

**AGENDA**  
**Council on Postsecondary Education**  
**November 6, 2006**  
10 a.m. (ET)  
CPE Meeting Room A, Frankfort, Kentucky

	Page
8:30-10 a.m. – Budget and Finance Policy Group (Mtg Room A) .....	53
8-10 a.m. – Quality and Accountability Policy Group (Mtg Room G) .....	63
8-10 a.m. – Research, Economic Development, and Commercialization Policy Group (Mtg Room E) .....	75

**Roll Call**

<b>Approval of Minutes</b> .....	1, 9
----------------------------------	------

<b>Focus on Reform: Report from the Association of Independent Kentucky Colleges and Universities</b>	11
---	----

**Cross-Cutting Issues**

1. Budget and Finance Policy Group Report	
2. Action: Statewide and Institution 2007-08 Proposed Key Indicator Goals (revised handout) .....	13
3. Kentucky Postsecondary Education Data Portal .....	15

**Question 1 – Are more Kentuckians ready for postsecondary education?**

4. Action: Improving Educator State Grant Program .....	17
5. P-16 Council Update .....	19
6. Commissioner of Education Report (handout)	

**Question 2 – Is Kentucky postsecondary education affordable for its citizens?**

7. Action: Delegation of Authority – 2007-08 Tuition and Fees .....	21
---	----

**Question 3 – Do more Kentuckians have certificates and degrees?**

8. Quality and Accountability Policy Group Report	
9. Action: KYVU Name Change .....	23
10. 2005-06 Completions – Public Institutions .....	25
2005-06 Completions – Independent Institutions (handout)	

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

11. CEO Report .....	33
12. Statewide Diversity Study Status Report .....	37

**Question 5 – Are Kentucky’s people, communities, and economy benefiting?**

13. Research, Economic Development, and Commercialization Policy Group Report	
14. Action: STEM Task Force .....	39
15. Translational Research Conference Update .....	41
16. Action: MuSU Stewart Stadium Artificial Turf Replacement .....	43
17. Statewide Facilities Condition Assessment Status Report .....	45

**The Council Business**

18. Action: FY 2005-06 Agency Audit .....	47
---	----

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

19. Action: Delegation of Authority – Selection of Presidential Search Firm (revised handout) ..... 49  
20. Committee Appointments ..... 51

**Other Business**

**Next Meeting** – January 29, 2007

**Adjournment**

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

The Council on Postsecondary Education met September 17, 2006, at 2 p.m. at the Cincinnati Airport Marriott in Hebron, Kentucky. The meeting was held in conjunction with the 2006 Governor's Conference on Postsecondary Education Trusteeship. Chair Ron Greenberg presided.

**ROLL CALL**

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

Mr. Greenberg welcomed Representative Jeff Hoover, Senator Dan Kelly, Secretary of Education Laura Owens, State Budget Director Brad Cowgill, and Edward Cunningham, the new executive director of the Kentucky Higher Education Assistance Authority. He also welcomed Randy Dunn, the president-elect of Murray State University.

**APPROVAL OF MINUTES**

The minutes of the July 10 Council meeting and the August 14-15 Council retreat were approved as distributed.

**FOCUS ON REFORM:  
NKU CENTER FOR  
INTEGRATED NATURAL  
SCIENCE AND  
MATHEMATICS**

The focus on reform item was Northern Kentucky University's Center for Integrative Natural Science and Mathematics (CINSAM). This initiative was approved and funded as NKU's program of distinction in the 1998-2000 biennium through the Regional University Excellence Trust Fund. NKU President Jim Votruba said that the university designed a building eight years ago around this program, emphasizing study within the discipline as well as other associated disciplines. He said that he is most proud of how the program is serving NKU's undergraduate student population, the research needs of faculty, and also P-12 students, recognizing that postsecondary education must be involved with P-12 education to ensure that the state is producing a sufficient number of scientists and mathematicians.

Phillip H. Schmidt, NKU professor of mathematics and director of CINSAM, and Gail Wells, NKU provost, gave an overview of the 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 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

2020 BACHELOR'S  
DEGREE AND  
UNDERGRADUATE  
ENROLLMENT TARGETS

improve public understanding of science and mathematics.

RECOMMENDATION: The staff recommends that the Council approve the preliminary 2020 bachelor's degree targets to inform long-term planning efforts. The staff also recommends that the Council approve the preliminary 2020 institutional enrollment targets to inform the statewide facilities condition study.

The preliminary bachelor's degree target goals call for a 4.5 percent annual growth rate in bachelor degree production over the next 14 years for Kentucky to reach the national average in educational attainment, as legislated by the Kentucky Postsecondary Education Improvement Act of 1997. The Council staff projects that 33,669 bachelor's degrees will need to be awarded, an 89 percent increase over the 17,811 bachelor's degrees awarded in 2004-05.

Council President Tom Layzell said that the preliminary 2020 targets are a starting point for additional planning efforts, including the development of a new funding model. Initial 2020 bachelor's degree targets were shared with institutional representatives in the fall of 2005. Over the past year, these targets were discussed at numerous meetings with the presidents and institutional representatives and, most recently, were revised after a series of campus meetings with representatives from public and independent institutions. The recommended targets reflect these revisions, including a reduction in the number of targets 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. The Council worked with a national consultant to develop the 2020 projections.

Dr. Layzell said that for Kentucky to reach the national average in educational attainment by 2020, Kentucky must nearly double the number of its workforce with a bachelor's degree. He said that the projections will be modified going forward and will be revised in a couple of years when additional census data is available.

The preliminary 2020 enrollment goals call for a 60 percent increase in undergraduate enrollment. The enrollment goals will inform an ongoing statewide facilities condition study by identifying the infrastructure needed to reach the goals of House Bill 1.

Dr. Layzell said that there needs to be numerous conversations with the institutions about how these numbers affect the operations of the institutions, including student development, recruitment, graduation rates, work with K-12, and incorporation of technology in the delivery of instruction and services.

The production of graduate, doctoral, and associate degrees and other credentials also are core functions of Kentucky's postsecondary education

institutions. No preliminary 2020 estimates for graduate and professional degrees have been calculated at this time. The Council 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 well above the predicted national level of 6.7 percent, so Kentucky is well on its way to matching the projected national attainment level of associate degree holders in 2020. Efforts must be made to convert some of these associate degree holders to baccalaureate students to help meet the 2020 attainment goal for baccalaureate degree holders.

MOTION: Ms. Bertelsman moved that the recommendation be approved. Mr. Hall seconded the motion.

Mr. Greenberg said that the Council has been working on the key policy issues that postsecondary education in Kentucky faces going forward. The funding model will be the outgrowth of defining these key policy issues. He said that whatever the numbers say there will be a shortage. The Council then should go to the elected officials and inform them of what the institutions can deliver by increasing enrollments, reenrolling people in postsecondary education, and enrolling high school graduates who have not considered postsecondary education. The resources needed to bridge that gap should be determined or the 2020 goal may need to be redefined.

VOTE: The motion passed.

#### 2007-08 KEY INDICATOR GOALS

Dr. Layzell said that action on the 2007-08 statewide and institution key indicators will be postponed until the November meeting.

#### COMMISSIONER OF EDUCATION REPORT

A report of the activities of the Kentucky Board of Education was distributed for information.

#### KYVU STRATEGIC PLAN 2006-09

RECOMMENDATION: The Distance Learning Advisory Committee recommends that the Council approve the Kentucky Virtual University strategic plan for 2006-09.

Al Lind, CEO of KYVU, said that there has been a significant change in the landscape since the virtual university was created in 1997. Nationally, 40 percent of college students are self-supported, over 50 percent are part-time, over 33 percent work full-time, and 27 percent have children. Kentucky, in 1997, had about 7,600 distance learning students. The state has had a 244 percent increase and now has over 26,000 online students. He said that 55 percent of all Kentucky graduates take an online course at some time during their college career.

The new strategic plan includes a new vision statement for KYVU – “KYVU aspires to create a technology supported, lifelong learning environment that results in better lives for Kentucky’s people.” The new mission statement says

that “KYVU will serve 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.”

Myk Garn of the Council staff said that the needs, capabilities, and experience of the institutions are vastly different than in 1999 when KYVU first went live. Since then, KYVU has added a number of new partners – Kentucky Adult Education, Education Professional Standards Board, Kentucky Department of Education in its work with the *No Child Left Behind* efforts, and a number of state agencies including the law enforcement training agencies. He said that the strategic planning process began in response to the Southern Association of Colleges and Schools review in May 2005. The planning effort included input from multiple constituencies, including focus groups representing online students, online faculty, distance learning administrators, institutional and agency leaders, the Council staff, and the Council members. The plan, entitled *Supporting Kentucky’s eLearning Ecosystem: Strategic Plan for the Kentucky Virtual University 2006-2009*, will ensure that KYVU plays a vital and significant role in supporting Kentucky’s eLearning ecosystem and in meeting the goals of the Public Agenda for Adult and Postsecondary Education.

Barbara Burch, WKU provost, said that the institutions have worked collaboratively in the planning effort. The Council staff looked at the strengths of the campuses and what each can do to capitalize on the full potential for delivering and making more accessible eLearning opportunities throughout the state.

Mike Moore, MoSU provost, said that the provosts and others on campus have been involved in the planning process and have been very much a part of developing the strategic plan and the vision for KYVU. The institutions recognize that KYVU must play a critical role in order to reach the 2020 educational attainment goals. KYVU now is a broker for a number of services and a number of opportunities that the institutions have not taken advantage of in the past.

MOTION: Ms. Bertelsman moved that the new strategic plan be approved. Ms. Maclin seconded the motion.

Mr. Greenberg said that the KYVU takes out the physical hurdle of access to postsecondary education; however, everyone throughout the state needs to be made aware of the programs available through KYVU. The virtual university is a credit to Kentuckians and improves the quality of education throughout the state. He thanked all of the universities for participating and supporting this initiative.

VOTE: The motion passed.

DLAC EXECUTIVE  
COMMITTEE  
CHANGES

RECOMMENDATION: 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.

DLAC established an executive committee at its March meeting with the primary functions of reviewing and recommending membership and setting meeting agendas. At its August meeting, DLAC recommended that one of the Council members assigned to DLAC be added to the executive committee.

MOTION: Ms. Maclin moved that the recommendation be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

#### STATEWIDE TECHNOLOGY INITIATIVES

Information was included in the agenda book about three statewide technology initiatives: the Kentucky Education Network to connect K-12 schools with colleges and universities across the state; the establishment of a statewide BlackBoard license consortia to give institutions access to any learning resource at any time from any place; and the advancement of Kentucky's participation in Internet2, a national research and development consortium led by over 200 U.S. universities to develop and deploy advanced network applications and technologies.

#### TRANSFER UPDATE

Information was included on the statewide and institutional efforts underway to increase and ease college student transfer.

#### FALL 2006 PRELIMINARY ENROLLMENT

Dr. Layzell said that fall 2006 preliminary enrollment data show that Kentucky's public and independent postsecondary institutions reached another all-time high this year with 239,445 students, an overall increase of 1.7 percent over fall 2005. Since 1998 total postsecondary education enrollment has increased 29.5 percent. Official data will be reported in January.

#### NEW PROGRAM PROPOSAL

RECOMMENDATION: The staff recommends that the Council approve the Master of Arts in Education-Educational Technology (CIP 13.0301) proposed by Morehead State University.

The program will be a completely Web-based program designed as a rank change option for current P-12 teachers and will provide students with the skills needed to be a school technology coordinator or resource teacher.

MOTION: Mr. Hall moved that the recommendation be approved. Mr. Baker seconded the motion.

VOTE: The motion passed.

#### CEO REPORT

A report on the activities of the Committee on Equal Opportunities was provided for information.

#### STATEWIDE FACILITIES CONDITION ASSESSMENT

A status report was provided on the statewide facilities condition assessment. It is anticipated that a draft report will be available in mid-November with a final report in December.

NKU REGIONAL  
STEWARDSHIP  
PROGRAM

RECOMMENDATION: The staff recommends that the Council approve Northern Kentucky University's regional stewardship proposal including an infrastructure plan, a strategic plan, and a priority area proposal.

On July 13, 2006, NKU submitted a request for \$200,000 in Regional Stewardship Program funds to build institutional capacity in three priority areas – two new faculty members will be hired in early childhood education, two in informatics, and one in public health and health education. 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 funds). This distribution will fully use the university's total 2006-07 infrastructure pool allocation. As required by program guidelines, NKU's proposal containing the three documents must be approved by the Council before the requested funds can be released.

President Votruba congratulated the Council, its staff, the Governor, and the General Assembly for showing leadership in the area of regional stewardship, an initiative that puts Kentucky in another major national leadership role.

MOTION: Mr. Hall moved that the recommendation be approved. Ms. Maclin seconded the motion.

VOTE: The motion passed.

2007 MEETING  
CALENDAR

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

Mr. Greenberg pointed out that Sunday study sessions are included on the calendar and will be scheduled as needed throughout the year.

MOTION: Ms. Bertelsman moved that the calendar be approved. Mr. Baker seconded the motion.

VOTE: The motion passed.

KET BOARD

Mr. Greenberg reappointed Richard Freed to the Kentucky Educational Television board. His term will expire June 2010. According to Kentucky Revised Statutes, one of the Council's two representatives shall represent the University of Kentucky. Mr. Greenberg designated Mr. Freed as that representative.

PRESIDENTIAL SEARCH  
COMMITTEE

Mr. Greenberg appointed a Presidential Search Committee to assist with the search of a new Council president. The committee consists of members of the Council's executive committee and the convener of the Advisory Conference of Presidents.

RESOLUTIONS

Mr. Greenberg read resolutions for Ginni Fox, who retired as Secretary of the Education Cabinet September 1, and Gene Wilhoit, who will leave Kentucky November 1 to become executive director of the Council of Chief State School Officers in Washington, D.C.

MOTION: Ms. Bertelsman moved that the two resolutions be adopted. Mr. Hall seconded the motion.

VOTE: The motion passed.

NEXT MEETING

The next meeting is November 6, 2006, at the Council offices in Frankfort.

ADJOURNMENT

The meeting adjourned at 3:35 p.m.

---

Thomas D. Layzell  
President

---

Phyllis L. Bailey  
Senior Associate, Executive Relations

**MINUTES**  
**Council on Postsecondary Education**  
**Executive Committee and Audit Subcommittee**  
**September 28, 2006**

The Executive Committee and the Audit Subcommittee of the Council on Postsecondary Education met by conference call September 28, 2006, at 1 p.m. (ET).

ROLL CALL

The following members participated: Peggy Bertelsman, Dan Flanagan, Ron Greenberg, Jim Skaggs, Joan Taylor, John Turner, and Mark Wattier.

Others participating: Council staff members Tom Layzell, Sandy Woodley, Dennis Taulbee, Sarah Hawker, Reecie Stagnolia, Diann Donaldson, Ed Sergent, Terry Pruitt, and Phyllis Bailey. Allen Norvell with the accounting firm of Moore, Stephens, Potter, LLP, also joined the conference call.

2005-06  
AGENCY AUDIT

The purpose of the meeting was to review the financial audit of the Council's programs for fiscal year 2005-06. The audit was conducted by the accounting firm of Moore, Stephens, Potter, LLP.

Mr. Norvell said that the report indicates no findings of noncompliance.

He stated that during the process the auditors became aware of a few matters that are opportunities for strengthening internal controls and operating efficiency. Mr. Norvell added that it is customary for auditors to offer comments and suggestions, not only with state agencies but also for-profit and nonprofit organizations. The Memorandum of Comments and Suggestions shared with the committee members outlined these areas:

- (1) Cancer Research Institutions Matching Fund – The 2005 General Assembly raised the cigarette tax from three cents to 30 cents per pack and dedicated one cent of the cigarette tax to finance the matching fund, with half designated to the University of Kentucky and half to the University of Louisville. In order to receive the funds, the two institutions must provide dollar-for-dollar matching funds from external sources, i.e., contributions that originate outside the university and its affiliated corporations. The auditors observed that the Council staff had taken a random sample of checks totaling \$85,000 to verify that UK's matching funds met the statutory requirement. (UofL met all of its matching requirement from one source – the Brown Cancer Research Center.) The auditors suggested that in the future the Council staff either use a larger number of documents or set a dollar threshold for verifying supporting documentation. The Council staff agreed with the suggestion and is in the process of amending the MOA between the Council and each of the two institutions that specifies compliance standards for verifying the match requirements have been met.

Mr. Greenberg asked if the suggestion was to increase the sample size in the future. Mr. Norvell answered yes.

(2) Monitoring of Council Programs – In last year’s financial audit, the auditors suggested that the Council staff improve the extent to which it monitors programs funded through the Council. While reviewing the status of the prior year’s audit, the auditors recognized that the Council staff had made significant improvements in the monitoring process, but suggested that additional procedures could be implemented to ensure all programs are monitored properly. Since last year’s audit, two primary actions have been taken to address the concerns raised: (1) The Council staff has developed a committee to perform a comprehensive review of all pass-through programs to determine whether appropriate performance standards are in place, what those standards should be, and what the proper role of the Council is in assessing the performance of legislatively mandated programs. (2) An associate was hired in the Council’s administrative services unit who created a database for listing and tracking contractual agreements with program providers to ensure compliance with the agreement.

Mr. Greenberg asked if the monitoring of the pass-through programs is still inadequate. Mr. Norvell responded that the process is now adequate.

Mr. Norvell thanked the Council for the opportunity to serve as auditor and thanked the Council staff for their assistance during the audit.

The agency audit will be considered by the Council at its November 6 meeting. Mr. Norvell will attend the meeting to answer questions.

ADJOURNMENT

The meeting adjourned at 1:15 p.m.

---

Thomas D. Layzell  
President

---

Phyllis L. Bailey  
Senior Associate, Executive Relations

**MINUTES**  
**Council on Postsecondary Education**  
**Executive Committee and Audit Subcommittee**  
**September 28, 2006**

The Executive Committee and the Audit Subcommittee of the Council on Postsecondary Education met by conference call September 28, 2006, at 1 p.m. (ET).

ROLL CALL

The following members participated: Peggy Bertelsman, Dan Flanagan, Ron Greenberg, Jim Skaggs, Joan Taylor, John Turner, and Mark Wattier.

Others participating: Council staff members Tom Layzell, Sandy Woodley, Dennis Taulbee, Sarah Hawker, Reecie Stagnolia, Diann Donaldson, Ed Sergent, Terry Pruitt, and Phyllis Bailey. Allen Norvell with the accounting firm of Moore, Stephens, Potter, LLP, also joined the conference call.

2005-06  
AGENCY AUDIT

The purpose of the meeting was to review the financial audit of the Council's programs for fiscal year 2005-06. The audit was conducted by the accounting firm of Moore, Stephens, Potter, LLP.

Mr. Norvell said that the report indicates no findings of noncompliance.

He stated that during the process the auditors became aware of a few matters that are opportunities for strengthening internal controls and operating efficiency. Mr. Norvell added that it is customary for auditors to offer comments and suggestions, not only with state agencies but also for-profit and nonprofit organizations. The Memorandum of Comments and Suggestions shared with the committee members outlined these areas:

- (1) Cancer Research Institutions Matching Fund – The 2005 General Assembly raised the cigarette tax from three cents to 30 cents per pack and dedicated one cent of the cigarette tax to finance the matching fund, with half designated to the University of Kentucky and half to the University of Louisville. In order to receive the funds, the two institutions must provide dollar-for-dollar matching funds from external sources, i.e., contributions that originate outside the university and its affiliated corporations. The auditors observed that the Council staff had taken a random sample of checks totaling \$85,000 to verify that UK's matching funds met the statutory requirement. (UofL met all of its matching requirement from one source – the Brown Cancer Research Center.) The auditors suggested that in the future the Council staff either use a larger number of documents or set a dollar threshold for verifying supporting documentation. The Council staff agreed with the suggestion and is in the process of amending the MOA between the Council and each of the two institutions that specifies compliance standards for verifying the match requirements have been met.

Mr. Greenberg asked if the suggestion was to increase the sample size in the future. Mr. Norvell answered yes.

(2) Monitoring of Council Programs – In last year’s financial audit, the auditors suggested that the Council staff improve the extent to which it monitors programs funded through the Council. While reviewing the status of the prior year’s audit, the auditors recognized that the Council staff had made significant improvements in the monitoring process, but suggested that additional procedures could be implemented to ensure all programs are monitored properly. Since last year’s audit, two primary actions have been taken to address the concerns raised: (1) The Council staff has developed a committee to perform a comprehensive review of all pass-through programs to determine whether appropriate performance standards are in place, what those standards should be, and what the proper role of the Council is in assessing the performance of legislatively mandated programs. (2) An associate was hired in the Council’s administrative services unit who created a database for listing and tracking contractual agreements with program providers to ensure compliance with the agreement.

Mr. Greenberg asked if the monitoring of the pass-through programs is still inadequate. Mr. Norvell responded that the process is now adequate.

Mr. Norvell thanked the Council for the opportunity to serve as auditor and thanked the Council staff for their assistance during the audit.

The agency audit will be considered by the Council at its November 6 meeting. Mr. Norvell will attend the meeting to answer questions.

ADJOURNMENT

The meeting adjourned at 1:15 p.m.

---

Thomas D. Layzell  
President

---

Phyllis L. Bailey  
Senior Associate, Executive Relations

**Council on Postsecondary Education  
November 6, 2006**

**Focus on Reform:  
Annual Report of the Association of Independent  
Kentucky Colleges and Universities**

House Bill 191, passed in 2002, calls on the Association of Independent Kentucky Colleges and Universities to present an annual report to the Council about the condition of independent postsecondary education and suggest opportunities for more collaboration between the public and independent institutions. The legislation reserves a place on the Advisory Conference of Presidents for the AIKCU president, and it calls on the Council to consider the role and capacity of independent institutions when developing policies to meet the educational needs of the state. It also specifies that state resources may be used to contract with or assist independent institutions in meeting these needs.

HB 191 builds on a growing spirit of collaboration and partnership between independent higher education and the state that began in the early 1970s with the establishment of the Kentucky Tuition Grant Program, a need-based tuition equalization and financial aid program reserved for independent college students. The grant program now serves more than 9,300 lower-income Kentucky students at Kentucky's nonprofit independent colleges and universities (and more than 11,300 Kentucky students overall), helping them meet the cost of education and encouraging greater postsecondary choice and access.

That spirit of cooperation was reflected more symbolically in the early 1980s when the Council on Public Higher Education was renamed the Council on Higher Education. The new name signified the Council's licensing responsibilities for independent colleges and its broader mandate to ensure maximum use and coordination of all of the state's postsecondary resources, public and independent, to better meet educational needs of the state.

The relationship between the independent sector and the Commonwealth has strengthened in subsequent years. In 1992, independent institutions began voluntarily participating in the Council's unit-record data system, providing the state a more comprehensive understanding of college-going patterns, retention and graduation rates, and degrees awarded. Kentucky remains one of only a handful of states that benefits from this type of data exchange. The independent institutions are partners in promoting college-going through GoHigherKy.org, the statewide college access Web site offered by the Kentucky Higher Education Assistance Authority in partnership with the Kentucky Department of Education and CPE. GoHigherKy.org grew out of AIKCU's earlier site, Kentuckymentor.org. AIKCU also is involved in a number of statewide boards and initiatives, including the Education Professional

Standards Board, KHEAA, the Distance Learning Advisory Committee, and a number of CPE task forces and committees. Recently AIKCU and its members partnered with the Commonwealth to improve teacher education through implementation of the Teacher Education Model Programs grant.

The 20 members of the Association of Independent Kentucky Colleges and Universities embrace Kentucky's Public Agenda for Postsecondary and Adult Education and the Council's vision of reaching the national average of bachelor's degree attainment rates by 2020. Kentucky's independent institutions are committed to working cooperatively with the Commonwealth and its public colleges and universities to attain these goals. The 2006 AIKCU report to the Council on Postsecondary Education will focus on recent activities of the independent sector designed to address the Public Agenda goals, enhance educational opportunities from P-16, and improve the quality of life for all Kentuckians. At the November 6 meeting AIKCU will distribute two reports that showcase the independent sector's cooperation with and benefits to the Commonwealth.

The 2006 AIKCU report to the Council will include:

- An overview of the independent sector's role in postsecondary education in Kentucky, along with a brief report on specific initiatives underway at member colleges and universities that address statewide needs and goals related to the Council's 2020 vision.
- An overview of the report *Private Colleges, Public Benefits: The Economic and Community Impact of Kentucky's Independent Colleges and Universities*, an outside study that quantifies and catalogues the economic and social benefits that the independent sector brings to the Commonwealth, its communities, and its citizens.
- A second report, *Preparing Teachers...Building the Future*, which details activities that AIKCU teacher education programs, under grants funded by the Commonwealth and the federal government and administered by public universities and the Kentucky Education Professional Standards Board, have completed in efforts to improve the quality and preparation of educators entering our state's public schools. The activities outlined in this report are evidence of the strong collaboration between independent institutions, public colleges and universities, the Commonwealth, and public school districts across the state to improve the P-16 pipeline.

# Quick Facts About Kentucky's Nonprofit Independent Colleges and Universities



## Degrees:

- Collective 51% 6-year graduation rate<sup>1</sup>
- 5100 bachelor's level or higher degrees annually<sup>2a</sup>
- 21.9% of Kentucky's bachelor's degrees
- 15% of master's degrees
- 33.5% of biology/biological Sciences bachelor's degrees
- 37.6% of math/statistics bachelor's degrees
- 26.2% of all bachelor's degrees in physical sciences, including
  - ◊ 27.4% in chemistry
  - ◊ 42.6% in physics
- 25.9% of bachelor's degrees in elementary education
- 23.2% of bachelor's degrees in special education
- 24% of bachelor's degrees in nursing (RN and post-RN training)<sup>2b</sup>

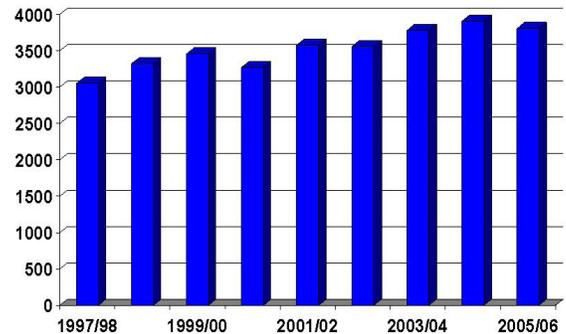
## Enrollment:

- 27,000 + students<sup>2c</sup>
- 11% of all postsecondary students in Kentucky
- 19.7% of four year undergraduates in Kentucky
- 74.5% Kentucky students, from all 120 Kentucky counties<sup>2d</sup>
- 8.5% minority; 6.2% African-American<sup>1</sup>
- 68.5% average first-year retention rate<sup>1</sup>

## Affordability:

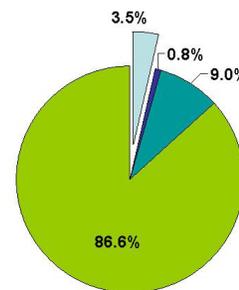
- 2005-06 average tuition and fees: \$14,196 (excluding Berea, which charges no tuition: \$14,916)<sup>3</sup>
- 2005-06 National private college average: \$21,2354
- 7% tuition and fees increase for 2006-07<sup>3</sup>
- 40% of all undergraduates receive Pell Grants; 48% of full-time undergraduates receive Pell Grants<sup>5</sup>
- \$44.9 million invested by the Commonwealth in student financial aid in 2005-06 (KTG, KEES, CAP)<sup>6</sup>
- Around \$130 million in student financial aid provided by the institutions<sup>1</sup>
- 97% of first-time, full-time students receive financial aid<sup>1</sup>
- 84% of first-time, full-time students receive institutional aid<sup>1</sup>
- \$6039 average institutional aid package<sup>1</sup>
- Average graduate student loan debt \$14,805, lower than public university student debt average of \$16,224, according to the Project on Student Debt<sup>7</sup>

AIKCU Bachelor's Degrees, 1998-2006



Source: CPE Comprehensive Database

AIKCU Student Aid as Percentage of Kentucky Postsecondary Spending, 2005-06



3.5% (\$44.9M) = AIKCU Student Financial Aid (KTG, KEES, CAP)

0.8% (\$10.7M) = Other Private Student Financial Aid (KTG, KEES, CAP)

9.0% (\$114.8M) = Public College and University Financial Aid (KEES, CAP)

86.6% (\$1.1B) = State Appropriation (includes funding for the CPE, public institutions and recurring trust funds but excludes capital projects)

Source: CPE, KHEAA

## Cost-Benefit to Commonwealth:

- 3.5 percent of total state postsecondary spending in financial aid to AIKCU students (KTG, KEES, CAP)<sup>8</sup>
- \$0 = cost to state to educate nearly 7000 out of state students

## Sources:

- 1 Integrated Postsecondary Education Data System (IPEDS)
- 2 CPE Comprehensive Database – a. 2005-06 Degrees; b. 2004-05 Degrees, includes second majors; c. Est. Fall 2006 Enrollment, d. Official Fall 2005 Enrollment
- 3 AIKCU Annual Tuition and Fees Survey
- 4 College Board's Trends in College Pricing 2005
- 5 Fall 2004 - Fall 2004 Enrollment Data from CPE, Pell Data from Office of Student Financial Assistance, US Dept. of Education via NAICU, analysis by AIKCU
- 6 KHEAA
- 7 Projectonstudentdebt.org
- 8 Budget information from CPE, financial aid from KHEAA

# Selected Recruitment, Retention, Transfer and Graduation Initiatives at AIKCU Member Campuses



## **Alice Lloyd College, Pippa Passes**

In 1999 Alice Lloyd College created the Freshman Transition Program, known as “the Bridge Program,” to address issues surrounding the transition from high school to college for Alice Lloyd’s primarily first generation, traditional age college students. The fourteen modules address topics like “Dealing with Roommates,” “Time Management,” “Study Skills,” and others. Parts of the program are administered by upperclassmen, further connecting incoming students to campus life. Completion of the series provides 1 hour of institutional (nontransferable) credit toward graduation at ALC. The Bridge Program, while not fully responsible, is a significant factor in ALC’s growth in retention rates from 52.17% to 68.31% from 1999 to 2005.

