes for all entities and organizations charged with planning, coordinating, operating, and regulating the CVU, including the CPE, the CPE-authorized CVU coordinating entity, the DLAC, DLAC Work Groups, and education providers, shall be guided by this policy statement in its entirety, including the following guiding principles.

The CVU shall:

- Implement the vision, goals, and objectives of the statewide strategic agenda for postsecondary education.
- Recognize institutional missions and their respective strategic plans.
- Effectively and efficiently utilize existing resources, including faculty, services, and information technology, to accomplish its goals.
- Capitalize on and create synergies among the educational resources and services of in-state institutions, both public and independent.
- Use regional, national, and international resources to meet the needs of students that cannot be met by in-state institutions.
- Use available state resources, including public schools, in the delivery of postsecondary education.
- Develop importing and outsourcing options where appropriate.
- Use educational best practices across the country and globe to conceptualize, develop, deliver, and evaluate instruction, and student services where and when needed.
- Seek maximum transferability of credits among all institutions and programs, consistent with appropriate accreditation standards.
- Recognize the primary role of faculty in curriculum development.
- Promote faculty and staff reward and recognition systems that value innovative uses of alternative delivery systems.
- Recognize, evaluate, and, where appropriate and feasible, adopt state-of-the-art technologies and processes that can best serve Kentucky's needs.
- Integrate, to the maximum extent possible, assessment of the CVU with the CPE's existing accountability and comprehensive data base systems.
- Address intellectual property and copyright issues.
- Produce high quality student learning.

## Appendix E: CPE Expansion of Distance Learning Advisory Committee Scope (May 24, 2004)

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At its May 11, 2004, meeting, the Distance Learning Advisory Committee concluded a review of postsecondary distance education issues and opportunities with a recommendation to the Council that the scope of DLAC be expanded beyond its enacted role.

CPE Action: The Distance Learning Advisory Committee recommends that the Council approve the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions.

At its October 1, 2003, meeting, DLAC established an eLearning Steering Team to lead a review and exploration of the status and role of distance education coordination across Kentucky's postsecondary education institutions and agencies. Over 70 participants, appointed by DLAC members, conducted the review. The participants were organized into a writing team, an eLearning Steering Team, and four work groups (policy, programs, support services, and infrastructure). The findings of this review were presented to DLAC at the May 11, 2004, meeting in the report "Issues & Opportunities: The Kentucky eLearning Strategic Framework." A copy of the report is available at:  
<http://unity.kctcs.edu/docushare/dsweb/View/Collection-4592>.

In order to better address and support the distance education opportunities identified in the report, the eLearning Steering Team has recommended the following goals for DLAC:

1. Develop the policies and relationships that fully utilize statewide institutional and agency resources.
2. Encourage and effectively support collaboration and coordination of distance education across the Commonwealth.
3. Support the identification, development, and delivery of high-quality distance education programs.
4. Ensure that Kentucky's teachers, faculty, and learners have access to support which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, and multi-site system of distance education.

The eLearning Steering Team also recommended a set of action items related to the goals (see following table). DLAC endorsed the goals, the expansion of its scope, and the action items and established a Distance Learning Steering Team (constituted from the current eLearning Steering Team members) to address their implementation.

The work of the last several months has documented the growing use and broad scope of distance education in Kentucky. The expansion of the scope of DLAC's work will provide much needed coordination of distance education efforts and better integration of the KYVU into Kentucky's distance education plan.

DLAC Goal	Proposed Actions
<p>I. Develop the POLICIES AND RELATIONSHIPS which fully utilize statewide institutional and agency resources.</p>	<p>Ensure consistent distance education data collection, analysis, and reporting.</p> <ul style="list-style-type: none"> <li>A. Produce a Kentucky Distance Education Annual Report that provides decision-making data and analysis for DLAC and institutional distance education planning.</li> <li>B. Work with statewide information technology committees to increase the coordination of statewide eLearning and distance education infrastructure throughout the Commonwealth.</li> </ul>
<p>II. Encourage and effectively support COLLABORATION and COORDINATION of distance education across the Commonwealth.</p>	<p>Support and actively sustain the Kentucky distance education community.</p> <ul style="list-style-type: none"> <li>A. Establish a Distance Learning Steering Team as the operational forum for addressing distance education issues.</li> <li>B. Utilize a Kentucky distance education listserv to increase awareness, understanding and participation in statewide distance education efforts.</li> </ul> <p>Increase the advocacy of, and for, Kentucky distance education.</p> <ul style="list-style-type: none"> <li>C. Expand the Kentucky presence in regional and national distance education policy and regulatory issues.</li> </ul>
<p>III. Support the identification, development, and delivery of HIGH QUALITY distance education programs.</p>	<p>Encourage the creation of distance education programs that meet the learning and training needs of Kentucky workers, employers, communities, and citizens.</p> <ul style="list-style-type: none"> <li>A. Conduct a needs assessment to identify academic and workforce development program needs that can be addressed by distance education.</li> <li>B. Support the investigation of instructional models that are highly efficient, effective, scalable, and economical; especially those that increase the efficiency of high demand courses and programs through redesign of instructional delivery (such as an online general education core).</li> <li>C. Address the effective communication and marketing of distance education programs, and their value, to Kentucky education communities.</li> </ul>
<p>IV. Ensure that Kentucky's teachers, faculty, and learners have meaningful ACCESS AND SUPPORT which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.</p>	<p>Be a catalyst in establishing a network of Statewide Student Support Services.</p> <ul style="list-style-type: none"> <li>A. Conduct distance education student focus groups as a precursor to statewide acquisition, management, and maintenance of key support services.</li> <li>B. Work with teacher and faculty development work groups to identify and address faculty training issues.</li> <li>C. Address issues of accessibility in Kentucky distance education.</li> </ul>

## Appendix F: Distance Learning Advisory Committee Recommendations for KYVU Strategic Planning (March 22, 2006)

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The KYVU Planning Workgroup was established by the Distance Learning Steering Team (DLST) to develop recommendations the DLST would consider for recommendation to the Distance Learning Advisory Committee (DLAC). These recommendations would address the most salient issues DLAC should address regarding the strategic planning efforts undertaken by the Kentucky Virtual University. The members of the KYVU Planning Workgroup are: Gary Pratt (NKU), Tad Pedigo (UK), Dennis Robinson (UofL), Dan Connell (MoSU), Sandy Cook (KCTCS), Myk Garn (CPE), Chela Kaplan (EPSB), Allen Lind (KYVU), Penny Armstrong (OEOD), Linda Pittenger (KDE), Michael Clark (KET), and Terry Magel (KSU).

The workgroup established five questions for discussion and development of recommendations. These questions are:

1. Who does KYVU serve?
2. In what ways should KYVU serve its constituencies?
3. What should be KYVU's core values or guiding principles?
4. Should KYVU call itself a "university"?
5. What is the proper advisory structure for KYVU?

The full DLST, after consideration and discussion, approved the following five recommendations March 16, 2006. The DLST now forwards these to the DLAC with the expectation that DLAC will recommend that KYVU consider these recommendations as part of the current KYVU strategic planning process.

### 1. Who does KYVU serve?

**Issue:** As KYVU looks to its future mission, it must determine its audiences. KYVU currently serves Kentucky's learners through partnerships with postsecondary education institutions and state agencies. As the postsecondary institutions continued to develop their own infrastructure to deliver distance learning, KYVU's role changed to also serve state agencies. With KCTCS implementing its own CMS, hosting the participation by postsecondary education continues to shift. KYVU is at a point of determining who it should serve and how those audiences should be served.

**Recommendation:** KYVU should serve as a facilitator and advocate for distance learning in Kentucky by bringing together collaborative partners among multiple audiences to promote lifelong learning in Kentucky. The primary audiences KYVU should recognize and include are Kentucky's postsecondary education institutions and its state agencies.

### 2. In what ways should KYVU serve its constituencies?

**Issue:** How should KYVU serve its multiple constituents? KYVU currently is a provider of many services. The types of services vary by constituent groups. As KYVU transitions between being primarily a provider of services to a broker, facilitator, and catalyst, it must be a good steward of limited resources.

**Recommendation:** In the role of broker, facilitator, and catalyst, KYVU will identify distance learning issues and bring together postsecondary institutions, state agencies, and other entities to collaboratively find solutions. The statewide Kentucky “virtual” collaborative environment should:

1. **Expand Programming.** Identify, convene, and lead initiatives for collaboration among postsecondary education, public education, state agencies, and others to discuss common issues, develop common solutions, and expand online education.
  - a. Be a focal point for data collection and analysis about distance learners and distance education.
  - b. Expand the amount of eLearning programs available to Kentuckians through targeted program development, i.e., increase the number of online degree programs, completer degrees, professional development and workforce development initiatives, and accelerate efforts to help more Kentuckians successfully complete GED programs and transition to postsecondary education.
2. **Expand Capacity.** As a broker, enable and support common standards and technology solutions resulting in economies of scale through shared resources and common needs for consistent support toward lifelong learning, i.e., connectivity, KEN, KET, KYVL, statewide CMS, helpdesk, and live communications. As a catalyst, encourage and support innovative technology-based approaches for teaching and learning that increase the attend ability and instructional capacity of instruction its partners make available, i.e., interactive approaches -- gaming and simulations, shared content objects, and online tutoring services.
3. **Reduce Barriers.** Partner with CPE to reduce policy and practice barriers that prevent lifelong learning and advocating for access through the latest technologies. Identify and address policy issues including increasing transfer, identification, and utilization of common competencies, agency training converted to credit, and career paths.
4. **Market Opportunity.** Connect Kentuckians to postsecondary education, workforce education/training, professional development, career pathways, and K-20. Create and expand awareness of multiple and diverse distance learning opportunities, matching them with learner needs, through marketing of distance learning opportunities offered by postsecondary institutions, school districts, state agencies, and other entities to meet identified needs in the Commonwealth.
5. **Expand Support Services.** Bring together postsecondary education, public education, libraries, state agencies, and others developing collaborative strategies supporting eLearning in the Commonwealth. Facilitate collaborative testing and adoption of new technologies in support of teaching, learning, and research within the libraries, and for the citizens of Kentucky. Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

### 3. What should be KYVU's core values or guiding principles?

**Issue:** The SACS Special Committee recommended "that a clear and comprehensive mission statement be formulated which guides its (KYVU) continuing operations and development..." A first step in the process of developing a mission and strategic plan is to identify guiding principles that will provide a framework for the development of a mission statement and a strategic plan. The mission and plan will be guided by the "Five Questions" of the Public Agenda:

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 more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

**Recommendation:** The workgroup recommends that KYVU consider the following "guiding principles" as it formulates its strategic plan:

1. Enable providers to identify and use best practices and offer the highest quality services to students connecting Kentuckians to postsecondary education, workforce education and training, professional development, career pathways, and K-20.
2. Convene and facilitate opportunities to collaborate and advance access to education through technology.
3. Maximize benefits to learners by being a good steward of resources.
4. Reduce redundancies by being an equitable broker, a bridge, and a transparent connection facilitating cooperation between institutions, agencies, and learners.
5. Incubate and support innovative approaches to teaching, learning, and research utilizing educational technology.
6. Support quality improvement efforts to continually assess educational technology.

### 4. Should KYVU call itself a "university"?

**Issue:** The SACS findings raised the question of whether it is appropriate to use the term "university" when referring to KYVU. Since the postsecondary institutions award degrees, offer the courses, maintain accreditation standards, and have responsibility for faculty, it may not be appropriate for KYVU to be labeled as a "university." Institutions feel use of the term "university" is not appropriate while agencies have indicated it is not required.

**Recommendation:** The KYVU should not use the term "university." The KYVU should explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentucky's postsecondary education environment.

## 5. What is the proper advisory structure for KYVU?

**Issue:** In its report of June 15, 2005, the SACS Special Committee recommended that “the Distance Learning Advisory Committee take an active role in fulfilling its statutory requirement, i.e., making recommendations to the CPE regarding policies ‘to be used by the Commonwealth Virtual University.’ The CPE endorsed expanding the scope of DLAC and established a Distance Learning Steering Team to address implementation of:

*“the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions.” (May 24, 2004)*

While this better addressed the need for ongoing operational discussions, it did not address inclusive representation of a growing distance learning community, including adult education and other state agencies.

**Recommendation:** In order to ensure a broad representation of distance learning communities and interests, DLAC should:

1. Establish an Executive Committee. The Executive Committee shall be charged to ensure that issues from all Kentucky distance learning communities are equitably and adequately addressed. The primary functions of the Executive Committee shall be to (a) review and recommend membership of DLAC and DLST when necessary and (b) set meeting agendas for DLAC and DLST sessions. Executive Committee membership shall consist of the DLAC chair, the DLST chair and vice chair, the KVHS director, and the CEO of the KYVU. To ensure the primary communities of postsecondary education academia and state agency training are represented, the DLST chair and vice chair positions should each be filled with an alternating representative from academic and agency communities.
2. Establish Official and Adjunct DLST Members. Each member of DLAC will nominate a representative for the DLST. These designees of official DLAC members will comprise the voting membership of the DLST. Additional academic and agency representatives may attend, participate in, and serve on the DLST as adjunct members.
3. Add members to DLAC. The executive director of the Office of Employee and Organizational Development, the executive director of the Education Professional Standards Board, the vice president of Kentucky Adult Education, and the CEO of ConnectKentucky should be appointed to DLAC. The DLAC membership should be revised by other appointments as needed.

## Appendix G: KYVU Strategic Planning Milestones & Future Timeline

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<i><b>Dates</b></i>	<i><b>Milestones</b></i>
May 1-4, 2005	SACS Special Committee visits KYVU.
June 15, 2005	Report of the Special Committee sent to KYVU with October 1, 2005 deadline.
June 30, 2005	The Distance Learning Steering Team, the operational group of the DLAC, meets.
July 1, 2005	CPE hires Allen Lind as KYVU Chief Executive Officer.
September 1, 2005	Deadline for response extended until April 1, 2006.
September 29, 2005	DLST meets to discuss the Report of the Special Committee.
October 5, 2005	Distance Learning Advisory Committee (DLAC) assigns operational charge of assisting KYVU to the DLST.
October 2005	KYVU initiates Strategic Planning Process.
October 11, 2005	CPE/KYVU SACS Response team begins bi-weekly meetings.
November 18, 2005	KYVU convenes 69 representatives of instructional partners for day-long analysis of their expectations for KYVU and its Strengths, Weaknesses, Opportunities, and Threats (SWOT).
December 13, 2005	DLST meets.
December 16, 2005	KYVU Staff Day-long Strategic Planning Retreat.
January 11, 2006	KYVU and CPE staffs meet in day-long retreat for a similar SWOT analysis.
January 26, 2006	DLST meets.
February 6, 2006	DLST – KYVU Planning Workgroup begins meeting to develop recommendations for DLAC.
February 16, 2006	DLST meets.
February 17, 2006	KYVU conducts focus groups of instructors and students using KYVU services.
February 22/25, 2006	KYVU staff spends one and a half days developing KYVU draft versions of mission and vision statements and core values.
March 16, 2006	DLST Approves KYVU Planning Workgroup Recommendations.
March 22, 2006	DLAC Approves DLST Recommendations for KYVU Strategic Planning Process.
April 1, 2006	KYVU response to the Report of the Special Committee submitted to SACS.

April 2006	KYVU develops draft of KYVU Strategic Plan. <ul style="list-style-type: none"> <li>– Mission &amp; values statements</li> <li>– Strategic Directions</li> </ul>
April 2006	KYVU works with DLST/KYVU Planning Workgroup to review Strategic Plan.
April 2006	DLST meets for interim discussion of KYVU Strategic Plan.
April 2006	General Assembly FY 2006-08 funding approved.
April 2006	Environmental scan to profile state and systemwide virtual entities starts.
May 23, 2006	Chief Academic Officer Focus Group.
May 2006	KYVU & DLST/KYVU Planning Workgroup review and finalize Strategic Plan draft.
June 2006	Expanded Chief Academic Officer and Agency review of KYVU Vision, Mission, and Goals.
July 10, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan.
August 1, 2006	DLST meets to recommend KYVU Strategic Plan to DLAC.
August 14, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan.
August 22, 2006	DLAC meets to review and endorse KYVU Strategic Plan.
September 2006	Profile of state and systemwide virtual entities complete.
September 17, 2006	CPE meets to approve KYVU Strategic Plan.
Fall 2006	Convene multiple partners to increase statewide use of Quality Matters methodology.
Fall 2006	KYVU establishes assessment and evaluation cycles to assess student, faculty, and partner needs for support services.
Fall 2006	Assessment of KYVU student services staffing needs, as defined by its mission, will be completed.
October 2006	2006-07 KYVU Work Plan complete.
October 2006	Initial performance metrics to regularly assess the effectiveness of KYVU academic support services will be established and piloted.
February 2007	The KYVU catalog, which will be upgraded to capture evidence demonstrating each program for which academic credit is awarded, (1) is approved by the KYVU provider institution's faculty and administration, (2) adheres to the KYVU Principles of Good Practice, and (3) is evaluated for its quality, effectiveness, and student learning outcomes.
April 2007	Development of 2007-08 KYVU Work Plan begins.
July 2007	Systematic assessments analyzed.
August 2007	Quantitative data for performance metrics demonstrated.
November 2007	Review of KYVU Strategic Plan.
January 2008	KYVU effectiveness assessment metrics and process will be reviewed to determine whether KYVU is using assessment results to adequately meet the academic support needs of its students and partners.

April 2008	Revisions to the KYVU effectiveness assessment metrics and process completed.
May 2008	Evidence available to demonstrate that the use of KYVU technology systems and services are appropriate for meeting the objectives of its programs, the needs of online students using KYVU services, and the goals of the Kentucky Council on Postsecondary Education.