## **Asbury College, Wilmore**

The ACHIEVE Program is a non-traditional accelerated program designed to provide adults over 25 with approximately two or more years of college credit an opportunity to complete a college degree. Students can earn a Bachelor of Science degree in Management and Ethics or Leadership and Ministry. Students attend class one night per week on a year-round basis, with periodic breaks integrated into the schedule. Some courses are offered online. This format provides the opportunity to complete a degree in about two years. This program is designed to bring a new level of management skills, leadership, and increased ethical values to those desiring to make a difference in their work, church, and world.

## **Bellarmino University, Louisville**

As reported in the Chronicle of Higher Education on July 7, 2006 (“Bellarmino U. Looks Beyond the Bluegrass in Its Recruiting”), Bellarmine University has made a concentrated effort to increase its out of state marketing by expanding recruiting areas and student search programs. The results have been positive and quantifiable. Full-time undergraduate enrollment has risen from 1,450 in 2001 to more than 1,700 last fall. And, over the past five years, the proportion of out-of-state students in the freshman class has more than doubled—from 16 percent to 33 percent.

## **Berea College, Berea**

In 1997, Berea College set about a process to increase the diversity of its student body while increasing its retention and graduation rates. Since that time, Berea has expanded African American enrollment from 6-8% (in the late 90s) to 19% currently. At the same time, Berea increased its freshmen to sophomore retention rate from 65% to over 80% yearly and the five year graduation rate from 47% to over 60%. Berea has accomplished these two related initiatives through reorganizing admissions efforts, creating new summer orientation programs, altering the first year curriculum, and improving support services/groups on campus.

## **Brescia University, Owensboro**

To help promote transfer from KCTCS to its bachelor’s degree programs, Brescia University has established an institutional grant program called the KCTC Graduate Grant. This award provides all A.S. or A.A. graduates of any KCTCS school a grant of up to \$1,000 per year to help defray the increased costs associated with attending a private university. More information can be found at <http://www.brescia.edu/index.asp?PageID=6096>.

## **Campbellsville University, Campbellsville**

Campbellsville University addresses the needs of adult students through its “Adult Studies Programs.” Campbellsville offers programs for adults at the Campbellsville University Louisville Educational Center, where over 100 adults are enrolled. The online master’s in special education is currently preparing almost 300 special education teachers. The Adult College Choice for Evening Learners (ACCEL) program accelerated degree completion program is in its second year. The associate degree in Early Childhood Education offered for head start teachers in Jamestown has allowed a good number of these teachers to receive the required associate degree. And CU is partnering with Somerset Community College to offer a degree completion program in Criminal Justice Administration on the campus of Somerset Community College.

## **Centre College, Danville**

At Centre the retention word of the day, every day, is engagement. Students who attend class, listen, participate, and turn in assignments achieve academically and are much more likely to return to the College term after term. Centre’s instructors follow specific procedures to notify administrators immediately when students become academically disengaged. Administrators then promptly work with these students to ensure they quickly become reengaged in the course’s activities. This instructor-administrator collaboration has significantly increased Centre’s freshman retention: the College’s four-year graduation rate is now above 80 percent, the highest of any Kentucky institution of higher education.

## **Georgetown College, Georgetown**

Georgetown College reserves two of ten seats in its unique partnership with Regent’s Park College, Oxford University, Oxford, England, for transfer students from KCTCS. Georgetown also recently partnered with KCTCS to create and staff a full-time KCTCS Transfer Coordinator in the Georgetown College Office of Admissions. Finally, Georgetown College, Bluegrass Community and Technical College, and Scott Co. (KY) High School recently announced a collaborative “2+2+2” program. This initiative will take select students (primarily students from underrepresented populations in higher education) in the school system’s Gifted and Talented Program and provide them college course work during their final two years in high school. Students will then enroll at Bluegrass Community and Technical College and transfer to Georgetown College after the Associate’s Degree. All tuition expenses at both institutions will be covered. The program is currently pending funding. More information on this “2+2+2” program is available at <http://www.bluegrass.kctcs.edu/BL/IACD/Communications/news/GCSCHigherEducation.php>.

## **Kentucky Christian University, Grayson**

Kentucky Christian serves honors students as well as students who are underprepared in particular subject areas. In order to provide further academic support and improve student retention, KCU provides a series of developmental courses for those students who are in the underprepared category. These additional academic support services combined with close personal attention through the academic advising process encourage students to perform at their maximum capacity.

## **Kentucky Wesleyan College, Owensboro**

Kentucky Wesleyan College has implemented a block transfer policy that recognizes completion of its general education program for those transfer students who have earned an Associate in Arts or Associate in Science degree from the Kentucky Community and Technical College System. To further encourage these students to move on to a bachelor’s degree program, KWC also provides five scholarship opportunity levels for KCTCS graduates that meet a 3.00 cumulative grade point average or above. Students with a 3.00 to 3.19 GPA receive \$3,000; 3.20 to 3.39 GPA receive \$3,500; 3.40 to 3.59 GPA receive \$4,000; 3.60 to 3.79 GPA receive \$4,500; and 3.80 to 4.00 GPA receive \$5,000.

### **Lindsey Wilson College, Columbia**

The Lindsey Wilson College School of Professional Counseling has partnered with the Kentucky Community and Technical College System for more than four years to help KCTCS students matriculate into Lindsey Wilson's bachelor's and master's degree programs in human services and counseling. Today LWC offers weekend classes at eight KCTCS locations. A full-time Lindsey Wilson coordinator is on each KCTCS campus to provide students academic and financial-aid counseling. Courses are taught by LWC faculty on weekends. Through August 2006, more than 1,000 students have enrolled in Lindsey Wilson's undergraduate and graduate programs on KCTCS campuses and 400 have earned degrees thus far. Most of the graduates will serve in the mental-health profession in their local communities.

### **Mid-Continent University, Mayfield**

Mid-Continent University has had great success with adult students by delivering education directly to the communities where they live and work. MCU is trying a new initiative to increase degree attainment for minorities and under-represented populations. MCU's newest adult accelerated cohort group will be offered at an African American church in a predominately African American neighborhood. There has been an effort in recruitment to ensure that this cohort group will maintain a good cross-section of the population to enhance genuine multicultural relationships. Initial response to this initiative has been very positive and classes will begin in November.

### **Midway College, Midway**

Midway College has experienced tremendous success with its School for Career Development partnerships with KCTCS at more than 18 sites in Kentucky and has parlayed that success into the popular new Midway College Online. The most unique online offering is the blended Teacher Education degree completion program. In this accelerated program students are able to choose from three certification programs: Elementary (P-5), Middle School Mathematics (5-9), or Learning and Behavior Disorder (LBD). Students begin their coursework online, and then attend class for four weeks of hands-on work with professors and peers prior to student teaching. Midway College has a strong history of graduating top-notch teachers, 103 in 2006 alone, and this new online program will continue this successful path.

### **Pikeville College, Pikeville**

Pikeville students range in abilities from some of the best and brightest in central Appalachia in our undergraduate and medical schools, to medium and high-risk students in the undergraduate college. In order to meet the needs of those in the medium to high-risk categories, we provide a comprehensive developmental studies program, as well as free tutoring services in all subjects. Individual attention from professors in small classes, along with dozens of leadership and honorary societies, help keep the top students challenged to achieve their full potential.

### **St. Catharine College, Springfield**

St. Catharine College's retention committee has developed two excellent tools to assist in its retention strategy. The first report captures critical data on enrolled students and is used to identify at risk students. It catalogues a wide variety of risk factors, including financial aid awards, dependent status, number of children, ACT/COMPASS scores, traditional or nontraditional status, developmental education classes taken, GED or HS information, and others. The information is available to faculty, financial aid and the business office to view. The next piece of the retention plan is the early alert form. Faculty complete the report and send it to the Dean of Enrollment as soon as students miss excessive numbers of classes or begin to struggle. The student is then contacted by the Enrollment Management office and an appointment is scheduled to address the issue. The above mentioned departments have access to the early alerts as they are received. Both interventions have been very successful and helpful in identifying at risk students and intervening to help them before they fall too far behind in their coursework.

### **Spalding University, Louisville**

Spalding University's recent assessment data indicated that many incoming students had relatively weak math skills, and retention data suggested that many of the students who dropped out during their first year also had weak math skills. To combat this problem, Spalding raised the math requirement in the general education program while simultaneously increasing academic support and tutoring in math courses. In addition, in the fall of 2007 Spalding will implement its SACS Quality Enhancement Plan (QEP) which will focus on improving students' math skills. The QEP will consist of a new developmental math course for students who lack the necessary quantitative skills to succeed at the college level and in their future careers. The course will include a combination of lecture, hands-on activities with the instructor and teaching assistants, and math tutoring. By increasing students' math skills and their ability to use those skills to solve problems we will accomplish our objectives in general education, increase our students' chances of graduating, and increase their career opportunities.

### **Thomas More College, Crestview Hills**

Through its Thomas More Accelerated Program (TAP), Thomas More College offers two programs designed to meet the needs of working adults. The relatively new Associate of Elected Studies (AES) in Management curriculum allows students to receive an associate's degree and inspires them to complete the Bachelor's program. Thomas More's accelerated Bachelor of Business Administration (BBA) program was established in 1993. The accelerated format of these programs has helped the College to produce an additional 150 or so graduates annually. The retention rate in all adult programs is better than 80%.

### **Transylvania University, Lexington**

Transylvania is at optimal capacity; therefore, the University's goal is to retain more students rather than to enroll more. In efforts to retain an even higher number of students, Transy continues to build upon unique programs for first-year and selected second-year students. These programs offer additional support to students through advising, mentoring, and personal time with the dedicated and award-winning faculty. The campus-wide culture of support for student success includes the efforts of faculty, administrators, staff, and upper class students.

### **Union College, Barbourville**

Realizing that transfer students have specific needs that are very time-consuming and are essential for a smooth transition to a bachelor's degree program, Union College recently employed a full-time transfer counselor to help make the transfer process less stressful for students. The transfer counselor takes a personal approach to the application process and serves as a resource person for the student. The transfer counselor is responsible for coordinating transcript evaluations, helping students understand the mechanics of articulation agreements, and successfully maneuvering through the admissions and financial aid processes. In this first year, Union noticed a significant rise in student satisfaction and an increase in enrollment.

### **University of the Cumberland, Williamsburg**

The PACE Program is an accelerated degree completion program that offers motivated adult students with around two years of college credit the opportunity to earn their bachelor of science degree in organizational management by going to class one night a week for twenty-four months. Courses are taught in an informal seminar style that allows working adults to make immediate application of their course work to their professional lives. Adult students who lack the requisite two years of college work to qualify for the PACE Program may choose to enroll in the Bridge Program instead. The Bridge Program consists of general education courses taught at night and on an accelerated course calendar similar to that of the PACE Program.

2006

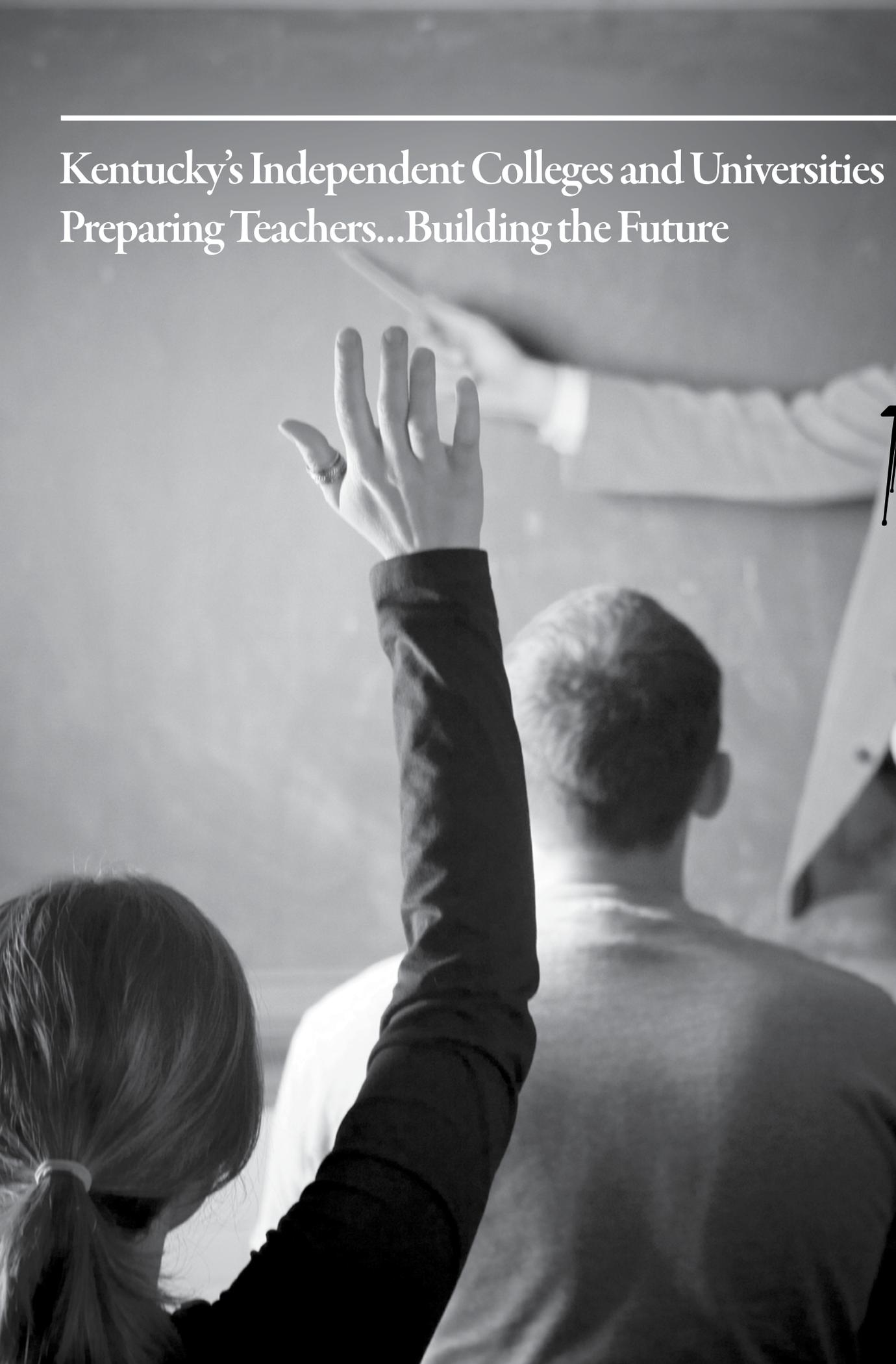
# Kentucky's Independent Colleges and Universities Preparing Teachers...Building the Future



AIKCU  
Association of Independent  
Kentucky Colleges & Universities



Building the Future





*Graduates of Kentucky's independent colleges and universities are serving with distinction in schools throughout the Commonwealth...*



Association of Independent Colleges and Universities  
484 Chenault Rd.  
Frankfort, KY 40601  
Phone: 502-695-5007  
Fax: 502-695-5057  
[www.aikcu.org](http://www.aikcu.org)

*Kentucky's independent colleges and universities, sometimes referred to as private schools, are tuition-supported, nonprofit institutions that are regionally accredited by the Southern Association of Colleges and Schools (SACS). The schools, which are not state-funded, are members of the Association of Independent Kentucky Colleges and Universities.*

# Table of Contents

Introduction ..... 2

Teacher Education Model Program..... 4

Teacher Quality Enhancement..... 10

Teacher Preparation Programs..... 14

Accreditation Status,  
Quality Performance Index,  
Program Offerings ..... 24



---

# Introduction

As Kentucky continues its work to create a world-class system of education, the state's private colleges and universities are playing an increasingly important role in preparing teachers who deliver excellence in the classroom for all students.

Reflecting their commitment to that work, most of the independent institutions participated with the state's public universities in two major programs: the Commonwealth Consortium for Teacher Education Model Program grants (TEMP) and the Teacher Quality Enhancement grant (TQE).

Initiatives developed as part of the grant work blended with the institutions' demanding programs that emphasize both subject matter preparation and public service. Education students at Kentucky's independent institutions are learning how to teach and how to be contributing members of their communities. This learning takes place in environments where faculty members take their role as teachers very seriously, recognizing the truth in the adage: "We learn to teach as we are taught."

These teachers of teachers, resourceful in thought and action, understand the critical importance of preparing students to ensure the academic success of children from diverse backgrounds with different styles of learning.

In reading descriptions of these teacher preparation programs, a consistent theme emerges. This theme is communicated in words that deliver a clear message: *scholarship.....caring stewardship.....responsible citizenship.....advocacy for students.....ethical..... professional.....knowledge..... commitment.*

The emphasis of education programs throughout the independent college community is to connect preparing teachers with elementary and secondary students as much and often as possible. This front-line experience gives the future teachers a clearer understanding of what to expect from the realities of the service careers they have chosen.



---

Graduates of Kentucky's independent colleges and universities are serving with distinction in schools throughout the Commonwealth, providing academic guidance to students in classrooms that they are transforming into communities of inquiry.

For example, four of the teachers named as Kentucky's Teacher of the Year since 2000 hold undergraduate or graduate degrees from one of the state's independent institutions. Many others have been recognized at the local or regional levels, and several have received awards for being among the nation's best first-year teachers.

"The role of independent institutions (in teacher preparation) in general is very positive," notes the Kentucky Education Professional Standards Board (EPSB).

According to the most recent available information, about one-fourth of the teacher education graduates in Kentucky in 2004-2005 were students at independent institutions. Among teachers working in public classrooms throughout the state, the EPSB estimates that one-fourth hold bachelor's degrees from Kentucky's independent colleges and universities. Overall, about one-third of Kentucky's teachers hold a degree or other credential from one of the state's private institutions.

Following is a closer look at the projects undertaken by the independent colleges and universities under the TEMP and TQE programs.



# Teacher Education Model Program

The 2003 Kentucky General Assembly created the Teacher Education Model Program grants to improve teacher training programs in the state's public and private institutions. The institutions were to focus on six goals:

- Expanding on-line access to coursework
- Developing on-line, cooperative special education certification and degree programs
- Enhancing the technology skills of educators
- Increasing the participation of university faculty from all disciplines in public schools
- Creating guidelines for alternative routes to certification that include credit options for life experience
- Enhancing the recruitment of talented future educators, with an emphasis on underrepresented populations

According to an evaluation of the program, the work also increased communication and collaboration among postsecondary institutions, the Kentucky Department of Education, the Education Professional Standards Board and the Council on Postsecondary Education. (*"The Evaluation of the Commonwealth Consortium for Teacher Education Model Programs Grant."* Margaret Rintamaa, Ed.D., *The University of Kentucky*; Corrie Orthober, Ph.D., *The University of Louisville*; Edward Kifer, Ph.D., *The University of Louisville*)

The evaluation further stated: "The results suggest that the TEMP grant has produced significant changes across the state in such areas as online courses and programs, increased online accessibility, additional partnerships with local P-12 schools, more sophisticated use of technology and increased recruitment activities. Those are outcomes that can be documented now. A hope, however, is that TEMP will have a huge, future ripple effect. The replication of projects and implementation of conference results has the potential to far exceed what now is described."

*Following is a closer look at the work of Kentucky's independent colleges and universities under the TEMP grants.*

*Asbury College* chose not to accept the TEMP grant funding but was committed to the goals of the program and supplied funds to support the project. The school's work to realign curriculum and change its graduate program to increase minority recruitment and alternative certification opportunities had the greatest impact. The realignment affected 31 certifications. The results of PRAXIS exams have shown that the work had a positive impact, with Asbury's students scoring in the top 15 percent nationally.

At *Bellarmino University*, work focused on increasing the participation of arts and sciences faculty members in public schools, enhancing educators' technology skills and improving the recruitment of minority teacher education candidates. Through collaborative workshops, evaluations of student teachers and other efforts, arts and sciences faculty members significantly increased their role in teacher preparation. Scholarships for local teachers, software purchases, training for education faculty and a science and technology fair for in-service and pre-service teachers focused on expanding technology skills. Education faculty members collaborated with the admissions office to help recruit minority teacher candidates. Other efforts included open houses and additional events that focused on minority recruitment. The result was a 19 percent increase between 2002 and 2005 in the number of minority candidates in the School of Education, consistent with the overall enrollment growth of teacher candidates during the same period.

Upgrading teacher candidates' use and understanding of technology was the emphasis at *Berea College*. Educational software programs that enhance learning were made available to education majors and student teachers to use on the laptop computers they had received when they began their studies. (All new Berea College students receive a laptop. When they are juniors, they exchange this computer for a new one that they take with them when they graduate.) The students used the educational software tools regularly to create lesson plans that were aligned with the state core content. Berea also used TEMP funds to buy digital equipment that is being used to improve student teachers' skills and in a pilot program to record and review classroom activities and children's work.



**Brescia University** has seen a renewed emphasis on technology in the classroom as a result of the TEMP work. Through technology purchases and training, teachers are improving student engagement and expanding their expertise. The technology also has enabled teachers to prepare lessons with more complex concepts and present them in a more independent learning environment. The grant gave Brescia's education faculty an opportunity to expand their work with P-12 teachers. Faculty trained area teachers in classroom applications for the technology.

**Campbellsville University** has found increased opportunities to work with area schools. The grant provided funds to work with area middle schools to develop modules for their gifted and talented programs on "Exploring Kentucky's Rural Roots" using Janice Holt Giles' *The Believers* as the focus of the course. Grant funds were used as leverage to help the middle schools enhance the learning opportunities. Campbellsville also partnered with Lindsey Wilson College to develop a Future Educators Association conference that is to become an annual event. Prior to the TEMP work, there was no regional FEA conference and only limited efforts to recruit talented future educators.

**Centre College** created a Diversity Recruitment Plan that focused on encouraging interest in the teaching profession among students of color. Events, such as Admission Diversity Days, highlighted efforts to recruit students from underrepresented populations into the teaching profession. In addition to working through its admissions office, Centre participates in ongoing workshops with local schools to accelerate its minority recruitment efforts. The college also has become involved in helping to organize Future Educators Association programs in several school districts.

Through the TEMP work, **Georgetown College** was able to create in a short period of time a graduate program in special education, an area with major teacher shortages. Other work focused on collaborative activities. The college is pursuing

a joint program with the University of Louisville to prepare teachers to serve students with moderate to severe disabilities. Georgetown collaborated with Midway College on a joint presentation on the development of online special education programs. Georgetown met with UofL, Midway, Eastern Kentucky University, Murray State University and the University of the Cumberlands about sharing online programs. And Georgetown is working with the University of Kentucky to increase the number of Future Educator Association chapters in area schools. Grant activities also emphasized improving technology training for teacher candidates and using technology to deliver instruction to special education students and students with learning and behavior disorders.



*Kentucky Christian University* conducted a project that was designed to improve the technological competency of public school teachers in eastern Kentucky. After surveying teachers to determine their technological skills, the university developed and implemented a computer training program to improve teachers' on-line skills. A more in-depth project followed, where public school teachers worked in collaborative teams on projects, assisted by KCU faculty members who provided instruction on topics and technologies. The participants' technology competencies were significantly improved as a result of the program.



*Kentucky Wesleyan College's* activities focused on improving teacher candidates' competency in technology. They developed new skills through coursework and faculty evaluations. The work followed consultations with technology coordinators in local school districts to determine what curriculum and resource changes were needed to improve new teachers' performance. Kentucky Wesleyan focused another aspect of its TEMP work on increasing the participation of university faculty in local schools. Math and science faculty and middle school teachers collaborated in planning a summer math and science camp for middle school students. The planning process also led to Kentucky Wesleyan faculty members working in local schools to give demonstrations and direct other activities. The college continues its work to enhance the recruitment of future educators, emphasizing candidates from underrepresented populations.

*Lindsey Wilson College* focused on increasing the participation of university faculty in local schools and enhancing the recruitment of future educators. Through the TEMP grant work, the college has developed two new dual credit education courses at two local high schools. In addition, two faculty members are participating in P-12 activities that include staffing a high-school level Introduction to Education course. Many other faculty members are participating through a variety of avenues – shadowing K-12 teachers, working on curriculum alignment with high school teachers, making science presentations to elementary students and other activities. Noting the absence of any Future Educators Association chapters in the area, the college has helped form one new chapter; two others are under development. Lindsey Wilson College also partnered with Campbellsville University in developing a Future Educators Association conference that is to become an annual event.



*Midway College* has expanded its online offerings under the TEMP grant work. Faculty members and adjunct professors undergo a five-week training course for online instruction and, with a few exceptions, all education courses have been accelerated and are available online. Midway also has developed online P-5 and learning and behavior disorder degree completion programs.

*Pikeville College* considers its best work under the TEMP grant as the collaboration that occurred among P-12 teachers, education faculty and arts and sciences faculty. The collaboration took the form of discussing New Teacher Standards, designing a new evaluation instrument for pre-service teachers, visiting P-12 schools and assessing pre-service teachers. All of the activities helped the college and local schools identify and resolve issues of articulation and quality across all levels. The result was a partnership formed in recognition of the goals for student learning shared by P-12 teachers, arts and sciences faculty and education faculty.

*Spalding University* collaborated with the Jefferson County Public Schools Minority Teacher Recruitment Project and the Future Educators of America chapters at two middle schools to design activities to inform minority students about college and teaching. Sixty students participated in the project, and directors at the schools noted an increase in the students' self respect. Students also participated in service learning projects and assignments that familiarized them with the role of educators. These activities included mini teaching lessons delivered by students in collaboration with their teachers, a Thanksgiving food basket drive and a Christmas basket program at nursing homes. In addition, two students were state winners in a speech contest sponsored by the Future Educators of America.

Leadership roles for students and expanded technology training have resulted from the TEMP grant work at *Transylvania University*. A student was trained as webmaster for the education programs' web page and subsequently trained another student to take on the work the following year. An e-journal was part of the work. An after-school mentoring program focused on another goal – to recruit diverse teacher education candidates. In addition to the mentoring program, the university hosted a summer camp for upper elementary students.



*Union College* focused its work on preparing teachers to learn new techniques, teaching strategies and technology and to be better prepared when they enter the classroom. Education faculty developed online courses, expanding the college's offerings from two to approximately 10 courses, and technology has become a component of classes. The college also began using an electronic portfolio system to collect and assess learning materials, and new software was used to train students in the classroom. Curriculum and courses also have been aligned to standards.

Tennessee were invited to spend a day on campus for "Your Career as a Teacher Day." In addition, the college's Education Department focused on developing professional relationships with middle and high school counselors who were invited to spend a day on campus. This work addressed the goals of enhancing the recruitment of talented future educators, with an emphasis on underrepresented populations, and increasing the participation of university faculty from all disciplines in public schools.

The *University of the Cumberlands* focused on increasing the recruitment of future educators and increasing the participation of university faculty in P-12 schools. Two primary activities were developed for the recruitment goal. On four occasions, students from middle and high schools in southeastern Kentucky and northeastern



# Teacher Quality Enhancement

The Teacher Quality Enhancement program was funded under the national Higher Education Amendments enacted by Congress to focus on initiatives that would enhance quality teaching in the United States. Kentucky's Education Professional Standards Board received a grant in 2002 to fund work to assist new teachers in promoting student learning and to increase statewide accountability for the impact of teacher performance on student achievement.

With an emphasis on changing the way teachers are recruited, prepared, licensed and supported, the program's goal is to reduce the shortage of qualified teachers in high-need school districts.

Fourteen of Kentucky's independent colleges and universities participated in the program. The broad range of activities and initiatives they completed included:

- Aligning the curriculum for teacher education candidates with Kentucky's core content, national standards and the national PRAXIS exams that measure a candidate's knowledge and skills
- Implementing and strengthening Teacher Work Sample initiatives; this national effort focuses on helping teachers improve the effect that their planning, instruction and assessment have on student learning
- Determining the impact of teacher education candidates on P-12 student learning
- Increasing the involvement of arts and sciences faculty in teacher education
- Revising teacher education courses to improve the assessment of candidates' leadership, communications and thinking skills
- Analyzing teacher performance data
- Recruiting minority and non-traditional teacher education candidates and candidates for such high need areas as mathematics, the sciences and special education
- Using technology for on-line learning, data collection and assessment

*Following is a brief look at the independent institutions' specific areas of emphasis under the TQE program.*

Faculty members at **Bellarmino University's** School of Education collaborated with their colleagues in arts and sciences to improve the alignment of the university curriculum with Kentucky's core content, PRAXIS and national content standards. Curriculum changes have been proposed; some have been implemented while others are in the approval process. The curriculum review prompted other activities, such as student preparation sessions for the PRAXIS exam; ongoing collaboration between education and arts and sciences faculty; and summer workshops for area teachers of social studies, mathematics and English.

At **Berea College**, the emphasis was on helping faculty in education and the arts and sciences increase their understanding of the core content and aligning courses taken by teacher education students with the core content. College faculty and area public school teachers came together for the workshop, "Making Connections: A Curriculum Alignment Project." The collaboration helped expand the faculty's understanding of the P-12 teachers' need to align their lessons and teaching with the core content. As a result, the faculty focused on making changes in selected courses to incorporate the core content.



Curriculum alignment and literacy were the areas of emphasis at **Brescia University**. Faculty from all relevant content areas participated in the curriculum alignment process. This involved reviewing Kentucky's P-12 curriculum as it compared to their courses and sharing the results with the School of Education faculty. The result was stronger awareness among faculty about the needs of future educators and changes in the biology, English and mathematic content programs. The focus in literacy was on enhancing the resources for literacy education in all core academic areas. This work was developed through the school's Curriculum Resource Center, which is being reorganized to expand the availability of tools and materials for use in literacy education.

Program improvements and helping students prepare for the national PRAXIS exams were among the activities undertaken at **Campbellsville University**. Faculty members used data analysis to determine areas of needed improvement and reviewed materials on teacher performance assessment to make decisions on implementation in the university's initial certification programs. An institute on student learning provided information for several faculty members on the relationship between the way learning experiences are designed and how students learn. And resource materials were added to the Teaching Learning Resource Center to assist students' preparation for the PRAXIS II examination.

Faculty at *Centre College* incorporated a number of activities into their TQE initiatives. Work groups of education faculty, arts and sciences faculty and K-12 practitioners reviewed teacher candidate preparation documents and developed an action plan for needed revisions. The groups also evaluated courses to align teacher candidate preparation with national standards, the Kentucky core content and the PRAXIS examinations. Members of the college's teacher education committee evaluated the impact of the education program on the preparation of teacher candidates. And the Teacher Work Sample approach was used to determine the impact that student teacher candidates would have on student learning.

*Georgetown College* worked to streamline and improve the alignment of its curriculum with state and national standards. The TQE grant helped the Education Department complete an in-depth analysis of its education program, develop data collection methods to assist in evaluations and, based on the analysis, to modify programs as needed. Through data collection and analysis activities, the department revised the program review documents for all undergraduate and graduate education programs to ensure compliance with Standard 1 of the National Council for Accreditation of Teacher Education (NCATE). The college had wide participation in the TQE activities, including education department faculty and staff, arts and sciences faculty and technical support personnel, postsecondary education colleagues, state agency representatives and outside vendors.

*Kentucky Christian University* focused on aligning the university's courses with state and national standards, using a multi-phase approach to accomplish this goal. State and national teacher education program standards

and Kentucky's core content were distributed to and discussed with arts and sciences faculty. They joined the education faculty in examining their course offerings in English, communications, social studies, science and mathematics to note their alignment with the standards and suggest possible changes. Many of the proposed modifications were incorporated into the courses, beginning with the 2005-2006 school year. A follow-up workshop focused on the need for an ongoing process to ensure continued curriculum alignment.

The objectives at *Kentucky Wesleyan College* included the alignment of each certification program, data analysis and the determination of the impact of the college on the quality of teacher candidates. Curriculum alignment workshops were held for art, biology, chemistry, elementary education, English, health/physical education, mathematics and social studies. Arts and sciences faculty, education faculty and P-12 practitioners reviewed Kentucky's core content and program of studies, PRAXIS II assessments and college courses to identify any gaps in alignment. Recommendations for course changes sometimes required that specific content be added or given more emphasis in a course already required of teacher education candidates. Other recommendations focused on redefining courses as requirements or electives. Although technically not an objective of the grant, one positive outcome of the work has been improved relationships between college faculty and P-12 practitioners.

Raising awareness among college faculty of the importance of aligning college courses with Kentucky's core content resulted in course changes at *Lindsey Wilson College*. English and math courses were reviewed and strengthened following a process that involved meetings and discussions among college faculty and area teachers. In addition, an initial articulation agreement was developed between the college and Adair County High School in English and math. The work has established a framework for additional collaborative work between P-12 and postsecondary faculties. The college also focused on helping students prepare for the PRAXIS exams as part of its TQE work.



At *Midway College*, faculty focused on assessing students' learning outcomes, increasing the depth and analysis of course content and enhancing student performance on national examinations. Recent changes in the PRAXIS I and II exams prompted efforts by the education department faculty to embed the exams' content in the coursework of teacher candidates. Arts and sciences faculty assisted in identifying general education courses that were most suitable for incorporating PRAXIS content. Faculty also revised the Teacher Education Handbook to address revised student performance assessments. These measures promoted consistent quality performance in teaching for both faculty and candidates and moved the education department toward higher standards in teaching and learning.

The objectives at *Pikeville College* focused on aligning curriculum with Kentucky's core content and national standards, aligning the elementary education program with the new national PRAXIS II exam and making course changes to achieve the latter goal. Although a data analysis found adequate alignment between the teacher education coursework and state and national standards, a change in the state test created the need for additional alignment with the new PRAXIS exam. Work groups of education faculty, arts and sciences faculty and P-12 teachers found gaps or sequencing weaknesses in a few areas and redesigned the coursework as needed. The positive impact on the college's education program includes more involvement of arts and sciences faculty and P-12 teachers in the education of future teachers.

The focus at *Spalding University* was on course alignment and the use of technology. The course alignment work included collaboration with faculty of Jefferson Community College on a learning and development course that is frequently transferred to Spalding. The university also worked to better align math and science courses with the Pre-Professional Skills Test and with the new PRAXIS II test for elementary education. Course revisions and the development of a new science course resulted from this work. Technology training has improved the use of technology by both faculty and students. The grant also enabled Spalding's faculty to create a pilot program to improve student

preparation on the Teacher Work Sample process. The steps involved included outside training, participation in statewide training sessions – including specific tasks in coursework – and aligning curriculum to identify the best courses that support the Teacher Work Sample process. All faculty members have participated.

At *Union College*, grant funding enabled the education faculty to look closely at aligning education coursework with the Kentucky core content and the PRAXIS II exam. All certification areas were examined for gaps, redundancies and best practices; changes included restructuring coursework, adding courses and other revisions. The TQE grant also provided small stipends to content faculty for additional work to align coursework with PRAXIS II and travel funds that allowed education faculty to attend NCATE conferences and professional development activities. With the grant support, education faculty have restructured teacher education programs, aligned course content more closely with the PRAXIS II, involved content faculty in the curriculum alignment process and improved the pass rates on content examinations in all certification areas.

The *University of the Cumberlands* brought arts and sciences faculty together with education faculty to study the teacher preparation curriculum and help more effectively prepare students to take the PRAXIS exams. This gave many faculty members in various college departments their first opportunity to consider the PRAXIS requirements. A detailed process that included the development of a curriculum map, review of the New Teacher Standards and the portfolio process and study of materials led to the development of a "PRAXIS Power Week" for each education class to emphasize the elements and strategies of the PRAXIS II. This work addressed the goals of aligning the curriculum for teacher education candidates with Kentucky's core content, national standards and the national PRAXIS exams and increasing the involvement of arts and sciences faculty in teacher education.



# Kentucky's Independent Colleges and Universities.....

## *A Closer Look at Teacher Preparation Programs*

### Alice Lloyd College, Pippa Passes

A four-year liberal arts college, Alice Lloyd College educates students from 108 Central Appalachian counties in five states for positions of leadership and service. The Division of Education provides a comprehensive educational program for students at little or no cost as a work college. Because of the nature of the division's admissions standards, students must be of high academic quality, strongly motivated and demonstrate strong moral and ethical character.

Founded in 1923, Alice Lloyd College has a long-standing tradition of preparing teachers for service in the mountains. The college perceives the role of the teacher as that of a caring and compassionate leader who is an architect, builder, facilitator and evaluator of the education process for the purpose of empowering students to determine their future.

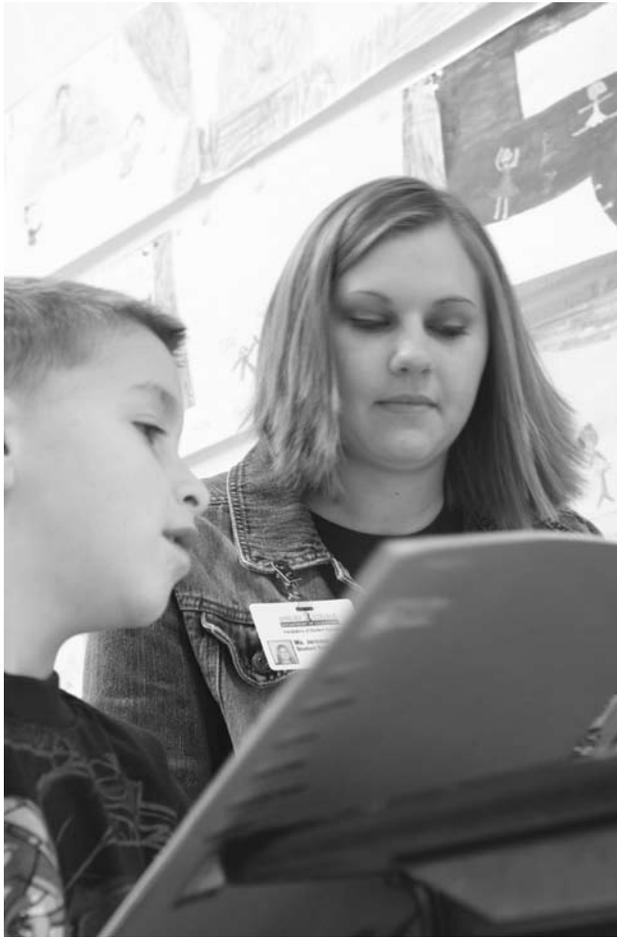
*"The classes are strong. They give us real-life scenarios to make the content relevant," student teacher Karen Bailey said of Alice Lloyd College. "A strength of the program has been placement in a school with diversity. It forces you to think through what to do and apply your knowledge."*



## Asbury College, Wilmore

Founded in 1890 as a coeducational, liberal arts institution, Asbury College is dedicated to academic excellence and has gained state and regional recognition for quality and innovation. The intent of the teacher preparation program is to provide a strong academic program within a standards-based, performance-driven framework to prepare quality educators. An integral facet of Asbury's teacher training is the preparation of teachers in a Christian context for service in a variety of educational settings. The courses of study are designed to achieve specific outcomes as designed by the New Teacher Standards, enable future educators to address contemporary education issues and provide authentic educational experiences for preservice candidates.

*Asbury graduate Jeremy Mills, a teacher at East Jessamine High School, found the individual help and attention made possible by a low professor-student ratio to be of particular benefit. The "building process" of learning at Asbury was challenging, but he felt well prepared for the classroom upon graduation.*



Master of Arts in Teaching degree in elementary, middle and secondary education and in curriculum and instruction for elementary and middle grades, learning and behavior disorders, reading and writing and instructional leadership and school administration.

*"I have only good things to say about 99 to 100 percent of my professors," noted Kristen Wallitsch, who holds both undergraduate and masters degrees from Bellarmine. "They*

*take a real personal interest in you. They go above and beyond." Professors with experience in the K-12 classroom made sure their students gained that experience early, she added.*

## Bellarmino University, Louisville

Founded in 1950, Bellarmine University is a liberal arts university in the Catholic tradition. It enrolls approximately 2,500 students in its schools of education, nursing, business, arts and sciences and continuing and professional education. The student-centered program in the Annsley Frazier Thornton School of Education focuses on ensuring that graduates have the knowledge, skills and dispositions to teach all children.

To meet the needs of diverse learners, Bellarmine's undergraduate program in elementary and middle grades offers dual teacher certification with learning and behavior disorders. All graduates from these programs have two teaching certificates, one in regular education and one in special education. The education program offers teaching certification for grades 8-12 in several content areas and a

## Berea College, Berea

Throughout its history, Berea College has been actively engaged in preparing teachers for elementary and secondary schools. The college regards the education of teachers as an important college-wide endeavor, and almost all departments contribute in some way to the teacher preparation program. Students in the teacher education program are asked to think deeply about the nature of teaching, learning and schooling. The goal of the program is to prepare teachers who will manifest the values and commitments, the understanding and knowledge and the skills and abilities necessary to cultivate the disposition of judicious inquiry in themselves and in their students.

The college's various service-learning programs and student labor positions ensure extensive opportunities for prospective teachers to gain experience working with youth and with teaching in their subject specialties.

*Student Sara McKie noted that the child development classes provide a strong foundation, helping students understand children and psychology and the theories that work best in the classroom. Studying abroad, which Berea students are encouraged to do, also provided a number of helpful experiences, she said.*

## Brescia University, Owensboro

Brescia University's teacher education students are challenged to become professionals committed to advocacy for their students and to instilling in their students a dedication to service for others and a thirst for knowledge. A coeducational Catholic institution founded by the Ursuline Sisters of Mount Saint Joseph, Brescia offers students an opportunity to participate in a variety of field clinical experiences. This lets them work with students and teachers in area classrooms and teach lessons they have planned.

Prior to student teaching, Brescia's education majors will have spent more than 150 hours in classrooms working directly with students. Many of these field experiences include opportunities to design and deliver integrated units of study to whole classes or to develop tutorial instruction with individuals or small groups of students.

*Special education major Dennis Millay points to the use of technology, and learning how to use it to improve teaching, as a positive attribute of Brescia's program. But the fundamental strength lies in something less concrete: "Some colleges teach the curriculum. Brescia teaches a philosophy – respect every person. We learn how to treat a student as a unique individual and engage them in their learning."*



## Campbellsville University, Campbellsville

The mission of the teacher education program at Campbellsville University is to prepare teachers by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can have a positive impact on student learning and who are committed to lifelong learning in a global society.

With students from 32 states and 25 foreign countries, Campbellsville's dedicated faculty stresses academic excellence, solidly grounding students in the liberal arts, personal growth, integrity and fellowship within a caring environment. The education program incorporates the latest in instructional technology and provides high-quality experiences for preservice and experienced teachers to ensure student success.

*"A real strength of the teacher education program is the focus on diversity throughout the entire program," said elementary education major Pam Quinn. "They facilitate your going outside your comfort zone to work and understand children from different cultures and backgrounds, as well as those with special needs."*



## Centre College, Danville

The education program at Centre College has four principal goals: to help students recognize the complexity of education in the United States; to provide experiences and information to help students decide whether a teaching career is appropriate for them; to prepare students for certification and teaching by equipping them with the theoretical and practical knowledge needed by beginning teachers; to stress critical reflection so teachers will be able to recognize educational dilemmas, analyze such dilemmas and problems, formulate possible solutions and

anticipate some of the consequences, and test solutions.

The stated mission of the program is for students to develop a greater understanding or an appreciation for the complexities of teaching and learning and to lead lives of learning, leadership and service as effective elementary and secondary classroom teachers.

*"The small size is positive. There is a family feeling," said Justin Atkins, a Centre graduate who teaches in Shelby County. "This holds true for the school as a whole and the education department. You get a lot of individual attention."*

## Georgetown College, Georgetown

Since its inception, Georgetown College has been dedicated to developing scholars who are committed to its Christian heritage. The teacher education program is rooted in the school's liberal arts tradition, which seeks



to develop habits of thought, character and service that exemplify the highest ideals of caring stewardship and responsible citizenship. The primary aim of the program is to develop scholars who are competent and caring educators, committed to a spirit of service and learning who will continue to grow professionally throughout their careers.

A variety of classroom and on-campus experiences, extensive field work and continuous counseling and evaluation of students are integral components of the teacher education program.

*Billie Travis, a 7th grade math teacher in Georgetown, was Kentucky's 2005 Teacher of the Year. She received her masters degree and Rank I from Georgetown College.*

*"I really appreciated the opportunity to be a student there. ... The professors were great. Their expertise in the classroom and their willingness to work with me really made me appreciate my profession even more."*

## Kentucky Christian University, Grayson

The mission of Kentucky Christian University is to educate students for Christian leadership and service in the church and in professions throughout the world. The teacher education program participates in the institutional mission, and graduates are active in leadership and service positions in the teaching profession and the church.

Established in 1919 as Christian Normal Institute, the school offered programs for high school, junior college and teacher preparation. The teacher preparation program was phased out in the early 1920s and revived in 1983. The goal of the program is to produce teachers who are empowered to assess students, analyze content, plan and implement instruction and evaluate instruction and learning. Graduates are expected to be lifelong learners and role models in their professional and social communities.

*Kentucky Christian University graduate Emily Ream, a first-year elementary school teacher in Ashland, is working in the school where she did her student teaching, and she was offered two other jobs as well. "Compared to the newer teachers at my school, I feel I'm the most prepared. ... I can help the other teachers. Being out of school, I realize how good the program was there and how much I learned."*

## Kentucky Wesleyan College, Owensboro

Kentucky Wesleyan College's teacher education program is embedded in a strong liberal arts program. "Teachers as Leaders" is the theme for the program, reflecting the college's view that educational leadership training is vital for teachers. Many of Kentucky Wesleyan's graduates come from and return to small communities where teachers have opportunities to lead in government as well as civic and church positions. The program emphasizes that the skills and disposition required for teaching are also required for leading.

Kentucky Wesleyan provides experiences specifically designed to develop teacher leaders capable of facing a diverse, ever-changing world. Efforts are dedicated to developing teachers who demonstrate an ability to solve problems critically, logically and creatively; an ability to design instruction appropriate for individual students; an ability to communicate with multiple groups; a commitment to ongoing personal and professional growth; an enthusiasm for their profession; leadership management skills and proficiency in content areas.

*According to student Sara Hudson, the education department at Kentucky Wesleyan College is "close-knit – like a family. The faculty are very open and welcoming and try to help students in any way they can." The hands-on experience provided by the program is also a strength. Two of her classes took place in a public elementary school.*



## Lindsey Wilson College, Columbia

The preparation of future educators at Lindsey Wilson College is guided by the mission statement of serving the educational needs of students by providing a living/learning environment within an atmosphere of active caring and Christian concern. Additional guidance is provided by the education program's theme: "Teacher as Leader in Rural/Small School Education." Within this framework, the program works to prepare classroom teachers who adhere to the highest professional expectations as outlined by state and national standards.

The focus is on every student, every day. Lindsey Wilson College also works to develop relationships with schools in its ten-county region, specifically preparing students for small school settings. The special preparation has resulted in better retention for the college's graduates once they enter the classroom.

*"Lindsey Wilson's education program helped me from the beginning," said Sarah Collier Culver, an elementary teacher in Crestwood. "The program has great experienced professors who taught me the importance of holding students to high standards. They really challenged us with teaching higher-order thinking, and they also stressed the importance of thinking about different ways to teach students."*

## Mid-Continent University, Mayfield

The mission of Mid-Continent University is to provide on-campus and off-campus programs to educate students for Christian leadership and service around the world, reflecting the Baptist tradition. The theme of the university's teacher education program is: "Equipping reflective decision-makers, creative problem-solvers and servant leaders."

The university describes the purpose of its program as serving children, families and communities by preparing bi-vocational ministers, professional teachers and/or informed parents to teach early elementary school age children in Christian schools, in public schools and in the home.

## Midway College, Midway

The teacher education program emanates from the mission of Midway College and is predicated on the belief that the development of teachers as professional leaders who make a difference is built on a multi-dimensional learning program. This program encompasses intrapersonal, intellectual, professional and global attributes. Professional leadership is defined as a) the knowledge of self and the ability to think critically, solve problems and act decisively, and b) a commitment to cultural values, attitudes and diversity. The college seeks to serve the larger society by educating students intellectually, morally and spiritually to be productive participants in society, responsible citizens in a democracy and conservators and reformers of the best elements of their individual cultures.

Midway College has a long history of preparing educators. Its program is offered in both the traditional,

daytime environment in the women's college and in an accelerated format in the evenings and on weekends for men and women. Online courses are also part of the instruction.

*Nontraditional student Jennifer Lohr, a mother of high school children, had never been to college prior to her experience at Midway. "I have had the most phenomenal college experience. Midway has given me the confidence I needed. The first day of school was the scariest day of my life, but all the staff (from the president to maintenance employees) have been warm and supportive. ... The strength of Midway is the people they have employed. They listen to me, share opinions and advice. There is a climate of respect."*



## Pikeville College, Pikeville

Pikeville College was founded by Presbyterian ministers in 1889 to serve students from the central Appalachian mountains of eastern Kentucky and bordering states. The college views itself as an “opportunity institution” and has historically placed a high priority on training teachers.

The organizing theme of the education program is: “Effective teachers enable ALL students to learn.” The program emphasizes that, to make reflective analytical decisions that will enable all students to learn, teachers need multiple areas of knowledge, multiple areas of competence and appropriate dispositions or attitudes that foster learning and genuine human relationships. Collaboration between education faculty and arts and sciences faculty and a full professional year of field experience for student teachers are considered particular strengths of the program.

*Student Ricky Thacker, who is focusing on middle school math, believes the teachers are the strength of the program at Pikeville College. “They care about each one of us. They want all students to learn.” Other strengths include observation opportunities and the hands-on experience that the program provides.*

## St. Catharine College, Springfield

St. Catharine College is awaiting state approval to move from a two-year to a four-year education program. One focus of the two-year program, positive discipline classroom management practices, has provided the foundation for building the four-year program. Early, directed field experience also will be emphasized. Students now spend a full day once a week in schools as soon as they take an education class. Throughout their four-year experience, they will be in



schools one day a week; that will expand to two days a week in the semester prior to student teaching.

St. Catharine’s education programs put particular emphasis on teaching practices that are inclusive, anti-bias and respectful of the diverse background students come from as well as the various ways they learn.

*“I am currently in a Student Field Experience course, which involves going to observe schools, working in classrooms and focusing on students,” noted second-year student Brandi Mattingly. “This experience will be beneficial to my future as a teacher and will enable me to better prepare myself. I feel that by seeing methods of many different teachers and how students react to those methods, I will be able to choose the best teaching method for my students.”*

## Spalding University, Louisville

Spalding University traces its roots to 1814 when the Sisters of Charity of Nazareth established Nazareth Academy. The College of Education, one of four centers of excellence at the university, frames its preparation of teachers around the philosophy and theme of “Educator as Leader” and infuses field experience through strong

collaborations with public schools.

The mission of the college is to prepare educators who possess intellectual understanding, holistic perspective and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural society. As an extension of the university’s

mission for service, meeting the needs of the times and promoting peace and justice, Educators as Leaders are prepared to view teaching as a vocation, to understand the contemporary needs of schools and students and to be advocates for all students.

*“When I decided to return to college, I asked many administrators in education and educational professionals what school they would recommend,” said graduate Malissa Russell, who teaches at a Bullitt County middle school. “Spalding was the unanimous choice of everyone, so I already had high expectations before I ever sat in my first class. I can honestly say that all of my expectations have been exceeded. Being a student at Spalding University opened up more doors for me than I ever dreamed possible.”*

## Thomas More College, Crestview Hills

The primary mission of Thomas More College is to develop and sustain challenging undergraduate, graduate and professional programs of study marked by superior teaching and scholarship. The education program focuses on providing learning environments where teacher candidates can acquire the knowledge, attitudes, values and skills required to meet the needs of students in a dynamic society. The goal of the program is to develop the “teacher as a leader in the learning community.” A liberal arts foundation and early and frequent field opportunities strengthen the education students’ experiences.

The program’s commitment is to the development of effective, proactive members of the teaching profession who value lifelong learning, reflection, service to diverse constituencies and, consistent with the college mission, commitment to Christian values.

*“I have absolutely nothing but positive things to say,” said graduate Brian Robinson, an assistant principal in Campbell County. “I think the most important thing for me as an*

*educator was that it was very clear from my very first education course that they were going to get me into the classroom, and the degree of my participation continued to escalate throughout the program. The small school setting and meeting individual needs really showed – in education classes and in all classes.”*

## Transylvania University, Lexington

The complementary values of a sound mind and a sound body underlie the philosophy of Transylvania University’s education program, which examines concepts of knowledge and how it is passed from one person to another and from one generation to the next. Preparing future educators to be thinkers, not technicians, reflects the university’s philosophy that the scope, spirit, analytic approaches and integration of knowledge inherent in liberal education are the best preparation for life beyond college.

Using an innovative curriculum, faculty and students place an emphasis on the importance of caring, learner-centered ways of coming to knowledge and interacting with one another. Students, who are actively involved in their own learning, have opportunities to observe and teach in public and private school classrooms in every education course.



*For student Jessie Goodloe, who is soon to graduate with a teaching job secured, the strengths of the program include “strong communication. The faculty form relationships with students, and there is an openness to reflection and teaching students to be reflective.”*

## Union College, Barbourville

Teacher education at Union College is an outgrowth of the liberal arts foundation that the college believes will strengthen prospective teachers and give them the intellectual resources they need in today’s classrooms.

Union education students complete a three-tiered educational experience, beginning with the liberal education core curriculum. These courses expose students to the arts and sciences to broaden their world view and stretch them academically. The second level involves the selection of an area of educational specialization. The capstone of the program is the professional preparation sequence of courses that take students from theoretical study of teaching through practical and clinical experiences.

*“One of the biggest strengths is the personal interest that the faculty has in their students,” said William Jones, a veteran teacher who is a graduate student at Union College. “They are student-centered rather than faculty-centered. They are sensitive to the needs of older students, which are in the majority in the graduate program.”*

## University of the Cumberland, Williamsburg

The University of the Cumberland focuses on providing the best possible training for teachers by offering a curriculum that combines theory with practical experience within the framework of a liberal arts program. By working in concert with other departments across campus, education faculty help students design the course of study best suited to their individual interests and talents.

Making sure each student is a good fit for a career in teaching is an area of focus for the university, where teaching is considered an art. The education program reflects the university’s commitment to strong academics joined with a commitment to a strong work ethic. The emphasis is on providing a quality program that prepares teacher candidates who serve as responsible and moral leaders in the schools of the nation.