## Appendix H: KYVU Providers Since 1999

<p> <i>Adair County Adult Education &amp; Literacy</i>  <i>Allen County Board of Education</i>  <i>Anderson County Adult Education &amp; Literacy</i>  <i>APCO Virtual Institute</i>  <i>Ashland Community and Technical College,</i>  <i>Ashland/Boyd County Adult Education &amp; Literacy</i>  <i>Association of Independent Kentucky Colleges &amp; Universities,</i>  <i>Bardstown/Nelson County Adult Learning Center</i>  <i>Barren County Adult Education &amp; Literacy</i>  <i>Bath County Adult Basic Education</i>  <i>Beckham Bates Elementary School,</i>  <i>Big Sandy Community and Technical College,</i>  <i>Blaine Elementary School</i>  <i>Bluegrass Community and Technical College District,</i>  <i>Boone County Adult Learning Center</i>  <i>Bourbon County Adult Learning Center</i>  <i>Bowling Green Junior High,</i>  <i>Bracken County for Literacy Inc</i>  <i>Breckinridge County Adult Education and Family Literacy</i>  <i>Bullitt County Adult &amp; Community Education Program</i>  <i>Butler County Adult Education &amp; Literacy</i>  <i>Cabinet for Health and Family Services, Mental Retardation</i>  <i>Cabinet for Health and Family Services, Human Resource Mgt Training Branch</i>  <i>Caldwell County Adult Education Basic Grant</i>  <i>Campbellsville Independent Board of Education</i>  <i>Carl D. Perkins Job Corps Center</i>  <i>Carroll County Adult Education Program</i>  <i>Carter County Public Schools,</i>  <i>CHFS Training and Professional Development,</i>  <i>Christian County Adult Education Program</i>  <i>Clay County Adult Education Program</i>  <i>Clinton County Adult Education</i>  <i>College Now,</i>  <i>Cumberland County Adult Education &amp; Literacy Program</i>  <i>Cumberland College,</i> </p>	<p> <i>Danville Adult Education &amp; Literacy</i>  <i>Department of Criminal Justice Training</i>  <i>Department of Technical Educatoin</i>  <i>Earl C. Clements Job Corps Center</i>  <i>Eastern Kentucky University,</i>  <i>Edmonson County Adult &amp; Family Education Center</i>  <i>Education Professional Standards Board</i>  <i>Education Systems - TravelCampus.com</i>  <i>Elizabethtown Community and Technical College,</i>  <i>Estill County Adult Education &amp; Literacy Program</i>  <i>Even Start Directors of Kentucky</i>  <i>Fayette County Public Schools - Beaumont Middle School</i>  <i>Fayette County Public Schools - Bryan Station Middle School</i>  <i>Fayette County Public Schools - Crawford Middle School</i>  <i>Fayette County Public Schools - Edythe Hayes Middle School</i>  <i>Fayette County Public Schools - Jesse Clark Middle School</i>  <i>Fayette County Public Schools - Leestown Middle Schools</i>  <i>Fayette County Public Schools - Lexington Traditional Middle School</i>  <i>Fayette County Public Schools - SCAPA Bluegrass Middle School</i>  <i>Fayette County Public Schools - Southern Middle School</i>  <i>Fleming County Adult Education &amp; Literacy</i>  <i>Frenchburg Job Corps Civilian Conservation Center</i>  <i>Fulton County Elementary School</i>  <i>Garrard County Adult Education Program</i>  <i>Gateway Community and Technical College</i>  <i>Grant County Adult Education &amp; Literacy</i>  <i>Grayson County Board of Education</i>  <i>Grayson County Public School</i>  <i>Great Onyx Job Corps Civilian Conservation Center</i>  <i>Green County Board of Education</i>  <i>Hancock Adult and Family Education</i>  <i>Hardin County Adult Education Program</i>  <i>Harrison County Adult Education</i>  <i>Harrodsburg Adult Learning Center</i>  <i>Hart County Board of Education</i>  <i>Hazard Community and Technical College</i>  <i>Henderson Community College</i>  <i>Henry County Adult Education</i> </p>
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<p> <i>Hopkinsville Community College</i>  <i>Interdisciplinary Human Development Institute</i>  <i>Jackson County Continuing Education</i>  <i>JCPS Adult &amp; Continuing Education Unit</i>  <i>Jefferson Community and Technical College,</i>  <i>Jefferson County Public Schools,</i>  <i>Jessamine County Adult Education Program</i>  <i>Johnson Central High School,</i>  <i>Kentucky Community and Technical College System</i>  <i>(KCTCS)- Casey Adult Program</i>  <i>KCTCS - Owensboro Adult Education &amp; Family Literacy</i>  <i>KCTCS - Somerset Community College Adult Education</i>  <i>KCTCS - Bowling Green Technical College - Warren</i>  <i>County Adult Education</i>  <i>KCTCS - Central Kentucky Technical College/ Adult</i>  <i>Education Program</i>  <i>KCTCS -Gateway Community &amp; Technical</i>  <i>College/Kenton County Adult Education</i>  <i>KCTCS -Henderson Community College Adult Learning</i>  <i>Center</i>  <i>KCTCS -Madisonville Community College Adult</i>  <i>Education</i>  <i>KCTCS -Mayo Tech College Adult Basic Education</i>  <i>KCTCS -Maysville Community &amp; Technical College Adult</i>  <i>Education</i>  <i>KCTCS - Southeast Community College - Bell County</i>  <i>Campus Adult Education</i>  <i>KCTCS - Southeast Community College/Harlan County</i>  <i>Adult Education/Literacy</i>  <i>Kentucky Educational Development Cooperative</i>  <i>(KEDC) - Carter County Adult Education</i>  <i>KEDC- Elliott County Adult Education</i>  <i>KEDC- Greenup County Adult Education</i>  <i>KEDC- Lincoln County Adult Education</i>  <i>KEDC- Martin County Adult Education</i>  <i>KEDC- Menifee County Adult Education</i>  <i>Kentucky Adult Educators Literacy Institute</i>  <i>Kentucky Community &amp; Technical College System</i>  <i>Kentucky Science and Technology Corporation's</i>  <i>Kentucky Satellite Mission</i>  <i>Kentucky State University</i>  <i>Kentucky Virtual High School</i>  <i>Kentucky Wesleyan College PLUS Center</i>  <i>Kentucky Educational Television LiteracyLink</i> </p>	<p> <i>Knott County -- Cordia High School,</i>  <i>Knox County Adult Education &amp; Literacy Program</i>  <i>Kentucky Valley Educational Cooperative (KVEC) - Breathitt</i>  <i>County Adult Education</i>  <i>KVEC- Knott County Adult Education</i>  <i>KVEC- Lee County Adult Education</i>  <i>KVEC- Leslie County Adult Education</i>  <i>KVEC- Letcher County Adult Education</i>  <i>KVEC- Owsley County Adult Education</i>  <i>KVEC- Perry County Adult Education</i>  <i>KVEC- Wolfe County Adult Education</i>  <i>KY Adult Education Professional Development Academy</i>  <i>KY Institute for Family Literacy</i>  <i>KY Adult Education Educators</i>  <i>KY Adult Education Learners</i>  <i>Kentucky Satellite Mission Team</i>  <i>LaRue County Adult Education &amp; Literacy</i>  <i>Laurel County Adult Education &amp; Literacy</i>  <i>Lawrence County Adult Education Center</i>  <i>Lawrence County Middle School,</i>  <i>Learning to Teach with Technology Studio,</i>  <i>Leslie County High School,</i>  <i>Lewis County Adult Literacy Council, Inc.</i>  <i>Lewis County High School</i>  <i>Lexington Community College Continuing</i>  <i>Logan County Adult Education &amp; Literacy</i>  <i>Madison County - ECU</i>  <i>Madisonville Community College,</i>  <i>Magellan University</i>  <i>Magoffin County Learning Center</i>  <i>Magoffin County Public Schools,</i>  <i>Marion County Adult Education Program</i>  <i>Marshall County Adult Learning Center</i>  <i>Martin County -- Inez Middle School,</i>  <i>Maysville Community and Technical College</i>  <i>Maysville Housing Authority</i>  <i>McLean County Adult Education &amp; Literacy</i>  <i>Meade County Education &amp; Career Center</i>  <i>Metcalfe County Adult Education &amp; Literacy</i>  <i>Midway College</i>  <i>Monroe County Adult Education &amp; Literacy</i>  <i>Montgomery County Adult Education &amp; Literacy</i>  <i>Morehead State University,</i>  <i>Morton Middle School,</i> </p>
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MSU Adult Learning Center  
 MSU W. Liberty Adult Learning Center  
 Muhlenberg Career Development Center  
 Muhlenberg County Board of Education  
 Murray State University,  
 Newport Adult Learning Center  
 Nicholas County Adult Education  
 Northern Kentucky University,  
 Office for Employee and Organizational Development  
 Office of Vocational Rehabilitation  
 Ohio County Adult Learning Center  
 Oldham County Adult Education/Family Literacy  
 Ohio Valley Educational Cooperative (OVEC) - Gallatin  
 County  
 OVEC - Shelby County  
 OVEC - Trimble County  
 Owen County Adult Education Program  
 Owensboro Community and Technical College,  
 Paralegal and Legal Assistant Training Institute  
 Pendleton County Adult Learning Center  
 Perry County--Leatherwood Elementary School,  
 Pike County Adult Education & Family Literacy  
 Pine Knot Job Corps Civilian Conservation Center  
 Powell County Adult Education & Literacy  
 Preservice Health Training  
 Providence Independent -- Broadway Middle School,  
 Pulaski County Board of Education  
 Rockcastle County Adult Education/School on Wheels  
 Russell County Board of Education  
 Scott County Adult Education  
 Simpson County Adult Education  
 Socrates Distance Learning Technologies Group  
 Somerset Community College  
 Somerset Technical College  
 Southeast Kentucky Community and Technical College  
 Southeastern Association of Community Action  
 Agencies  
 Spencer County Adult Education & Literacy  
 Sullivan University  
 TechWizard LLC  
 The David School Inc  
 Thornhill Learning Center  
 Todd County Adult Education & Literacy Program

TravelCampus.com  
 Trigg County Adult Basic Education  
 University of Baltimore  
 University of Kentucky  
 University of Louisville  
 University of Louisville Continuing Education  
 W. Carter Middle School  
 Washington County Adult Basic Education/Literacy  
 Wayne County Adult Education  
 West Kentucky Community and Technical College,  
 Western Kentucky University  
 White House Home School Cooperative  
 Whitley County Adult Education  
 Whitney M. Young Jr. Job Corps Center  
 Winchester/Clark County Literacy Council  
 Western KY Educational Cooperative - Ballard County Adult  
 Education  
 Western KY Educational Cooperative (WKEC) - Calloway  
 County/Murray State University Adult Education  
 WKEC - Carlisle County Adult Education  
 WKEC - Crittenden County Adult Education  
 WKEC - Fulton County Adult Education  
 WKEC - Graves County Adult Education  
 WKEC - Hickman County Adult Education  
 WKEC - Livingston County Adult Education  
 WKEC - Lyon County Adult Education  
 WKEC - Union County Adult Education  
 WKEC - Webster County Adult Education  
 Woodford County Adult Education & Literacy  
 Work Skills Enhancement Center

## **GLOSSARY**

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### **ADL Co-Lab**

The Advanced Distributed Learning (ADL) Initiative was conceptualized to enable global access to and reuse of learning content through development of industry-supported guidelines and specifications. This initiative is a structured, adaptive, collaborative effort between the public and private sectors to agree to the standards necessary to build the tools and content for the future learning environment. Through an agreement between the Department of Defense and the University of Wisconsin and Wisconsin Technical College Systems, the Academic Advanced Distributed Learning (ADL) Co-Laboratory was established in Madison, Wisconsin. The Academic ADL Co-Lab, operating in a collaborative standards-based environment, identifies, assesses, develops and disseminates distributed learning tools and strategies which allow the education community to deliver innovative, effective, high quality education anytime and anywhere.

### **ANGEL Course Management System**

The ANGEL course management software was developed by ANGEL Learning of Indianapolis, Indiana. Recognized as the leader in product innovation, these proven, powerful systems allow instructors to easily and efficiently manage instruction, develop sophisticated, collaborative learning experiences, and, most importantly, improve learning outcomes. The ANGEL CMS and ePortfolio products are licensed by KYVU to support online learning efforts in Kentucky.

### **Association of Independent Kentucky Colleges and Universities (AIKCU)**

The Association of Independent Kentucky Colleges & Universities serves as the collective voice of independent – sometimes referred to as private – colleges and universities in Kentucky. AIKCU represents its member institutions in public policy issues related to higher education at the state and federal levels, raises funds for student scholarships, and facilitates information sharing and collaboration between its members to help them contain costs and provide the highest quality education to their more than 26,000 students.

### **BlackBoard**

A course management system currently under statewide consortial license for use at Kentucky's public postsecondary education institutions and the Kentucky Virtual High School. Kentucky licenses the BlackBoard Academic Suite, the flagship course management product of Blackboard. The BlackBoard Academic Suite enables users to teach using advanced tools, build community across the campus, share educational content, deploy a common look and feel across the entire suite, and benefit from dramatically lower data and application integration costs.

### **Course Management Software (CMS)**

Software products designed to enable development, delivery, and management of learning via the Internet. A CMS enables an instructor to deliver content, testing, feedback, and other communications. Examples of CMSs used in Kentucky include BlackBoard and ANGEL.

### **ConnectKentucky**

ConnectKentucky is an alliance of leaders in private industry, government, and universities. These leaders work together to develop the most effective technological infrastructure for Kentucky. Ultimately, this level of teamwork means that Kentucky is a better place for business and a better place to live.

### **Connected Learning in Kentucky (CLiK)**

The Connected Learning in Kentucky or CLiK group was originally comprised of the Kentucky postsecondary education institutions that had licensed BlackBoard. The primary focus of CLiK was to

negotiate a common price structure for their BlackBoard licenses and to hold an annual conference to share best practices in BlackBoard administration, online learning, and instructional development.

### **Copyright Clearinghouse**

Copyright.com is the online service center for Copyright Clearance Center, the world's largest provider of copyright licensing solutions for the information industry. At copyright.com, permission can be obtained to use content from millions of works, including the leading titles in science, medicine, technology, news, business, and more. And publishers, authors, and other creators can license the rights to their works.

### **Course Applicability System (CAS)**

The Course Applicability System (CAS) takes higher education institutions to a new level in student services. CAS provides the ability to publish Course Equivalency Guides, Academic Programs, Courses Offered, Transfer Course Evaluations, and Degree Audit Reporting in a Web environment. Information is easily retrieved from a CAS site on the Internet by students, faculty, and the interested public. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. CAS provides information on courses, course equivalencies, and program requirements at a CAS institution to anyone who accesses a CAS Web site. For students who become a "CAS Member," CAS provides information on how their specific coursework will transfer and apply towards a degree at a CAS institution.

### **Commonwealth Office of Technology (COT)**

COT is an office in the Finance and Administration Cabinet. COT provides leadership, policy direction, and technical support to all executive branch agencies of state government in the application of information technology (IT) and the delivery of information services. Their goal is to transform the Commonwealth's use of IT to improve the efficiency of state government and the delivery of services.

### **Distance Learning Advisory Committee (DLAC)**

The Distance Learning Advisory Committee is the statutorily created primary recommending body for KYVU and distance learning in Kentucky. DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and the Council for distance learning issues.

### **Distance Learning Steering Team (DLST)**

The Distance Learning Steering Team (DLST) was created by DLAC in 2004 to serve as the primary operational body for DLAC.

### **Ecosystem**

In biological terms, an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky's eLearning ecosystem is no different.

### **Education Professional Standards Board (EPSB)**

The Education Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. EPSB is the standards and accreditation agency for Kentucky teachers and administrators and for programs of education at Kentucky colleges and universities.

### **EDUCAUSE**

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. Resources include professional development activities; print and electronic publications, including books, monographs, and the magazines EDUCAUSE Quarterly

and EDUCAUSE Review; strategic policy advocacy; teaching and learning initiatives; applied research; special interest collaborative communities; awards for leadership and exemplary practices; and extensive online information services. The current membership comprises more than 2,000 colleges, universities, and educational organizations, including 200 corporations, with 15,000 active members.

## **eLearning**

The term “eLearning” or “electronic learning” encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

## **eLearning Resource Management Assistant (eRMA)**

eRMA supports online registration, single sign on, course catalog, management of learner’s and instructor’s information, report generation, and integration of course management systems and online products such as PLATO, WIN, LiteracyLink, and Learning to Teach With Technology.

## **Elluminate**

Elluminate is a leading provider of live Web conferencing and eLearning solutions for the real-time organization. Serving corporate and academic sectors, the company ensures the best user experience through superior quality VoIP, communications that are in-sync regardless of connection speed, broad cross-platform support, and advanced yet easy-to-use moderator tools.

## **Faculty Development Work Group (FDWG)**

The Faculty Development Work Group seeks to enhance postsecondary teaching and learning, especially through the use of technology and the Kentucky Virtual University (KYVU).

## **GoHigherKy.org**

Funded and managed by the Kentucky Higher Education Assistance Authority, the GoHigherKy Web site is a complete guide to attending college in Kentucky. By taking a few minutes to create an account on GoHigherKy, a student can automatically insert his information into financial aid and college applications, visit campuses virtually, explore career options, get adult education information, and receive help transferring to another school.

## **Internet2**

Internet2 is a not-for-profit advanced networking consortium comprising more than 200 U.S. universities in cooperation with 70 leading corporations, 45 government agencies, laboratories and other institutions of higher learning as well as over 50 international partner organizations. Internet2 members leverage its high-performance network infrastructure and extensive worldwide partnerships to support and enhance their educational and research missions.

## **Interactive Television (ITV)**

Interactive television utilizes dedicated compressed video connections over the Internet that allow both students and teachers to see, hear, and respond to each other via video and audio in real-time.

## **Kentucky Commission on the Deaf and Hard of Hearing**

The Kentucky Commission on the Deaf and Hard of Hearing was established by appropriation from the Kentucky Legislature during the 1982 session. Eleven commissioners were designated to serve on the Commission. In 1990, the law was amended to increase the number of commissioners to 14.

## **Kentucky Educational Television (KET)**

Kentucky Educational Television signed on the air in September 1968 as Kentucky's statewide public broadcasting network. Today, KET delivers the PBS national schedule; its own wide range of local arts, cultural, documentary, and public affairs productions; and adult education programs and college-credit telecourses to viewers throughout Kentucky and in parts of seven surrounding states.

## **KET EncycloMedia**

KET EncycloMedia is a comprehensive Internet-based learning service offered free to Kentucky public schools. The result of a partnership between KET and the Kentucky Department of Education, KET EncycloMedia offers teachers and students more than 5,000 videos, 50,000 video clips, and thousands of digital images, all searchable by keyword, content area, grade level, and Kentucky academic standards.

## **Kentucky Education Network (KEN)**

Approved by the Kentucky General Assembly in 2006, the Kentucky Education Network (KEN) will be a high-speed education centric network. The purpose of KEN is to facilitate the development, deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications in order to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state to enhance the learning experience of students at all educational levels, regardless of geographic location. Also connected will be the agencies of the Education Cabinet and their statewide locations.

## **Kentucky Tele-Linking Network (KTLN)**

The Kentucky Tele-Linking Network (KTLN) is a voice, video and data network designed to address the needs of the Commonwealth by providing distance education, including credit and noncredit courses, professional development, and tutoring; resources for economic development, including access to global databases and government-to-government services to help open new markets; and health and human services, including telemedicine, remote diagnostics, and case management.

## **Kentucky Virtual University (KYVU)**

The Kentucky Virtual University (KYVU), created with passage of the *Kentucky Postsecondary Education Improvement Act of 1997*, plays a critical role as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

## **The Kentucky Telecommunications Consortium**

The Kentucky Telecommunications Consortium (KTC) was created by the state legislature in 1978 for the purpose of providing college-credit television courses to distance learners throughout the Commonwealth. The KTC licenses quality telecourses for which the majority of participating colleges and universities can grant credit. KET now broadcasts 12 telecourses during the spring and fall semesters, with 20-25 participating institutions offering credit each semester, and six telecourses during the summer semesters, with 14-18 participating institutions.

## **Kentucky Virtual High School (KVHS)**

The Kentucky Virtual High School is an educational service managed by the Kentucky Department of Education to expand student access to challenging high school curriculum. Through the KVHS, Kentucky schools can provide students with access to a wider range of coursework, with more flexibility in scheduling, with the opportunity to develop their capacities as independent learners, and with increased time and opportunity to achieve because learning online is neither time nor place dependent. KVHS courses are open twenty-four hours a day, seven days a week.

## **Kentucky Department of Education (KDE)**

The Kentucky Department of Education is a service agency of the Commonwealth of Kentucky. The department provides resources and guidance to Kentucky's public schools and districts as they implement the state's K-12 education requirements. The department also serves as the state liaison for federal education requirements and funding opportunities.

## **Kentucky Early Mathematics Testing Program (KEMTP)**

The Kentucky Early Mathematics Testing Program (KEMTP) provides online testing to help high school students determine their level of preparedness for learning mathematics at the college level. The program offers a voluntary, online mathematics test intended primarily for high school sophomores and juniors in Kentucky. The test provides students an assessment of their mathematical preparation for college early enough so that they can improve their mathematical preparation while still in high school and thereby avoid placement into remedial courses in college and increase their chances of success in college-level mathematics and science courses.

## **Kentucky Higher Education Academic Computing Conference (KHEACC)**

The annual conference for academic computing. In recent years, KHEACC has partnered with CLiK and SAALCK in the "Breaking Down Barriers" technology conference.

## **Kentucky Higher Education Assistance Authority (KHEAA)**

The Kentucky Higher Education Assistance Authority (KHEAA) is a public corporation and governmental agency and instrumentality of the Commonwealth established in 1966 to improve students' access to higher education. To that end, KHEAA administers several financial aid programs and disseminates information about higher education opportunities.

## **Kentucky Virtual Library**

KYVL's mission is that all Kentuckians will have equitable access to quality library and information resources through the Kentucky Virtual University and member libraries, as well as meet broader needs for learning, working, and living by providing a core collection of digital materials, promoting resource sharing among Kentucky libraries, and fostering collaboration for education, training, and information literacy.

## **KATS Network**

The KATS Network is the Kentucky Assistive Technology project operating within its lead agency, the Office for the Blind, Education Cabinet. It consists of a statewide network of organizations and individuals connecting to enhance the availability of assistive technology devices and services to improve the productivity and quality of life for individuals with disabilities. Through advocacy activities and capacity building efforts, the mission of this collaborative system is to make assistive technology information, devices and services easily obtainable for people of any age and any disability.

## **KYVU4K12**

The KYVU4K12 initiative serves a wide variety of Kentucky institutions, parents and children supporting Title I Improvement Schools in Kentucky. In November 2002 the Kentucky Department of Education (KDE) approved the Kentucky Virtual University (KYVU) to be on its list of providers of supplemental educational services in accordance with the federal "No Child Left Behind (NCLB) Act of 2001." Through its KYVU4K12 initiative, the KYVU offers easy access to online curriculum targeted specifically for Kentucky's grade school students that it has licensed from PLATO, as well as student learning opportunities and teacher professional development for credit recovery, after-school services, or individual learning remediation services.

## **Law Enforcement Training of Kentucky (LETKy)**

Law Enforcement Training of Kentucky is the KYVU-managed site for the Department of Criminal Justice Training (DOCJT), a nationally recognized agency that provides state-of-the-art training to law enforcement officers in Kentucky. It is one of four departments in the Kentucky Justice and Public Safety Cabinet. The DOCJT provides entry-level and professional-development training for approximately 12,000 students each year, including city, county, airport, and state university police officers, sheriffs, deputy sheriffs, coroners, and law enforcement telecommunicators. DOCJT also offers training to officers from other state and federal agencies.

## **Learning to Teach with Technology Studio**

The Learning to Teach with Technology Studio (LTTS) is an online professional development system to help teachers learn to integrate technology into their content-focused teaching. Managed by the School of Education at Indiana University, it is provided to Kentucky teachers through the KYVU/EPSSB KyEducators.org site.

## **Link2Go**

The Link2Go and e-Payment Gateway vendors provide payment validations and transactions for financial transactions via KYVU.

## **LiteracyLink**

LiteracyLink, through its partnership with the Public Broadcasting System, provides a link for underserved and hard-to-reach adults and their teachers to quality adult basic education and GED preparation tools using technology. Combining video, the Internet, and print materials, LiteracyLink programs are relevant to the needs of the individual learner, adult instructional programs, and the workforce.

## **Office for Vocational Rehabilitation (OVR)**

The Kentucky Office for Vocational Rehabilitation assists eligible individuals with disabilities achieve their employment goals. In fiscal year 2005, 4,995 Kentuckians became successfully employed or maintained employment with the help of qualified rehabilitation professionals. The office employs approximately 140 rehabilitation counselors in over 50 offices covering all 120 counties in Kentucky.

## **Office for Employee and Organizational Development (OEOD)**

The Office for Employee & Organizational Development (OEOD) is in the business of change - helping to improve individual and organizational performance throughout Kentucky government. It acts as the catalyst for change in government organizations through its employee training and organizational consulting services. OEOD consists of the following three main areas of emphasis: Employee Development, Organizational Development, and Performance Management.

## **Office for the Blind (OFB)**

The Kentucky Office for the Blind is a state government rehabilitation agency that offers assistance to persons who are blind or visually impaired. The Kentucky Office for the Blind also provides various services for employers interested in hiring or accommodating workers who have a vision loss.