*Senior David Atwood, a middle school education student with a specialty in math and science, credits the university with a strong preparation in his specialty disciplines with upper-level courses. Another strength is “plenty of clinical hours in the schools.”*



# Kentucky Independent Colleges

## Accreditation Status, Quality Performance Index, and Program Offerings

### October 2006

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Alice Lloyd College	Continuing Accreditation with Probation*	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Earth Science English Mathematics Social Studies	Physical Education	
Asbury College	Initial NCATE/State	Excellent Performing (3.88)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Mathematics Chemistry Social Studies English	Art French Health Latin Integrated Music Physical Education Spanish	<b>Endorsements:</b> ESL Learning & Behavior Disorders (Grades 8-12)  <b>Continuing Education:</b> MA in Sp. Ed./Learning & Behavior Disorders P-12  <b>Other Instructional Services:</b> Instructional Media  <b>Alternate Route to Certification</b>
Bellarmine University	Continuing NCATE/State	Excellent Performing (3.65)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Social Studies	Art Integrated Music	<b>Exceptional Children:</b> Learning & Behavior Disorders (P-12)  <b>Endorsements:</b> Reading & Writing P-12  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal Grades P-12  <b>Alternative certification program</b>
Berea College	Continuing NCATE/State	Excellent Performing (3.85)	Yes + Interdisciplinary Early Childhood Education, Birth to Primary	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Family & Consumer Science Technology Education (Grades 5-12) Art French German Health Instrumental Music Integrated Music Physical Education Spanish Vocal Music	

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Brescia University	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science English Mathematics Social Studies	Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> Learning & Behavior Disorders (Grades 8-12)  <b>Continuing Education:</b> MS in Curriculum & Instruction
Campbellsville University	Continuing State	Satisfactory Performing (3.36)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> ESL (Bachelor's)  <b>Continuing Education:</b> MA in Education MA in Social Science for Social Studies MM in Music Education  <b>Alternative Route to Certification</b>
Centre College	Continuing State Only	Excellent Performing (3.84)	Yes	--	Biological Science Chemistry English Mathematics Physics Social Studies	Art French German Spanish	
Georgetown College	Continuing State	Excellent Performing (3.78)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French German Health Instrumental Music Integrated Music Physical Education Spanish Vocal Music	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements:</b> ESL Gifted Education Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Alternative Route to Certification</b>

# Kentucky Independent Colleges

## Accreditation Status, Quality Performance Index, and Program Offerings

October 2006

COLLEGE/ UNIVERSITY	ACCREDITA- TION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Kentucky Christian University	Continuing State	Satisfactory Performing (3.05)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Integrated Music		
Kentucky Wesleyan College	Continuing State	Low Performing (2.2)**	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education Spanish	
Lindsey Wilson College	Continuing State	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science English Mathematics Social Studies	Art Health Physical Education	
Mid-Continent University	Provisional State	Excellent Performing (3.79)	Yes				
Midway College	1. Women's Day College - Continuing State 2. SCD Program - State w/ Conditions	Excellent Performing (3.8)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science English Mathematics		<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)
Pikeville College	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies		
St. Catharine University	Waiting for 4-year Accreditation	No record					
Spalding University	Continuing NCATE/State	Excellent Performing (3.68)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry Earth Science English Mathematics Social Studies	Business & Marketing (5-12) Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements (Grades P-12):</b> ESL Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal (Grades P-12)  <b>Alternative Route to Certification</b>
Thomas More College	Continuing State	Satisfactory Performing (3.34)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (5-12) Art Theatre	<b>Endorsements:</b> Computer Science (Grades 8-12) Instructional Computer Technology (Grades P-12)
Transylvania University	Initial NCATE/State	Excellent Performing (3.85)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French Integrated Music Physical Education Spanish	

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS	QPI	ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Kentucky Christian University	Continuing State	Satisfactory Performing (3.05)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Integrated Music		
Kentucky Wesleyan College	Continuing State	Low Performing (2.2)**	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies	Art Health Integrated Music Physical Education Spanish	
Lindsey Wilson College	Continuing State	Satisfactory Performing (3.29)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science English Mathematics Social Studies	Art Health Physical Education	
Mid-Continent University	Provisional State	Excellent Performing (3.79)	Yes				
Midway College	1. Women's Day College - Continuing State 2. SCD Program - State w/ Conditions	Excellent Performing (3.8)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science English Mathematics		<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)
Pikeville College	Continuing State	Excellent Performing (3.6)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Social Studies		
St. Catharine University	Waiting for 4-year Accreditation	No record					
Spalding University	Continuing NCATE/State	Excellent Performing (3.68)	Yes	Middle School Teaching Fields English and Communications Learning & Behavior Disorders Mathematics Science Social Studies	Biological Science Chemistry Earth Science English Mathematics Social Studies	Business & Marketing (5-12) Art Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12)  <b>Endorsements (Grades P-12):</b> ESL Instructional Computer Technology Reading & Writing  <b>Continuing Education:</b> MA in Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I  <b>Instructional Leadership:</b> School Principal (Grades P-12)  <b>Alternative Route to Certification</b>
Thomas More College	Continuing State	Satisfactory Performing (3.34)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (5-12) Art Theatre	<b>Endorsements:</b> Computer Science (Grades 8-12) Instructional Computer Technology (Grades P-12)
Transylvania University	Initial NCATE/State	Excellent Performing (3.85)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies	Biological Science Chemistry English Mathematics Physics Social Studies	Art French Integrated Music Physical Education Spanish	

# Kentucky Independent Colleges

## Accreditation Status, Quality Performance Index, and Program Offerings

October 2006

COLLEGE/ UNIVERSITY	ACCREDITATION STATUS		ELEMENTARY Grades P-5 Bachelor's level	MIDDLE SCHOOL Grades 5-9 Bachelor's level Specialties:	SECONDARY SCHOOL Grades 8-12/Bachelor's level Specialties:	CERTIFICATES/ALL GRADE LEVELS (P- 12) Bachelor's level	OTHER/ENDORSEMENTS
Union College	Continuing State with Conditions	Excellent Performing (3.57)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Social Studies	Health Physical Education	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12) <b>Endorsements:</b> Reading & Writing <b>Continuing Education:</b> MA in Education Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I <b>Instructional Leadership:</b> School Principal (Grades P-12) Supervisor of Instruction <b>Alternative Route to Certification</b>
University of the Cumberlands	Continuing State	Excellent Performing (3.88)	Yes	Middle School Teaching Fields English and Communications Mathematics Science Social Studies Learning & Behavior Disorders	Biological Science Chemistry English Mathematics Physics Social Studies Speech/Media Communications	Business & Marketing (Grades 5-12) Art Computer Information Systems French Health Integrated Music Physical Education Spanish	<b>Exceptional Children:</b> Learning & Behavior Disorders (Grades P-12) <b>Endorsements:</b> Computer Science Instructional Computer Technology Reading & Writing <b>Continuing Education:</b> MA in Education MA in Special Education MA in Teaching Planned Fifth-Year Program Equivalency for Rank II Planned Program for Rank I <b>Instructional Leadership:</b> School Principal (Grades P-12) Director of Pupil Personnel Director of Special Education School Superintendent Supervisor of Instruction <b>Alternative Route to Certification</b>

NCATE: National Council for Accreditation of Teacher Education

PRAXIS: National exams that measures a teacher candidate's knowledge and skills

The Quality Performance Index, developed by the Kentucky Education Professional Standards Board, provides an indicator of the overall performance of educator preparation programs. It is based on calculation that includes three performance measures: 1. annual summary PRAXIS II pass rate (with a performance weight of 3), 2. the overall mean score on the Kentucky Educator Preparation net teacher survey (with a performance weight of 1) and 3. the Kentucky Teacher Internship Program pass rate, three-year average (with a performance weight of 1).

\*College representatives are working closely with the KY Educational Professional Standards Board staff to address concerns and to schedule another site visit.

\*\*The QPI score was depressed based on a lower than normal pass rate on the PRAXIS II exam of a small candidate cohort. The pass rate issue has been addressed by students retaking and successfully completing the exam.

Kentucky's Independent Colleges and Universities

Preparing Teachers...Building the Future



AIKCU

Association of Independent  
Kentucky Colleges & Universities



*This document was produced by the Association of Independent Colleges and Universities with support provided as part of the Teacher Education Model Program and the Teacher Quality Enhancement program to report on member institutions' work under those programs.*



# Building the Future



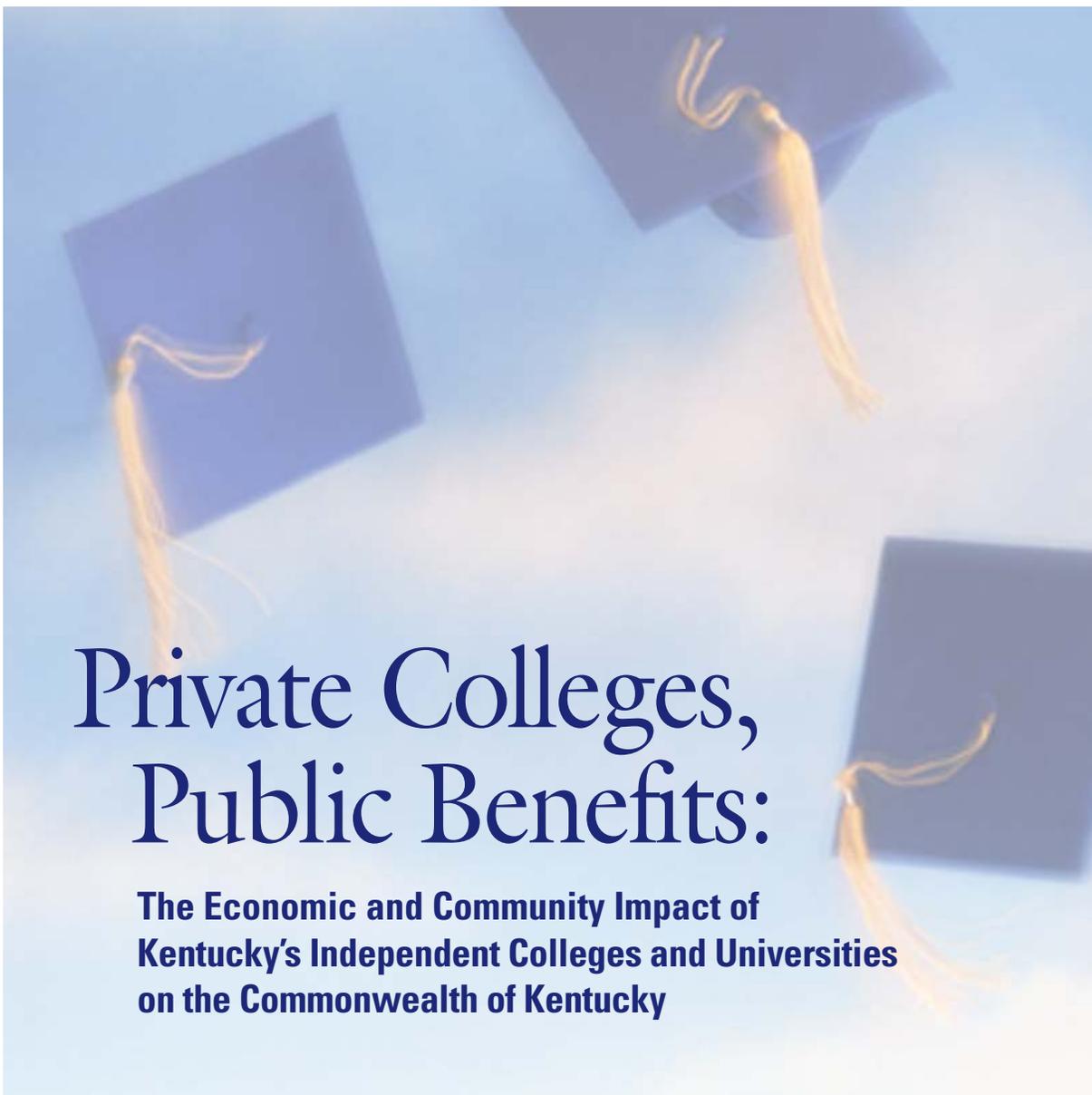
AIKCU

Association of Independent  
Kentucky Colleges & Universities

Kentucky's Independent Colleges and Universities

Preparing Teachers...Building the Future

The Association of Independent Kentucky Colleges and Universities



# Private Colleges, Public Benefits:

**The Economic and Community Impact of  
Kentucky's Independent Colleges and Universities  
on the Commonwealth of Kentucky**



Human Capital Research Corporation • Evanston, Illinois

# Contents

## Table of Contents

Executive Summary	3
Understanding Higher Education from 30,000 Feet	7
The Kentucky Economy and Higher Education Attainment	8
Benefits to the Individual as Benefits to Community	10
Impacts of Higher Education on Kentucky's Economy	20
Higher Education as Good Business	22
Kentucky's Independent Sector and the Highest Return on Investment	26
Helping to Build and Sustain Kentucky's Human Infrastructure	28
Contributions by Participating Colleges and Universities	33
References	61
Appendix A: Methodology	62
Appendix B. Economic Impact Tables	63
Appendix C: Economic Impact Flow	66
Appendix D: Capital Expenditures Economic Impact Flow Chart	66
Appendix E: Alumni Expenditure Economic Impact Flow Chart	67
Appendix F: SUPPORTING TABLES	67
Appendix G: Survey	71



**The Association of Independent  
Kentucky Colleges and Universities**

502.695.5007  
502.695.5057 fax  
[www.aikcu.org](http://www.aikcu.org)

## Executive Summary

Kentucky is home to twenty nonprofit, independent colleges and universities located throughout the Commonwealth, from Mayfield to Pikeville and in small towns and metropolitan areas in between. Nineteen of these twenty colleges and universities that make up the Association of Independent Kentucky Colleges and Universities are represented in this study (the twentieth, Mid-Continent University, became a member of the Association as the study was in its final stages). All of these institutions have deep ties to their local communities. They share a common commitment to providing students with high quality education and personal attention that maximizes students' chances for academic success.

With more than 30,000 students and staff, these independent colleges and universities directly impact the lives of thousands of Kentuckians on a daily basis. They produce thousands of graduates each year, and there exists a large body of research to substantiate the social and economic returns a college education provides for these individuals. Yet these campuses do much more than produce well-educated leaders for the workforce – they have far reaching effects on Kentucky's economy, communities, people, and future growth and prosperity.

This study focuses on the economic and social benefits these institutions bring to their communities and to the Commonwealth that make them great assets as Kentucky looks towards the future and a better, more prosperous Kentucky. We hope that this document is only the beginning of a continued discussion of the essential role that education, and independent higher education in particular, plays in Kentucky's future.

### Understanding the Imperative: Higher Education and the Kentucky Labor Market

- Kentucky residents continue to lag behind most of the country in their level of educational attainment: For adults over the age of 25, approximately 17 percent have a bachelor's degree or higher compared with 24 percent nationally;
- Since 2001, Kentucky has not kept pace with the rate of employment growth nationally. Nonetheless, Kentucky's patterns of employment demand continue to mirror that of the nation, with significantly lower rates of unemployment and significantly higher earnings for those with higher levels of attainment;
- Kentucky's relatively low level of education attainment has implications for its interaction with the national economy and surrounding states in ways that may ultimately inhibit future growth. At a national level, lower levels of attainment make it less likely that the Commonwealth will be able to leverage or take advantage of growth associated with more advanced sectors in other parts of the country through trade and/or affiliate relationships. At the same time, the more robust economies of Kentucky's neighbors including Virginia, Illinois, Missouri, Ohio, and Indiana, have the



*continued*

Given Kentucky's comparatively modest financial commitment to independent higher education, the educational, economic and social benefits provided by the sector represent an extraordinary value and favorable return on investment.

potential to siphon Kentucky's "homegrown" talent given a wider range of economic opportunities and offerings;

- Kentucky's most recent labor market projections imply that the greatest demand for future employment will be in occupations requiring comparatively lower levels of education attainment. While such projections are largely determined by the current economic base, they are by no means destiny. Fundamentally, Kentucky's economic future can and will be shaped by the talents and capabilities of its own citizenry. Absent a sustained investment and capacity to innovate at both the K-12 and Postsecondary level, Kentucky is likely to witness the self-fulfilling prophecy of its most recent labor market projections and ultimately remain a low-wage low skill economy;
- In order to reach economic parity with the nation at large, which is instrumental to raising the standard of living for all Kentuckians, the Commonwealth will effectively need to double the number of Baccalaureate recipients by 2020. In turn, to meet this extraordinary investment challenge, Kentucky must approach its investments in education with great prudence and innovation. Because innovation is not without risk, the state would greatly benefit from a series of performance criteria and specific measures to help assess its return on investment and guide the allocation of scarce public capital to its most productive use.

#### Towards an Understanding of the Societal Benefits of Independent Higher Education

- The social and economic benefits rendered by Kentucky's independent colleges and universities are multifaceted, substantial and serve virtually all segments of the Commonwealth's economy and its citizenry. Given Kentucky's comparatively modest financial commitment to independent higher education, the educational, economic and social benefits provided by the sector represent an extraordinary value and favorable return on investment;
- Apart from the educational benefits that accrue directly to students through greater levels of attainment, Kentucky's independent colleges and universities contribute to community quality of life on two important levels: (1) through Economic Development, which includes business support services, strategic partnerships, and product and service innovations; and (2) through Human Development, which includes the delivery of social services rendered through a wide variety of institutional facilities, service programs, and community level initiatives;
- Kentucky's twenty independent colleges and universities make available to the public a large number of facilities at no cost to the Commonwealth. In fiscal 2003, the replacement value of the sector's education facilities including buildings and equipment exceeded \$1.1 billion. Overall, the gross assets of the sector including endowment resources exceeded \$2.88 billion. Many resources are offered at no cost or at a cost subsidized by the institutions themselves. Among the facilities rendered to the public for a nominal fee or at no charge are theaters, athletic centers or athletic facilities, museums and galleries, healthcare clinics, conference centers, technology labs, and television and radio stations. Campus libraries almost universally provide free access to books, journals, government documents, and archives, as well as public Internet access and a rich array of community programs including lecture series, luncheon series, and speaker programs;
- Faculty, staff, and students of Kentucky's independent colleges volunteer a considerable amount of their time and resources to addressing state and local needs. Under the Federal Work Study Community Service, Family Literacy and Mathematics Tutor programs, nearly 1,000 students from the independent sector provided more than 250,000 hours of service in Fiscal 2004. Other examples of community involvement include daycare services for young children, assisting local business and civic organizations in developing strategies for replacing lost jobs, and free tax consultation to citizens unable to afford professional services;
- Programs developed in partnership with the K-12 school system provide college students with opportunities to teach, tutor, and mentor students

with varying learning abilities. Additionally, faculty provide professional development to teachers through training and instruction in various disciplines including the sciences, as well as by assisting in the development of curricula used in schools.

### Defining Economic Impact and the Direct and Indirect Effects of the Independent Sector

- Kentucky’s independent colleges and universities generate considerable economic growth through the day-to-day business transactions necessary to bring their services to market; these transactions, in turn, create demand for other goods and services that ultimately engage every sector of the state’s economy;
- Collectively, Kentucky’s independent colleges and universities generate a level of economic activity that places the sector among the largest employers and contributors to the state’s overall economy. Taken together, the independent sector would rank eleventh in employment, and eighteenth in revenues among the Commonwealth’s 25 largest publicly held corporations.
- **Impact of Direct Institutional Expenditures on the Kentucky Economy**

In 2003, Kentucky’s independent higher education sector generated \$705 million in total in-state economic activity, including \$375 million in direct spending by the institutions for operating expenditures, students, and campus visitors and an additional \$330 million in indirect/induced spending in other sectors of the economy;

Collectively, the sector created 8,629 total jobs in the state including 4,275 full-time equivalent employees at the institutions, and 4,354 jobs created in other industry sectors of the state economy;

In terms of indirect effect, each dollar invested in Kentucky’s independent sector in 2003 resulted in \$1.88 in total economic output for the state. Similarly, each job in the sector generated directly and indirectly 1.98 jobs statewide. Since Fiscal 1993, the sector has added more than 1,000 additional jobs to its employment base including 694 full-time and 313 part-time positions.

- **Impact of Capital Expenditures on the Kentucky Economy**

As a result of its on-going investment in higher education facilities and infrastructure, Kentucky’s independent colleges generated \$780 million in total economic activity, including \$366 million in direct capital expenditures by the institutions and \$414 million in indirect/induced spending in other sectors of the economy;

In all, 3,733 total jobs were created in Kentucky as a result of economic activity generated by the institution’s capital expenditures—apart from the 8,629 jobs created as a result of delivering higher education services.

- **Impact of Independent Sector Alumni on State Tax Revenue**

In aggregate, \$4 billion in annual earning was generated statewide by the 95,805 actively employed independent sector alumni who currently reside in Kentucky;

In aggregate, independent sector alumni residents annually generate \$416 million in state tax revenue and \$543 million in federal tax revenue—that’s more than a tenfold return on the State’s current financial aid outlay to the sector;

Overall, independent sector alumni annually spend more than \$3.1 billion dollars, generating \$5.9 billion in total economic output resulting in an additional 31,500 jobs in the Commonwealth.

- **Cost-Benefit of the Independent Higher Education Sector to the Commonwealth**

Less than 4 percent of state postsecondary appropriations are allocated to independent college and university students in the form of financial aid, yet these institutions produced 22 percent of the state’s bachelor’s degrees in 2004;

Independent institutions produce bachelor’s degree graduates in many of the fields critical to the future competitiveness of business and industry in Kentucky, awarding in 2004 approximately 35 percent of economics degrees, 34 percent of biology and biological science degrees, 33 percent of mathematics degrees, and 23 percent of computer science degrees conferred in the state.

In aggregate, \$4 billion in annual earning was generated statewide by the 95,805 actively employed independent sector alumni who currently reside in Kentucky.



### Self-Fulfilling Prophecies and Realization of a 2020 Vision for the Commonwealth

It is clearly in the public interest to help ensure the highest possible level of capacity utilization in the independent sector as a key instrument of economic growth.

The economic and social well-being of the Commonwealth is fundamentally linked to the state's ability to relentlessly expand its citizens' levels of educational attainment. To the extent that Kentucky can raise the levels of education attainment, the state will likely realize a stronger competitive position in both domestic and global markets, along with higher rates of employment growth, greater economic stability and higher levels of compensation, which in turn, contribute to a stronger tax base, an enriched social environment and an enhanced capacity to invest for the future.

Higher education affects the ongoing building of wealth not only for the individual but also for his or her children—setting in motion a cycle of investment with the potential to substantially alter Kentucky's current economic trajectory over the course of a single generation. When considered in intergenerational terms, the social returns on investment in education become immeasurable.

As the Commonwealth seeks to address the educational needs of its residents and meet the competitive economic challenges of the next decade and beyond, it is imperative that Kentucky develop new strategies to more effectively utilize and leverage the resources of its higher education enterprise as a whole. Kentucky's independent sector, which is an integral part of that system, is particularly well poised to help meet this critical need.

From a public investment standpoint, Kentucky's independent sector offers the state an effective vehicle

for providing educational services at the least possible cost to the taxpayer. Based on the Fiscal 2003 institutional operating budgets, each dollar in state support was matched directly by more than ten dollars in institutional, private, federal and family support. When capital and outside ancillary expenditures are considered, the leverage on State capital is even larger. Coupled with a comparatively high level of degree productivity, a capacity to absorb additional students across a wide range of program offerings, and a strong commitment to render services to their host and surrounding communities, it is clearly in the public interest to help ensure the highest possible level of capacity utilization in the independent sector as a key instrument of economic growth.

Through a comprehensive and well coordinated human capital investment strategy, Kentucky can not only accelerate its growth in employment and earnings, but fundamentally alter its economic course—at once affirming and preserving the Commonwealth's unique character and high quality of life while enhancing its technical capacity to meet the economic challenges of the century that is now before us.

To fulfill this vision, the Commonwealth faces two fundamental challenges: one of learning engagement (that is, helping to ensure that the state's lesser educated and lower wage workers have sufficient understanding of the profound importance of skill development, and the opportunity to actively participate in the education enterprise); and second, one of investment—to ensure that Kentucky's education enterprise is sufficiently capitalized to meet the educational needs of the state as effectively and efficiently as possible.

## Understanding Higher Education from 30,000 Feet

While there is a large body of research to substantiate the social and economic returns to a college education, most of this work has focused on individual returns rather than the effects of education on society at large. While the findings of such research are compelling in their conclusions, and almost universally accepted, far less is understood about the cumulative or collective impact of the higher education enterprise on the economy at large.

In large part, this study seeks to elaborate on the returns of higher education with an eye towards its collective and cumulative contributions. More specifically, it focuses on the role of Kentucky's independent colleges and universities as an underlying driver of economic growth and social well-being, ultimately with the intention to help clarify and strengthen the linkages between postsecondary education and the processes of economic development.

By taking a step back to examine higher education's collective contributions, we arrive at a very different calculus that ultimately suggests a significantly greater social return than can be seen by examining production costs and degree outputs alone. Absent this broader and richer perspective, it is our concern that the Commonwealth may fail to invest adequately in this enterprise, and consequently fail to realize the ambitious vision and agenda as outlined in the Commonwealth's 2020 Vision: *A Strategic Agenda*

*for Kentucky's System of Postsecondary Education:*

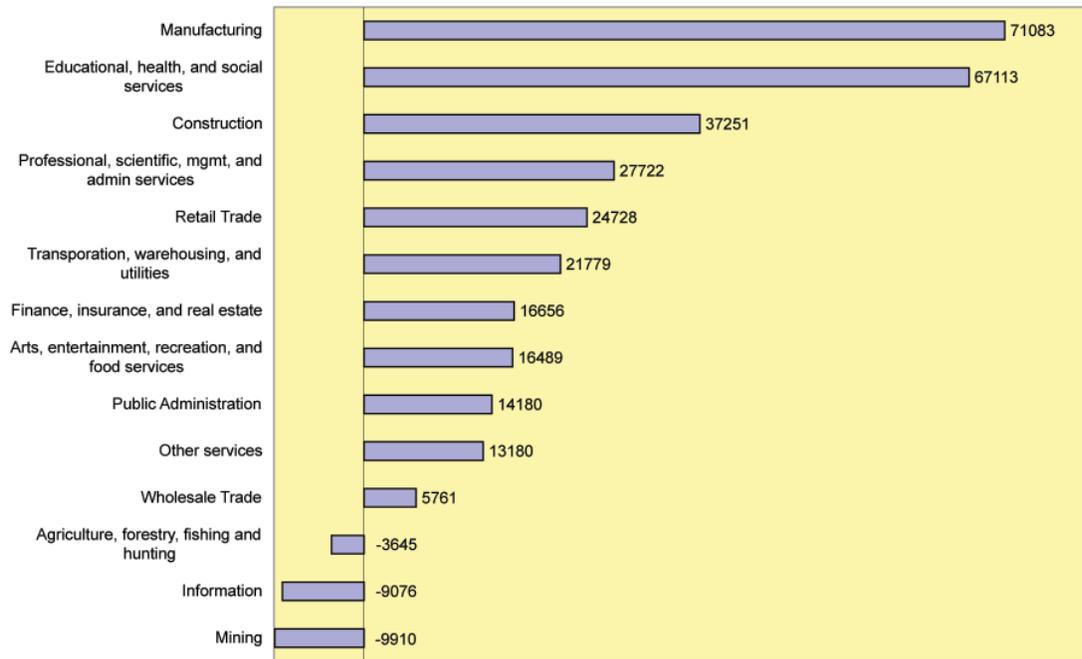
- Educated citizens who want advanced knowledge and skills and know how to acquire them; and who are good parents, good citizens, and economically self-sufficient workers.
- Globally competitive businesses and industries respected for their highly knowledgeable employees and the technological sophistication of their products and services.
- Vibrant communities offering a standard of living unsurpassed by those in other states and nations.
- Scholars and practitioners who are among the best in the world, dedicated to creating new ideas, technologies, and knowledge.
- An integrated system of elementary and secondary schools and providers of postsecondary education, committed to meeting the needs of students and the Commonwealth, and acclaimed for excellence, innovation, collaboration, and responsiveness.

In light of the enormous competing demands for public support, achieving Kentucky's vision for a highly educated populace will require a more complete understanding of the role of the independent sector in Kentucky, and armed with that understanding a more thorough exploration of policies aimed at greater collaboration between the independent colleges and universities and a very broad constituency.