## **P-16 Council**

Kentucky has several initiatives to ensure a seamless educational environment from pre-school through postsecondary education. The P-16 Council was formed to help Kentucky achieve its ambitious goals for

education reform by improving cooperation and communication among elementary, secondary, and postsecondary teachers and administrators. Kentucky trails national averages for percentages of its population that go to college, persist, and graduate. The P-16 Council champions initiatives that motivate Kentuckians to complete high school and postsecondary education. The primary objectives of the P-16 Council are aligning the curriculum and requirements between high schools and colleges to make clear what every student needs to know and be able to do at each educational level; raising the quality of teachers through improved preparation and professional development; and increasing the number and diversity of students attending college by stressing programs that persuade parents and students to plan early for advanced education.

### **PLATO Web Learning Network**

Provided under license from PLATO Learning, Inc., the PLATO Learning Network provides courseware that includes thousands of hours of basic to advanced level instructional content for K-adult learners.

### **Quality Matters™**

The Quality Matters™ project, sponsored by MarylandOnline, Inc. (MOL), has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. With the conclusion of three years of support from the Fund for the Improvement of Postsecondary Education (FIPSE), MOL is transitioning the Quality Matters™ project into a self-supporting program through institutional subscriptions, license agreements, and a range of fee-based services.

### **State-Assisted Academic Library Council of Kentucky (SAALCK)**

SAALCK is Kentucky's statewide association of postsecondary education libraries serving the community of users at Kentucky's colleges and universities by working together to promote and improve library services, technology, and access to knowledge.

### **Sloan-C**

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Created with funding from the Alfred P. Sloan Foundation, Sloan-C encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction.

### **SREB -EC**

SREB's Electronic Campus was launched in January 1998 as an "electronic marketplace" of online courses and programs from the south's colleges and universities. The Electronic Campus was designed to provide learning opportunities from accredited colleges and universities that offered courses and programs that exceed SREB's Principles of Good Practice. The Electronic Campus is a comprehensive source for information about higher education opportunities in the south whether traditional campus study or e-learning.

### **Southern Association of Colleges and Schools (SACS)**

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the 11 U.S. southern 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 is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

## **Science, Technology, Engineering, Math (STEM)**

STEM denotes the subjects (science, technology, engineering and mathematics) which are programmatic and discipline emphasis areas for Kentucky.

## **Shared Content Object Repositories for Education (SCORE)**

SCORE membership is limited to SREB state education agencies and schools or colleges designated by the state agency. Each participating state provides the assurance of accuracy, completeness, and quality of digital course content — learning objects — in conformance with SREB's Principles of Effective Learning Objects guidelines. SCORE places reviewed course content in databases (repositories) to which all participating states have access. These modular pieces of course content — learning objects — are then easy for teachers and faculty to access and use to improve the quality of their courses.

## **Shibboleth**

Shibboleth is standards-based, open source middleware software which provides Web Single SignOn (SSO) across or within organizational boundaries. It allows sites to make informed authorization decisions for individual access of protected online resources in a privacy-preserving manner.

## **Telecourse**

A telecourse is a coordinated learning system based on a series of television programs. It is supplemented by printed materials (text, study guide, readings) and local faculty involvement in the form of lectures or consultation. The telecourse programs may be viewed in a variety of ways. Most are broadcast over local cable stations.

## **Universal Coordinated Advising Network (UCAN)**

The Universal Coordinated Advising Network (UCAN) is a statewide program to link current and prospective students to resources throughout the state to get advice and information about postsecondary education. UCAN "members" will be service providers such as postsecondary institutions, KHEAA, KDE, high school counselors, adult education centers, TRIO programs, and other groups that serve as contact points for learners to get information or to be provided services such as advising or financial aid. All interactions with students will be tracked in a common system to ensure no inquiry falls through the cracks and everyone is current about the status of the inquiry. There is also the potential to reach out to students who have contacted UCAN to keep them informed of options for learning as well as to track the outcomes of their learning.

## **uPortal**

The uPortal endeavour is a collaborative open-standard development project using Java, XML, JSP, and J2EE. Five institutions are doing the actual coding, with additional help from Java programming specialists from Interactive Business Solutions Inc. The purpose of the uPortal framework is to provide postsecondary institutions with a Web interface that meets the individual needs of these institutions.

## **Virtual Library Advisory Committee (VLAC)**

The Virtual Library Advisory Committee is the recommending body to the Kentucky Virtual Library. VLAC is comprised of representatives from state, public, and institutional libraries.

## **Western Cooperative for Educational Telecommunications (WCET)**

WCET, the Western Cooperative for Educational Telecommunications founded by the Western Interstate Commission for Higher Education in 1989, is a membership-supported organization open to providers

and users of educational telecommunications. WCET responds to its members' needs by anticipating and directing change. It conceptualizes new institutional frameworks and delivery systems, assesses the potential of new technologies and learning resources, and proposes appropriate public policy directions.

**WIN Career Solutions**

Provided under license from Worldwide Interactive Network, Inc. (WIN), the online Career Solutions services enable life-learning via Web-based technologies.



## VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.

## MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

## KYVU GOALS:

### AN ADVOCATE FOR AWARENESS AND EXPANDING ACCESS

**Expanding Access:** KYVU increases educational opportunities by using technology to overcome barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

**Creating Awareness:** KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

### A CONVENER OF PARTNERS

**Fostering Collaboration:** KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

**Leveraging Resources:** KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

### A CATALYTIC INCUBATOR

**Informing Planning & Decisionmaking:** KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

**Incubating eLearning Excellence:** KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.



## DLAC Executive Committee Changes

**ACTION:** The Distance Learning Advisory Committee recommends that the Council chair appoint a member of the Council who serves on DLAC to also serve on the DLAC executive committee.

At its March 22 meeting, the DLAC approved establishment of an executive committee. The charge reads: "The executive committee shall be charged to ensure that issues from all Kentucky distance learning communities are equitably and adequately addressed. The primary functions of the executive committee shall be to (a) review and recommend when necessary membership of DLAC and DLST and (b) set meeting agendas for DLAC and DLST sessions. Executive committee membership shall consist of the DLAC chair, the DLST chair and vice chair, the KVHS director, and the CEO of the KYVU."

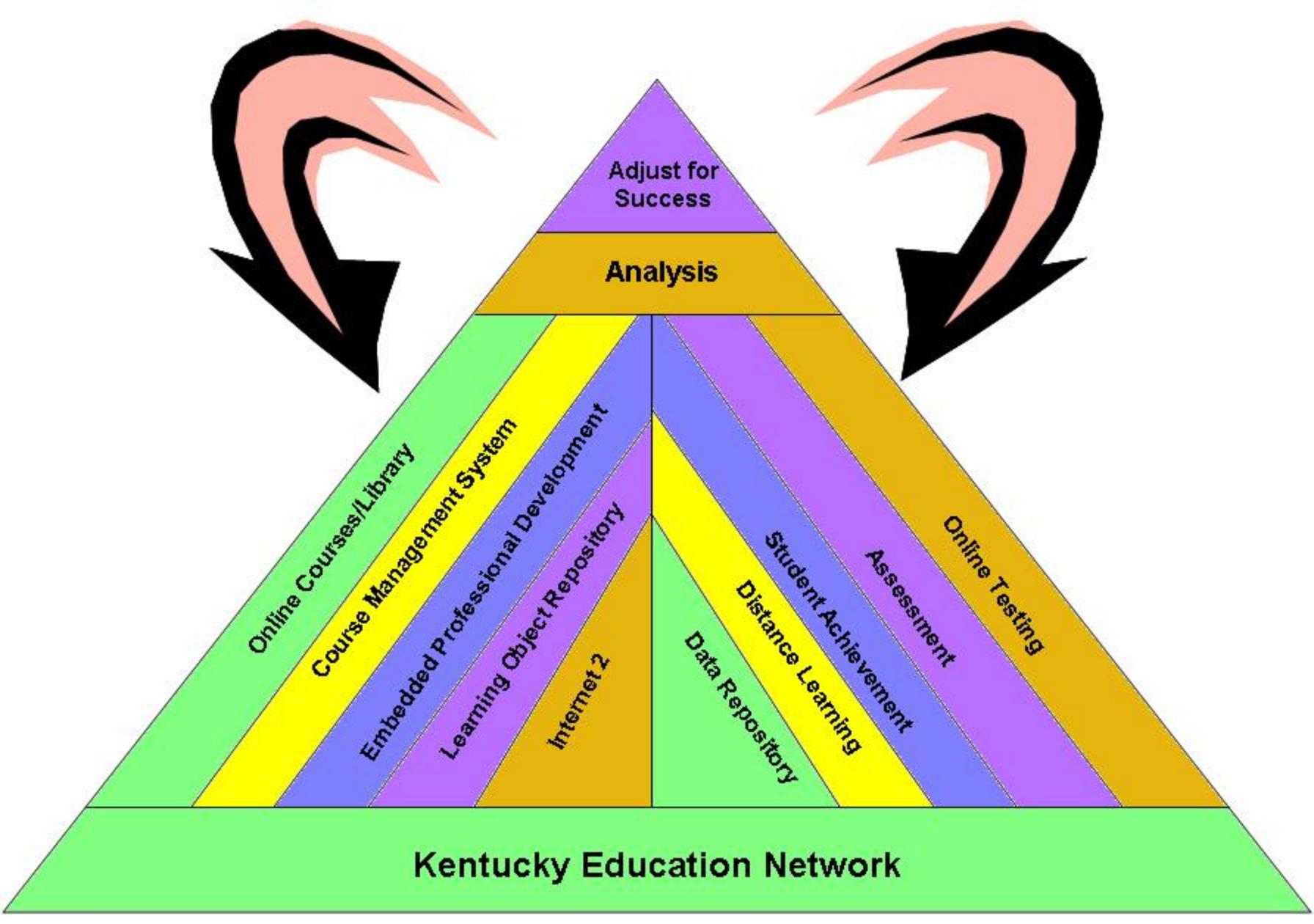
To better inform and integrate DLAC planning activities with the Council, DLAC, at its August 22 meeting, passed a recommendation to add one of the Council members assigned to DLAC to the DLAC Executive Committee.

## Statewide Technology Initiatives

The **Kentucky Education Network (KEN)**, approved by the Kentucky General Assembly in 2006, will be a high-speed education centric network. The purpose of KEN is to facilitate the development, deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications in order to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state to enhance the learning experience of students at all educational levels, regardless of geographic location. The agencies of the Education Cabinet and their statewide locations also will be connected (see attached – KEN Pyramid.jpg & KEN Oversight Organization.pdf).

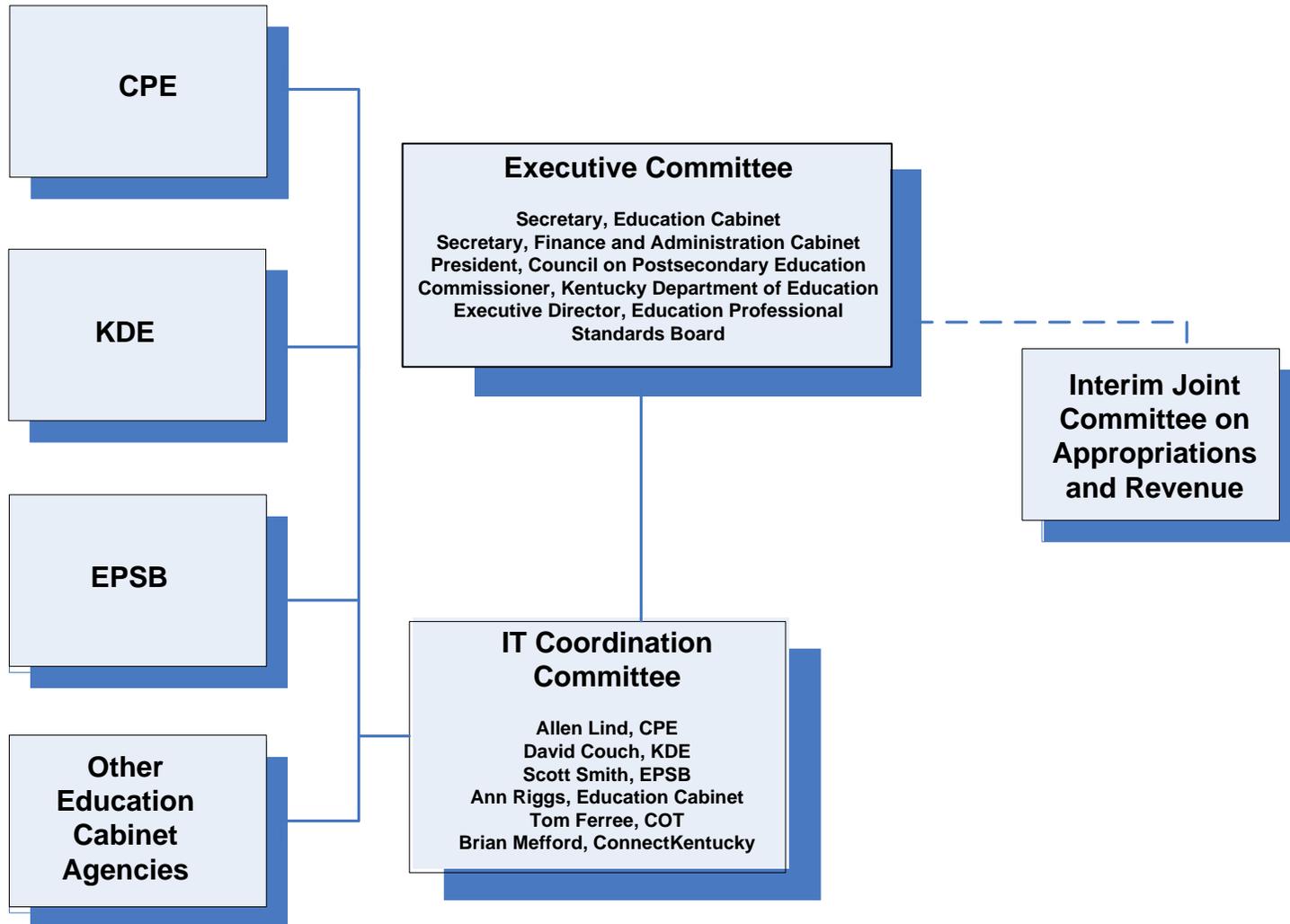
**Statewide BlackBoard License Consortia.** Education leaders in Kentucky went to extraordinary lengths to construct a statewide standard for Classroom Management Systems (CMS) that will serve all learners: K-12, postsecondary, and adult workforce. The emerging partnership with BlackBoard, Inc., enables institutions to embrace the full power of the Internet with access to any learning resource at any time from any place. The CMS workgroup will explore opportunities to extend this relationship with BlackBoard, while facilitating communication and collaboration among Kentucky educators. A model for shared training has already been funded and successfully put into practice. Additional opportunities may include centralized hosting solutions, a shared learning objects repository, and integrated, improved assessment of student learning outcomes.

**Internet2** (see attached) is a research and development consortium led by over 200 U.S. universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. The Sponsored Education Group Participants (SEGP) program, initiated in 2001, allows expanded access to Abilene for state and regional networks, through sponsorship by Internet2 university members. Sponsored by the University of Kentucky, Kentucky became the 34th state to join SEGP in 2005. This opens the Internet2 access to comprehensive universities, KCTCS, K-12 schools, and the agencies under the Education Cabinet.



# Kentucky Education Network

8/31/2006



**Internet2** ([www.internet2.edu](http://www.internet2.edu)); KY Internet2 Initiative ([i2.ky.gov](http://i2.ky.gov))

### **I. What is Internet2?**

Internet2 is a research and development consortium led by over 200 U.S. universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. On April 14, 1998, Vice President Al Gore announced the Abilene network during a ceremony at the White House. Initial operation began in February 1999 and full deployment of a 2.5 gigabits-per second backbone was completed by the end of 1999. Abilene underwent an upgrade to 10 gigabits per second including native IPv6 capabilities in 2003.

### **II. Who has access to Internet2 in Kentucky?**

Only the University of Kentucky and the University of Louisville have been members of Internet2 having access to the Abilene backbone. The Sponsored Education Group Participants (SEGP) program, initiated in 2001, allows expanded access to Abilene for state and regional networks, through sponsorship by Internet2 university members. State and regional networks may include nonprofit and for-profit K-20 educational institutions, museums, libraries, art galleries, or hospitals that require routine collaboration on instructional, clinical, and/or research projects, services, and content with Internet2 members or with other sponsored participants. In 2005, there were already 33 state K-12/K-20 networks participating when Kentucky joined as the 34th state in the SEGP program under the sponsorship of the University of Kentucky. This opens the Internet2 access to comprehensive universities, KCTCS, K-12, and the Education Cabinet.

### **III. What does this mean to education in Kentucky?**

Internet2 applications, via high bandwidth and high performance, enable collaboration among researchers, instructors, and students and interactive access to information and resources in a way not possible on today's Internet. For example:

1. K-20 interactive collaboration – A science teacher in Owsley County can dissect an anatomical specimen for her class, zooming, rotating, and putting it back together, and discuss this virtual dissection with researchers at Murray State University and Stanford University in real time.
2. Resource-sharing – Math teachers in Clay County can interactively participate in professional development workshops conducted live from the University of North Texas and Western Kentucky University without leaving their classrooms.
3. Remote instrumentation – A student in Frankfort High School taking a biology class can operate a microscope located in Lehigh University in real time.
4. Digital libraries – A student in Bowling Green can perform simultaneous, intelligent search and retrieval of KET's rich reservoir of videos, the Kentucky History Center's oral tapes and artifacts, and the Filson Club's photographs as she works on her multimedia assignment on western Kentucky's history.
5. Performing arts – A student of violin in Powell County can audition or take a master class with the Manhattan School of Music via Internet2 H.323 videoconferencing with low latency in audio and video.

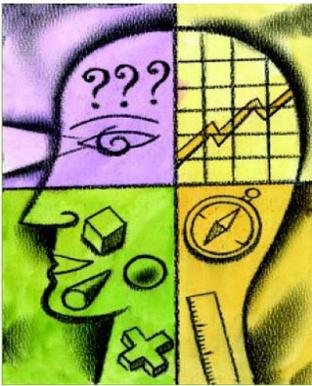
Council on Postsecondary Education  
September 17, 2006

## Transfer Update: The Road to 2020

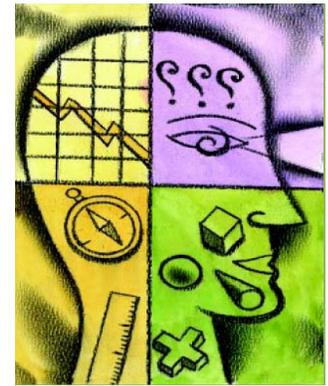
House Bill 1 emphasized the importance of educational attainment in sustaining the welfare of the Commonwealth and called for an increase in educational attainment by 2020 equal to the national average. To achieve this goal, Council staff has developed and refined a set of 2020 projections and strategic policy interventions.

The attached document highlights the role of college student transfer in reaching the educational attainment goals outlined in House Bill 1, as well as key issues and state and institutional strategies to facilitate college student transfer.

Council staff continues to work with institutions to set goals for college student transfer and to develop policies and initiatives to increase and ease college student transfer.



# Transfer Update: The Road to 2020



“Given the social and economic advantages of smooth transfer to individuals and states, improving articulation policy and practice is a matter of significant public interest. Effective articulation and transfer practices assure efficient use of public funds and foster education and social equity for those undertaking their postsecondary education.”

- Education Commission of the States, 1998

## Increasing Educational Attainment in Kentucky

The Postsecondary Education Improvement Act of 1997 (House Bill 1) called for a fundamental shift in postsecondary education participation, and emphasized the role of educational attainment in sustaining the general welfare and material well-being of the Commonwealth. “Kentucky’s reality is that we will sink or swim not on how well we educate our youth, but on how well we educate our entire population, whether age 15, 35, 55, or 75.”\*

In order to fulfill the promise of postsecondary education reform, Kentucky must recruit and enroll more students, ensure more students persist to degree completion, and infuse the postsecondary pipeline with more students at both undergraduate and graduate levels. In short, Kentucky must double the number of working-age adults with baccalaureate degrees to 791,000 by 2020 to reach the national average in educational attainment.

In 2005, the Council on Postsecondary Education (CPE) released *Double the Numbers, Five Step Intervention Plan* that highlights opportunities for increasing Kentucky’s capacity to reach its 2020 educational attainment goals. It is anticipated that without any intervention Kentucky will fall 211,000 degrees short of the 2020 goal. One of the key components of Kentucky’s progress on the road to 2020 is increasing the number of students who transfer to and complete bachelor’s degree programs at Kentucky’s four-year postsecondary institutions. CPE projects that approximately 11,500 students will need to transfer from Kentucky’s two-year to four-year postsecondary institutions by the year 2020.

Step 3 of the *Five Step Intervention Plan* focuses on closing the gap by increasing transfer from two-year to four-year institutions. CPE projects that 26,000 more bachelor’s degrees will be produced by funneling more first-time students through KCTCS and by increasing the number of transfers from KCTCS to Kentucky’s public and independent four-year institutions.

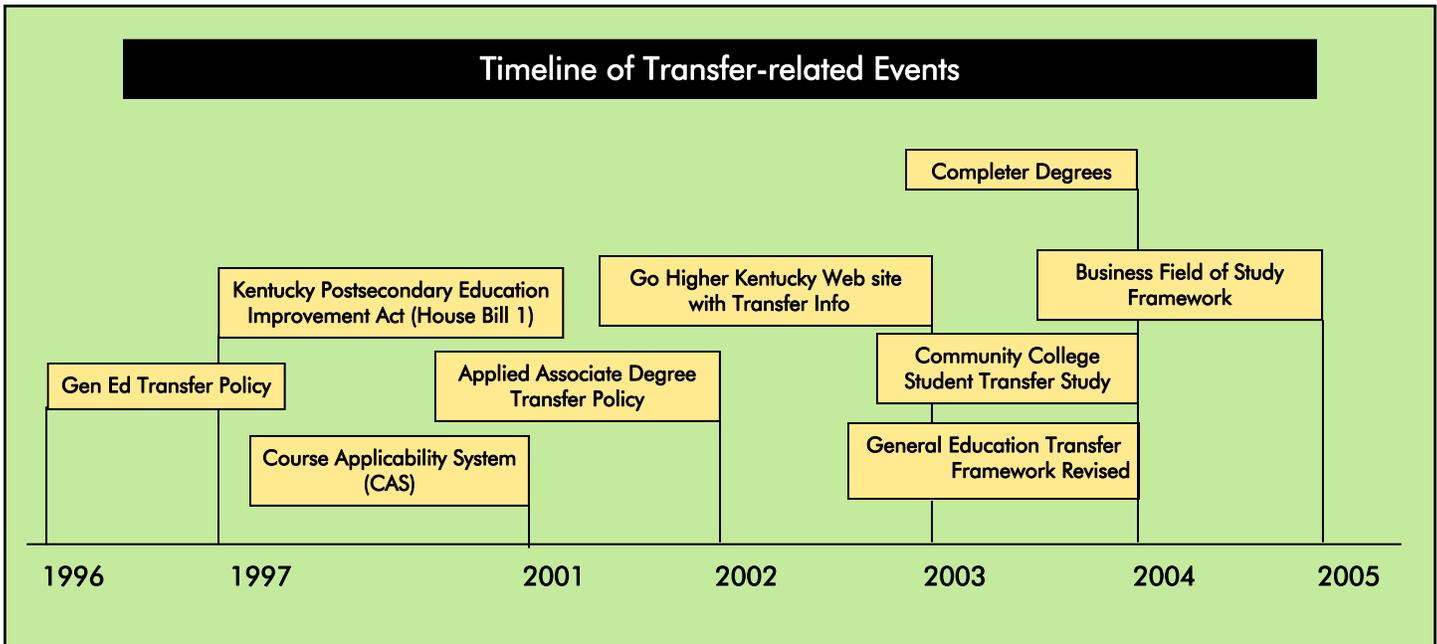
In order to increase the current number of transfers from KCTCS to four-year institutions to 11,500 in the next 14 years, the number of college student transfers must increase dramatically—almost tripling the number of students who transferred from KCTCS in 2004.

2020 Projections: KCTCS Transfers	
Academic Year	# of Transfer Students Per Year
AY 2006	4,900
AY 2008	5,500
AY 2010	6,200
AY 2012	7,000
AY 2014	7,900
AY 2016	8,900
AY 2018	10,100
AY 2020	11,500

\* Ron Crouch, Director, Kentucky State Data Center, University of Louisville

Source: CPE—Revised 2020 Projections, rounded

## Timeline of Transfer-related Events



### Critical Events in Transfer

Since the late 1990s, CPE has devoted considerable attention to the issue of college student transfer and supported a number of transfer policies and initiatives.

As Kentucky advances its Public Agenda for Postsecondary and Adult Education and moves toward the national average in educational attainment by the year 2020, issues surrounding college student transfer in Kentucky are increasingly important. To better understand and address transfer-related issues, the CPE Quality and Accountability Policy Group commissioned a statewide study of college

student transfer conducted in partnership with KCTCS. Nearly 5,000 KCTCS students were surveyed as a part of this study, which identified four primary barriers to college student transfer.

### Moving Forward: Efforts to Support Transfer

Since 1998 progress in the number of college student transfers from two-year to four-year institutions has been mixed, with a steady increase since 2003. CPE and Kentucky's postsecondary educational partners, including KCTCS, four-year public and independent postsecondary institutions, and KHEAA, have been actively engaged in the expansion of current efforts and the exploration of new ideas to promote college student transfer.

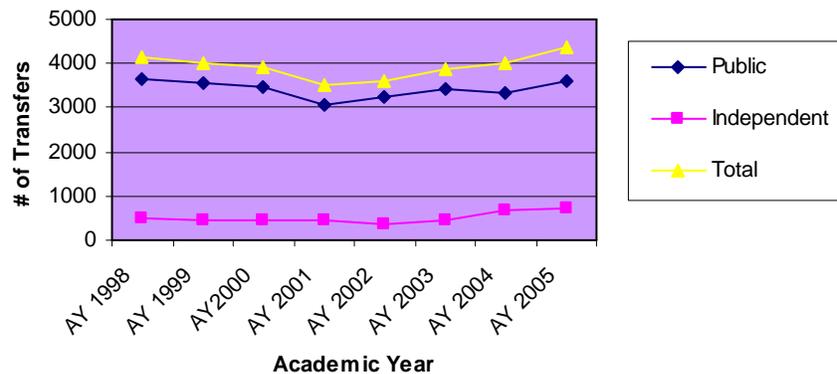
### 4 Key Barriers to Transfer in Kentucky

1. Financial barriers limit students' access to postsecondary education and transfer.
2. Students' perception of the benefit of postsecondary education is overshadowed by their desire for employment and stability.
3. Delivery of academic services at the baccalaureate level can be a barrier to student transfer and degree attainment.
4. Students' academic planning, preparation, and knowledge about transfer can limit their success within the transfer process.

### ...At the State-Level

- Workforce/Transfer Trust Fund scholarship monies were awarded in CPE's 2006-08 budget.
- The College Access Initiative was funded in the amount of \$800,000 as part of CPE's 2006-08 budget and will target potential transfer students as well as low-income P-12 and adult students. As a part of this effort, current institutional strategies for marketing transfer-relevant information and services will be reviewed.
- The Go Higher Kentucky Web portal, supported by KHEAA, is being enhanced to

### Transfer Trends from KCTCS to Kentucky Four-year Institutions



### Number of Transfers from KCTCS Per Kentucky Four-year Institution

Institutions	2001	2002	2003	2004	2005	1 Yr % Change	4 Yr % Change
EKU	611	567	573	662	701	6%	15%
KSU	12	31	25	29	39	34%	225%
MoSU	355	362	389	312	396	27%	12%
MuSU	431	426	444	419	512	22%	19%
NKU	75	76	76	61	77	26%	3%
WKU	254	378	431	424	474	12%	87%
UK	893	928	957	896	815	-9%	-9%
UofL	424	480	512	551	594	8%	40%
Independents	470	367	466	674	741	10%	58%
<b>Total</b>	<b>3,525</b>	<b>3,615</b>	<b>3,873</b>	<b>4,028</b>	<b>4,349</b>	<b>8%</b>	<b>23%</b>

Source: CPE—2004-2005 Accountability Report

- provide more information and better utility for transfer students, including a process for managing the information and applications available to transfer students through the site.
- Course Applicability System (CAS) implementation continues to expand. KCTCS will program the CAS Course Interface in July 2006, and KSU and NKU have committed to implementing CAS by 2008. CAS contracts with UK and Miami University are being renewed, and Kentucky is preparing to update to CAS 4.0.
- The General Education Transfer Policy was revised in 2004 to enhance its usability. CPE staff has worked with the Statewide Transfer Committee to develop a process to monitor the implementation of the general education transfer policy and to determine inconsistencies in its application. CPE staff is currently evaluating the policy to enhance its

- effectiveness as a tool for promoting and facilitating college student transfer in Kentucky.
- In 2004, CPE required all public universities to develop a completer degree. Completer degrees are intended to allow students with any associate degree to complete a bachelor's degree within the normal number of hours required for a bachelor's degree by the institution. CPE staff has compiled information on the status of completer degree program development.
- CPE will continue to monitor institutional progress regarding college student transfer through its key indicator system, including working with institutions to develop institutional goals for transfer.
- The Presidents' Transfer Strategies Subcommittee is currently exploring ways to facilitate more efficient transfer at the institutional level.

## ...At Kentucky's Universities

### Eastern Kentucky University:

- **Transfer Center** - Will allow students to apply for admission to EKU, determine how their transfer credit will apply to EKU degree programs, apply for financial aid, receive advising and registration services, and make arrangements for any placement testing that may be necessary.
- **Presidential Scholarship** – Transfer students can apply for a four-semester award that is based on prior college or university academic credentials including GPA, hours earned, and curriculum.
- **Completer Degree** – Bachelor of General Studies.
- **CAS** – Implemented in 2001.

### Kentucky State University

- **Partnership with BCTC** – To encourage and ease transfer within KSU's service region.
- **Transfer Presidential Scholarship** – Full and partial awards are available to transfer students who meet minimum requirements.
- **Completer Degree** – Bachelor of Arts in Liberal Studies/General Studies Option.
- **CAS** – Anticipated implementation in 2008.

### Morehead State University

- **Dual Admission Program** – Under development in partnership with KCTCS institutions within MoSU's service region.
- **Presidential Scholarship** – Available to transfer students and pays tuition and housing fees or tuition for those enrolled at a regional campus.
- **KCTCS Transfer Scholarship** - Pays \$2,500 for college GPA from 3.6 to 4.0 and \$2,000 for college GPA from 3.2 to 3.59.
- **Completer Degree** - Bachelor of University Studies and several similar options for KCTCS students.
- **CAS** - Implemented in 2001.

### Murray State University

- **Transfer Award** – A \$1,000 scholarship designated for transfer students who meet the minimum criteria; awards may only be applied to direct expenses.
- **Completer Degree** - Bachelor of Independent Studies program.
- **CAS** - Implemented in 2001.

### Northern Kentucky University

- **Dual Admission Program** – In partnership with Gateway Community and Technical College.
- **New Transfer Scholarship** - Under development.
- **Nonresident Award** - For students living out-of-state with 60 or more transferable hours.
- **Completer Degree** – Bachelor of Organizational Leadership.
- **CAS** – Anticipated implementation in 2008.

### University of Kentucky

- **Transfer Scholarships** – Transfer academic scholarships, departmental scholarships, and legacy tuition scholarships are available to transfer students who meet minimum requirements.
- **Completer Degree** – No plans at this time.
- **CAS** – Implemented in 2001; hosts the server for Kentucky CAS in partnership with CPE.

### University of Louisville

- **ULTRA Program** - Provides support and assistance for students before, during, and after the transfer process enabling them to transition and move toward degree completion at the University of Louisville.
- **Transfer Scholarship** – Community College Transfer Scholarship, College of Arts and Science Transfer Scholarship, University Honors Program Transfer Scholarships are available to transfer students who meet the minimum requirements.
- **Completer Degree** – Bachelor of Science in Occupational Training and Development.
- **CAS** – No plans to implement, provide transfer information via PeopleSoft.

### Western Kentucky University

- **Transfer Admissions Programs** – Including regular monthly visits, orientation and registration days, faculty appointments for all transfer students, and inclusion in telecounseling efforts.
- **Community/Junior College Scholarships** – Are awarded to transfer students who have completed two years of study at a community or junior college.
- **Completer Degree** – Bachelor of General Studies degree.
- **CAS** – Implemented in 2005.

### **...Future Considerations**

While significant progress on transfer is being made at state and institutional levels, achieving and sustaining the level of growth required in the number of college students who transfer from two-year to four-year programs and earn bachelor's degrees calls for strategic action among Kentucky's postsecondary educational partners that is unparalleled in its innovation, coordination, aggressive implementation, and assessment.

Strategies will include:

- Joint admissions policies developed by four-year institutions with KCTCS institutions.
- Coordinated two-year to four-year advising with KCTCS institutions.
- Career Pathways linking the interests of business and education at the associate degree level to enhance workforce training and access.
- Expansion of distance learning platforms to provide broader access and academic delivery options.
- Expansion of current scholarship programs for transfer students at both two-year and four-year institutions.
- Transfer Feedback Report assessing the success of transfer students at four-year institutions.

**Council on Postsecondary Education  
September 17, 2006**

## **Report on Fall 2006 Estimated Enrollment**

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Highlights include:

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Estimated enrollment growth since 1998:

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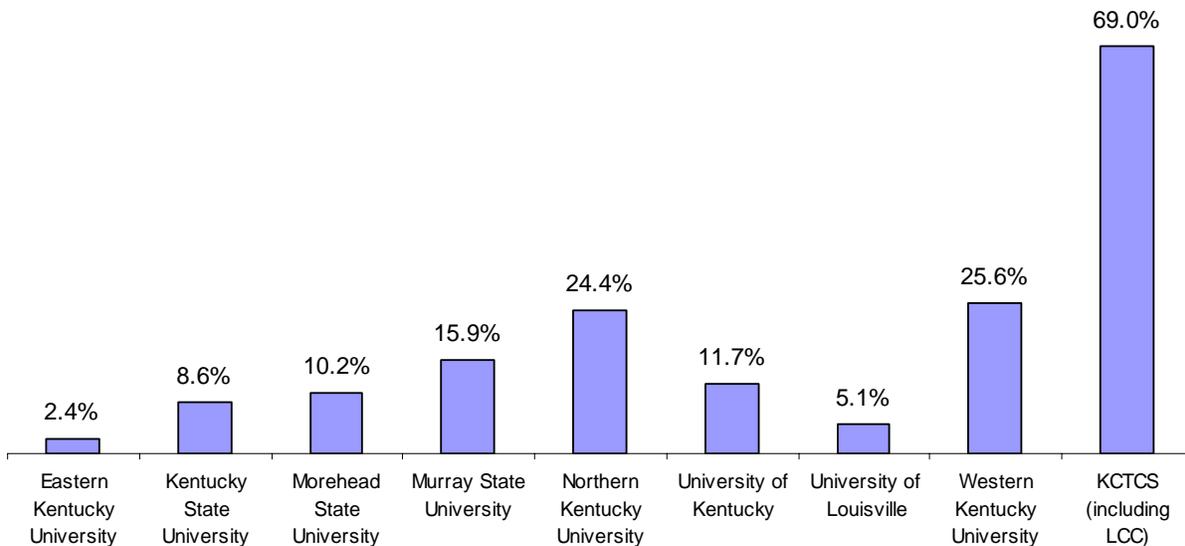
Staff preparation by Charles McGrew

## POSTSECONDARY EDUCATION REFORM IN KENTUCKY POSTSECONDARY ENROLLMENT UPDATE

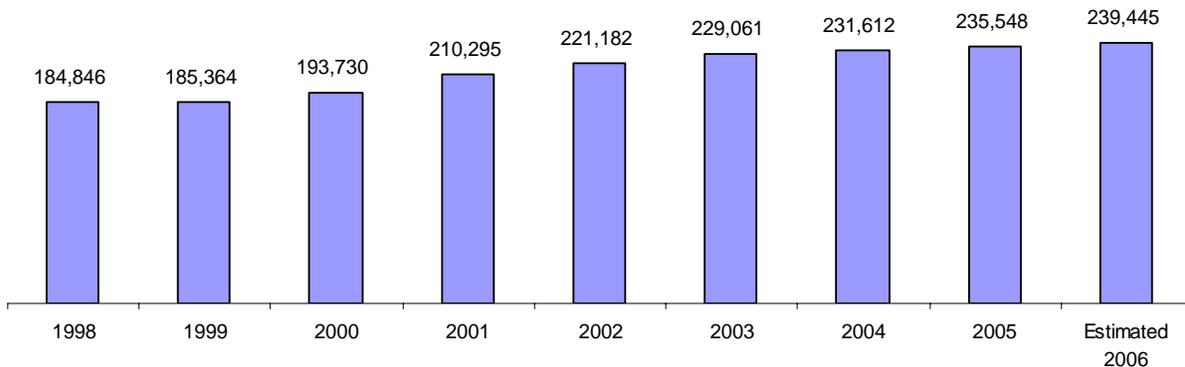


1998 Enrollment: 184,846  
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**8-Yr Percent Increase: 29.5%**

### 8-Year Total Headcount Enrollment Increase, Public Postsecondary Education Institutions



### Total Enrollment Increase in Kentucky Postsecondary Education



**Kentucky Postsecondary Estimated Enrollment<sup>a</sup>**  
**Fall 2006**

Institution	1998 Actual	2005 Actual	2006 Estimated	1-Yr Change		8-Yr Change	
				N	%	N	%
<b>Undergraduate</b>							
Eastern Kentucky University	13,480	13,942	13,625	(317)	-2.3%	145	1.1%
Kentucky State University	2,205	2,228	2,340	112	5.0%	135	6.1%
Morehead State University	6,743	7,549	7,401	(148)	-2.0%	658	9.8%
Murray State University	7,349	8,585	8,600	15	0.2%	1,251	17.0%
Northern Kentucky University	10,643	12,107	12,689	582	4.8%	2,046	19.2%
University of Kentucky	17,157	18,732	19,365	633	3.4%	2,208	12.9%
University of Louisville	14,647	15,057	15,173	116	0.8%	526	3.6%
Western Kentucky University	12,713	15,978	16,106	128	0.8%	3,393	26.7%
<b>Total Universities</b>	<b>84,937</b>	<b>94,178</b>	<b>95,299</b>	<b>1,121</b>	<b>1.2%</b>	<b>10,362</b>	<b>12.2%</b>
KCTCS (including LCC)	51,647	84,931	87,286	2,355	2.8%	35,639	69.0%
<b>Total Public</b>	<b>136,584</b>	<b>179,109</b>	<b>182,585</b>	<b>3,476</b>	<b>1.9%</b>	<b>46,001</b>	<b>33.7%</b>
<b>Independent Institutions</b>	<b>24,342</b>	<b>27,685</b>	<b>27,661</b>	<b>(24)</b>	<b>-0.1%</b>	<b>3,319</b>	<b>13.6%</b>
<b>Total Undergraduate</b>	<b>160,926</b>	<b>206,794</b>	<b>210,246</b>	<b>3,452</b>	<b>1.7%</b>	<b>49,320</b>	<b>30.6%</b>
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September 14, 2006

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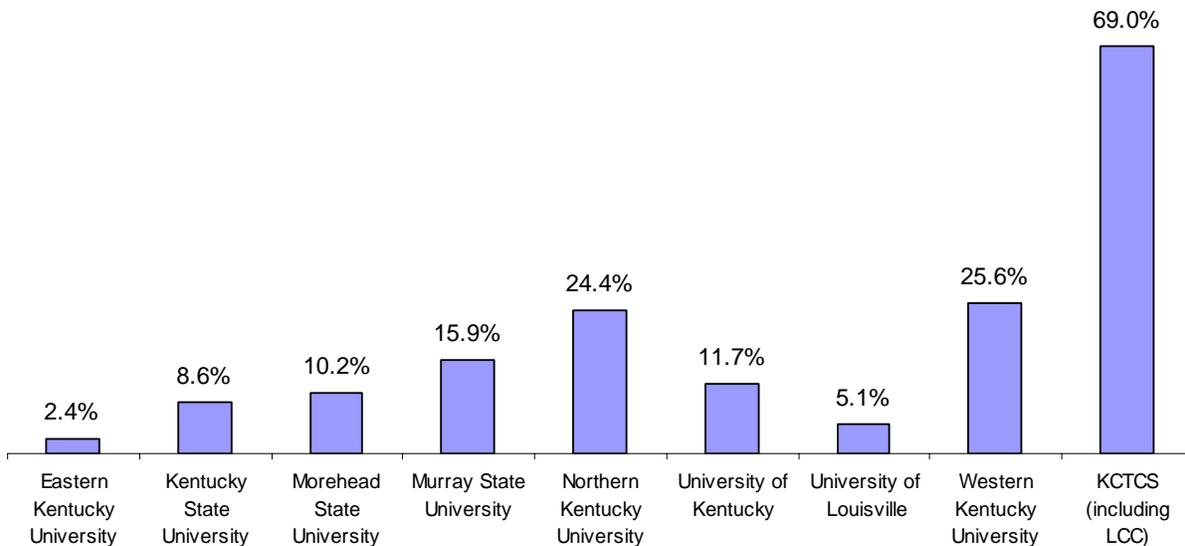
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# POSTSECONDARY EDUCATION REFORM IN KENTUCKY POSTSECONDARY ENROLLMENT UPDATE

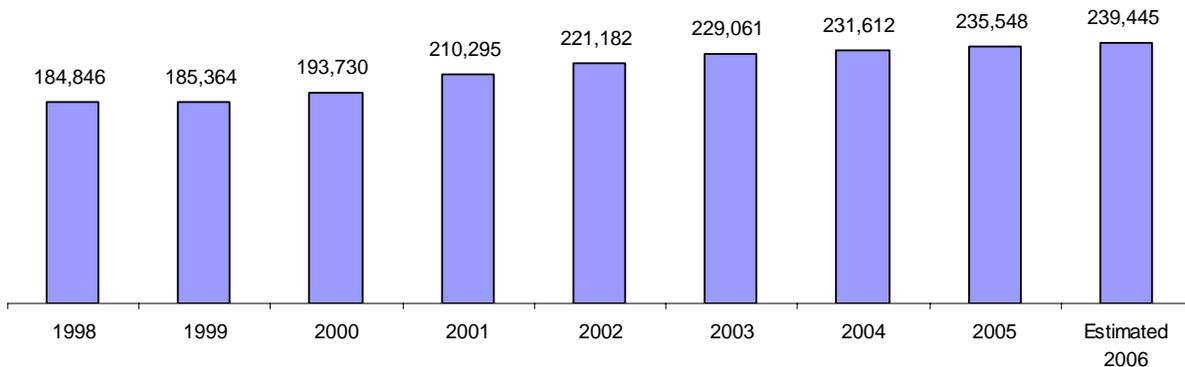


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Council on Postsecondary Education  
September 17, 2006

## Master of Arts in Education-Educational Technology Morehead State University

*Universities are required to submit all new degree programs in teacher preparation to the Council for approval. This program will help meet the growing need for more technologically proficient educators.*

<p><b>ACTION:</b> The staff recommends that the Council approve the Master of Arts in Education-Educational Technology (CIP 13.0301) proposed by Morehead State University.</p>
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Morehead State University proposes a Master of Arts in Education-Educational Technology with an Instructional Computer Technology Endorsement. This program is designed as a rank change option for current P-12 teachers, but it also will provide students with the skills needed to be a school technology coordinator or a technology resource teacher.