## The Kentucky Economy and Higher Education Attainment

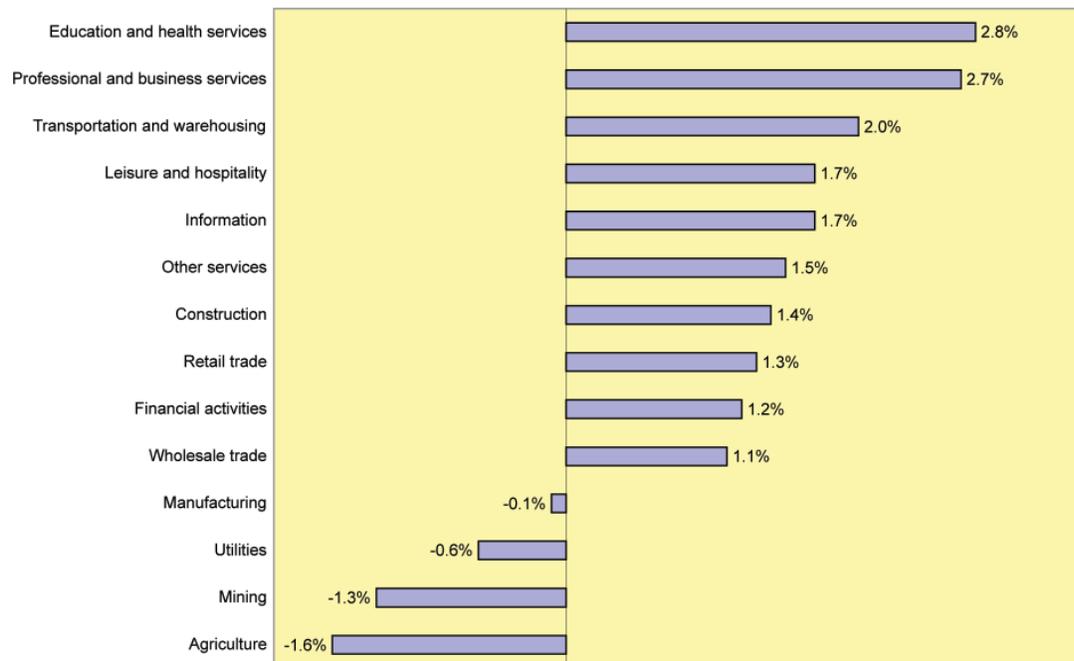
Projections of industry growth indicate that Kentucky will likely outpace national rates of growth in slow and fast growing industrial sectors alike. Manufacturing in the Commonwealth, for example, is expected to increase over the next decade by 6.5 percent compared with a 0.1 percent decline nationally, while services are expected to increase by as much as three to seven times national rates of growth (Kentucky Employment, 2005).

**Kentucky Net Job Change by Industry 1989-1999**



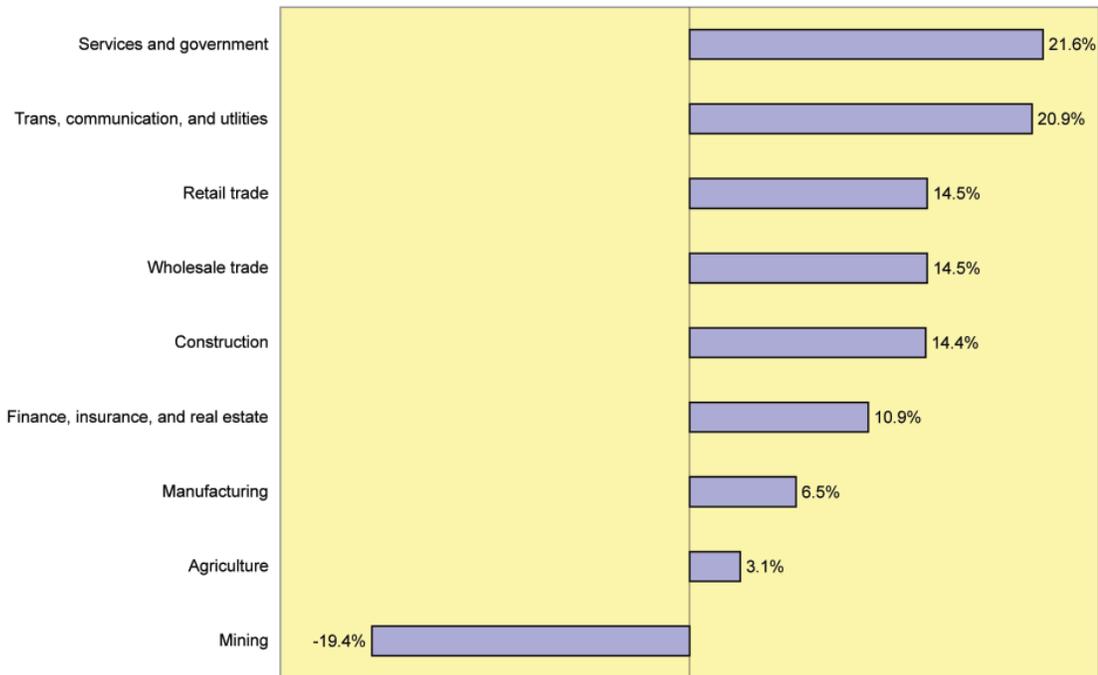
Source: 1990 and 2000 U.S. Census

**National Industry Growth Projections 2002-2012**



Source: U.S. Bureau of Labor Statistics

**Kentucky Industry Projections 2000-2010**



Source: Kentucky Department of Labor

As Kentucky’s economic base seems poised to capture share from the U.S. economy as a whole, the Commonwealth over the last seven years has apparently realized significant gains in education attainment (Kentucky’s Postsecondary System Launches 5-Year Plan, 2005). While these gains are laudable and crucial to realizing the projections referenced above, the Commonwealth continues to lag behind most of the country in the rate of educational attainment of its citizens. For adults over the age of 25, who demonstrate the largest contribution to the labor force, approximately 17 percent have a bachelor’s degree or higher compared with 24 percent nationally (State and County QuickFacts: Kentucky).

Kentucky’s unique industrial makeup affects the opportunities afforded to its working citizens. Conversely, its citizens’ educational attainment influences the growth of existing or new sectors of the economy. This symbiotic relationship between the

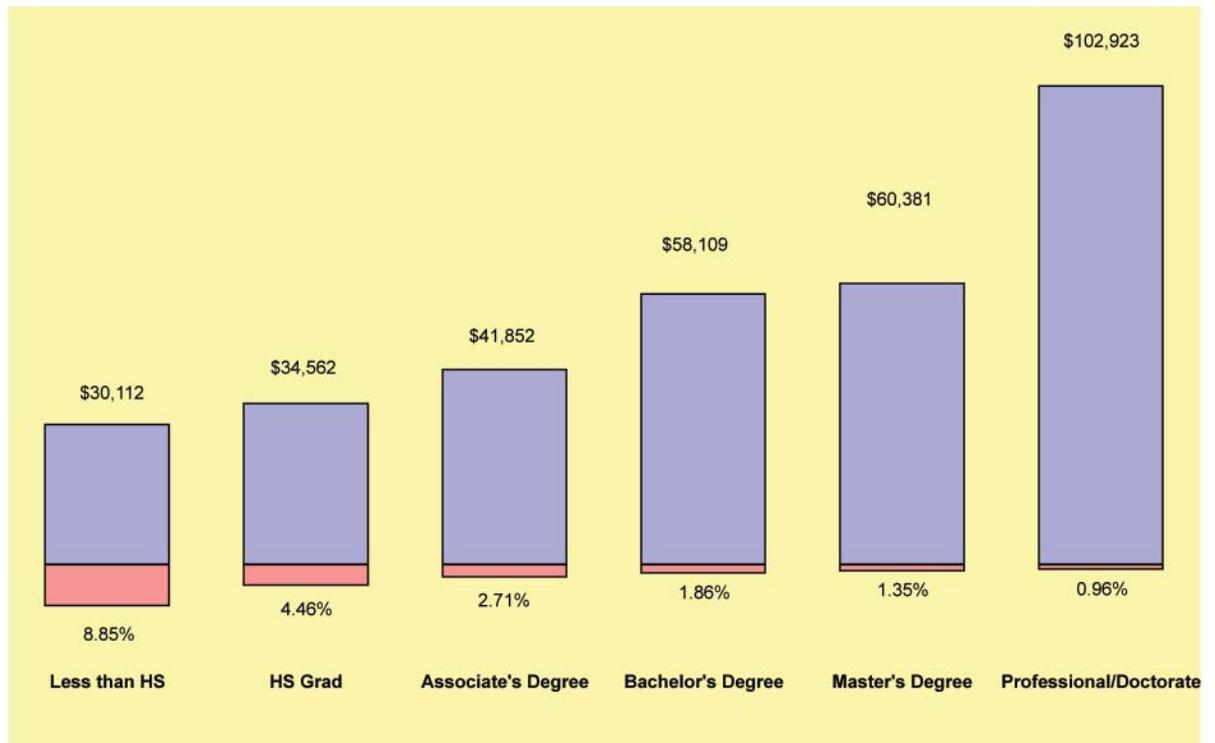
people and economy demonstrates the need for Kentucky to increase its investment in human capital and to ensure that the rate of education attainment continues to rise.

Indeed, there is nothing preordained in the Commonwealth’s most recent labor market projections—and to the extent that Kentucky can accelerate the attainment rates of its populace, it will likely realize gains in industry above and beyond current projections. Left unattended, employment projections may be little more than a self-fulfilling prophecy. Alternatively, to the extent that Kentucky can continue to expand its levels of attainment, the Commonwealth is likely to realize a stronger competitive position than is otherwise implicit in these projections and along with it higher rates of growth, greater economic stability and higher levels of compensation, which in turn, contribute to a stronger tax base, an enriched social environment and an enhanced capacity to invest for the future.

## Benefits to the Individual as Benefits to Community

Since 2001, Kentucky has experienced less than typical employment gains and has not kept up with nationwide employment growth (Kentucky Employment, 2005). Nonetheless, its employment trends are consistent with national trends: lower unemployment and higher income correlate with increased higher education attainment. Not only are individuals with less than a high school education most likely to be unemployed, they are also earning less income than in previous years.

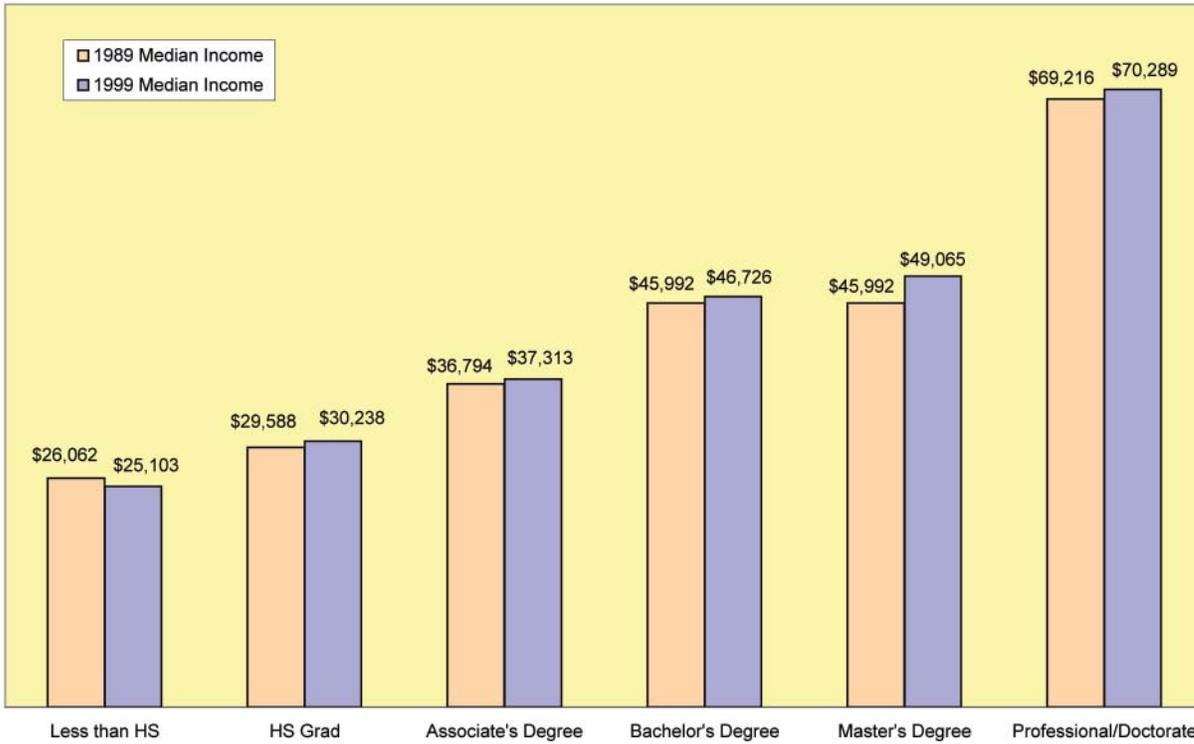
**Kentucky Earnings and Unemployment By Educational Attainment**



Source: 2000 U.S. Census

In contrast, over the past decade, the greatest increases in income in Kentucky were garnered by individuals holding a master's degree. An individual in that group enjoyed a 6.7 percent increase in median income. In 2004 dollars, this increase translated to \$18,827 more in median income for an individual with a master's degree than for a high school graduate. Individuals with bachelor's degrees, meanwhile, earn \$16,488 more a year than high school graduates.

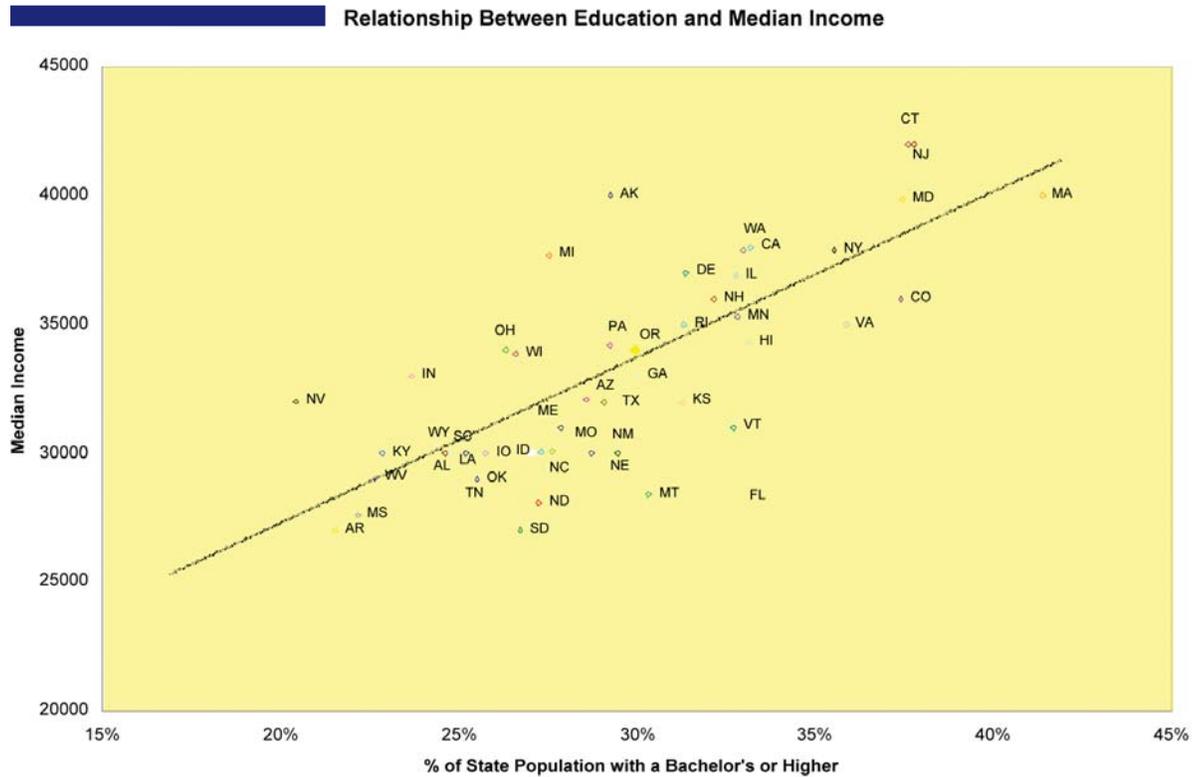
**Kentucky Change in Median Income 1989-1999 (in 2004 CPI adjusted dollars)**



Source: 1990 and 2000 U.S. Census

This correlation between higher education attainment and increased earnings is perhaps nowhere more evident than in a comparison of Kentucky with other states. Kentucky's median income is lower than that of all but a dozen states and aligns with the relatively low rate of education attainment at the bachelor's degree level or higher.

Because the effects of attainment are very much intergenerational, low attainment states such as Kentucky are at risk of lagging even further over the course of the next twenty years.

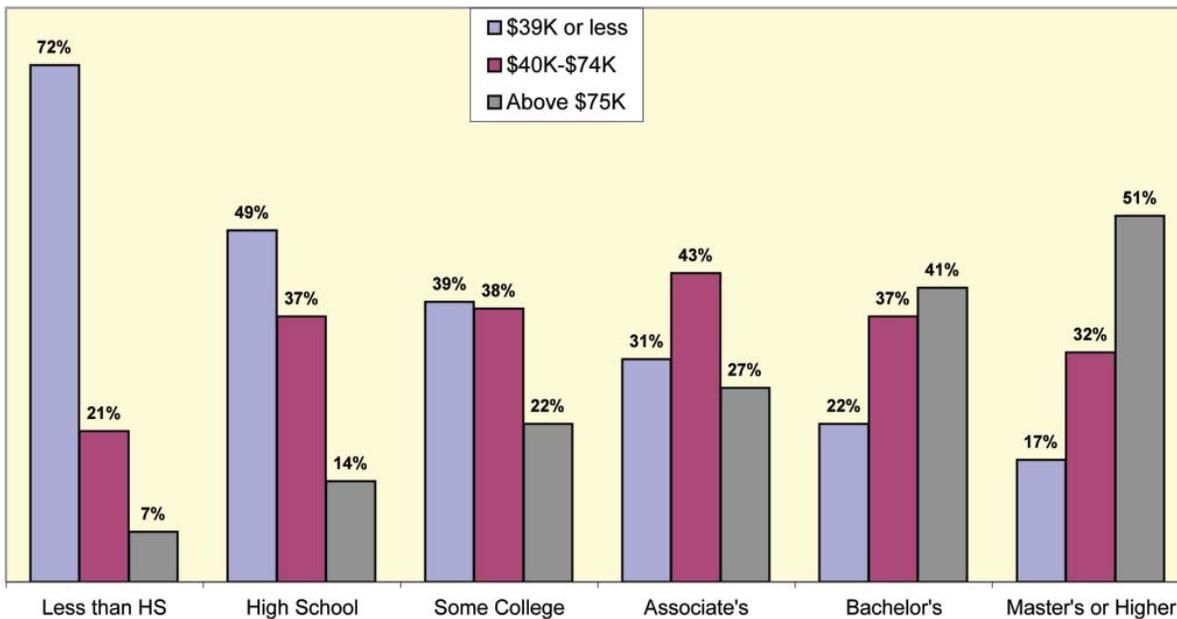


Source: 2000 U.S. Census

While the low median income in the state might be attributed to any number of factors, the overall correlation between median family incomes and baccalaureate attainment rates is striking. Because the effects of attainment are very much intergenerational, low attainment states such as Kentucky are at risk of lagging even further over the course of the next twenty years.

The correlation between income and educational attainment is a high predictor of socioeconomic status. In 72 percent of households where member(s) have less than a high school education, total annual household income does not exceed \$39,000. The percentage of households earning \$39,000 or less decreases as educational attainment increases; in households with a bachelor's degree, the rate decreases to 22 percent. At the same time, households earning an income of more than \$75,000 increases from 7 percent for those with less than a high school education to 41 percent for those with a bachelor's degree.

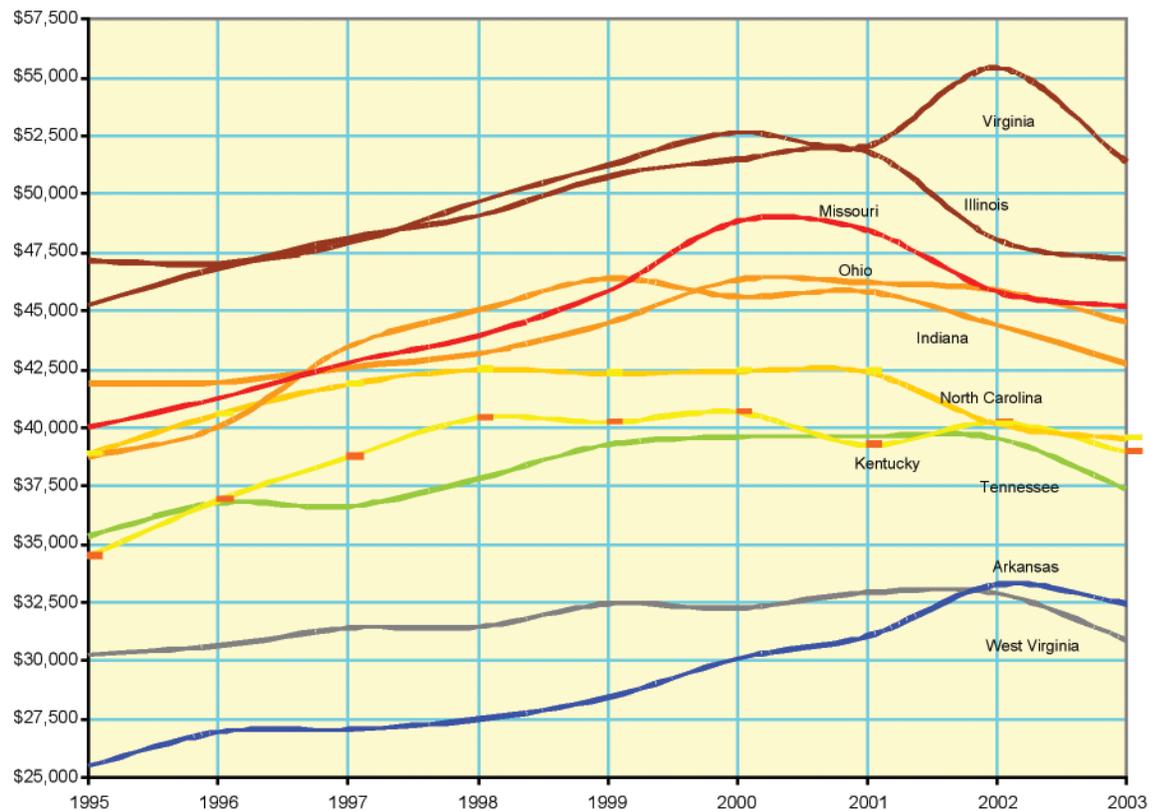
Household Income by Educational Attainment: Pooled 2002-2004 Current Population Survey



Source: 2002-2004 Current Population Survey

Individuals with higher education attainment not only gain mobility within Kentucky’s industry sectors but also shape a state economy that is hospitable to a well-educated national labor force. Conversely, the relatively low state rate of educational attainment and its effects on Kentucky’s median income have implications for Kentucky’s interaction with the rest of the nation and with respect to Kentucky’s relationship with its surrounding states. Given the higher median income of Kentucky’s neighbors including Virginia, Illinois, Missouri, Ohio, and Indiana, Kentucky places itself in a relatively vulnerable position with respect to appealing to a well-educated, highly qualified workforce—which is ultimately a key source of attainment growth for any economy. Virginia, Illinois, and Missouri in particular are home to a relatively higher number of individuals with bachelor’s degrees than is Kentucky. If migration patterns follow income levels and the potential growth of high-paying jobs that require higher education, then Kentucky must begin to respond to the opportunities being created in adjacent states by investing in its citizens’ development of skills and attainment of education. Conversely, to the extent that Kentucky positions itself as a low-cost - low wage economy, it will likely attract individuals with lower levels of attainment, even as it becomes something akin to an “off-shore” destination for industrial relocation.

**Median Household Income in 2004 CPI Adjusted Dollars KY and Surrounding States—  
3-Year Moving Average Pooled Estimates**



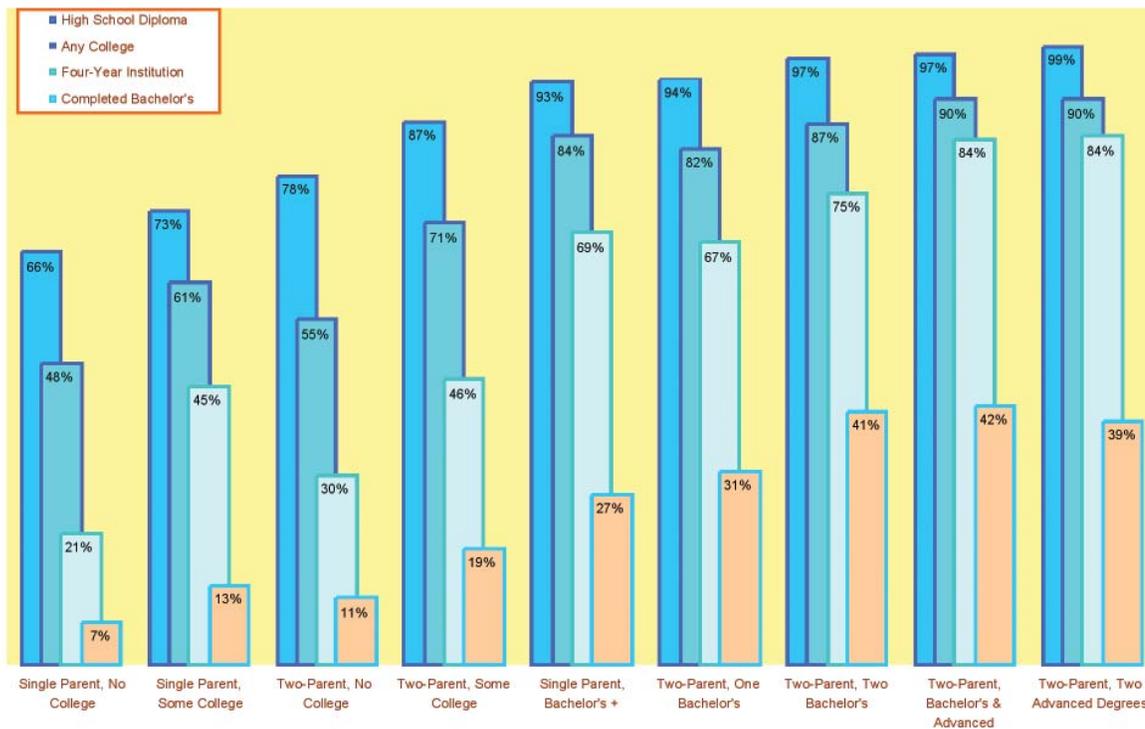
Source: 1995-2004 Current Population Survey

### Intergenerational Transfer of Wealth

Critical to the logic behind long-term investment in the Commonwealth's system of higher education is attainment's contagious effect, or the fact that higher education affects the ongoing building of wealth not only for the individual but also for his or her children. Parents with a college education, who understand the challenges of getting into and staying in college—from the application process to financial aid to opportunities for engagement on- and off-campus—encourage their children's aspirations by setting expectations for future educational attainment. Although the current burgeoning population of first-generation students (whose parents did not attend college) are said to persist at the same rate as students whose parents did attend college, they are nonetheless lagging in total degrees earned (Chen & Carroll, 2005).

By tapping into the non-traditional market of parents, the state can ensure that the traditional market—their children—will be compelled to participate and progress through the higher education system and, in turn, enjoy the economic benefits to the individual. Almost all children (99 percent) in a two-parent household in which both parents hold advanced degrees will graduate from high school, and 39 percent of them will complete their bachelor’s degrees. For a two-parent family in which neither parent has gone to college, the rate for completion of a bachelor’s degree is only 11 percent.

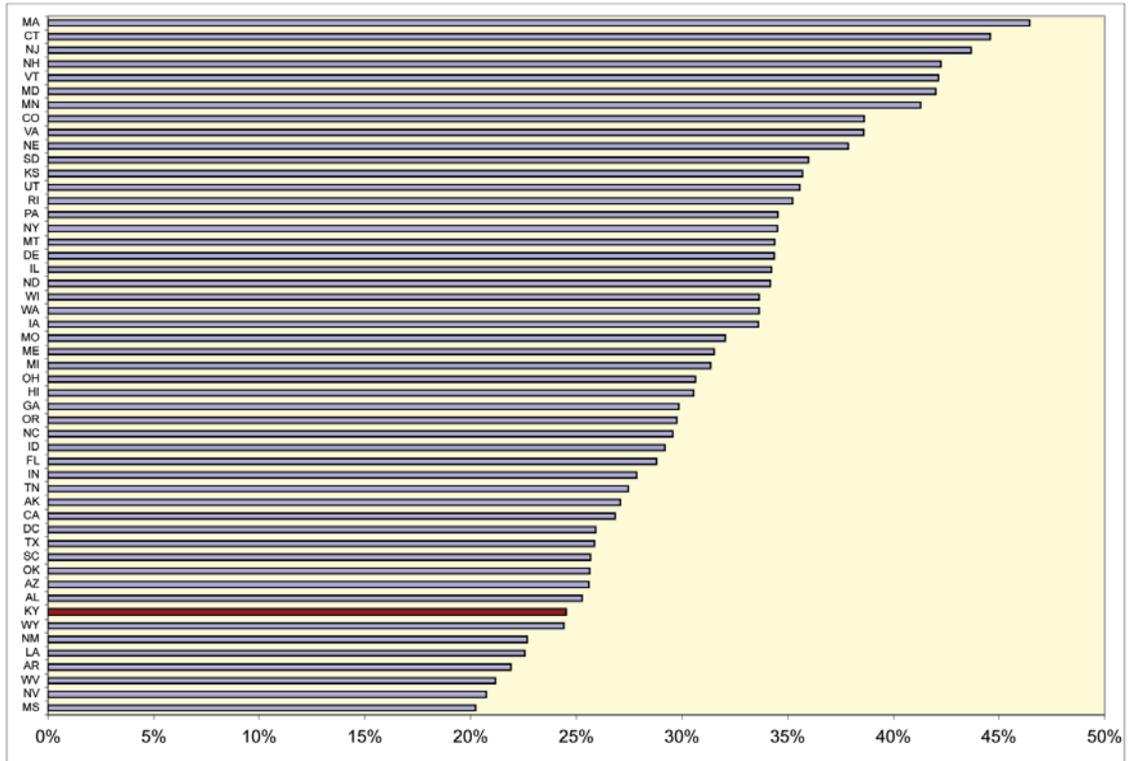
**Patterns of College Participation by Parent Education Attainment and Marital Status**



Source: National Center for Education Statistics - National Education Longitudinal Study of 1988

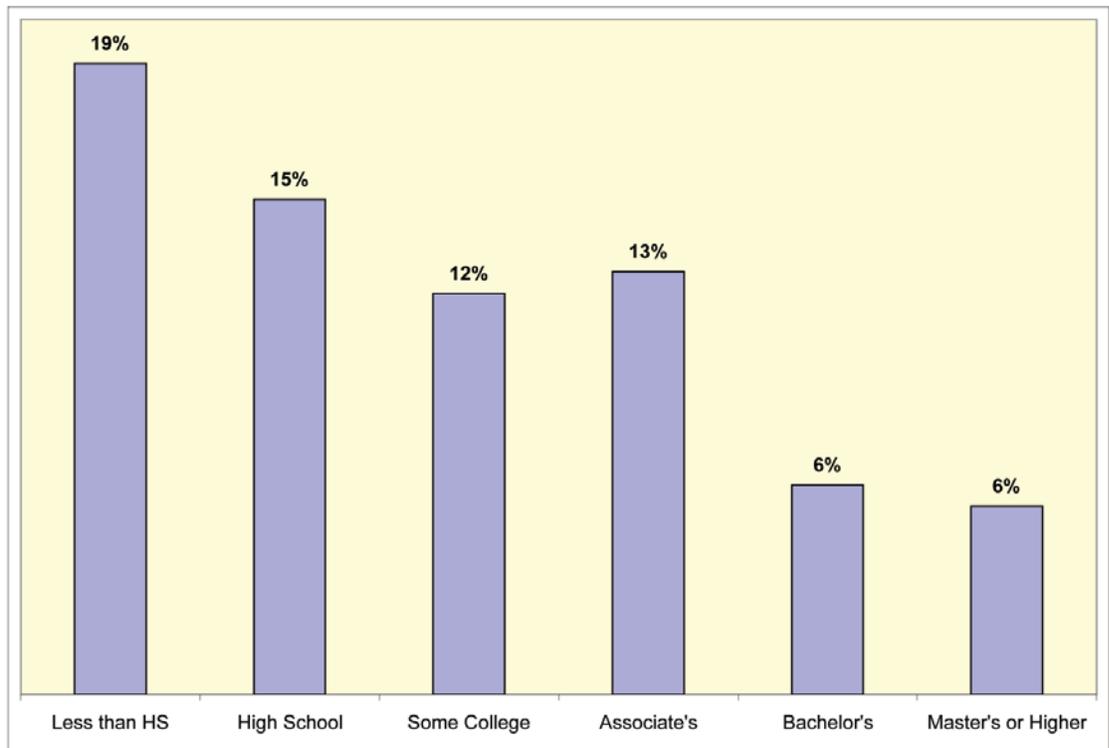
At this time, Kentucky ranks 43rd in the nation in terms of the percent of children (6 or under) with parental baccalaureate or higher attainment. This disparity in attainment represents an outcome set in motion decades earlier that manifests itself in differences in a parent’s likelihood of reading to their child, in access to cultural resources, or in meaningful youth employment opportunities. In other words, the transfer of cultural capital, including passing on aspirations to attend and to complete college from parent to child, will likely be a key to the social mobility of a next generation. By implication, Kentucky’s challenges with respect to raising attainment may have as much to do with engaging and supporting a current generation of young parents as it does with engaging and supporting a current generation of students.

Percent of Children 6 and Under with Parental Baccalaureate or Higher Attainment by State



Source: 2000 U.S. Census, Public Use Microdata Sample

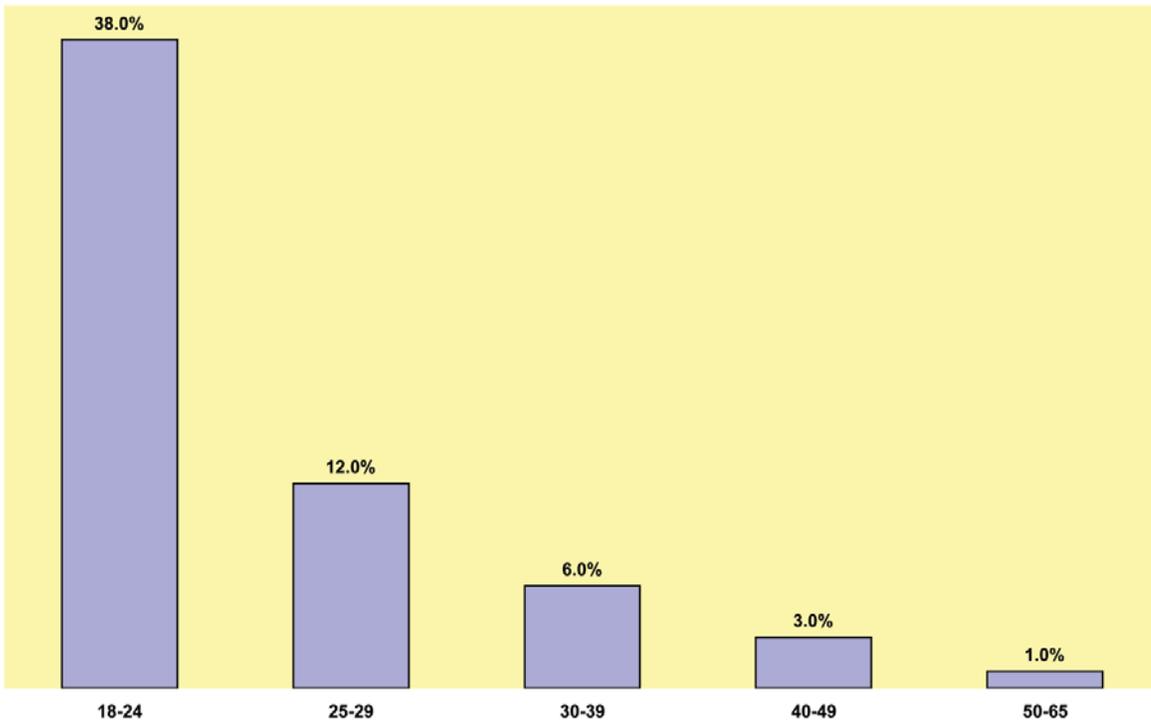
Percent of Youth Ages 15-17 Suspended or Expelled from School by Parental Educational Attainment



Source: 2003 Survey of Parent Family Involvement

According to the 2000 Census, 38 percent of Kentucky’s high school graduates ages 18-24 were enrolled in some form of postsecondary education compared with 42.4 percent nationally. Over the next decade, as the demographic composition continues to diversify, Kentucky—as with the nation at large—will likely experience countervailing demands on its education enterprise.

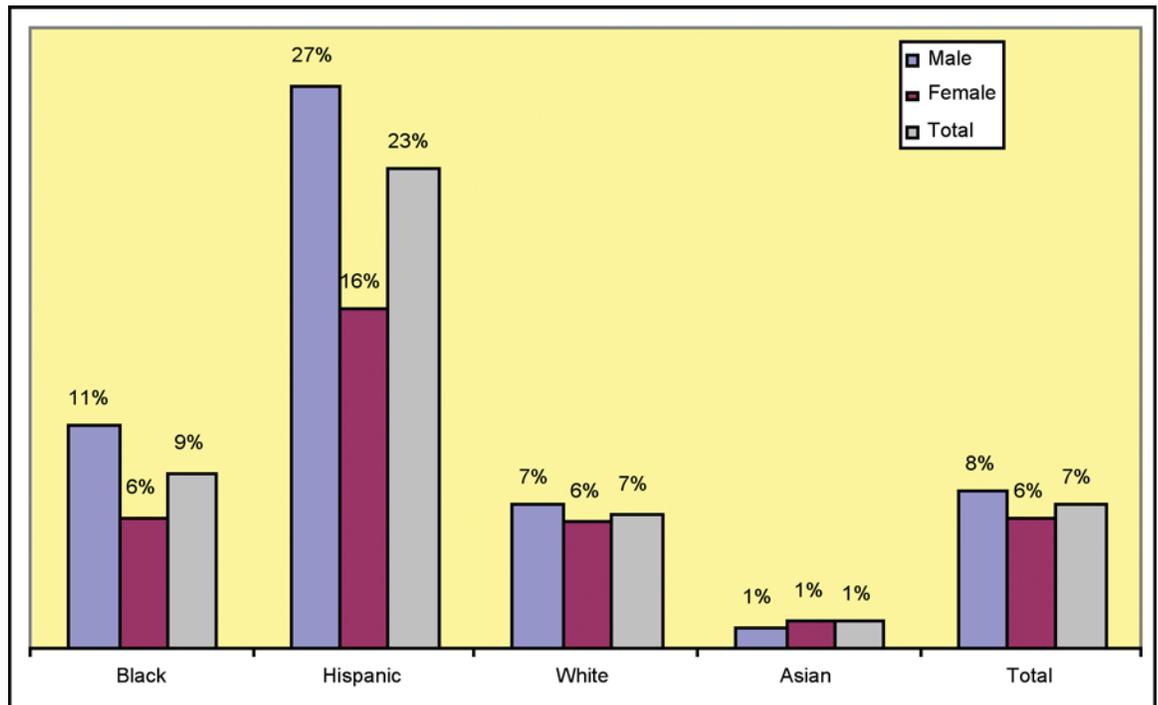
**Kentucky College Going Rates of High School Graduates by Age**



*Source: 2000 U.S. Census, Public Use Microdata Sample*

Among a next generation of prospective students, Kentucky as with the nation will experience an increase in the representation of students of color—many of whom will be the first-generation in their families to attend college. To the extent that such students conform to current national patterns of behavior, they are likely not only to have fewer family resources to help pay for college, but are also significantly more likely not to persist to graduation.

## High School Drop-Out Rate by Race



Source: 2000 U.S. Census

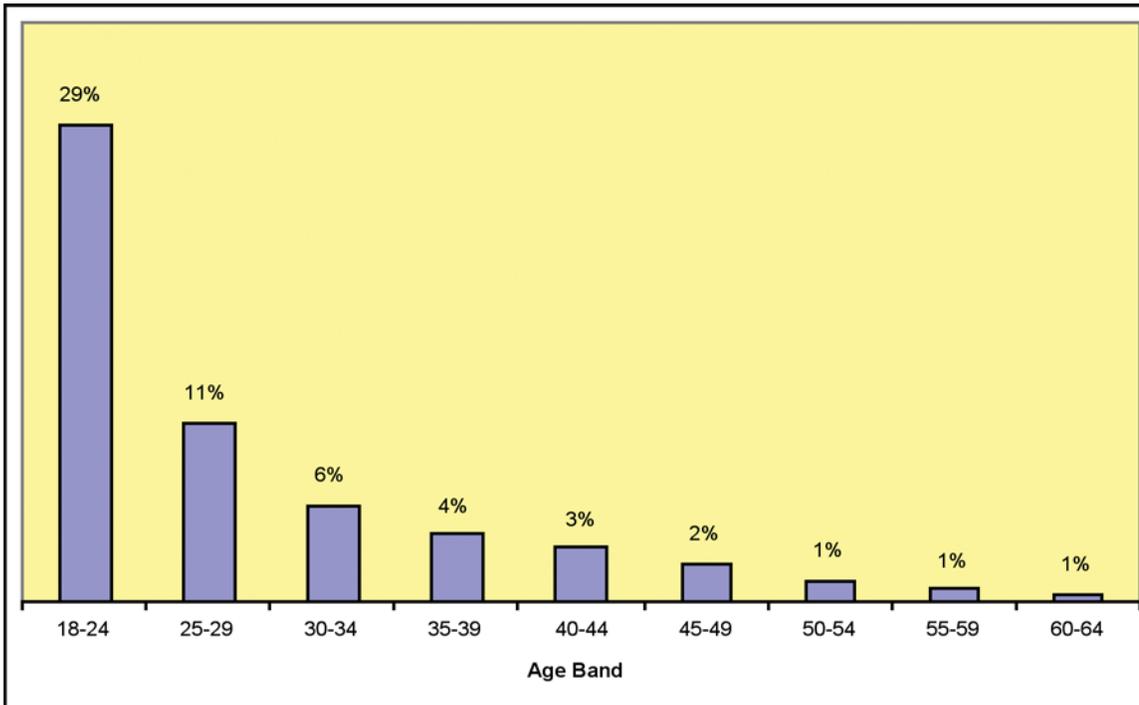
### Lifelong Learning

In addition to providing avenues for skill attainment and subsequent employment for traditional-aged students, postsecondary education over the past two decades has greatly expanded opportunities to increase the earning potential, social mobility, and cultural capital of non-traditional students, including adults who may have years or decades of work experience but lack any college experience.

While the *2020 Vision* indicates that “self-sufficient workers” may be produced through lifelong learning, Kentucky, along with the nation at large, has found it difficult to meet the challenge of recruiting this population of adult workers to higher education. The challenge, specifically, is the reality that if a Kentuckian has not attended college by their late twenties, the likelihood of subsequent participation decreases from 6 percent in their thirties, to 1 percent in their fifties. The chances of actually completing a degree decrease as well. Yet, these individuals—numbering over 500,000 Kentuckians—still have 15, 20, or 30-year career horizons before them.

While some of these non-college educated workers will gain access to a middle class standard of living despite their lack of attainment, the odds are not in their favor. Rather, it is likely that the majority of these adult workers will continue to hold jobs that resemble the jobs held by youth without a college education with stagnant or declining levels of compensation, after adjusting for inflation. Crucial to the future of the Commonwealth's economy is the question of how to expand meaningful opportunities to better facilitate the acquisition of critical skills and credentialing to as many as half a million lesser educated working adults.

**Kentucky Postsecondary Enrollment Rates by Age**



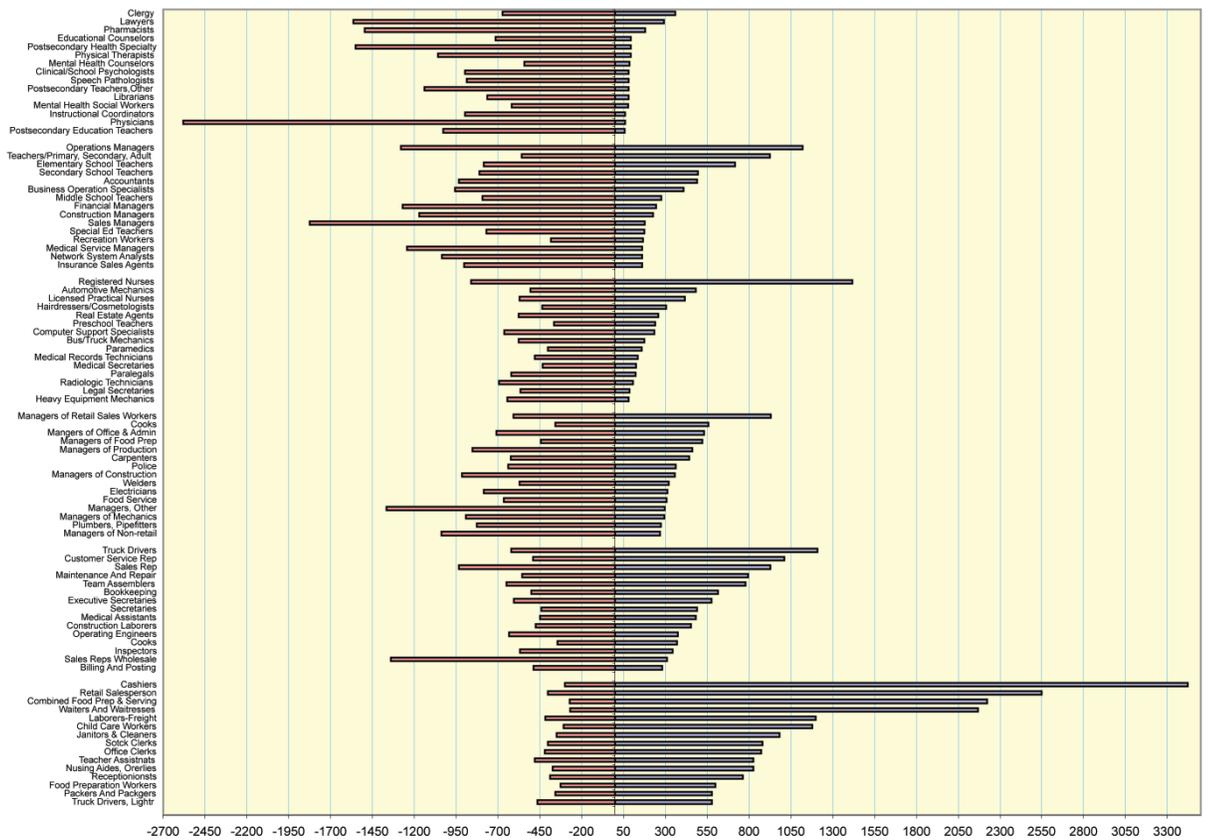
Source: U.S. Census, 2000 Public Use Microdata Sample

Crucial to the future of the Commonwealth's economy is the question of how to expand meaningful opportunities to better facilitate the acquisition of critical skills and credentialing to as many as half a million lesser educated working adults.

## Impacts of Higher Education on Kentucky's Economy

Kentucky's aspirations for economic growth align directly with its need to invest in human capital. While occupational projections and industry growth estimates are powerful tools for assessing possible areas of future staffing and areas for which employees should be trained, they should not be construed as destiny; doing so disempowers Kentuckians from contributing to the shape of their state's economy. Currently, the areas with greatest demand for labor are those requiring the least amount of education, while openings in the highest-income occupations, which require the highest level of education, represent a much lower number. Without an investment in higher education and a concomitant investment in the current labor force of the state, Kentucky risks creating a stratified economy that is oversupplied with lower-skilled, low-income workers. Perceiving these projections as a definitive guide to what the future labor market will demand will be a great disservice to the citizens and to the economy of Kentucky.

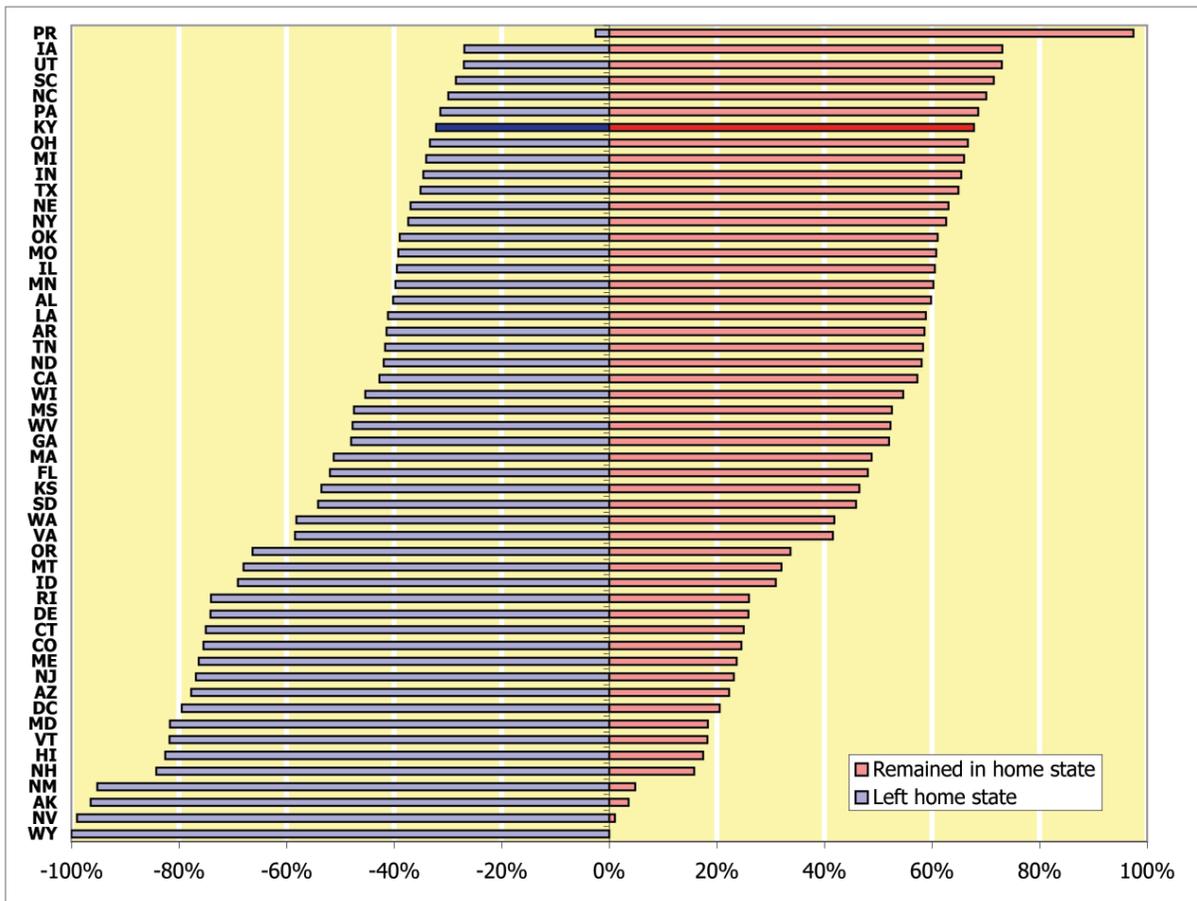
**Kentucky Projected Average Annual Job Openings 2002-2012 and Average Weekly Earnings by Educational Attainment**



Source: Kentucky Department of Labor

The creation of annual openings in sectors requiring higher education will also establish Kentucky as a preferred place of residence not only to current residents of the state but also to highly qualified workers in adjacent states who will, in turn, enhance in-state participation and capitalization. This investment in higher education in the state will create openings in the high-income, nationally expanding sectors that will enable Kentucky to better engage in a brokerage model that engages in out-of-state cultivation from those states. Investments in higher education that result in the production of successful graduates will ensure that Kentucky's higher education system is appealing to citizens of even non-adjacent states in which the college-going populations tend to enroll in out-of-state higher education institutions.

**In-State vs. Out-of-State Total College Enrollment by State**



Source: 2003 Integrated Postsecondary Education Data System

## Higher Education as Good Business

As with any industry group, Kentucky's independent colleges and universities generate economic growth through the day-to-day business transactions necessary to bring their services to market. Without the state's public utilities, the colleges would be without electricity, phone service or gas. Without construction companies, their physical plants would deteriorate and without accounting firms there would be no audited financial records. In turn, each of these transactions generates demand for other goods and services that ultimately engage every sector of the state's economy.

Relative to the benefits that accompany higher levels of individual education attainment, or through the broad array of community and business services colleges provide, these inter-industry effects represent an ancillary aspect of the independent sector's contribution to Kentucky. Their influence on industry output, however, encompasses a sphere of economic activities that collectively place the independent sector among the largest contributors to the state's overall economy.

To further understand the economic linkages between the state's independent colleges and universities and the state's economy, a Kentucky input-output model was employed to estimate the total level of output and employment directly and indirectly associated with institutional expenditures. These estimates take into account the direct expenditures of the colleges and their students as well as a series of subsequent transactions (known as indirect and induced effects) that are integral to meeting this demand. These estimates reflect all educationally related expenditures including direct operational expenditures, all construction activity, independent operations, student expenditures, and related tourism and other activities.

The economic effects of institutions' business transactions for operational and capital needs and transactions by staff, students, and visitors to the campuses are felt in three ways:

### Direct Effects:

Expenditures made directly for a good or service (such as purchasing electricity for campus buildings)

### Indirect Effects:

Economic activity associated with providing the good or service (such as the production of machinery used to produce electricity)

### Induced Effects:

The spending of compensation earned by employees of the businesses that provided the good or service

(such as an employee of the utility company who purchases clothes for his or her family).

The results of this model indicate that higher education truly has the opportunity to help the state "do well by doing good" in that it provides stable employment and instigates consumption patterns that benefit the state.

Collectively, Kentucky's independent colleges and universities generate a level of economic activity that places the sector among the largest employers and contributors to the state's overall economy. Taken together, the independent sector would rank eleventh in employment, and eighteenth in revenues among the State's 25 largest publicly held corporations.

In fiscal 2003, Kentucky independent colleges and universities spent more than \$406 million in the direct delivery of educational services, approximately \$140 million of which were in-state expenditures. These expenditures included approximately \$164 million in wages and salaries for the 4,275 full-time college and university employees. The economic activity of Kentucky's independent colleges and universities includes not only these direct educational and general expenses but also expenditures by staff and by students and their families that are all integral to college participation. For most students and their families, student living expenditures represent the largest educational expense after tuition.

Students attending Kentucky's colleges and universities during fiscal 2003 spent about \$54 million on purchases including transportation, books and supplies, personal services, computers, and food. College and university staff, meanwhile, spent approximately \$118 million in their communities.

Tourism activity, in the form of prospective and enrolled students' visits to institutions, the periodic return of alumni to their alma mater, and attendance at commencement ceremonies and other regular campus events, also generates direct travel and tourism-related expenditures. In fiscal 2003, Kentucky independent colleges and universities collectively generated more than \$64 million in this category of expenditures.

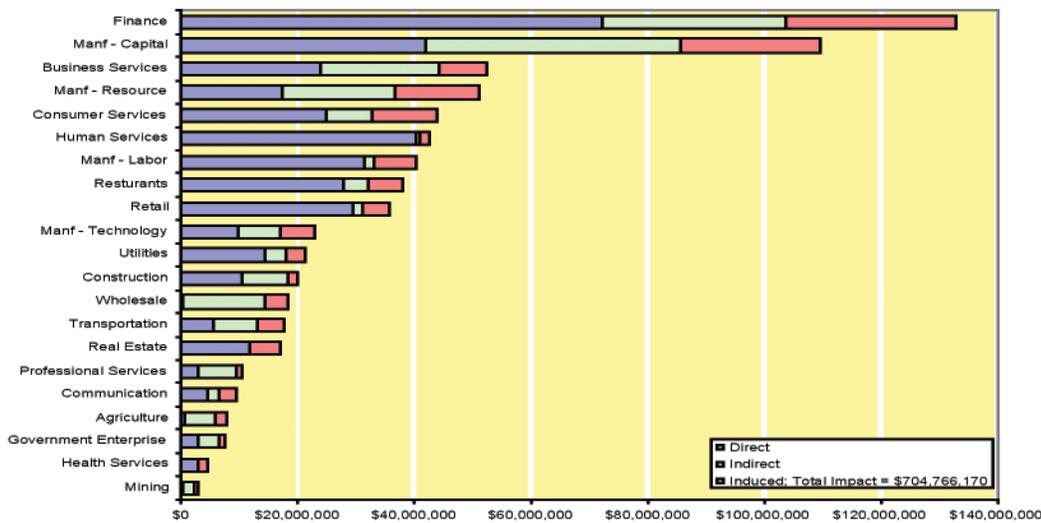
Kentucky's independent colleges and universities also make substantial annual capital investments in the maintenance and expansion of their physical plants including classrooms, libraries, residence halls, sporting venues, research facilities, and campus roads

and grounds. Kentucky's colleges and universities have contributed \$366 million toward construction expenditures.

Taken together, the educational and related expenditures made by Kentucky's institutions, students, and visitors represent nearly \$375 million of in-state direct

purchases. The indirect and induced purchases associated with the provision of the direct services generated another \$330 million in in-state economic output. Almost \$705 million of total in-state activity can be traced back to Kentucky's independent colleges and universities.