There is a growing demand throughout Kentucky and the nation for more technologically proficient educators. The training teachers will receive in this program will help meet the needs of students that are outlined in the U.S. Department of Education's *Toward a New Golden Age in American Education: How the Internet, the Law, and Today's Students Are Revolutionizing Expectations*, which is also known as the National Educational Technology Plan. It also will address several priorities of the *KETS (Kentucky Education Technology Systems) Master Plan for Education Technology FY 2001-FY 2006*, developed by the Kentucky Department of Education.

The curriculum will focus on the practical application of hardware, software, educational delivery methods, and curricular theory to enhance the educational learning environment and address the varied learning styles of students.

The program will be completely Web-based and will be offered through both Morehead and the Kentucky Virtual University. Courses will be offered during the fall, spring, and summer terms to provide teachers the opportunity to complete a degree program and gain a rank change within a two-year period.

The Morehead board of regents approved the program at its June 15, 2006, meeting.

## Committee on Equal Opportunities Report

The Committee on Equal Opportunities met in retreat Sunday and Monday, August 13-14, 2006, in Lexington, Kentucky. The following is a summary of the retreat discussions, recurring activities related to the implementation of the Kentucky Plan for Equal Opportunities, the partnership with the U.S. Department of Education, Office for Civil Rights, and the statewide diversity study initiative.

- The committee met in retreat to discuss the issues related to the changing role of the CEO, the effectiveness of the CEO, the partnership with the OCR, the need for diversity planning in Kentucky, and reconfiguration of the campus visit.
- The committee heard information regarding the need to revise the request for proposals to conduct and implement a statewide diversity plan and reaffirmed that the Commonwealth should conduct a statewide study of diversity and implement diversity planning immediately following release by the Office for Civil Rights. The revised schedule anticipates beginning in December 2006 with a November 2007 completion.
- The committee determined that the campus visit process should be critiqued after each visit to continue to fine tune the assessment and accountability value of the exercise and ensure that both the Commonwealth and the institution benefit from the experience. Thus, the CEO revised its aggressive community and technical college campus visit schedule. The committee will conduct a campus visit at Jefferson Community and Technical College Friday, September 29, 2006.
- Following the retreat the committee received a report that the Governor reappointed KSU regent Laura Douglas to a new term ending in 2012. This responds to the CEO recommendation that the Governor and the Postsecondary Education Nominating Committee make strengthening board leadership a priority for new appointments and conform to the commitment of the Commonwealth in its partnership with the Office for Civil Rights.

## Statewide Facilities Condition Assessment Status Report

The Council approved a contract with VFA, Inc., of Boston, Massachusetts, on April 11, 2006, to implement a statewide facilities condition study. The cost of the project is \$1.8 million and is to be shared among the institutions. VFA is expected to deliver final project reports in December 2006.

### **VFA Facility Assessment – Phase I**

To maintain quality assurance, VFA hosts a conference call weekly with the staff of the Council and the institutions. Phase I of the project, VFA facility assessments, is complete. Draft assessment reports (VFA only) will be available to institutions for review and comment beginning late August. The first draft is of data related to the individual buildings that were assessed by VFA; the narrative supporting the assessment results will be provided for review later in the process.

It is anticipated that the final report will be used to update the statewide facilities database that is maintained by the Finance and Administration Cabinet, Division of Facilities Management, the Council's comprehensive facilities database, and the individual facilities databases of each institution.

### **Condition and Fit for Continued Use – Phase II**

Phase II of the study is the review of specific facilities for their fit-for-continued-use for the purpose that they are currently used and projections of space needed over the next 15 years. Paulien & Associates is conducting the phase II review. Site visits are underway and have been completed at seven institutions. The remaining institutions will be visited before the end of September. The Council has provided preliminary enrollment projections and staffing data to Paulien for use for estimates of space needed for general education purposes. Also, the Council has provided research expenditure projections for UK and UofL to identify the need for additional research space.

### **Next Steps**

1. The Council will receive project status reports at its September and November meetings.
2. The Council and the institutions will receive draft reports (with narrative) for review and comment in mid-November 2006.
3. VFA is expected to complete the project and will provide a final report in December 2006.

Staff preparation by Sherron Jackson

Council on Postsecondary Education  
September 17, 2006

## Northern Kentucky University Regional Stewardship Proposal

*Northern Kentucky University is seeking Council approval to use its 2006-07 infrastructure pool allocation to build intellectual capacity in three priority areas. This is allowable under program guidelines provided an institution demonstrates that a sufficient level of personnel and resources are already committed to supporting core stewardship functions. NKU's infrastructure plan shows that campus officials have made great strides toward developing and maintaining organizational structures, personnel, information systems, and community relationships necessary to support stewardship work. In addition, the university's priority area proposal is well aligned with strategic priorities for the region, as outlined in the Vision 2015 report.*

<p><b>ACTION:</b> The staff recommends that the Council approve Northern Kentucky University's infrastructure plan, strategic plan, and priority area proposal.</p>
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On July 13, 2006, Northern Kentucky University submitted a request to the Council for \$200,000 in Regional Stewardship Program funds. If approved, this distribution will fully use the university's total 2006-07 infrastructure pool allocation. The university proposes to use these funds to build intellectual capacity in three targeted impact areas: (a) early childhood education, (b) informatics, and (c) public health and health education. Program guidelines allow institutions to use infrastructure funds in this manner, provided they can show that a sufficient level of personnel and resources are already committed to supporting core stewardship of place functions.

As required by program guidelines, NKU's proposal contains three documents that must be approved by the Council before requested funds can be released.

- An infrastructure plan that shows progress to date toward developing and maintaining core stewardship functions (Attachment A).
- A strategic plan for the northern Kentucky region, produced in collaboration with, and approved by, the institution's regional advisory committee (Attachment B).
- A priority area proposal that identifies targeted areas of impact at the university and contains a proposed budget for faculty and staff salaries and operating expenses in those areas (Attachment C), which has been endorsed by the regional advisory committee (Attachment D).

A summary of the salient information contained in each document is provided on the following pages, along with Council staff's assessment of proposal content.

Infrastructure Plan. During fall semester 2005, a committee comprised of NKU faculty and administrators was formed to assess how well the university was aligned internally to support regional stewardship. The committee, called SHAPE (Strategically Helping Align for Public Engagement), met almost weekly throughout the 2005-06 academic year, developing strategies for enhancing alignment and creating a timeline for implementing those strategies. As a result of this effort, and with support and direction provided by campus leaders, NKU has made considerable progress toward developing and maintaining organizational structures, personnel, information systems, and community relationships necessary to support stewardship activities in the northern Kentucky region. As can be seen in the attached infrastructure plan (Attachment A), the university is well aligned for stewardship work in many areas, including its mission, vision, and core values; guidelines for reappointment, promotion, and tenure; recruiting policies; publications; and use of external advisory councils. Based on a review of progress to date, the staff recommends that the Council approve NKU's infrastructure plan.

Strategic Plan. In March 2005, about two dozen NKU faculty and staff joined with hundreds of business, education, and government leaders, as well as hundreds of citizens, to participate in a regional visioning process called *Vision 2015* (see Attachment B). This process was a continuation of an earlier regional planning effort that began in 1995 (i.e., *Quest: A Vision for Northern Kentucky*) and it coincided with a growing emphasis on public engagement at NKU that began in the fall of 1997 with the *Vision, Voices, and Values* process and took center stage in August 2004 with university participation in the *Making Place Matter* project (see Attachment A). Guided by a leadership team of regional stakeholders that was co-chaired by President James Votruba, the *Vision 2015* group identified six strategic directions designed to propel northern Kentucky forward.

- **Competitive Economy.** The northern Kentucky region will reinvent its economy and create new jobs that ensure continued growth and prosperity.
- **Educational Excellence.** The region's educational system will promote talent and innovation and prepare children and adults to successfully compete in the global knowledge-based economy.
- **Livable Communities.** All northern Kentucky residents will have the opportunity to access and fully participate in the civic, cultural, and social life of the community.
- **Urban Renaissance.** The urban center of the region will leverage its unique assets to add economic and social value to the community and to make the region more competitive in the global economy.
- **Effective Governance.** Local governance will enhance the economic competitiveness of the region by ensuring that high-quality public services are efficiently provided.
- **Regional Stewardship.** Community leaders and citizens are collaborating and working together to achieve a shared vision of the future.

For each of the six focus areas, the *Vision 2015* report contains specific goals for the region and identifies numerous goal attainment strategies. This plan for northern Kentucky's future satisfies guideline requirements of the Regional Stewardship Program in two respects: (a) it was produced as part of a visioning process that involved a broad spectrum of regional stakeholders and (b) it highlights regional needs, opportunities, and priorities and recommends strategies for addressing needs or taking advantage of opportunities. The staff recommends that the Council approve the strategic plan for northern Kentucky, as outlined in the *Vision 2015* report.

Priority Area Proposal. Using the *Vision 2015* report as a roadmap for the future, campus officials plan to incorporate consideration of regional priorities into future planning processes, to build institutional capacity in areas needed by the region, and to collaborate with the community to achieve the goals of *Vision 2015*. Toward that end, university leaders propose to use the initial \$200,000 of Regional Stewardship Program funds to hire two new faculty in early childhood education, two new faculty in informatics, and one new faculty member in public health and health education (see Attachment C). Each of the five new faculty members will be assigned half-time to teaching (supported with existing university funds) and half-time to public engagement work (supported with Regional Stewardship Program funds). The university's plan for building stewardship capacity has been endorsed by the regional advisory committee (see Attachment D).

These priority areas are well aligned with the strategic directions, goals, and attainment strategies identified in the *Vision 2015* report. For example, providing high-quality and affordable early childhood programs for all children is one of seven strategies identified in the report for achieving educational excellence. The addition of childhood education faculty will bolster university expertise in this area and provide the community with expert consulting help, technical service, continuing education, and applied research. The new additions to the College of Informatics will enhance the region's economy by preparing a talented and skilled workforce, helping to attract and retain high-technology companies, and providing research and consulting expertise. Finally, the hiring of an additional public health and health education professional addresses the priority of achieving a livable community, where conducting ongoing health and social needs assessments and implementing a comprehensive regional approach for meeting those needs are seen as crucial. The new faculty member will provide expertise to the community in the area of needs assessment and will oversee the development of degree programs that will graduate persons prepared to work in the public health arena. Based on the considerable degree of alignment between priority areas proposed by campus officials and the strategic priorities of the *Vision 2015* report, the CPE staff recommends that the Council approve NKU's priority area proposal.

## INVESTING REGIONAL STEWARDSHIP FUNDS

Northern Kentucky University, as shown above, has been heavily engaged in regional stewardship for a decade, has invested heavily in aligning itself for regional stewardship, and has a strong infrastructure supporting this work. In fact, NKU is one of the national leaders in regards to regional stewardship. This leadership position has been validated in many ways including NKU's selection as one of four universities participating in *Making Place Matter* and one of thirteen selected as advisors and pilot schools for the Carnegie Foundation's new elective classification regarding community engagement.

As shown above, NKU has either completed or has on-going work related to each of the elements that CPE has proposed for the initial phase of the regional stewardship work of the comprehensive universities. What NKU most needs is to expand its intellectual capacity to carry out its regional stewardship work.

The Vision 2015 report provides a roadmap for the region and will be adapted to serve also as the roadmap for NKU's future. The university intends to structure its future planning around the goals of Vision 2015, build out the university in areas needed by the region, and collaborate with the community to achieve the goals of Vision 2015. To travel this path, the university proposes to use the initial \$200,000 to hire additional faculty who will work closely with Vision 2015.

Specifically, the university will hire five new faculty who will be assigned half-time to teaching (supported with existing university funds) and half-time to regional stewardship work (supported with regional stewardship infrastructure funds). The five will include two early childhood educators, two informatics faculty, and one faculty member in the health-related disciplines. The rationale for the positions follows.

One of the focal areas for Vision 2015 is *Educational Excellence*, where there is a goal to *exceed national education performance standards at every level*. The Vision 2015 report articulates seven strategies for achieving the goal, one of which relates to early childhood education. Because NKU does not have sufficient faculty expertise in this area, the university is intending to hire two new faculty who specialize in early childhood education. They will provide the community with expert consulting help, technical service, continuing education, applied research, and program evaluation. And they will help prepare a strong cadre of professionals ready to work in the field.

Economic competitiveness is a major focus of Vision 2015. The report states:

*Talented and skilled workers are fundamental to the ability of regions like Northern Kentucky to retain and attract high technology companies, advanced manufacturing, and advanced services firms. . .Jobs in these sectors tend to pay higher wages, but also require workers with advanced training or education. The ability to hire these workers with skill and knowledge is a core requirement of technology companies, and for many, the basis for their success.*

The Vision 2015 report also points out that *“Northern Kentucky must take advantage of opportunities to create high wage jobs in high technology businesses as one way to increase the region’s wealth.”*

With technology jobs featured so prominently in Vision 2015, it is incumbent upon the university to prepare the talented workforce that is needed to fill these jobs that will contribute significantly to the region’s economic growth and stability. It is also imperative that NKU have the expertise to provide research and consulting help that is critical to attracting and retaining technology firms within the region. For these reasons, the university created a new college, the College of Informatics, and the state funded a new building that will house the college. The university must now expand the faculty talent base for the college. The regional stewardship infrastructure funds will be used to hire two additional faculty in informatics.

A third focus of Vision 2015 is “livable communities,” and Vision 2015 articulates seven strategies for ensuring that the Northern Kentucky region is a livable community. One strategy states: *“Conduct ongoing health and social needs assessments and implement a comprehensive regional approach to meet and fund those needs.”* The report goes on to describe three specific actions associated with the strategy:

- *Establish an Alliance for Healthy Life Stages and Cycles to develop and implement a database/mapping system to help communities plan for healthier lifestyles;*
- *Map existing organizations or programs for health needs and identify organizations/programs lacking in various communities.*
- *Measure the prevalence (and decline) of known health risk factors in the community.*

The strategy and actions relate to public health and health education, but NKU currently lacks sufficient faculty expertise in these areas. The infrastructure funds will be used to fill this void. The new faculty member will not only be able to provide expertise to the community as it implements the related strategy, but he/she will also oversee the development of degree programs that will graduate persons prepared to work in the public health arena and contribute to the region being a “livable community.”

It will not be possible for NKU to fill all five new faculty positions on short notice; searches must be conducted to identify the best people for the positions. NKU will hire the faculty as soon as practically possible, but the lag time affords the university the opportunity to use a portion of the money to support some important, one-time-only expenses. Since one cannot predict when each position will be filled, it is difficult to anticipate the exact funding that will be available for these one-time-only expenses, so they are listed here in priority order.

- Funds for five faculty searches
- Start-up costs for five faculty positions, to include desks, chairs, file cabinets, bookcases, computers, printers, and miscellaneous supplies

- Funds to develop the software for an online system that will enable faculty to record all of their accomplishments – especially detailed data associated with outreach and public engagement – for use by (a) the university in fulfilling its reporting requirements and (b) the faculty member in creating his/her own performance review documents. The need for this was discussed at the time that UK and NKU presented their survey instruments to KLAG.
- Funds to support faculty in integrating service learning into their existing courses.

## CONCLUSION

Northern Kentucky University is ready to move forward, to expand and intensify its commitment to regional stewardship. In the past decade, the university has been deeply involved with its region. The university has repeatedly sought input from the community through the president's **VVV** process and through the university's numerous advisory committees. ***Making Place Matter*** connected the university with community leaders in a facilitated, formalized planning process that was later subsumed by Vision 2015. The NKU president co-chaired Vision 2015, and at least two dozen faculty and administrators were heavily involved in the process, serving as analysts, advisors, and members of Action Teams, the Leadership Group, and the Steering Committee that produced the final report of Vision 2015.

As an outgrowth of ***Making Place Matter***, the university created SHAPE, an NKU committee that focused on aligning the university for public engagement. While not perfectly aligned for this work, the university is certainly well aligned in many areas, including its mission, vision, and core values; its guidelines for reappointment, promotion, and tenure; its recruiting policies; its publications; and its use of external advisory councils.

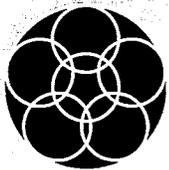
The university has created and funded an extensive infrastructure to support its role as a regional steward. It has completed or has on-going efforts that relate to all of the tasks that CPE has indicated should be completed in the first stage of implementing a regional stewardship program.

Finally, the university has a plan for how it will use the initial \$200,000 that is being awarded to each of the Commonwealth's comprehensive universities.

The university is poised to move to the next level in its service as a regional steward. All it needs is the go-ahead from the Council on Postsecondary Education, indicating that the \$200,000 will be released to the university.

ATTACHMENT B  
Strategic Plan





# Standing on the Shoulders of Others



NKY Convention & Visitors Bureau

Northern Kentucky's focus on strategic planning came into full view 25 years ago - when Governor John Y. Brown charged a group of business and civic leaders with developing regional advances that would shape economic development for the community.

These leaders responded by delivering one of the boldest agendas in Northern Kentucky's history. Among other achievements, their work was the catalyst for the formation of a single Tri-County Economic Development Agency (Tri-Ed), the consolidation of water and sanitation districts, investment in the urban core, and the mapping of a congressional district completely distinct from Louisville and Lexington.

While this far-reaching agenda had profound impact, the Northern Kentucky Chamber of Commerce and Tri-Ed weren't content to rest on the region's earlier success. In 1995, they launched a second community planning effort - enlisting 14 task forces and more than 1,000 participants and adding human development to their economic development initiatives.

The result was *Quest: A Vision for Northern Kentucky*. Within this document were 44 goals to be accomplished over 25 years, in areas ranging from economy, education and human resources, to governance, culture and regionalism. To help implement these goals, Forward Quest was formed in 1996. Working together, this ambitious group - consisting of a small staff, 60 community partners and hundreds of volunteers - led numerous regional initiatives in its first 10 years, including:

- The Northern Kentucky Fund & Family of Funds
- The Urban Learning Center, an inner-city college program
- Legacy, a young leaders organization
- Community Solutions - an integrated multi-service partnership for children and families
- Select Education and Governance Studies

To maintain this momentum into the next decade, Forward Quest recommended the *Quest* vision be re-visited to launch a new community planning initiative. *Vision 2015* began on March 4, 2005. This 10-year strategic blueprint builds upon the original 1995 vision and will be used to define and transform the future of Northern Kentucky.

*Vision 2015, a community planning initiative that will define the future of Northern Kentucky by producing a 10-year strategic blueprint that builds upon the Quest Vision launched in 1995.*

## Letter from Leadership

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There's no denying Northern Kentucky is a special place. Over the past 25 years, our region has repeatedly proven our ability to dream big dreams, overcome challenges, and unite around a shared vision for our future.

But much has changed since our *Quest* Visioning process began 10 years ago. Today, we're part of a global knowledge-based economy where regions compete based on their access to talent and capacity for innovation. As we strive to shape our future, we encounter these two important questions: Can we compete in this new global economy? And can we recruit, nurture and retain the talent necessary for driving this innovation? This much is true: 10 years from now, as regions work to position themselves in this new world, there will be winners and losers.

*Vision 2015* is our strategic blueprint for guaranteeing that Northern Kentucky remains firmly planted in the winners' column.

What will it take to attract a talent pool able to compete on this global level? We know that today's knowledge workers make decisions on where to live based on two considerations: professional opportunity and quality of life reflected by a combination of physical, social and cultural assets. In other words, great jobs are not enough. Regions that win in this new economic environment will offer the whole package.

Over the past year, we've had the honor of leading a region-wide strategic planning process we call *Vision 2015*. Our Leadership Team, representing a partnership of more than 100 leaders from every regional sector, guided our efforts as we identified six key directions designed to propel Northern Kentucky forward ... each of them dependent on the other and vital for helping us achieve our vision of a more competitive, thriving economy.

The following report paints a picture of the future we hope to attain. It's a bright picture where all are invited to participate and none are left behind. A picture where each of our nine counties are aligned around a collaborative, shared vision. A picture where cooperation reigns across the Tri-State and the Ohio River is viewed as a connector, rather than a divider. We hope you'll gain much insight from our *Vision 2015* report, and we thank you for your interest in our common journey.

  
James C. Votruba  
President  
Northern Kentucky University

  
Andrew J. (A.J.) Schaeffer  
Attorney  
Greenebaum Doll & McDonald PLLC

Imagine if you will....

A booming regional economy based on targeted industry clusters that have generated 50,000 new high wage jobs.

Post-secondary education that is both aligned with the needs of the region and funded to support what the region needs to thrive.

A culture of entrepreneurship and innovation that is nurtured throughout the educational system from pre-school through post-secondary.

A regional talent strategy in which we perform at or above national standards at every level of the education continuum.

An urban core that excites, attracts and benefits the entire region.

A region that moves beyond jurisdictional boundaries to consolidate governmental services and speak with one voice.

A region that finds its competitive edge through healthy lifestyles, parks and green space, enhanced air and water quality, affordable housing, great schools, an international perspective and orientation, and a culture of inclusion in which all are welcomed and strength is found in our differences as well as our similarities.

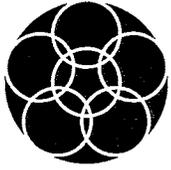
A region in which regional stewardship is deeply imbedded in our fabric ... where all citizens embrace their responsibility to help ensure not only their own bright future, but also the bright future of all who call Northern Kentucky home.

A region that combines a comprehensive vision of its future with a well-defined economic plan and strategy for achieving it.

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The following report reflects what we believe must be accomplished in order for our region to thrive and all of our citizens to benefit. It has been a great honor for the two of us to co-chair this effort. We offer our deepest thanks to Forward Quest, the members of our Leadership Team, our Steering Committee, the members of our five Action Teams, Doug Henton and the Alliance for Regional Stewardship, Roxanne Qualls, and Mike Hammons for their steadfast commitment to this process. A special thanks as well to our funders who made this process possible.

The full report is available on our Web site.  
[www.Vision2015.org](http://www.Vision2015.org)



# Vision 2015

## *Shaping our Future*

In the spirit of partnership, it was crucial that *Vision 2015* represent a cross-section of civic, business and government stakeholders. It was also important that our leadership be intergenerational - with active participation from Legacy, a group of young professionals who cut across all employment sectors.

Initially, five action teams were formed to address these critical areas: Competitive Economy, Educational Excellence, Livable Communities, Urban Renaissance and Effective Governance. From the beginning, cross-sector collaboration guided the visioning effort - with the five focus areas interlocked by shared values of responsibility, community and commitment. But as the work progressed, it became clear the vision would only succeed if citizens became stewards of the community. As a result, Regional Stewardship was added to the vision agenda.

With almost 2,000 community members participating, the *Vision 2015* process was broadly inclusive. Each action team convened to identify priority goals within their respective focus areas - seeking advice from neighborhood and community groups, local and state officials, academic experts and leaders from the southern counties and Cincinnati.

Six strategic directions emerged as a result of these efforts ... each of them sharing one common purpose: To ensure Northern Kentucky is capable of competing in a global economy, with our citizens benefiting from the prosperity and opportunity this creates.

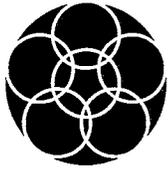
## Leading the Way with Six Strategic Directions

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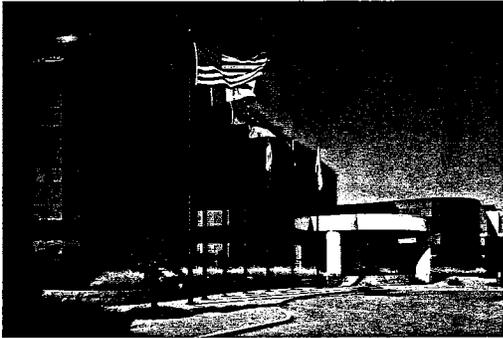
- **Competitive Economy.** The Northern Kentucky region will reinvent its economy and create new jobs that ensure continued growth and prosperity.
- **Educational Excellence.** Our educational system will promote talent and innovation and prepare children and adults to successfully compete in the global knowledge-based economy.
- **Livable Communities.** All Northern Kentucky residents will have the opportunity to access and fully participate in the civic, cultural, and social life of the community.
- **Urban Renaissance.** The urban center of the region will leverage its unique assets to add economic and social value to the community and to make the region more competitive in the global economy.
- **Effective Governance.** Local government will enhance the economic competitiveness of the region by ensuring that high-quality public services are efficiently provided.
- **Regional Stewardship.** Our community's leaders and citizens are collaborating and working together to achieve a shared vision of our future.

Over the past 25 years, Northern Kentucky has seen progress in each of these areas. However, *Vision 2015* leadership has believed from the very beginning that our future must focus less on comparing ourselves to our past ... and more on comparing ourselves with other competing regions.





# Raising the Bar for a *Competitive Economy*



## A Region in Motion

As a whole, Northern Kentucky grew faster than the United States during the 1990s. As the growth in real median household incomes and disposable income outpaced the nation, our prosperity increased right along with it. In the 1990s, our population grew by more than 16%, faster than both the US and the Commonwealth.

Since 2000, our population has continued to grow faster than the metropolitan region - 4.7%, compared to 2.4%. Northern Kentucky is now a place where almost 420,000 people live, work and receive an education. People like it here ... because they can find high-quality housing, good neighborhoods, and plenty of opportunity.



Between 1990 and 2000, 34,000 new jobs were added to our region's economy - and every county except for one saw the proportion of its population with a bachelor's degree or higher increase. Today, we have a wealth of institutions deeply involved in partnerships addressing community challenges and advancing regional progress. Northern Kentucky University now educates more than 14,000 students, and works alongside Gateway Community and Technical College and Thomas More College to ensure students are prepared to succeed.

In addition, Northern Kentucky has become a location of major national and international corporate activity. Fidelity Investments chose Covington as the location of its regional headquarters - bringing in more than 3,500 jobs with the plan to add another 1,500 jobs soon - and Toyota Motor Manufacturing NA chose Northern Kentucky as the site of its North American headquarters. Companies such as Ashland Inc., Omnicare, General Cable, Citi and Regent have chosen to locate their headquarter operations in our region as well, complementing home-grown companies such as The Drees Company, Griffin Industries, Xanodyne, Pomeroy Select IT Solutions and Corporex. Indeed, our economy has certainly held its own recently, but we still cannot forget our success will always be connected to the Greater Cincinnati metropolitan region.

The Northern Kentucky/Greater Cincinnati International Airport has become an engine of growth, evolving from a small regional airport to Delta Air Lines' second largest hub. Consistently ranked as one of the top airports in North America, this expansion has attracted jobs and investment to our region - with an estimated impact of \$4 billion annually. As access to and appeal of the Ohio River have increased, our urban centers are also regaining vibrancy - maintaining the intimacy of 19th century walkable communities while adding new development by internationally acclaimed architects. Additionally, many of our suburban neighborhoods are receiving national recognition for their quality of life and amenities.

### A Look at Who We Are

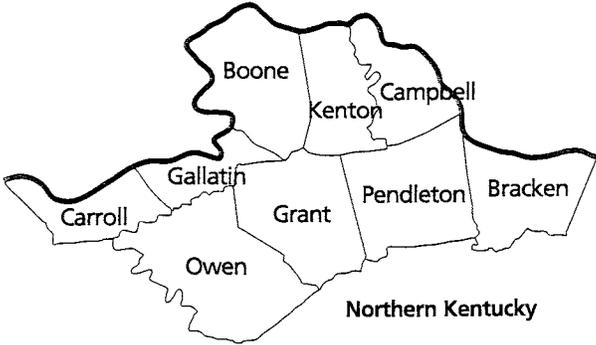
Over the last decade, the nine counties of Northern Kentucky have experienced an extraordinary transformation. Boone County has been the location of most of our population growth - increasing by almost 50% and drawing in more than three quarters of all newcomers to the region since 2000. The six counties to the south have also grown, accounting for 25% of the region's population gains in the 1990s and 21% of the growth since.

When it comes to Baby Boomers in the 45-54 age group, Northern Kentucky is similar to the rest of the nation. This age group has increased the most, by 57.2%. Other age groups have also increased, most of them higher than the US average.

Much of this growth is a result of residents within the metropolitan Cincinnati region relocating to Northern Kentucky. As Cincinnati and Hamilton County populations decline, Northern Kentucky gains - but the metropolitan region, of which we are a part, suffers. In addition, we continue to see many 25 to 34 year olds leaving their home counties for education and job opportunities. This is not an uncommon trend, but it does reflect the need for us to continue pursuing job growth - a proven way to enhance our appeal to young people who offer much talent, ambition and skill.

While our suburban communities receive national attention for their livability, the increase in our developed land has outpaced the increase in population - a trend that puts pressure on the budgets of fast-growing communities. In addition, only a small portion of our population is racially or ethnically diverse, a growing concern considering that the world economy is diverse, multi-lingual and multi-cultural.

As a whole, Northern Kentucky residents experienced a significant rise in median household income and increased prosperity in the 90s. In every county, household income increased a minimum of 40% and in some counties, such as Bracken and Carroll, income increased by more than 75%. However, not all of our region's residents shared in this prosperity. According to the 2000 Census, the rate of poverty among our nine counties ranges from a low of 5.6% in Boone County to a high of 15.5% in Owen County. While the rate was better among the three northern counties, both Campbell and Kenton counties have poverty rates at 9% - with the most significant concentrations of poverty in the cities of Covington, Newport and Dayton.



<b>Current Population 420,000</b>	
<b>Growth increase since 2000 - 2004</b>	
NKY grew	4.7%
Metro Cincinnati grew	2.4%
<small>Source: Hamilton County Regional Planning Commission, 2004 Population Estimate</small>	





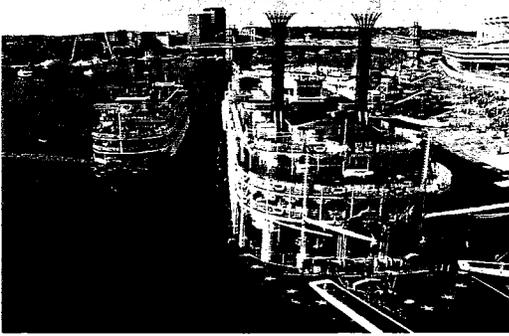
### Our Ever-Changing World

There's no denying the world has changed rapidly since 1990. Telecommunication, technology and transportation innovations have dramatically altered relationships among people, businesses and countries. And thanks to the Internet and computer and software innovations, we can now communicate and collaborate with each other 24/7 anywhere in the world.

Needless to say, these advances have also combined to make it possible for companies to outsource work or go offshore - tapping cheaper labor pools in emerging economies. The barriers to sharing in the prosperity of the world's economy have dropped, allowing billions of people to enter the global marketplace and vie for jobs, income, wealth and talent worldwide. We are now competing on a level playing field with countries like India, China and Russia.



Looking forward to the next 10 years, we see new forces reshaping the world and demanding new responses from us. If Northern Kentucky residents are to enjoy continued prosperity and opportunity, we must secure a competitive advantage in our new knowledge-based economy. We have come so far, so quickly ... and it's imperative that we respond to these global challenges with vision, imagination, stewardship and action.



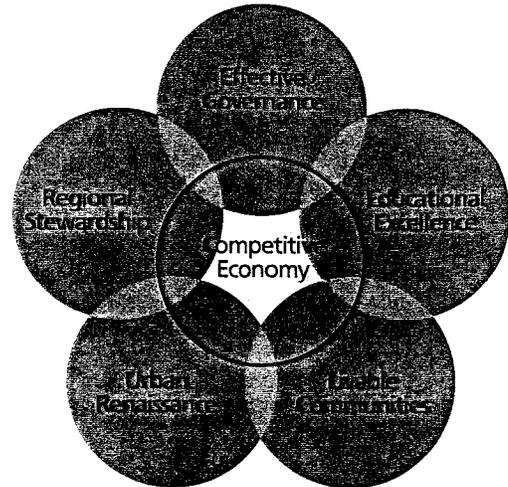
## Rising to the Challenge

Northern Kentucky no longer simply consists of Boone, Kenton and Campbell counties. Just as telecommunications, technology and transportation have created global interdependence, they have also created regional interdependence. We are now a nine-county region ... the future and fate of which are determined by and dependent upon collaboration among residents, leaders and institutions.

Our educational gains since 1990 are impressive, but they are not enough. In an era when regions compete based on talent and innovation, education must be at the core of our economic development strategy. For example, only five Kentucky counties today meet national averages on college attainment – and not one of these counties is in Northern Kentucky. And while our economy has boomed, the six southern counties of our region continue to fall behind in job growth. Our income and job gains are significant, but there are still some fellow citizens who remain in poverty.

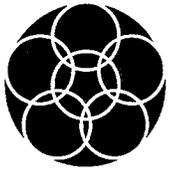
In order for our region to thrive, we must compete. And in order to compete and win, we must raise expectations and transform ourselves. The best way to achieve this is by relying on our six interconnected strategic directions – each of them dependent on the other and designed to foster a community in which:

- Every child is prepared to learn and able to meet national educational standards throughout his or her life.
- The number of students graduating with degrees in science, math and engineering is significantly higher.
- The unique and intimate neighborhoods of our urban centers thrive as true destinations – entertainment venues offering convenient access to the riverfront and a network of parks, bike paths and bridges linking them.
- High wage, advanced manufacturing and service industries are clustered in Northern Kentucky – making it unnecessary for our youth to leave to secure high paying jobs in growing businesses.
- Innovation and entrepreneurship are woven into the fabric of our region.
- Local governments collaborate to support economic development and enhance community identity – while ensuring that community services are delivered efficiently and effectively to all of our citizens.
- Our region is characterized by an international perspective, a climate of tolerance, and a culture of openness and inclusion that welcomes and finds strength in differences.



### The Power of Six

Our six strategic directions will help us pursue and attain our vision of a more competitive economy. Each of these areas is dependent on the other and crucial for propelling our community forward and transforming our region. Interconnected, none of them can stand alone or in isolation.



# Competitive *Economy*

Our economy will exceed the national growth rate in new jobs and average household income.

## A Call for Action

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In our knowledge-based global economy, talent, clusters, inclusion and connectivity provide the foundation for a true competitive advantage.

Companies move where talented, skilled workers are found. So to attract high-tech companies and advanced manufacturing and services firms, it will be crucial to have many of these workers in our region. Because jobs in these sectors typically pay higher wages, but also require advanced education, we must work to improve educational opportunities within these fields. Fortunately, Northern Kentucky offers many appealing assets to help us compete for this highly educated talent - including our low cost of living, easily accessible airport, and wide array of entertainment and recreation venues. One way to leverage our assets and become more competitive is to improve this unique value proposition and market it more broadly and effectively.

In the competition for jobs and business, we should consider focusing on high-growth clusters - similar companies that accelerate innovation and stimulate new business by locating close to each other. However, we should also be careful not to neglect those businesses and industries that continue to employ large segments of Northern Kentucky's population. In the end, to achieve higher wage rates, job growth that exceeds the national average and increased regional investment, it will take a community-wide effort that goes beyond the business sector.

Inclusive, culturally literate communities are most successful at attracting highly skilled and ambitious people. Growing, dynamic regions have become the new "melting pots" of the United States and have done so by adapting to new cultures and languages. Northern Kentucky can gain a competitive advantage by making it easy for those from other cultures and countries to assimilate into our community. As more individuals with English as a second language live and work among us, it is important that our schools, government and other community institutions overcome culture and language barriers. In order to have a world-class community, we must have a worldwide perspective.

## Goal

*Northern Kentucky  
will reinvent its economy  
to outpace the national  
economy and create new  
wealth in the region.*

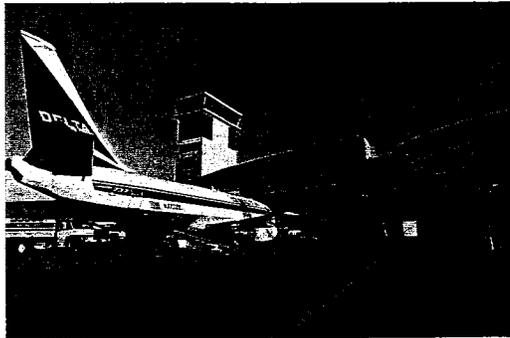
Throughout history, connectivity has determined the regions that thrive and those that wither. The digital highway is central to our international connection, and to our goal of growing advanced service firms and knowledge-based businesses. This requires that we be connected not just globally and nationally but locally - and we can do that by establishing an “e-community” to maximize our use of online communication and allow our businesses to efficiently access the global market. Additionally, extensive transportation connections are the physical equivalent of digital connections. Just as we must be able to move data and images efficiently, we must also be able to move people and goods. The Delta Air Lines hub, Interstates 71 and 75, rail and river transportation are key for our global economic success.



Strategies

Six strategies for achieving a competitive economy:

- Work to develop an economic competitiveness strategy that is fully integrated with Greater Cincinnati, leveraging the assets of both sides of the Ohio River.
- Focus our resources on targeted industry sectors with the highest growth potential for high-paying jobs - such as advanced manufacturing, financial, healthcare, business services and technology.
- Make entrepreneurship and innovation defining qualities of our region.
- Create and implement a marketing plan centered around our region’s distinctive spirit, advantages and unique value proposition - promoting this consistently to both internal and external audiences.
- Connect our region by creating an electronic public platform (e-community) for commerce, education and communication that maximizes access and use of online opportunities and information.
- Align our college and university programs and resources to support our overall economic competitiveness strategy.



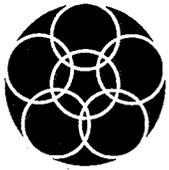
	Wages 2005	Disposable Income 2000-04
Boone Campbell Kenton	Average Wage \$39,729	Average Increase 15%
	Northern Kentucky Bracken Carroll Gallatin Grant Pendleton Owen	Average Wage \$29,091

Source for Wages: Redyn Economic Forecast Model  
Source for Income: 2005 Economic report to the President, table B 31

Employment Increased 1990 - 2000

NKY (all 9 counties)	19.49%
Boone County	53.38%
Kentucky	12.6%

Source: Workforce Kentucky, Employment Data



# Educational *Excellence*

## Goal

*Northern Kentucky will exceed national education performance standards at every level.*

Our children enter kindergarten with the skills necessary to succeed, and our elementary and middle school students are prepared to move to the next level. Our high school students are prepared for post-secondary education and work, and our post-secondary graduates are prepared for graduate education or careers. Overall, the number of college graduates in Northern Kentucky exceeds the national average.

## A Call for Action

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Today, more than ever, a concentration of highly educated people is key to achieving a region's economic success. After all, regions prosper by virtue of their intellectual capital - their people - and businesses gather and grow in particular regions to capitalize on local labor pools. Places that cultivate, attract and retain the largest number of educated, skilled people will prosper ... while those that do not will decline.

Research has proven that children who are academically successful in their early years develop more confidence, enjoy more success, and are able to take advantage of more opportunities later. If Northern Kentucky is to be a place of continued opportunity and prosperity, achieving educational excellence must begin with early childhood and continue through to post-secondary school and adult education.

Our children must enter kindergarten with the necessary skills to succeed, and that positive start must continue throughout their entire education. At every critical point, each child must be prepared to move to the next level by demonstrating a mastery of reading and mathematics. Perhaps most importantly, a child's education cannot end prematurely due to dropping out or tuning out of our educational system. We must also make sure that young students who are prepared to go beyond their curriculum can do so through both summer and academic year enrichment programs offered by our colleges and universities.

In addition, it's imperative we attract the most highly qualified teachers through competitive salaries and proactive recruiting efforts that encourage outstanding young people to choose teaching as a profession in the first place.

Achieving educational excellence in Northern Kentucky will require both extra resources and attention. But in the global marketplace, no region can afford to leave members of its community behind ... whether they reside in the neighborhoods of our urban center or in our rural areas.

Strategies

Seven strategies for achieving educational excellence:

- Provide high quality, affordable early childhood programs for all children.
- Challenge students with a rigorous curriculum necessary for furthering their education and career goals, and for strengthening our region's workforce.
- Develop a nationally recognized "culture of contribution" - accomplished through service learning and full community engagement in schools.
- Exceed national standards for educator excellence in school systems that pay competitive salaries, reward performance and require accountability.
- Make post-secondary education and adult training accessible and affordable to all.
- As a region, lead in connecting our children's in-school and out-of-school development.
- Ensure all Northern Kentucky educational institutions have the financial resources and program alignment to reach these goals.



Education Completed

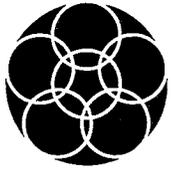
	High School Degree	Bachelor Degree	Master & Higher
Boone Campbell Kenton	88.58%	22.23%	7.48%
Bracken Carroll Gallatin Grant Pendleton Owen	79.53 - 83.86%	6.89 to 9.67%	2.38 to 4.05%
U.S.	87.95%	24.4%	8.85%

Source: U.S. Census Bureau, 2000 census

Average Teachers Salary 2003-04

Kentucky	Ranks 34th	\$39,831
Indiana	Ranks 16th	\$45,791
Ohio	Ranks 14th	\$47,719
U.S.		\$46,597

Source: American Federation of Teachers 2004 Salary Survey



# Livable *Communities*

By expanding our parks, improving our lifestyles, protecting our environment, increasing diversity, and promoting arts and culture, *Vision 2015* builds upon our region's economic success, affordable cost of living, friendly neighborhoods, and vibrant recreational opportunities.

## A Call for Action

With the advent of the digital age, some believed that computers and the Internet would eliminate the need for people to meet and work together. However, this quickly proved to be untrue. After all, advanced service businesses and high-tech companies cluster based on the availability of the human talent they require - and technology doesn't eliminate the desire of this human talent to gather in the most appealing communities.

It used to be that regions grew because of natural resources or trade routes. But today, regions also grow because of the availability of highly educated and productive people. These individuals are in demand and can choose where they work, for whom they work, and many times, when they work. To attract and retain people of talent and skill, Northern Kentucky must evolve and be recognized as a creative community with a full range of amenities.

A vibrant community of art and culture is a key competitive advantage. When talented people can increasingly choose where they live, the unique value attributes of a region will naturally drive their decision. A strong sense of place rooted in landscape and architecture, access to high quality outdoor recreational activities, and the presence of a diverse social scene are powerful attractors to the creative class ... not to mention significant factors for retaining home-grown talent.

Northern Kentucky has the distinct advantage of being located close to the long-standing and nationally recognized arts, cultural and sports organizations found in Cincinnati. In addition, we've recently built entertainment venues in Northern Kentucky - complimenting more traditional cultural activities while providing new amenities that appeal to the younger population.

## Goal

*Northern Kentucky is recognized internationally, nationally and regionally for its livability for all residents.*

Just as our built environment is a key ingredient for competitive advantage, our natural environment is as well. Today, Northern Kentucky offers more than 7,000 acres of parks and green spaces. And the creative proposal to turn our six southern counties into an outdoor recreational center for our metropolitan region reinforces Northern Kentucky's competitive advantage. This will allow us to capitalize on our stunning landscape and environment, preserve unique natural resources, and foster further economic development.