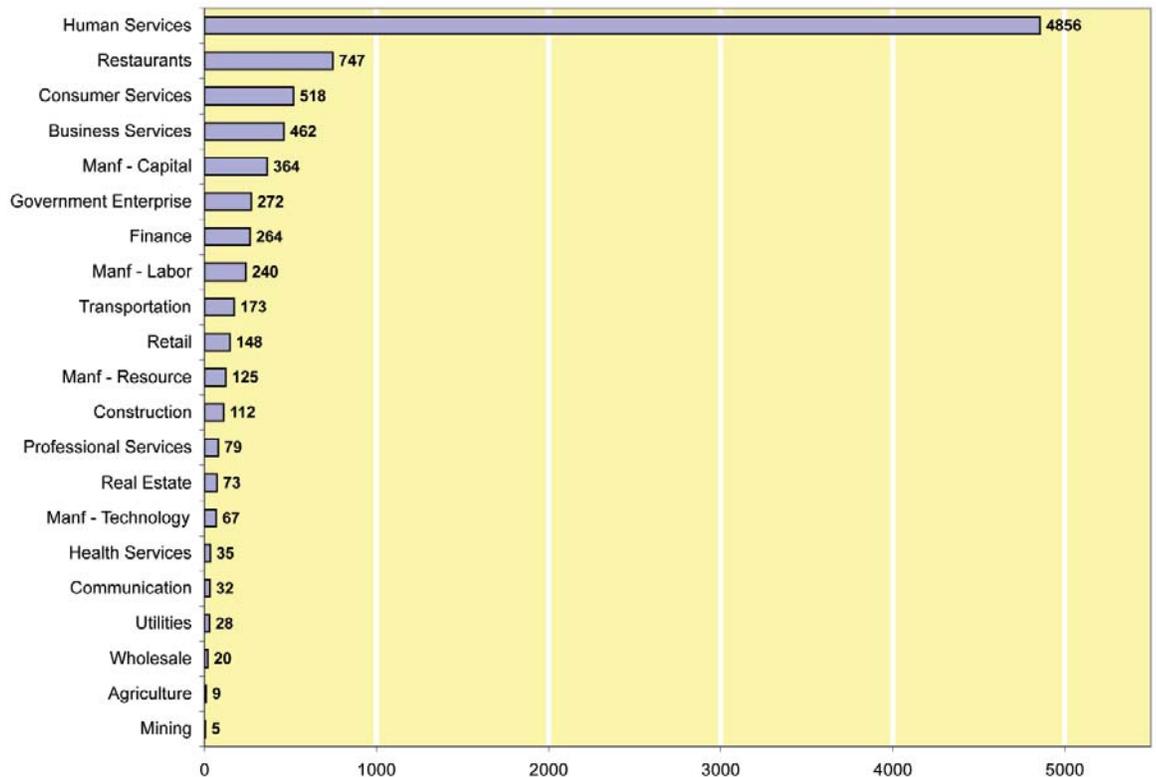
**Kentucky Independent Colleges' Total Economic Impact by Industry**



Source: Economic Impact Study Survey and Human Capital Research

One of the significant impacts of these direct, indirect, and induced expenditures is the creation of 8,629 jobs in a variety of Kentucky’s industries. Capital expenditures, moreover, generated over 3,700 jobs in fiscal 2003 and resulted in \$779 million in economic activity.

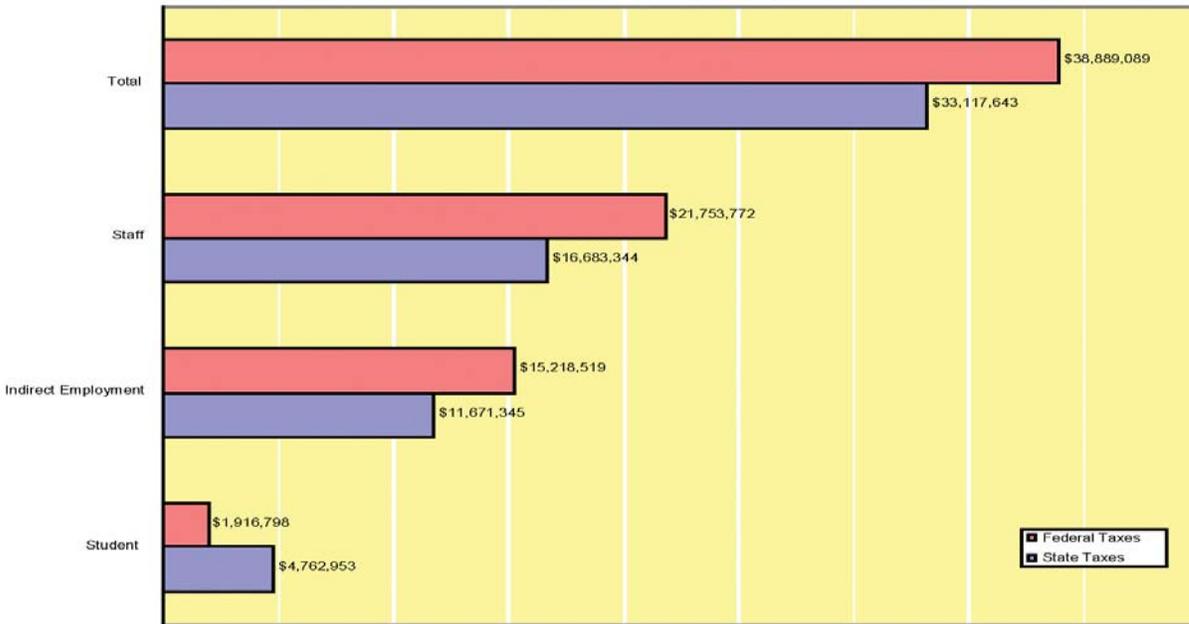
**Kentucky Independent Colleges’ Total Job Creation by Industry**



Source: Economic Impact Study Survey and Human Capital Research

During that same year, the total economic activity created by independent higher education resulted in \$33 million of annual tax revenues to the state government of Kentucky. Clearly, in addition to providing excellent educational opportunities for individuals, thereby increasing their employability and mobility, the higher education sector in Kentucky contributes to the health of the state’s economy by means of its budget planning, business decisions, and other activities.

**Estimated Amount of State Taxes Paid by Staff, Indirect Employment, and Students Living in Kentucky**

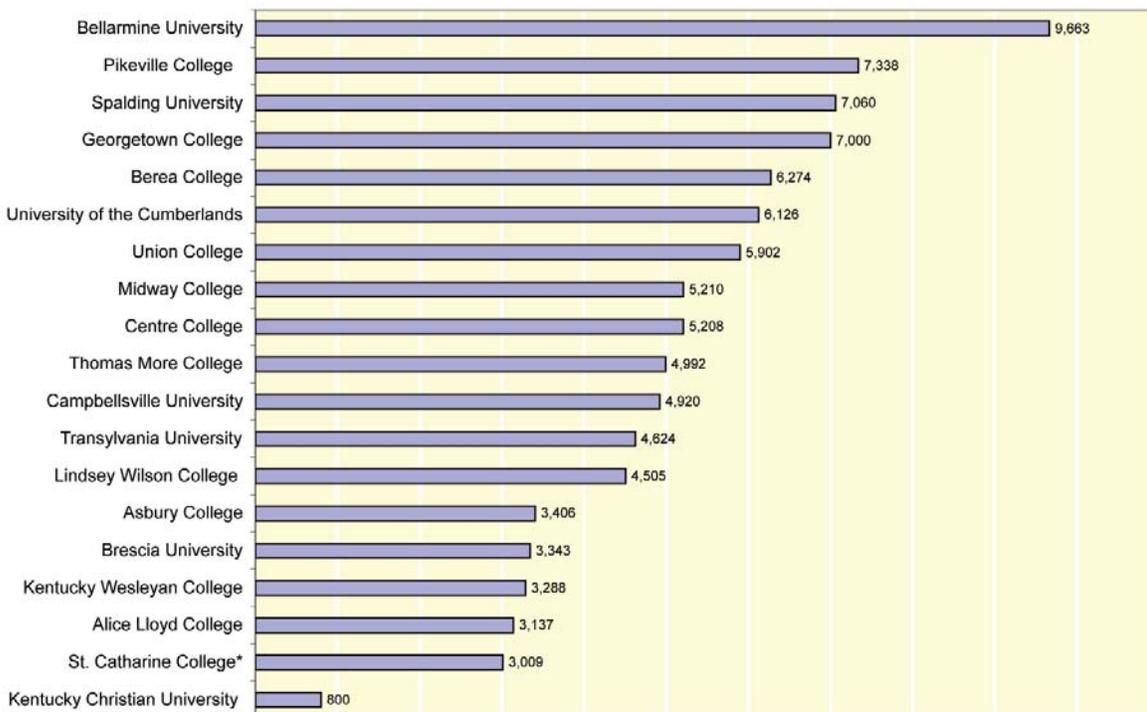


Source: Economic Impact Study Survey and Human Capital Research

**Alumni of Kentucky's Independent College and Universities**

While an investment in higher education and the subsequent production of academic degrees represents a primary output of Kentucky's independent colleges and universities, it is ultimately through the lifelong work, civic participation and continued professional and personal development of its alumni that these institutions make their greatest contribution to the state. 95,805 alumni of these institutions are residents of the state.

**Estimated Number of Alumni Living in Kentucky by Institution – 2005**

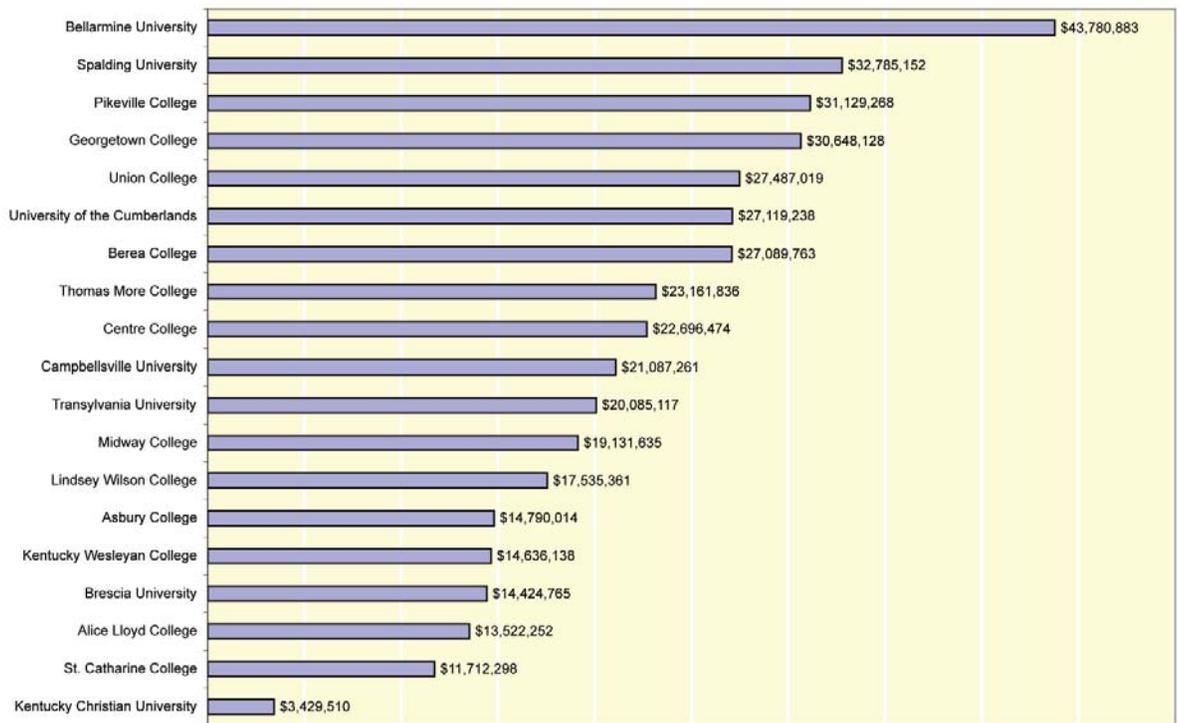


...it is ultimately through the lifelong work, civic participation and continued professional and personal development of its alumni that these institutions make their greatest contribution to the state.

Source: Economic Impact Study Survey and Human Capital Research  
\*2003 Alumni Numbers

The independent sector’s alumni constitute a vital part of the state’s economy, generating more than \$416 million in tax revenue to state government. From a taxpayer’s perspective, the collective economic contribution of Kentucky’s independent college and university alumni represents an enormous economic return on the state’s investment in higher education—with annual direct support from the Commonwealth representing a small fraction of what is annually realized through contributions to the tax base.

Estimated State Tax Revenue Generated by Alumni Living in Kentucky by Institution

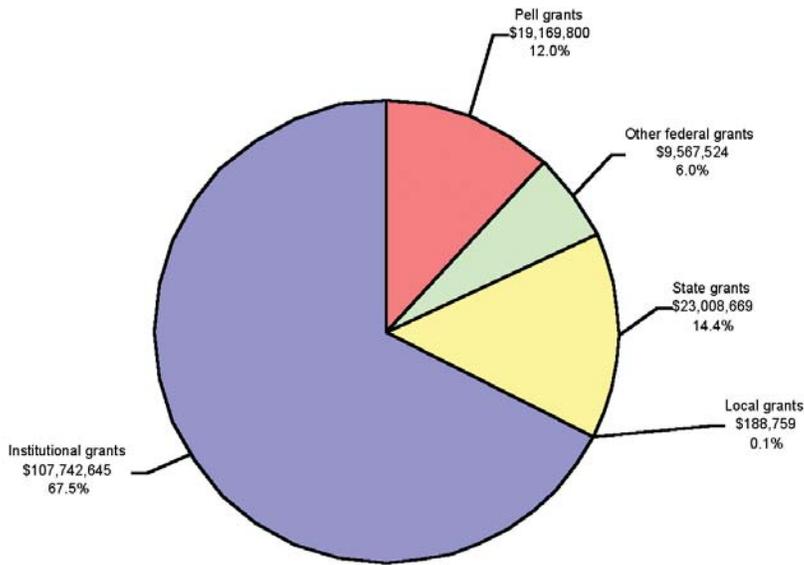


Source: Economic Impact Study Survey and Human Capital Research

## Kentucky’s Independent Sector and the Highest Return on Investment

While the independent sector provides 67.5 percent of financial aid in the form of institutional grants, the Commonwealth itself subsidizes only 14.5 percent of financial aid through its contribution of state grants and local grants. Though this contribution amounted to approximately \$23 million in 2003. In return, the state government immediately receives an estimated \$5 million in taxes from current students (see figure “Estimated Amount of State Taxes Paid by Staff, Indirect Employment, and Students Living in Kentucky”) and following graduation and entry into the labor force essentially a lifelong annuity.

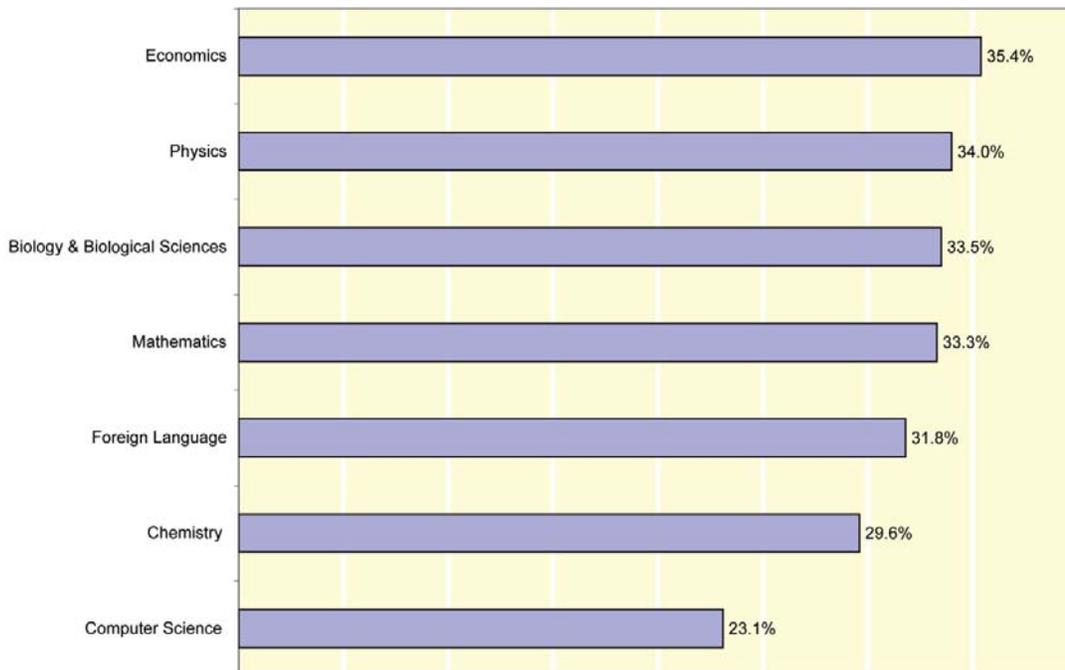
Kentucky Independent Sector Sources of Financial Aid



Source: Integrated Postsecondary Education Data System, 2003

The state’s investment in independent colleges is further augmented by the sector’s strong level of degree productivity. Notably, Kentucky independent colleges and universities account for only 11 percent of enrollment of all students in higher education in the state and just under 19 percent of undergraduates in four-year degree programs. At the same time, however, the sector accounts for 22 percent of all the bachelor’s degrees conferred in the state. In addition, these institutions produce one-fourth of nursing degrees and over one-third of teachers, as well as other degrees (see figure “Percentage of Kentucky Baccalaureate Degrees Awarded by Independent Colleges”) vital to serving Kentucky’s business and industry needs and development.

Percentage of Kentucky Baccalaureate Degrees Awarded by Independent Colleges



Source: Kentucky Council on Postsecondary Education, 2004

Although independent colleges and universities have significant untapped capacity and potential to further their contribution to the State economy, they do not have the resources sufficient to unilaterally raise college-going rates or alter the economic base. Their capacities leveraged in tandem with other agents—including, secondary schools, financial institutions, industry, public universities, foundations and government—can engender long-term changes. In fact, without clear articulation of public purpose, and true collaboration among these agents it is likely that the Commonwealth will have sub-optimized its investment and continue to lag the nation in economic growth.

Higher education's clearest expressions of public purpose are ultimately revealed through the curriculum and services these institutions provide, the extent to which those resources dovetail with their immediate communities and the Commonwealth at large and through the educators and students served.

## Helping to Build and Sustain Kentucky's Human Infrastructure

Kentucky's independent colleges and universities, because of the philosophical framework that guides their operations, make significant contributions to the people and communities of Kentucky. Beyond teaching and learning, which foster the growth and development of students, Kentucky's independent colleges and universities also share their knowledge, skills, and expertise outside the campus boundaries. These institutions have worked to build relationships and connections across the Commonwealth and around the world. Annually, they serve thousands of Kentucky residents and businesses through multiple and varied economic and human development outreach initiatives.

### How Services Are Provided

At the core of these outreach programs and initiatives are the individuals who live, work, and attend classes at independent colleges and universities. In all, more than 30,000 students, faculty, and staff are part of Kentucky's independent campus communities.

The organization and delivery of community services provided by Kentucky's independent colleges and universities occur through a varied set of arrangements. In many cases, the community services these institutions provide are designed to leverage the knowledge, expertise, and resources of other local public, private, and non-profit providers—enhancing and partnering with these organizations, rather than acting as the sole agent. In other cases, the institutions may represent the only provider of a critical local need. Regardless of the arrangement in which services are provided, at the heart of this delivery is a set of civic, ethical, and principled traditions that promote

caring, service, and capacity building—engaging students, faculty, and staff as partners in helping to build and sustain the Commonwealth's economic and human infrastructures.

Faculty, through their own development and in pursuit of academic excellence, make significant service and social contributions. On one level their efforts are independent; taken together, they constitute a canvas of community services and product innovations. Students, both through curricular and co-curricular activities, participate in internships, practical experiences, and as volunteers, often in concert with the hundreds of service organizations that operate on Kentucky's independent colleges and universities' campuses. Staff frequently assume a central coordinating and leadership role linking college resources with the community, sometimes through established programs as part of the institution's mission and sometimes independently as local residents.

### Breadth and Depth of Community Reach

Kentucky's independent colleges and universities contribute to community quality of life on two important levels, which are discussed below: (1) Economic Development, which includes business support services and partnerships, and product and service innovations; and (2) Human Development, which includes the delivery of public services for operation of and access to institutional facilities (including libraries, auditoriums, sports arenas, museums, galleries, and theaters), public service programs and initiatives, and K-12 and life-long learning programs and partnerships.

## Economic Development

### Business Support Services and Partnerships

Beyond the contributions to Kentucky's economic base presented in this report, Kentucky's independent colleges and universities have a long tradition of working with business and industry and, as such, play a critical role in revitalizing the State's business and industry sector.

As educational institutions, independent colleges and universities provide the skilled labor force needed by business and industry around the state. Recent graduates of the institutions provide a talented and knowledgeable pool of entry-level employees. For currently employed workers, the institutions offer opportunities for career growth through advanced education at the graduate and professional levels.

Kentucky's independent colleges and universities award 22 percent of bachelor's degrees in the Commonwealth. Independent institutions offer degree programs in many of the fields critical to the future competitiveness of business and industry, awarding approximately 35 percent of economics degrees, 34 percent of biology and biological science degrees, 33 percent of mathematics degrees, and 23 percent of computer science degrees conferred in the state.

Kentucky's independent colleges and universities also benefit businesses by placing current students as interns in area businesses; these businesses work as partners with colleges in training a skilled workforce. As indicated above, many of the alumni of Kentucky's independent colleges and universities choose to stay in the state, thereby contributing their expertise to the growth of industries and businesses in the Commonwealth; many also return to serve in public sector roles in Appalachia.

In addition, through numerous partnerships and programs that provide vital expertise, information and support, Kentucky's independent colleges and universities serve as a resource clearinghouse, contributing in myriad ways to addressing business and industry needs. Services are offered to all types of businesses and industries—from existing corporations to entrepreneurial efforts, and from businesses that concentrate on the local population to those that stretch out globally. The initiatives represented here are illustrative of an integrated approach toward systemic economic development in Kentucky:

- The **Daycare Center** at Alice Lloyd College provides supervision, physical education and swimming classes, and craft classes for infants to pre-school age children in the community.
- The Asbury College Department of Business and Economics hosts the **Annual Business Banquet**, which partners students with local area business leaders to encourage discussion of common interests and selected topics.
- Bellarmine University's flagship technology program, the **Center for Interdisciplinary Technology and Entrepreneurship (CITÉ)**, is located in Metro Louisville's business district and sponsors Bellarmine's Master of Arts program in Information Technology (MAIT).
- The **Entrepreneurship for the Public Good (EPG)** program at Berea College seeks to equip students of all majors to be agents of change and to connect them with entrepreneurs working to realize Appalachia's economic and social potential. Through the program, students learn how small businesses and non-profit agencies employ responsible practices to provide jobs and build healthy communities.
- Through the **Owensboro-Daviess County Asset Building Coalition**, Brescia University is a site for free "E-file" tax preparation. Dr. Duane Smith, professor of accounting, volunteers as the site coordinator. Dr. Smith and six volunteers prepare tax returns annually for households with a designated income threshold below \$37,000.
- Campbellsville University is a participant in the **Campbellsville-Taylor County Industrial Development Authority (also known as Team Taylor County)**, which serves as the point of contact for development projects that often involve the implementation of technology and telecommunications solutions that benefit the area. In June 2004, Team Taylor County, including Campbellsville University, received a national economic development award from the U.S. Department of Commerce.
- Centre College partnered with a local coffee shop to create the **Hub Coffee House and Café** in downtown Danville.
- The **Thomas and King Leadership and Conference Center** at Georgetown College is used by

businesses and organizations for meetings, conferences, training seminars, wedding receptions, and banquets. During the summer, it serves as the headquarters for the Cincinnati Bengals training camp.

- Kentucky Christian University serves as a leading Internet Service Provider (ISP) to the citizens of Carter County.
- The newly opened **Yu Hak Hahn Center for the Sciences** at Kentucky Wesleyan College offers area businesses the use of dedicated laboratory facilities for research and development purposes.
- Through a partnership with the Kentucky Community and Technical College System (KCTCS), Lindsey Wilson College educates about 450 students at KCTCS campuses in Ashland, Cumberland, Hazard, London, Maysville and Prestonsburg. After graduating from a KCTCS campus, students may earn both bachelor's and master's degrees in counseling and human development from the Lindsey Wilson School of Professional Counseling. The program, which is nationally accredited and considered a model small-college counseling program, helps address a critical shortage of mental-health professionals in Kentucky.
- Midway College is currently engaging with the **Bluegrass Alliance for Women** as part of the Governor's Task Force on the Economic Status of Women to conduct studies into whether and how laws are applied differently in Kentucky based on race, ethnicity, gender, disability, age, or sexual orientation.
- The **Pikeville Area Innovation Center (PAIC)**, a partnership among Pikeville College, the Kentucky Cabinet for Economic Development and Eastern Kentucky University, is a business accelerator charged with developing Eastern Kentucky's economy through the creation of entrepreneurial opportunities, application of technology, and provision of access to a synchronized statewide support network. PAIC also offers mentoring to business professionals.
- The Master's of Fine Arts program at Spalding University has partnerships with **Carmichael's Bookstores**, the **Pleiades Theater Group**, and **The Spoken Word of Public Radio South**.
- St. Catharine College is involved with the **Springfield-Washington County Economic Development Authority (SWEDA)** in development of a 400-acre industrial park and recruitment and retention efforts.
- Thomas More College's **Biology Field Station** conducts research and testing that supports local industries. The research is well known for its advances regarding Kentucky plant life, indigenous species, microbiology, immunology, and aquatic biology.
- The **Volunteer Income Tax Assistance (VITA)** program at Transylvania University helps taxpayers with an income of less than \$30,000 in the preparation of Internal Revenue Service income tax forms 1040, 1040A, and 1040EZ, as well as the Kentucky 740 form. Approximately 30 accounting students volunteer their time and expertise every Wednesday afternoon in February.
- Union College launched **Knox Partners, Inc.** to learn what impact a rural private college could have in building collaborations between colleges, local governments, and other non-profit agencies. Its primary project is the Appalachian Rural Wellness Initiative consisting of a \$12 million center and a major wellness initiative addressing preventable disease.
- University of the Cumberlands owns and operates the **Cumberland Inn**, a motel and conference center that provides space for local business events.

### Product and Service Innovations

Faculty are one of a college's most valuable resources and often represent one of the largest parts of an institution's operating budget. Faculty are the key agents of student learning, in the classroom and increasingly through outside interactions as well. The faculty also maintain principal responsibility for defining an institution's academic standards and for designing and evaluating college curricula. At most colleges, it is the faculty more than any other group who define the campus culture.

Faculty from across Kentucky's independent colleges and universities provide significant community and economic contributions through their own independent and coordinated efforts, sometimes under the auspices of the institution and sometimes independently. Faculty knowledge and expertise is an integral

component to the numerous business support services and the above described programs. In addition, hundreds of faculty from across the institutions annually provide numerous hours consulting with businesses, K-12 schools and teachers, and non-profit organizations. They also contribute to institutional advancement through their pursuit of institutionally supported and recognized research, often resulting in product and service innovations.

During fiscal 2003, faculty presented numerous conference papers at local, regional, and national conferences, contributing to shared scholarship in fields as diverse as business, medicine, ethics, environmental studies, and politics. In addition, faculty from Kentucky's independent colleges and universities have contributed to **training for K-12 teachers, lecture series, gallery and museum exhibits, and the production of hundreds of concerts and dramatic performances.**

### Human Development

#### Facilities Contributions

In large part, the capacity of Kentucky's independent colleges and universities to provide community services is made possible and augmented by an enormous and extraordinary array of facility resources, including a variety of buildings. Significant as this asset is, it only partially reflects the value of resources available to the public. To operate these facilities and render value to the community requires considerable human resources and operational expenditures and, more importantly, the creation of programs purposefully designed and coordinated to meet local area needs.