Strategies

Seven strategies for achieving a livable community:

- Establish an integrated system of regional parks, green space and tourist destinations - promoting new venue development throughout our riverfront, and the urban and rural parts of our nine-county region.
- Promote the development of an international community that attracts, retains and celebrates people from diverse backgrounds, races, cultures, genders, ages, incomes and family structures.
- Promote the development of a vibrant arts, cultural and entertainment community - including a Northern Kentucky regional school of creative, visual and performing arts.
- Conduct ongoing health and social assessments and implement a comprehensive regional approach to meet and fund those needs.
- Replace Brent Spence Bridge with an internationally acclaimed design.
- Enhance our quality of life by addressing our infrastructure and environmental needs for water, sewer, air quality and transportation with a balanced approach to our region's growth.
- Expand our non-rail transit system and its use throughout our region to meet the needs of all residents - especially our workers, the elderly and the disabled.



NKY Convention & Visitors Bureau

Homeownership

Boone  
Campbell  
Kenton } Homeownership equal or exceeds the nation's rate of 66%

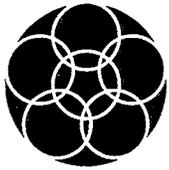
NKY } Renter housing costs are lower than the national average

Source: 2000 U.S. Census, American Fact Finder

NKY Median Household Income  
Increased 40% from 1990 - 2000

Boone (the highest)	\$57,609
Kentucky	\$36,663
U.S.	\$43,318

40% Increased Source: 2000 U.S. Census  
Boone, Kentucky & U.S. Source: U.S. Census, 2003 estimate



# Urban *Renaissance*

Leveraging our assets to increase economic and social value within our regional and global marketplace, our urban core is enhanced through collaborative relationships with our suburbs. As the heart of Northern Kentucky, our urban core is a place where civic pride is celebrated and economic diversity is embraced – the “location of choice” for businesses, residents and entertainment venues.

## Goal

*Northern Kentucky  
will restore our urban  
core to a position  
of prominence.*

## A Call for Action

---

Revitalization of Northern Kentucky’s urban center is important for maintaining the competitive advantage of our region. As we strive to capitalize on our history, architecture and neighborhood experience, our urban communities are among our most significant assets.

Close proximity to Cincinnati’s arts, entertainment and cultural institutions provides a distinct advantage as a residential community, and access to the river only enhances this. The social and aesthetic expectations of our 25 to 34 year-old knowledge workers, combined with the lifestyle changes of our baby boomers, have created a new demand for safe, walkable communities close to art and cultural institutions, restaurants and other urban amenities.

However, this increasing demand for urban lifestyles must also be balanced with recognition and respect for existing residents. This requires balanced development allowing current residents to participate in and benefit from the redevelopment of their neighborhoods. For example, our urban centers can stimulate a renaissance by building more mixed-rate housing that complements the existing character of our neighborhoods – including rental and owner-occupied, new and renovated, single-family and multi-family. A number of residential development projects are beginning to address this goal of increased market-rate and affordable housing.

Lastly, this increased choice in housing must be complemented by enhancing the walkability and connectivity among our river communities, implementing zoning and building codes that respect our historic fabric while facilitating development, and offering diverse options that appeal to different income and lifestyle markets. At the same time, eliminating vacant buildings, improving lax building code compliance, and investing in infrastructure improvements are needed to support these investment activities.



## Strategies

### Seven strategies for achieving urban renaissance:

- Increase the availability of new and rehab market rate housing by 3,000 units in 10 years.
- Create a catalytic development corporation to stimulate redevelopment of the urban areas.
- Increase home ownership rate and quality affordable housing options.
- Expand arts, retail, dining and entertainment opportunities for people of diverse races, cultures, ages, abilities, incomes and family structures.
- Provide greater access to and use of the Ohio and Licking rivers - accomplished through a network of parks and green space with walkways and bikeways that connect the river cities.
- Reduce crime and improve safety through collaboration among law enforcement agencies in the tri-state area.
- Ensure each neighborhood has a strong, active association that increases civic engagement.



### Homeownership Rates in the Urban Core

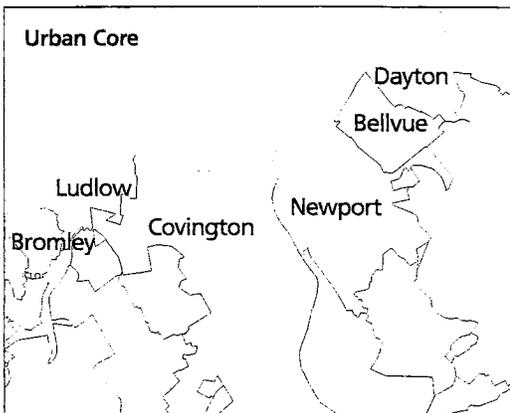
Newport	44.2%
Covington	50%

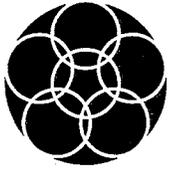
Source: 2000 U.S. Census Bureau, American Fact Finder

### Poverty Rates

Boone, Campbell & Kenton	7% Average
Newport	22.3%
Covington	18.4%
Dayton	16.3%

Source: 2000 U.S. Census Bureau, American Fact Finder





# Effective Governance

## Goal

*Northern Kentucky becomes a model for “networked governance” by retaining and enhancing the benefits of small government - including a sense of community, responsiveness and local voice - while identifying ways to deliver services more efficiently and effectively.*

Local governments in Northern Kentucky work together to improve the effectiveness of government services, maximize efficiency in utilizing resources, and improve the quality of life and economic well-being of our region.

## A Call for Action

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Northern Kentucky is challenged to maximize the use of our public dollars for public services, while at the same time preserving and enhancing the unique identity and intimacy of our communities. More than ever, we must streamline the efficiency of our government services. Along with that, we must create mechanisms that allow us to evaluate costs and preferred service delivery methods. A few possible ways to conserve public resources while improving services include joint planning for shared improvements and cohesive regional development, establishing a “one-stop shop” for business licensing and taxation, and reducing public sector administrative costs.

We are also challenged to change our current system of constitutionally prescribed taxes - providing one that gives local government flexibility to respond to new service demands and eliminate competition among different jurisdictions. For example, we could collect and distribute occupational taxes based on a revenue-sharing formula that provides uniform rates across the region. Doing so would ensure a level playing field among local governments, prevent communities from competing with one another, and make it easier for businesses to comply.

In addition, only by speaking with a strong unified voice in Frankfort and Washington will our region overcome some of our most significant barriers to competitiveness. But a strong unified voice requires strong citizen involvement and support.

These steps are crucial for ensuring Northern Kentucky’s ability to compete in a global arena. Economic competitiveness, educational excellence and livable communities know no jurisdictional boundaries. At a minimum, how we spend our public dollars must promote quality development. If we are to continue to enjoy a strong economy that creates opportunity and sustains a high quality of life for all of our residents, global forces demand that we must effectively govern our region.



Strategies

Six strategies for achieving effective governance:

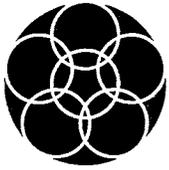
- Establish the Northern Kentucky Effective Governance Commission - maximizing the effective delivery of government services through research and analysis.
- Develop a fair, equitable and flexible revenue system for local governments - removing competition for limited resources.
- Establish planning in all Northern Kentucky counties, united by a regional council of planning and zoning professionals.
- Transform the application, licensure and tax collection system to foster Northern Kentucky business retention, attraction and development.
- Eliminate outdated constitutional offices and convert certain partisan elections to non-partisan.
- Enhance communication between local governments and citizens, and establish one unified voice in Frankfort and Washington.



Property & Income Tax as % of Total

	Property Tax as % of Total	Income Tax as % of Total
NKY (all 9 counties)	42.84%	45.06%
Kentucky	48.25%	36.13%

Source: U.S. Dept of Commerce, Bureau of the Census, 2004. Federal state and local governments: State and local Government Finances, 2002 Census of Governments



# Regional *Stewardship*

Our region has benefited from a generation of leaders who built our community on behalf of not just themselves but the entire region. As we move to implement *Vision 2015*, we must cultivate the next generation of regional stewards who are civic entrepreneurs, integrators, boundary spanners and coalition builders ... leaders at every level and across every sector who care deeply about overall regional progress and are committed to turning *Vision 2015* into reality.

## Goal

*Northern Kentucky  
will cultivate regional  
stewardship as a defining  
quality of our region.*

## A Call for Action

Today, individual regions have emerged as the drivers of local, national and global economies. In a quest to remain competitive, regions that thrive will be united and capable of adapting to changing economic and social forces. *Vision 2015* emphasizes the need for a new breed of leader – or what we call "regional steward."

Regional stewards are leaders who are committed to the long-term well-being of places ... integrators who cross boundaries of jurisdiction, sector and discipline to address complex regional issues. They see the connection between economic, environmental and social concerns and they know how to "connect the dots" to create opportunities for their regions. Regional stewards are leaders who combine 360 degree vision with the ability to mobilize diverse coalitions for action.

*The Alliance for Regional Stewardship - Regional Stewardship: A Commitment to Place.  
Monograph Series One, October 2000.*

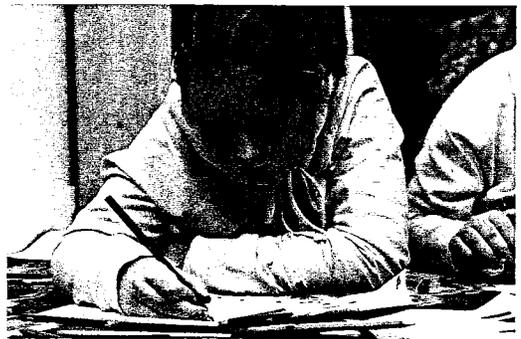
The *Vision 2015* process brought together citizens, elected officials, business people and civic leaders to ask difficult and important questions – exploring what it will take to ensure that Northern Kentucky is able to compete in a knowledge-based global economy and advance the standard of living for all. In the end, our success will depend on our ability to cultivate and mentor regional stewards who will shoulder the responsibility of advancing regional economic and social progress. Now, more than ever, we need to foster the next generation of leaders who are visionaries, risk takers and innovators – those who can mobilize collective action on behalf of regional progress. If we are successful, we can be assured of a bright future for our region.



## Strategies

### Four strategies for cultivating regional stewardship:

- Increase the number of women, minorities and young people in key leadership positions.
- Expand leadership development opportunities throughout the region.
- Build and sustain a culture of civic volunteerism and philanthropy.
- Create a regional stewardship council to lead the implementation of *Vision 2015*.





Next Steps:

# Implementing Vision 2015

The process of developing *Vision 2015* engaged people from throughout our region, at every level and across every sector. Meetings were conducted after work and on weekends, in large group settings and small, in schools, church basements and neighborhood centers with bus service provided. In addition, surveys were published in the newspaper and online and circulated at various local work sites to accommodate all who wanted to add to the visioning process.

Approximately 2,000 people participated. And our action teams considered every idea and concern presented – adopting many of them and only passing on those that, after careful deliberation, could not be supported by hard evidence.

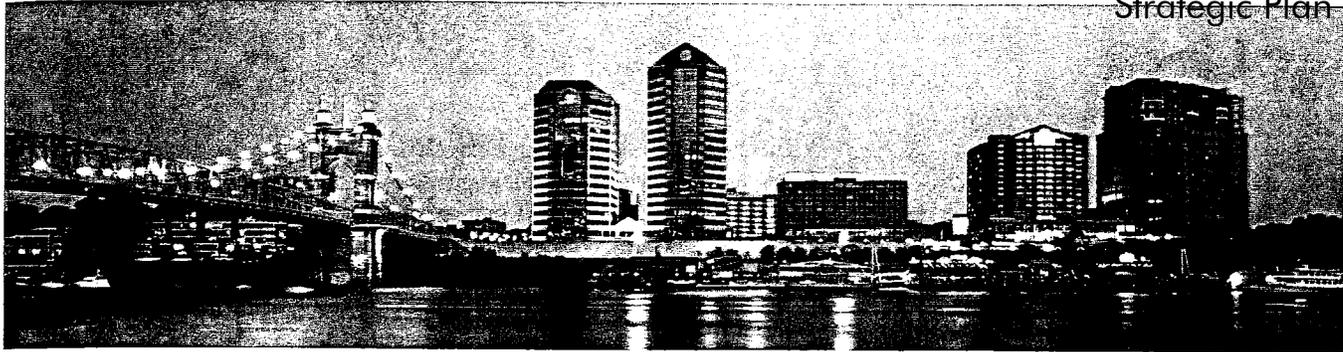
The result is a vision that reflects the true values and aspirations of our entire region ... one that carries the weight and credibility that only broad public ownership can provide. Now we turn to implementation of *Vision 2015*, which involves an array of ambitious goals, along with strategies and measures of progress.

Drawing on the experience of several other regions throughout the nation, we recommend the formation of a Regional Stewardship Council comprised of 20 to 30 people who will be charged with overall implementation. Council members should have a deep commitment to the work, an understanding of what it will take to accomplish our goals, the capacity to think in systems terms, an openness to new ways of thinking, and the ability to mobilize support. The Council, supported by a small professional staff, will be responsible for:

- Serving as the voice of *Vision 2015* – answering to the various constituents and stakeholders who hold the key to successful implementation.
- Developing an economic plan and overall strategy for advancing the *Vision 2015* goals.
- Overseeing a united effort to raise funds in support of *Vision 2015* goals.
- Promoting understanding with organizations agreeing to implement *Vision 2015* goals and strategies – and working with those organizations to measure progress and assist in implementation.
- Monitoring goals and taking action when progress is below expectations, as well as publishing annual indicator reports that measure how well the region is moving toward major goal objectives.

The implementation of *Vision 2015* will transform our region – the benefits of which will be widely felt. A special call will be made to emerging young leaders to step forward and assume the tasks of leading this effort, just as they have done in the initial visioning process, and they will be joined and supported by those who are currently in major leadership roles.

*Vision 2015* benefited from an inter-generational approach to leadership that was powerful beyond all expectations, and this approach will also drive our implementation process. Now let's embark on the journey of transforming our regional vision into reality. The stakes are high and we have no time to lose!



### Funders

Alliance for Regional Stewardship, Citigroup, Delta Air Lines, The Drawbridge Inn & Convention Center, Ralph and Irmaleen Drees Northern Kentucky Fund, Fidelity Investments, Leo & Susan Flischel, Gannet Foundation/The Cincinnati Enquirer & The Kentucky Enquirer, Great American Financial Resources, Inc., Greater Cincinnati Foundation & The Northern Kentucky Fund of the Greater Cincinnati Foundation, Ralph & Carol Ann Haile Fund, Northern Kentucky Chamber of Commerce, Northern Kentucky Convention Center, Northern Kentucky University, Sandy Cohen Printers, Sanitation District No. 1, Scripps Howard Foundation/The Cincinnati Post & The Kentucky Post, Murray & Agnes Seasongood Good Government Foundation, Thomas More College, Toyota Motor Manufacturing North America, Inc., Tri-County Economic Development Foundation (Tri-EF), John & Francie Williams

### Leadership Team Members

Carole Beere, Henry Bertram, Brad Bielski, Chris Bolling, Herb Booth, Kim Brooks Tandy, Margaret Buchanan, Martin Butler, William Butler, John Cain, Butch Callery, Kevin Canafax, Wayne Carlisle, Helen Carroll, Judy Clabes, Kara Clark, Fr. Bill Cleves, Christopher Cole, Drew Collins, Susan Cook, Robert Cooper, Bennie Doggett, John Domaschko, Frank Downing, Ralph Drees, Ruth Eger, Robert Elliston, Johnna Fasold, Lee Flischel, Sue Flischel, Clyde Gray, Trey Grayson, Traci Griffin, Roger Griggs, Joe Gross, Tom Guidugli, Julie Hackworth, Mike Hammons, Paul Hemmer Jr., Bert Huff, Jim Huff, Ed Hughes, Rick Hulefeld, Jason Jackman, Nathaniel Jones, Dan Lacy, Dick Lajoie, Michael Lanin, Darrell Link, Chris Lorentz, Ken Lucas, Kim Luse, Leshia Lyman, Mackey McNeil, Sr. Juana Mendez, Kathy Merchant, Gary Moore, Doug Moorman, Patty Nagelkirk, William O'Banion, Col Owens, Wally Pagan, Charlie Pangburn III, Steve Pendery, Mike Philipps, Tim Rawe, Wm. T. Robinson III, Charles Schepher, Bill Scheyer, Jeff Schlosser, Lou Settle, Sara Sidebottom, Frank Sommerkamp Jr., Alice Sparks, Sr. Margaret Stallmeyer, Jack Steinman, Katie Stine, Barbara Stonewater, Eric Summe, Eunice Sykes, Dan Tobergte, Gary Toebben, Harold Tomlinson, Joe Van Deman, Gail Wells, Diane Whalen, Rhonda Whitaker, Chuck Whitehead, Josh Wice, Francie Williams, Brenda Wilson, Joe Wind, John Yeager, Bob Zapp, Karen Zerhusen, and George Zubaty

### Vision 2015 Action Teams

#### Effective Governance

##### Co-Chairs: Jason Jackman and Charlie Pangburn III

Herb Booth, Billy Bradford, Jim Callahan, Phil Ciafardini, Robert Cooper, Kevin Costello, Brian Dehner, Jeff Eger, Greg Engleman, Steve Feldman, Joe Geraci, Michael Gibbons, Bill Goetz, Dennis Gordon, Trey Grayson, Kathy Groob, Joe Herringhaus, Patrick Hughes, Candace Klein, Adam Koenig, Ron Lovan, Sylvia Lovely, Ken Lucas, Bill Martin, Maureen Maxfield, Chris Mehling, Dave Meier, Jerry Newfarmer, Jim Parsons, Roger Peterman, Mike Philipps, Roxanne Qualls, Ken Rechten, Ted Robinson, Roger Rolfe, Bill Scheyer, Shad Sletto, Jim Sparrow, Steve

Stevens, Jerry Stricker, Eric Summe, Gabe Summe, Jon Watkins, Gene Weaver, Diane Whalen, Josh Wice, Sarah Wice, John Williams Jr., Jim Willman, Lisa Wilson, and Joe Wind

#### Competitive Economy

##### Co-Chairs: John Domaschko and Johnna Fasold

Casey Barach, Jeff Bender, Chris Bolling, Clint Brown, Tom Caradonio, Chris Carle, Robert Cooper, Gina Douthat, Frank Downing, Robert Elliston, Alandes Eure, Bob Farrell, Dan Fay, Roger Griggs, Joe Gross, Richard Hempel, Michael Lanin, Doug Moorman, Jack Moreland, Ljubomir Nacev, Tim Rawe, Wm. T. Robinson III, Bob Sathe, Barbara Schempf, Darin Schmidt, Paul Smith, Rob Snyder, Samantha Steelman, Angie Taylor, Dan Tobergte, Gary Toebben, Rhonda Whitaker, Brenda Wilson, Wanda Winkler, Ryan Wyrick, John Yeager, and Bob Zapp

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#### Livable Communities

##### Co-Chairs: Drew Collins and Ed Hughes

Joe Andino, Karen Bishop, Kelly Blake, Donna Bloemer, Larry Boschert, Judy Clabes, Kara Clark, Eian Clinkscale, Jim Collins, Barry Dalton, Cindy Dobias, David Drees, Dan Dressman, Jeff Eger, Ruth Eger, Daryl Evans, Joan Ferrante, Sue Flischel, Tom Fromme, Ella Frye, Crystal Gibson, Clyde Gray, Angela Griffin-Jones, Barbara Gunn, Richard Harrison, Chuck Hendrix, Ken Jones, Bob Long, Tom Lottman, Leshia Lyman, Joy Moore, Ed Muntel, Bill Muske, Patty Nagelkirk, Greg Nichols, Mike Parker, Joe Piller, Tom Prewitt, Ken Ramey, Paul Sartori, Julie Sparks, David Thiel, Melissa Williams, Francie Williams, Jeff Wolnitzek and Karen Zerhusen.

#### Urban Renaissance

##### Co-Chairs: Julie Hackworth and Chuck Schepher

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## REGIONAL STEWARDSHIP AT NORTHERN KENTUCKY UNIVERSITY

### A DECADE OF ENGAGING WITH OUR REGION

#### **The VVV Process and Resulting Products**

Engaging our region in setting university priorities has been an NKU tradition for nearly a decade. It began in the fall of 1997 with President James C. Votruba's *Vision, Voices and Values* (VVV) process, during which he and a team of NKU faculty, administrators, and staff met with more than 30 groups comprised of more than 500 campus and community leaders in order to seek their views on the future directions of NKU. About half of the groups were internal to NKU; the other half were external and included business, education, government, and community leaders in the Northern Kentucky region. What was learned in those meetings shaped the university's vision and core values. It also resulted in a set of strategic priorities that guided the university for 5 years.

NKU's vision, developed from the messages heard in the VVV process, acknowledges the university's integral role in the community. The vision states:

*Northern Kentucky University will become a preeminent, learner-centered, metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region and that of the Commonwealth.*

Similarly one of the university's eight core values, emerging from the VVV process, highlights the university's commitment to regional stewardship. The value, *Public Engagement*, states:

*We are committed to treating the metropolitan region as an extension of our campus. We will build partnerships throughout the region that both serve the learning needs of the public and enhance the learning opportunities available to our faculty, staff, and students.*

Two other core values also refer to the university's strong commitment to the region. The value *Multiculturalism* states:

*We are committed to advancing multicultural understanding within both the University and the community as an educational and civic priority.*

*Collegiality and Collaboration* states:

*We are committed to building a University community characterized by open communication and shared responsibility for decisions. We will build a culture of collegiality and collaboration within and between the University and the public we serve.*

In the fall of 2002, the university embarked on a second VVV process, this time involving more than 550 people from throughout the campus and the metropolitan region. The conversations focused on assessing the university's progress in the eyes of its various constituencies and

## ATTACHMENT A Infrastructure Plan

developing the strategic priorities for the next 5 years. From those conversations, the university learned that:

*Community groups strongly supported the University's current commitment to public engagement and urged us to do more of it, including: enhancing our involvement with P-12 education, increasing collaborations concerning economic development, providing more support for local governments and nonprofit organizations, and providing a neutral platform for addressing the critical challenges that confront our region.*

The two strategic agendas that grew out of the two VVV processes commit NKU to being a good regional steward. The current agenda includes a priority to *Strengthen Public Engagement* and commits specifically to work with four sectors:

*P-12 education, regional economic development, local governments and local communities, and the local nonprofit community.*

It also commits NKU to:

*sponsor programs and encourage public dialogue to address the critical and sometimes controversial issues facing our community, our nation, and our world; expand access to the visual and performing arts, particularly in those communities that have limited access to the arts; and strengthen our communication with our various publics through an improved Web presence.*

[See Appendix A for a copy of *Strengthening Our Capacity to Serve*, the university's 2003-2008 strategic agenda. It includes the university's vision, core values, and current strategic priorities.]

### **Making Place Matter**

Based on a competitive proposal submitted to the American Association of State Colleges and Universities (AASCU), NKU was selected as one of four universities to participate in ***Making Place Matter*** (MPM) a collaborative project of AASCU, the Alliance for Regional Stewardship (ARS), and the National Center for Higher Education Management Systems (NCHEMS). MPM was partially funded by the W. K. Kellogg Foundation.

MPM was a 2-year project based on the belief that state colleges and universities should be regional stewards and provide leadership that contributes to the long-term well-being of their regions. Its purpose was to develop and test tools and models that universities could use to work collaboratively with their regional and statewide partners to evaluate and improve their stewardship efforts. The four national demonstration sites were chosen to conduct 18-month pilot tests using a stewardship audit and a series of guided discussions with their community and regional stakeholders. In these discussions, they were to identify their regions' stewardship opportunities and barriers and then develop plans to overcome the barriers and realize the opportunities. NKU's selection for the project recognized the university's past accomplishments and commitment to regional stewardship.

## ATTACHMENT A Infrastructure Plan

NKU's MPM process began in August 2004 with a half-day gathering of almost three dozen internal and external stakeholders meeting with consultants from AASCU, ARS, and NCHEMS. [See Appendix B for a listing of members of the stakeholders group.] A subsequent series of stakeholder meetings and other meetings of smaller Action Teams led to the identification of four priorities, or stewardship opportunities: education/human capital development, innovation/economic development, diversity/inclusion, and regional leadership/governance.

With approval from AASCU, ARS, and NCHEMS, NKU modified its MPM process to accommodate *Vision 2015*, a regional visioning process that significantly overlapped with the goals of MPM. Although MPM was already well on its way when Vision 2015 emerged, the university, with input from several people on the stakeholders' group, decided it was in everyone's best interests – the community's, the university's, and the members of the MPM stakeholder group – to combine the two projects and suspend meetings of the full MPM stakeholders' group. Thus all of the externally-focused portions of the MPM process, including the work of the Action Teams, were folded into Vision 2015's Action Teams where they continued to address the region's desired outcomes, measurable objectives, and appropriate action steps to achieve them.

### **Vision 2015**

In 2005, a group of regional leaders agreed that much had changed since 1995 when Northern Kentucky's leaders created a 25-year vision for the region, and they concluded that the region needed an updated roadmap. They asked President James C. Votruba and A. J. Schaeffer, an attorney and member of Legacy – the region's organization for young professionals – to co-chair the new regional visioning process. About two dozen NKU faculty and staff participated in the process, along with hundreds of business, education, and government leaders and hundreds of "ordinary" citizens from high school age through senior citizens.

NKU provided at least one content expert – a faculty member or administrator – to serve as a resource and data analyst/interpreter for each of Vision 2015's five Action Teams. Because of the university's extensive participation, NKU had one or more representatives present at every meeting of the Steering Committee, the Leadership Team, and each of the five Action Teams. This endeavor, with President Votruba as co-chair, was clearly a collaborative effort between the university and the community.

Vision 2015 resulted in a final report containing six strategic directions, each encompassing a series of specific goals, many of which relate to activities and actions that can best be undertaken by NKU in collaboration with community partners. The Vision 2015 report will guide the university's role as a regional steward over the next decade. [See Appendix C for a copy of the Vision 2015 Summary Report.]

## EVIDENCE OF EXISTING ALIGNMENT FOR REGIONAL STEWARDSHIP

There are so many ways in which NKU is aligned to support regional stewardship that it is not practical to describe them all here. A few of the more striking examples will be provided.

### SHAPE

When the regional focus of *Making Place Matter* shifted to Vision 2015, NKU's internal stakeholders were asked to change their focus, to assess how well the university was internally aligned for its regional stewardship role and to pinpoint areas that could be improved. This led to a new committee of nine faculty and five administrators who began meeting at the start of the fall semester, 2005. Called SHAPE (Strategically Helping Align for Public Engagement), the committee was chaired by the Associate Provost for Outreach and met almost weekly throughout the 05-06 academic year.

SHAPE organized its analysis around an Institutional Alignment Grid. [See Appendix D for a copy of the grid.] One axis lists 14 elements of alignment that influence how much and what types of engagement actually occur. The elements range from mission statements to individual incentives to public policies. The other axis lists administrative levels, from individual faculty and staff members, to departments, colleges, and ultimately the university level. Within each cell, the policies, procedures, and/or special initiatives that ought to be in place at that administrative level, regarding that particular element were entered, and then an informal assessment determined whether NKU was or was not satisfactorily aligned in each cell of the grid. Where alignment was deficient, strategies were developed by SHAPE to enhance the alignment. As the last step in the analysis, a time line was created for implementing the strategies. These materials – the alignment grid and the time line – were shared with the Deans, Provost, and President and are serving as a roadmap for the work of the Associate Provost for Outreach. With guidance from SHAPE, the Associate Provost is working to implement the strategies in the plan. [See Appendix E for a slightly abridged and simplified version of the completed grid.]

On January 18, 2006, SHAPE sponsored an event for all faculty and senior administrators. Titled *Aligning for Public Engagement: Laying the Foundation*, it attracted a large number of faculty and director-level staff who were given a new university publication with white papers from the President and Provost, definitions of relevant outreach and public engagement terms, and profiles of selected faculty involved in outreach and public engagement. The event featured an outside speaker – Bill Plater, Executive Vice Chancellor and Dean of the Faculties at Indiana University Purdue University Indianapolis – who was followed by a Q&A session and a reception for the attendees to continue their discussions. [See Appendix F for a copy of the publication that was distributed.]

On August 25, SHAPE is sponsoring an event that involves poster presentations of selected public engagement activities. Faculty and administrators will be encouraged to “mix and mingle” as they engage in informal conversation about outreach and public engagement.

### **Mission, Vision, and Goals**

As stated earlier, regional stewardship features prominently in the university's vision statement, as well as in its core values and strategic priorities. It must also feature prominently in the mission, vision, and goals of each college and each department. The Provost has been working with the Deans to ensure this is the case, and she expects each college and each academic department to reflect public engagement in their mission, vision, and goals by the end of fall semester, 2006.

### **Reappointment, Promotion and Tenure**

National and regional discussions about regional stewardship inevitably lead to conversations about incentives, and that inevitably results in discussions of reappointment, promotion, and tenure (RPT) guidelines. In the national discussions, administrators generally bemoan the difficulty they have in convincing faculty governing bodies to give public engagement a strong and visible place in their university's RPT policies. NKU, on the other hand, is able to report that its Faculty Senate developed and approved a new set of RPT guidelines that provides a much stronger and overt role for public engagement. The Senate's policies were approved by the administration and the university's Board of Regents in the spring of 2006.

### **Budget**

An institution's budget is a clear reflection of its priorities. At NKU, the budget process requires that internal requests for additional money address if/how the request relates to the university's regional stewardship mission. Over the last 5 years, this process has resulted in increasing amounts of money allocated to regional stewardship.

The university now invests nearly \$7 million annually in those units whose mission is outreach and public engagement. [See Appendix G for a list of those units and their staffing levels.] However, this is only a portion of the university's total investment in regional stewardship because the work pervades the campus. Much of it is undertaken by faculty who elect to do this work as a regular part of their faculty assignment or as a special reassignment, and much of it is supported by operating budgets of units whose mission is far, far broader than regional stewardship.

### **Recruiting**

In order to ensure that NKU hires faculty who will eagerly engage in outreach and public engagement, the university has a policy that all advertising for faculty positions must contain a statement that reflects the university's commitment to regional stewardship. The ad must state:

*[NKU] is a nationally recognized metropolitan university committed to active engagement with the Northern Kentucky/Greater Cincinnati region of nearly two million people. Our institution is built on core values that emphasize multidimensional excellence, learner-centered education, access across the lifespan, civic engagement, diversity and multiculturalism, innovation, collegiality, and collaboration across disciplines and professional fields. NKU is*

## ATTACHMENT A Infrastructure Plan

*committed to recruiting and retaining faculty members who have both the interest and ability to work across the full breadth of the University's teaching, research, and public engagement mission.*

In the coming months, the university will be discussing the inclusion of similar wording in advertisements for administrative positions.

### **University Publications**

The publications of a university that is strategically aligned to support public engagement should reflect its commitment to regional stewardship, and that is, in fact, the case at NKU. For 4 years, the university has been publishing an annual magazine titled *Engaging With Our Region*, which is distributed to the region's community, business, education and nonprofit leaders, and to university donors. It is also sent to members of the Kentucky General Assembly. [See Appendix H for a copy of the magazine.]

NKU also publishes an Annual Report of Outreach and Public Engagement that reviews the year's public engagement accomplishments; provides annual reports from the university's centers and institutes that have strong public engagement missions; and shares the results from the university's annual survey of faculty and staff involvement in outreach and public engagement. The survey itself, which has been conducted for 4 years is another way in which NKU is aligned to support regional stewardship. [See Appendix I for a copy of the Annual Report.]

Three times a year, NKU issues *Community Connections*, a catalog of all NKU-sponsored activities that are open to the public. This publication, in its third year, is distributed to 35,000 people and encourages them to take advantage of the many opportunities that NKU provides for the community. [See Appendix J for a copy of Community Connections.] There is also an online version of *Community Connections* that is updated daily and an e-mail version that lists events and activities for P-12 students and teachers. The e-mail version is sent to teachers in the university's service area.

*NKU at a Glance*, a shirt-pocket sized publication that reports the statistical highlights of the university (e.g., enrollment, degrees conferred, size of physical plant, number of faculty, etc.), now includes a section that presents summary data from NKU's annual survey of outreach and public engagement.

### **Awards and Recognitions**

At the request of the Provost, a faculty committee held meetings over a series of months in order to develop an annual awards program to recognize outstanding faculty achievements in teaching, research, and public engagement. Their plan recommends two awards in each of the three categories: one award will recognize a faculty member for his/her outstanding single accomplishment completed in the prior year; the other will recognize *lifetime* achievement in the field. The university will be implementing the awards program during the coming academic

year. There will be a celebration where award recipients will be recognized, and each recipient will be presented with a cash award.

### **Advisory Councils**

Successful regional stewardship is dependent upon honest and frequent inputs from regional leaders. NKU has a long history of relying on Advisory Councils for its academic programs and for its centers and institutes. Currently, the university has 43 Advisory Councils. [See Appendix K for a list of university programs with Advisory Councils.] In addition, last spring the Provost asked the Deans to carefully review which of their college's programs do and do not have Advisory Councils and to either justify why some programs do not need an Advisory Council or add an Advisory Council where it is needed but non-existent.

The alignment examples presented here document NKU's strong commitment to aligning for regional stewardship. And while many more examples could be presented, the ones just described are among the more significant ones that make NKU a national leader in regional stewardship.

## **EXISTING INFRASTRUCTURE**

NKU operates many units whose mission focuses directly on regional stewardship. A listing of positions within these units provides clear evidence of the university's existing infrastructure support. [See Appendix G for a statement of the mission and staffing of the units dedicated to outreach and public engagement.]

In addition to the specialized units listed in Appendix G, every academic department – though not every individual within a department – is expected to be involved in outreach and public engagement. It is part of their mission, and faculty frequently have reassigned time for this work. NKU's annual survey of outreach and public engagement for 2005 (completed in spring 2006) showed that faculty and director-level staff served on 450 boards, committees, and commissions related to their disciplines or their role at the university, and participated in 646 initiatives with the community (excluding service learning, student internships, and similar student-focused programs). The infrastructure supporting this work is provided by the academic departments and colleges, by offices within student affairs and academic affairs, and by the university's various centers and institutes.

Two on-going programs that provide infrastructure support deserve special mention. One is the University Community Partnership grant program. Each fall the university issues an RFP soliciting partnership projects involving NKU faculty with community organizations or agencies to address a community issue or challenge. A panel of faculty, administrators, and community members evaluate the proposals that are submitted and make recommendations for funding. Budgets for individual projects range from \$25,000 to \$75,000 and the overall budget each year is \$200,000. Examples of projects funded under this program include:

## ATTACHMENT A Infrastructure Plan

- *Building Educational Success for Foster Care Youth*, a partnership with the Children's Law Center, The Point One-by-One Advocacy, and the Cabinet for Health and Family Services;
- *Library Link: Bettering Life In, Life Out*, a partnership with the Kenton County Detention Center;
- *Expanded Women's Health Care Initiative*, a partnership with Transitions, Inc., Welcome House, and the Women's Crisis Center; and
- *Updating Community Education Programs about Mental Disorders*, a partnership with the Mental Health Association of Northern Kentucky.

Another program provides a fund of \$25,000 to support taking the arts to the six rural counties in NKU's service region. For example, during spring semester of 2006, full-day programs were held in two counties and served 430 students. In addition, there were nine performances serving nearly 3,000 students and community members.

### INFRASTRUCTURE DEVELOPMENT PROCESS: STATUS REPORT

Guidelines issued by CPE provide a roadmap for the tasks that are to be accomplished in the first phase of the regional stewardship initiative: infrastructure development. Because NKU has been strongly committed to regional stewardship for many years and because the region just completed its own visioning process, the university and community are involved in on-going work related to, or have already completed, each element of the roadmap. Table 1 provides a status report.

**Table 1. Status Report on Infrastructure Development**

Roadmap Elements	Comment	Status
Develop a plan for aligning institutional priorities, resources, and infrastructure to support stewardship initiative.	This element is precisely what SHAPE (see above) focused on: aligning the university for public engagement.	Completed
Modify organizational structure, institutional practices, and reward systems to support stewardship activities by faculty and staff.	The reward system expressed through the reappointment, promotion and tenure (RPT) process was aligned last spring. The work of SHAPE has identified other areas where alignment needs to be strengthened, and the university is implementing the roadmap established by SHAPE.	On-going
Identify key indicators of regional economic vitality, quality of life, and civic participation and configure information systems to collect and track these data.	This work was begun through <i>Making Place Matter</i> and was continued and completed through Vision 2015.	Completed

ATTACHMENT A  
Infrastructure Plan

Roadmap Elements	Comment	Status
Engage in environmental scanning activities, convene advisory committee meetings, and host public forums to identify regional or state needs, opportunities, and stewardship priorities.	All of these elements were incorporated in the year-long Vision 2015 process.	Completed
Produce a planning document that highlights regional needs, opportunities, and priorities and recommends strategies for addressing needs or taking advantage of opportunities.	The final report issued for Vision 2015 produced the document that will guide the university's regional stewardship over the next 10 years.	Completed
Increase awareness among advisory committee members, the campus community, and regional stakeholders of university resources and how those resources can be directed to address identified needs or take advantage of identified opportunities.	Awareness was increased through both the <i>Making Place Matter</i> and Vision 2015 processes. However, this is an on-going process that will continue indefinitely, rather than a single activity with a clear start and end date.	On-going
Establish partnerships with local and regional governments, P-12 schools, community and civic organizations, businesses, hospitals, foundations, and philanthropic organizations to garner financial or in-kind support for stewardship activities and increase program impact.	Given NKU's extensive involvement with the community, there are clearly a large number of partnerships that can garner support for the university's regional stewardship work. Existing partnerships are already doing so. For example, the partnering agency on a university-community partnership grant is required to contribute either cash or in-kind support for the project. As other examples, the university has agreements for support from Fifth Third Bank and the Greater Cincinnati Foundation and is discussing an important partnership with United Way. The university has also partnered with private foundations, such as the Rosenthal Foundation and the Mayerson Foundation, in support of outreach and public engagement. Establishing new partnerships and nurturing existing ones will continue indefinitely.	On-going

ATTACHMENT A  
Infrastructure Plan

Roadmap Elements	Comment	Status
<p>Encourage faculty members to generate proposals and engage in stewardship activities that promote regional or statewide economic development livable communities, social inclusion, creative governance, and civic participation.</p>	<p>Colleges and departments are expected to reflect regional stewardship in their missions. Individual faculty are expected to address how they contribute to their unit's mission. Internal communication from all levels of the administration repeatedly reflect the importance of regional stewardship. The fact that the faculty and staff are involved in nearly 650 initiatives that benefit the community and serve on 450 boards, committees, and commissions demonstrates that the message is being clearly heard. It is a message that will be reiterated as we move forward.</p>	<p>On-going</p>
<p>Identify key indicators related to the nature and extent of institution/community interactions and configure information systems to collect and track these data.</p>	<p>For the past 4 years, the university has conducted an annual survey of faculty and staff outreach and public engagement. NKU was among the first in the nation to collect these data, and the university is continually improving the survey questions and methodology. With 4 years of experience, the university is now ready to develop a free-standing multi-purposed data collection procedure.</p>	<p>On-going</p>
<p>Provide professional development for faculty in engagement related areas and find creative ways of integrating public engagement into teaching and research activities at the institutions.</p>	<p>During the past academic year, the university hosted two events with external speakers focused on regional stewardship. Bill Plater, IUPUI, spoke on January 18; Eugene Rice was the featured speaker on February 17. In addition, throughout the year, the university's <i>Professional and Organizational Development</i> unit (formerly called the <i>Faculty Development Center</i>) provided workshops and seminars on engaged teaching, engaged scholarship, and engaged service. Faculty development is an on-going activity.</p>	<p>On-going</p>

# Vision 2015

Transforming Northern Kentucky Through  
Talent, Innovation and Contribution

## Attachment D Advisory Committee Approval



August 16, 2006

President James C. Votruba  
Northern Kentucky University  
Highland Heights, KY 41099

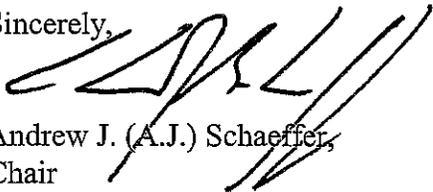
Dear Jim,

This letter is intended to serve as confirmation of the actions taken on Wednesday, August 16 by the Executive Committee of the Regional Stewardship Council, the community group charged to implement Vision 2015. In our role as your Regional Advisory Committee, we reviewed the university's plans for aligning its regional stewardship work with the goals of Vision 2015 and the short-term and long-term plans for using the initial pool of \$200,000. **The Executive Committee voted unanimously to support both the overall plan, which is the same as Vision 2015, and the specifics associated with the first allocation of \$200,000.**

We agree with the plan to hire five new faculty, each of whom will devote about half time to regional stewardship work. We also endorsed the four-point plan to use the money for several other initiatives until the faculty positions are filled.

On behalf of the other members of the group, let me say that we look forward to updates on Northern Kentucky University's regional stewardship work, and I assure you we will do our best to provide sound advice.

Sincerely,

  
Andrew J. (A.J.) Schaeffer,  
Chair

### Regional Stewardship Council

#### Chair

Andrew (A.J.) Schaeffer

Arn Bortz  
Jerome S. Bowles  
William P. Butler  
Kevin Canafax  
Helen Carroll  
Judith G. Clabes  
Andrew (Drew) C. Collins  
Susan Cook  
Robert G. Cooper  
John S. Domaschko  
Ralph Drees  
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Rev. Richard Fowler  
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Darrell Link  
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Council on Postsecondary Education  
September 17, 2006

## 2007 Meeting Calendar

**ACTION:** The staff recommends that the Council approve the 2007 meeting calendar.

Council study sessions will be scheduled on Sunday afternoons as needed. Policy groups will meet on Mondays from 8-10 a.m. prior to the start of the CPE meeting.

January 28, 2007	CPE study session	Sunday afternoon
January 29, 2007	Policy Groups & CPE meeting	8 am – 12 noon
March 4, 2007	CPE study session	Sunday afternoon
March 5, 2007	Policy Groups & CPE meeting	8 am – 12 noon
May 20, 2007	CPE study session	Sunday afternoon
May 21, 2007	Policy Groups & CPE meeting	8 am – 12 noon
July 15, 2007	CPE study session	Sunday afternoon
July 16, 2007	Policy Groups & CPE meeting	8 am – 12 noon
August 12-13, 2007	CPE Retreat	
September 16, 2007	CPE meeting	Prior to start of trusteeship conference
September 16-17, 2007	Governor's Conference on Postsecondary Education Trusteeship	
November 4, 2007	CPE study session	Sunday afternoon
November 5, 2007	Policy Groups & CPE meeting	8 am – 12 noon

Staff preparation by Phyllis L. Bailey