Kentucky's independent colleges and universities make available to the public a number of facilities. Many resources are offered at no cost or at a cost subsidized by the institutions. Among the facilities rendered to the public for a nominal fee or in-kind are **theaters, athletic centers or athletic facilities, museums and galleries, healthcare clinics, conference centers, technology labs, and television and radio stations.** Institutions have offered rehearsal space on campus for theater groups, studio space for arts and crafts groups, and rooms for civic groups in the community. **Libraries** often provide free access to books, journals, government documents, and archives; they also provide public Internet access. Also available to the public are **recreation areas and lecture series,**

**luncheon series, and speaker programs.** Unique facilities for use by the public include a **site for environmental research and lodging and dining on campus for visitors** and community service groups during the summer and for conferences.

#### Public Service Contributions

Faculty, staff, and students of Kentucky's independent colleges volunteer a considerable amount of their time and resources to addressing state and local needs. Many of these efforts are aimed specifically at assisting underserved persons and communities that would otherwise receive little or no attention.

While it is generally noted that these engagements are often short-term for individual student participants, their impact is continually felt by the community as the colleges provide a consistent and reliable source of support. In fact, many of the colleges incorporate service requirements into their curriculum as a way to foster a long-term ethic of service and volunteerism in students. A sampling of outreach programs at the colleges includes the following:

- Daycare services for infants to pre-school children in the community
- Programs on leadership and personal skills development for local and state organizations
- Equestrian skills offered to local-area children and community members
- Research conducted by faculty and students that addresses issues indigenous to surrounding communities
- Service to prominent organizations such as the American Red Cross and Habitat for Humanity, as well as work with local organizations (e.g., schools, food banks, and hospitals)
- Collaborative partnerships with local business and civic organizations to develop strategies for replacing lost jobs
- Technology and telecommunications training provided to citizens, including customized training for business and industry
- World-class speakers, exhibits, and performances open to the public
- Programs for children with physical and developmental disabilities

Many of the colleges incorporate service requirements into their curriculum as a way to foster a long-term ethic of service and volunteerism in students.

- Health screenings available to members of the community
- Free tax consultation and preparation services provided to local citizens unable to afford professional services
- Summer workshops and professional development sessions for K-12 teachers
- Programs designed to raise literacy rates in impoverished areas

### **K-12 Contributions**

In recognition of the fact that granting college access to K-12 students in the community will afford them opportunities for mobility, Kentucky's independent colleges and universities understand the need to support primary and secondary students in their communities. Recently, programs developed in partnership between Kentucky's independent colleges and the K-12 school system enable college students to contribute in the following ways:

- Tutoring, teaching, and reading to gifted and talented students, students with special needs, or at-risk students
- Providing after-school supervision and instruction for students whose parents work
- Taking students with special needs for horse trail rides as well as teaching them how to care for the horses
- Coaching and assisting speech and theater groups and developing after-school programs in these areas
- Teaching sessions on such topics as environment studies, history, and literature
- Training students with special needs for the Special Olympics
- Participation in mentoring programs, including D.A.R.E.
- Helping out with K-12 school events as a part of fraternity/sorority community service
- Teaching elementary students about business by helping them start companies
- Administering programs, developed by occupational therapists, for at-risk students
- Offering summer workshops and camps for high school students

In addition, the institution and faculty also partner with the K-12 system and teachers to provide services to students and professional development to teachers. Projects include:

- Training public school teachers in the sciences (including environmental science), literacy initiatives, and technology use
- Organizing conferences and leadership programs, in which students can focus on issues like economic development, diversity training, and community needs
- Hosting the Gaining Early Awareness and Readiness Program (GEAR UP) and Upward Bound
- Establishing adopt-a-school programs in local community schools
- Hosting academic competitions like the Science Olympiad and Mathematics Contest
- Offering art competitions
- Coordinating college and career fairs
- Assisting in the development of curricula, including in the arts and sciences, for K-12 students

# Contributions by Participating Colleges and Universities



## Alice Lloyd College

### Public Service Contributions

Alice Lloyd College is an active member of the Hindman/Knott Co. Community Development Initiative.

The college operates a clothing exchange where items are distributed to homeless shelters, nursing homes, hospice centers, and churches to help needy families.

Each summer, Alice Lloyd College students provide services to the David School, an alternative school for students who have not performed well in public schools. Students have provided many services, including grounds-keeping and maintenance of facilities; set up of computer programs; mopping and waxing of floors; painting; serving of meals; and planting of trees, shrubs, and flowers. They also helped to clean up after a recent flood.

The college sends out Christmas gifts to approximately 4,000 children annually—a tradition that has endured for more than 80 years.

The Voices of Appalachia choir performs annually at nursing homes and retirement facilities to entertain and inform people about the college and its programs.

Alice Lloyd College provides a one-day event on campus each year (Appalachia Day), where individuals can exhibit Appalachian crafts and demonstrations, traditional mountain music, soaps, weaving, Appalachian books, and much more. This activity is held to help preserve mountain heritage.

Alice Lloyd College students also serve the local community in the following capacities:

- Working with a local organization to assist handicapped students in the county.
- Assisting in various ways at six area schools. They perform such tasks as working with talented and gifted students; tutoring and helping children with homework and reading; and coaching and supervising Knott Central Speech team (grades 7-12) for statewide and national competitions. Four Alice Lloyd College students gifted in art are teaching students at the Caney Elementary School (where they have no art teacher). Students serve in various capacities at the Jones Fork Elementary School, performing such tasks as assisting the principal, helping teachers, assisting with office duties, and setting up and monitoring children in games and concessions for festivals. Alice Lloyd College students are also helping the Cordia High School by instructing and working with their choir.
- Providing after-school service for K-5 children until parents can pick them up.
- Providing daycare services to infants and pre-school children in the community. Students change diapers, read stories, and work with the children in physical education classes, swimming, and crafts.
- Working with Mountain Comprehensive Care undertaking general office duties such as scheduling appointments and making patient encounters. Students work with low-income mothers who are pregnant.
- Performing secretarial and general office duties at the Knott County Board of Education.
- Helping to maintain highway 899 near the campus by picking up trash and keeping the area clean and neat.
- Making public service announcements in the community, and providing weather reports, ballgame broadcasts, and interviews with community residents through college radio station WWJD.
- Spending time at a local nursing home, reading, writing letters, or assisting with whatever the activities director of the home may have prepared. Students from three classes are required to spend a minimum of one hour in this service.

- Collecting canned goods to distribute to needy families at Thanksgiving and Christmas.

### Services and Facilities

Summer lodging is provided each year for hundreds of individuals who come to the area with church groups to do repairs on homes of low-income families. From June 1 through August 6, 2004, the college housed 731 individuals from 12 different service organizations.

Facility usage (e.g., pool, game room, bowling alley, meeting rooms, and other facilities) is available to community residents, local groups, and athletic groups. From June 1 through August 6, 2004, approximately 525 individuals used ALC facilities; another 125 tourists came to the campus and ate in the dining room.

Library services are provided to the public and help is available to individuals conducting research.

A variety of cultural events are free to the community, including convocation performances and speakers, gallery art exhibits, and theatre department productions.

The college offers free use of the Campbell Arts Center Auditorium, the Grady Nutt Athletic Center, the Alice Lloyd College Baseball Field, tennis courts, the Alice Lloyd College Olympic-sized pool, conference facilities, and the technology center.

### Business Support Services and Partnerships

Alice Lloyd College is the second largest employer in Knott County, behind the school system.

Post-graduate tracking information collected by the Alice Lloyd College Career Services Office and Alumni Office indicates that 80 percent of graduates return to Appalachia to serve. Ninety-eight percent of all graduates are either employed or in professional or grad school 6 months after graduation.



## Asbury College

### Public Service Contributions

IMPACT is a student organization committed to the planning of all campus REACH OUT Service Days and promoting service to the larger community. Through IMPACT's sponsorship thousands of service hours are given to the community each year.

The Asbury College Challenge Course is designed to support leadership, personal skills development and self-confidence in an alternative setting. Sometimes referred to as "Experience-Based Training and Development," a well-designed program can be an appropriate vehicle for addressing process issues that can frequently get in the way of group effectiveness and goal accomplishment. Some of the group and personal skills that may be addressed are team building, problem-solving, communication skills, conflict management, decision-making and assessing and managing risk. Organizations that have utilized the Asbury College Challenge Course include the Lexington Police Academy, Transylvania University,

the Kentucky School for the Deaf, Leadership Jessamine County, the resident staff from the University of Kentucky, and many on-campus groups.

The Equine Program provides classes for home-schooled children, the Lexington Community College, and a group of special needs students from the Jessamine County School System. Trail ride opportunities are available year round with advanced notice. During the summer months, a horse camp is open to youth ages 9 through 14.

In coordination with the Education Department, Jessamine County high schools established the Jessamine Connection. This special education organization integrates those students with special needs into the college atmosphere. Students participate in classes and chapel and eat lunch in the cafeteria. They also have the opportunity to work side by side with Asbury students at the equestrian farm, learning to ride and groom horses.

*continued*

Asbury offers a number of cultural events and performances to the public including:

- Faculty and student recitals and art shows
- Asbury College/Lexington Community Orchestra concert
- Christians in the Visual Arts (CIVA)
- American Christian Schools International (ASCI) Art Festival for high school students

Additional community service activities include the following:

- Serving meals to homeless persons
- Visiting children in Shriners Hospitals
- Hosting area-wide prom for special needs persons

### Services and Facilities

Community classes are offered through the Luce Physical Activities Center. They include swim lessons,

aerobics, gymnastics, soccer and tennis camps, and weight watchers.

### Business Support Services and Partnerships

The Asbury College Department of Business and Economics hosts the Annual Business Banquet, which partners students with local area business leaders to encourage discussion of common interests and selected topics.

Additional support is provided to the local business community through the following efforts:

- Providing interns to local organizations
- Hosting an annual day-long workshop on small business administration
- Offering professional development seminars for the community
- Coordinating campus recruitment activities



## Bellarmine University

### Public Service Contributions

Bellarmino University communicates its commitment to intellectual culture and lifelong learning through the major addresses, seminars, workshops, and other forums it sponsors. Members of the campus community and the general public have benefited from the wisdom of distinguished artists, scientists, philosophers, historians, educators, theologians, humanitarians, and political and religious leaders. Over the years, the roster of luminaries has included Mother Theresa; President John F. Kennedy; sculptor Peter Wyatt; cardinals Joseph Ritter and Johannes Willebrands; social activists Dorothy Day, John Dear, John J. Egan, and Mary Lake Tobin; award-winning authors Czeslaw Misosz, James Dickey, James Laughlin, and Barbara Kingsolver; composer Philip Glass; economists William Herbert, Walter Williams and Jeffrey Brennan; philosophers Henry Veatch, Frederick Miller, Robert Henle, Huston Smith, and Ernan

McMullin; and theologians Karl Rahner and Hans King. Bellarmine also sponsors annually two major forums, the Guarnaschelli Lecture Series and the Wilson W. and Anne D. Wyatt Sr. Lecture Series. The Guarnaschelli Lecture is designed to bring to the Louisville community noteworthy and influential leaders from the arts and humanities. Former Guarnaschelli presenters include Wendell Berry, Gwendolyn Brooks, Ken Burns, Seamus Heaney, Norman Mailer, Joyce Carol Oates, Peter Matthiessen, George McGovern, Richard Rodriguez, William L. Shirer, Leslie Marmon Silko, William Styron, Harold Wilson, Jean Bethke Elstain, and ballet dancers Wendy Whalen and Nilas Martins. Wyatt lecturers have included Sir Edward Heath, David Gergen, David Broder, Arthur Schlesinger, and James MacGregor Burns.

- Major lectures included the 2004-2005 Wyatt Lecture with speaker Seymour Hersh, which attracted more than 1,000 people. The 2004-2005 Guarnaschelli lecture with author Isabel Allende attracted more than 600 people.
- Scores of other lectures are offered free throughout the year. Last year, for example, there was a Criminal Justice Lecture Series, a theology lecture (Ursula King), and several Thomas Merton Studies Center-related lectures.

At the Center for Ethics and Social Justice, events have included the following:

- “Green Lights and Red Flags: Rules of the Road for Truth in Advertising” conference at Bellarmine, in conjunction with the Federal Trade Commission and local Better Business Bureau. Over 100 Louisville-area businesspersons participated, and Bellarmine students attended at no cost.
- Third Annual Bellarmine “Ethics Bowl” competition. The “Ethics Bowl” is a team competition, consisting of 3-5 students, in which teams argue resolutions to case studies of moral dilemmas from professional fields (e.g., business, public policy, healthcare).
- A visit by Catholic social justice activist Rev. Daniel Berrigan, S.J.
- Participation in the Cathedral Heritage Foundation “Festival of Faiths.”

The Ethics and Social Justice Center also brought a number of excellent guest speakers to campus, delivering public addresses and visiting classes to speak on relevant topics:

- Al Gina (Loyola Chicago) on “My Job, My Self” (about work, values and self-identity) in conjunction with the Brown’s Scholars program and a course entitled, “The Value of Work.” He also delivered a public lecture on “The Importance of Being Lazy,” concerning over-work and the need for “Sabbath” in one’s life.
- William Reger (Cato Institute) was at Bellarmine for two days, speaking to students and faculty on “International Relations,” and conservative public policy.
- Michael Sucker (Notre Dame, Liberty Fund) was at Bellarmine for two days. He spoke to faculty and students about the Patriot Act, and delivered a provocative public lecture on “The Gettysburg Address and 9/11.”

Over the years, Bellarmine faculty members have conducted research on campus that has literally saved lives. Professors are involved in projects that range from making the artificial heart accepted by the human body to improving automobile safety to identifying specialty demographics for business.

Volunteer activities help not only our local community but the state and global communities as well. Last year, more than 25,304 hours of service were completed by Bellarmine students, faculty and staff. Using the independent sector’s time value calculations, those volunteer hours are the equivalent of \$430,927.12 worth of donated money to service.

Bellarmino groups travel each year to work in Appalachia and Guatemala to help people with living conditions in those areas. In fact, a rural school in Guatemala is named in Bellarmine’s honor for the work our students and faculty have done in that area, and later this year, a clinic will also be dedicated in Bellarmine University’s name.

Bellarmino is one of three campuses in Kentucky that hosts the Kentucky Governor’s Scholars Program, which provides an intensive summer residential experience for academically-gifted high school juniors.

### Services and Facilities

The Thomas Merton Center of the W.L. Lyons Brown Library houses the world’s largest and most important archival collection of materials by and about Thomas Merton, as well as Bellarmine University’s archives. The center is named after Thomas Merton, whose personal works and papers comprise the primary special collection in the center and attract international scholars and visitors to the Bellarmine campus.

The Bellarmine University W. L. Lyons Brown Library houses over 156,000 holdings. In the course of one year, over 18,823 books and reserve items, including renewals, are circulated. Our Interlibrary Loan librarian loaned 688 books and periodical articles and borrowed 445 similar items for both students and faculty.

The McGrath Art Gallery, which organizes 6 to 8 shows per year, is open to the public.

The Bellarmine Accounting program offers free tax help to the elderly and indigent.

In cooperation with the Alumni Office, the Office of Minority Affairs created the Bellarmine University African American Alumni Association. It served as the liaison to the Louisville Urban League, Lincoln

*continued*

Foundation, Clarksdale Community Advisory Council, Chestnut Street Black Achievers Program, Clarksdale Community Advisory Council, St. Jude Foundation, West Louisville Boys Choir, Kentucky State Board of Education, Louisville Collegiate School and the Office of Multicultural Ministries, Archdiocese of Louisville. The Office of Minority Affairs partnered in hosting students on campus for the Whitney M. Young Scholars Program and college bound efforts. Over 100 middle school and high school students came to campus for financial aid and academic information sessions.

Bellarmino's athletics facilities are available to the public:

- "Bellarmino" track, listed in Louisville Magazine's "best places to run"
- SuRF fitness center
- Golf course (available for charitable outings)

The only sport that charges admission to games is basketball, so there are dozens of softball, soccer, baseball, lacrosse, tennis, cross country, and field hockey games that are offered free of charge. In addition, Bellarmino offers hundreds of free basketball tickets to organizations such as Big Brothers/Big Sisters over the course of the year.

In 2003-2004, physical therapy students (under direct faculty supervision) performed over 280 patient treatments in the Service Learning Clinic to members of the Bellarmino and local community. Conservative estimates of reimbursement for PT services is \$100 per visit resulting in \$28,000 in donated services. Physical therapy students and faculty provided free fitness and wellness screening. In 2003-2004, Bellarmino University physical therapy students provided nearly 35,000 hours of direct patient care during clinical education training in Kentucky, the region and nationally. This training benefited a variety of groups at Kentucky healthcare facilities, including the following:

- Bellarmino's athletic facilities. Care was offered to members of the Bellarmino athletic teams.

- The Veritas Society
- Louisville Youth Training and Fitness Center
- Local health fairs (Belknap Festival) and community events
- The Heuser Clinic. Mayor Abramson's Healthy Community Campaign "Tap into Fitness" benefited 250 children at 3 schools.
- Special Olympics of Kentucky at EKV. Care was given to 150 children.
- Local elementary and middle schools. Scoliosis screenings were undertaken for approximately 500 children.
- Local soccer tournaments and shopping malls. Backpack screenings were offered.
- Salvation Army of Louisville. Bellarmino students supervised exercise and wellness programming.

#### Business Support Services and Partnerships

Bellarmino's flagship technology program, the Center for Interdisciplinary Technology and Entrepreneurship, uses the acronym CITÉ. This acronym, also the French word for "city," connotes the international outreach and connection of the University and its programs, as well as its strategic and competitive location in the midst of Metro Louisville's business district in the bCatalyst building. CITÉ sponsors Bellarmino's Master of Arts program in Information Technology (MAIT).

The Small Business Development Center (formerly the Bellarmino SBDC) helped launch many successful business ventures.

Post-graduation tracking information collected from 75 percent of our May 2004 graduates indicates that 80 percent of our graduates sought jobs and 20 percent entered graduate school. A Career Center feedback survey indicated that Bellarmino students participated in 361 internships, 182 of which were paid experiences.



## Berea College

### Public Service Contributions

Through partnerships that Berea College has established with more than 40 local and regional organizations, about half of our 1,500 students work and serve at such community agencies as the American Red Cross, Berea Food Bank, Habitat for Humanity, Berea Hospital, and the New Opportunity School for Women, providing student labor worth more than \$150,000 per year.

Each year, Berea spends more than \$4 million on programs that serve the region, including the Berea Community School (\$123,000), student community service (\$393,000), Appalachian Fund (\$396,000), Upward Bound (\$700,000), Educational Talent Search Program (\$315,000), Brushy Fork Institute (\$240,000), continuing education/conferences (\$70,000) and a six-county Gear Up program (\$2.8 million a year).

Berea College has a long tradition of being a good partner with the community of Berea. In its early days, the college was responsible for many civic improvements, including bringing the railroad to Berea, establishing phone service for the town, operating the local newspaper, providing water and electricity to the entire town, and providing oversight for the Berea community for nearly 40 years until the city was incorporated in 1890.

Berea's reputation as a tourist destination originates with the college, which established and continues to nurture the community's activities in arts and crafts. Designated as the Folk Arts and Crafts Capitol of Kentucky by the state legislature, the City of Berea and Berea College have long been known for producing a wide range of craft items that are known internationally for their high quality.

Berea College attracts visitors who come to the college to participate in Elderhostels, to stay at the College's historic Boone Tavern Hotel, or to visit Ecovillage and learn about Berea College's accomplishments in environmental sustainability.

The College's Ecovillage is an intentional community whose members try to live a high quality lifestyle in a manner that does not degrade the environment. Included in the Ecovillage are 50 apartments for married and single parents with children; a state-of-the-art child care center for 120 children; a commons house for community meetings, meals and study; and Kentucky's first living machine that will treat sewage and greywater with natural rather than chemical processes. The village has increasingly become a destination for students of the environment.

Students for Appalachia is a community service program at Berea College with over 30 labor positions, 150 regular volunteers, and over 100 volunteers for specific seasonal events. Under Berea College the focus has been Madison County and Berea, where the program is located.

Berea College's Center for Excellence in Learning Through Service (CELTS) provides a network of support and resources as well as a common meeting place for students, faculty, staff and community partners involved with Berea's service-related activities. The opportunities for service, outreach, and service-learning facilitated by CELTS take place in the immediate Berea/Madison County community and in the larger Appalachian region. Examples of service sites include Berea Health Care Center (nursing home), Shriner's Children's Hospital, Spousal Abuse Center (a safe house located south of Berea), Oakwood Training Center, Pentecostal Children's Home, the Methodist Children's Home, Eastern State Hospital (mental facility) and the Rockcastle Respiratory Center. The Bonner Program offers 60 student scholarships for service to the Berea community.

### Services and Facilities

Berea College provides free access to the Hutchins Library (nearly 1,000 community members are active library patrons), free concerts and convocations

*continued*

(internationally known speakers, musicians, and other performances), and free use of playing fields, tennis courts, and other recreational areas.

The College features art galleries, Appalachian exhibits, special seminars and colloquia free and open to the public. Meals are often provided at these events.

Berea College funds an annual series of Convocations Programs with expenditures in excess of \$50,000. The convocations, which are open to the public as well as the campus community, include a wide array of nationally recognized educational and cultural performers, speakers, and entertainers.

#### Business Support Services and Partnerships

The Entrepreneurship for the Public Good (EPG) program seeks to equip students of all majors to be agents of change and to connect them with entrepreneurs working to realize Appalachia's economic and social potential. Through the program, students learn how small businesses and non-profit agencies employ responsible practices to provide jobs and build healthy communities.

Berea College owns the College Bookstore, Boone Tavern Hotel, and College Crafts.

#### Product and Service Innovations

Berea College has been issued a patent for a hazardous materials and waste reduction management software program system known as ChemMIST. It is described as a user-controlled chemical system for small, medium and large-sized organizations for use with a computer. The chemical inventory management system includes a chemical inventory control system allowing a user to manage chemicals from a central station, as well as the plurality of combined receiving and outpost stations, to allow for the tracking of individual chemical containers throughout its life. In addition, an environmental, health and safety information system as contained in the chemical management system allows the user to create customized chemical storage groups that are color-coded for a particular area. Also included is a safety equipment management system to allow accurate records to be kept of all safety equipment. Finally, an international chemical compatibility system is included with a compliance/education design to create compliance/education files for any country in the world.

## Brescia University

#### Public Service Contributions

Brescia University's faculty and staff volunteer their services and knowledge to the people of Owensboro, Kentucky, in roles ranging from leader to laborer. Selected organizations in which services have been provided include: Leadership Owensboro; Owensboro Riverport Authority; Community Health Partners & Public Life Foundation; Owensboro Public Art Commission; the Boy Scouts; Targeted Assessment Project Advisory Board, for women transitioning from welfare to work; Drug Awareness and Prevention, Daviess County; Habitat for Humanity; Owensboro Medical Health Systems Ethics Board; Community Health Partners & Public Life Foundation; and Daviess County Library Board.

Faculty frequently share their research efforts in social work and aging with special interest groups, in educational classrooms, and with professional colleagues in a way that enhances community life. Papers and presentations before professional and community conferences include:

- Memory and Aging: Keeping Mentally Fit
- Living with Alzheimer's Disease
- Actions and Reactions of Alzheimer's Patients
- Risk Factors and Preventative Measures in Alzheimer's Disease



Brescia supports local school systems and educators in a variety of ways. Faculty serve as mentors to local educators preparing for the Special Education Praxis II exam; provide expertise and leadership in special education mediation; mentor first-year teachers in the Kentucky Teacher Internship Program; volunteer as guest speakers and serve as consultants for local schools; and even provide pro bono instruction to inmates at the Green River Correctional Institute.

Brescia faculty have taken leadership roles addressing issues of cultural diversity and Hispanic issues in Owensboro. Activities include serving as interpreters for the City Hall Forum for Hispanics and for the Latino Health and Safety Festival; serving on a local committee examining economic issues impacting Owensboro's growing Hispanic population; and participating on the Advisory Council for Migrant/Immigrant Shelter and Support (MISAS) and the MISAS-Housing Building Project for Hispanics.

### Services and Facilities

The Father Leonard Alvey Library, which includes over 225,000 volumes, a comprehensive selection of journals, and 15 electronic databases, is open to the public. Computers are available for research, as well as an extensive interlibrary loan service.

Brescia University is a proud sponsor of the Class of 2015, an Adopt-a-School effort at Foust Elementary School in Owensboro, Kentucky.

Brescia received the Owensboro PRIDE award for its contributions towards community beautification. This

award recognizes the significant improvements to the campus under President Sr. Vivian Bowles. During her tenure, Brescia has obtained support to close a portion of 7th Street, added an academic mall that is landscaped with indigenous Kentucky flora and stained the university's buildings to provide a cohesive color scheme.

The Brescia University Institute for Leadership Development and Service (BUILDS) sponsored Owensboro's first community "Candidates Forum on Leadership" during the 2004 mayoral race. Candidates for mayor spoke to students, faculty and community members about the leadership experiences that qualified them to be mayor.

Brescia hosted the Western Kentucky Catholic Forum on Human Cloning and Embryonic Stem Cell Research, an information session designed for community members seeking information about the Catholic Church's position on reproductive technologies like stem-cell research and cloning. A panel of scientific scholars and church leaders led a discussion about the scientific, religious, and political implications of this issue.

### Business Support Services and Partnerships

Through the Owensboro-Daviess County Asset Building Coalition, Brescia University is a site for free "E-file" tax preparation. Dr. Duane Smith, professor of accounting, volunteers as the site coordinator. Dr. Smith and six volunteers prepare tax returns annually for households with a designated income threshold below \$37,000.



## Campbellsville University

### Public Service Contributions

Kentucky Heartland Outreach, an affiliate ministry of Campbellsville University, has engaged volunteers in the repair of 225 homes of lower income citizens in the state's heartland region. Campbellsville University students are involved in these projects along with volunteer work groups from states and local commu-

nity host churches and organizations. Kentucky Heartland Outreach also is providing new construction services for lower income families in Campbellsville-Taylor County, including coordination of work for the local Habitat for Humanity chapter.

*continued*

Campbellsville University provided innovative scheduling and programming for displaced workers in a multi-county region over the past five years. This group included approximately 350 Fruit of the Loom and Batesville Casket workers as well approximately 75 workers in Clinton County who were displaced with the closure of textile plants in that community and in Pickett County, Tennessee.

Campbellsville University has facilitated the founding of Greater Campbellsville United (GCU). GCU is a non-profit group working to enhance race relations, ethnic reconciliation, and economic empowerment among the growing diverse population of the campus and local region. Activities of the group include a minority business enterprise program, community cultural diversity festival, advocacy for equal opportunity, outreach to the growing Hispanic population, interaction with business and industry in equal employment opportunity issues, and proactive approaches to economic empowerment.

Campbellsville University's Kentucky Heartland Institute on Public Policy has become a venue for visits to the campus and larger community by key elected officials (including state and federal) and highly respected speakers commenting on a host of public policy issues; coordination of a statewide consultation on marriage and family public policy issues; hosting of regional economic development summits and the gubernatorial candidate forum; and annual roundtable on faith-based perspectives on select public policy issues.

Campbellsville University is engaged in a number of community service and in-school efforts. Campbellsville football players have participated in reading programs in local school districts. Various college athletic teams participate in community service projects including the Kentucky Heartland Outreach program. Campbellsville education majors serve as in-school and after-school tutors and work at the city's after-school program designed to reach at-risk children and youth. Campbellsville's Christian Women's Job Corp program provides mentors to single mothers who are seeking to pursue an education and economic opportunity. Student groups join with Kentucky Heartland Outreach several times per semester to do community service projects in a multi-county region.

Campbellsville University hosts a leadership program for outstanding middle school students from three local school districts. These students meet throughout the school year on the campus and are introduced to a number of programs and issues, including govern-

ment, economic development, law enforcement, diversity training, and community needs. Approximately 30 students per year are served by this program.

Campbellsville University and Greater Campbellsville United sponsored a 2003 golf camp for minority and lower income middle school age students. Some 20 young people were served.

Campbellsville University annually hosts "Campus and Community Dialogue on Race," which involves several groups on campus and the community who come together during this period to discuss issues of race, diversity, and culture, to help participants learn more about each other and to overcome barriers that tend to separate people.

Campbellsville University hosts GEAR UP, Gaining Early Awareness and Readiness for Undergraduate Programs. The program is designed to encourage upcoming high school seniors to study, stay in school and take direct courses for college.

#### Service and Facilities

Campbellsville University cosponsors the local Cornerstone Counseling Agency, which provides professional faith-based counseling services to community residents. Scholarship assistance is given to clients in financial need.

Campbellsville University's Carver School of Social Work and Office of Counseling and Career Services co-sponsor an annual free screening for depression during the National Screening for Depression Day.

Campbellsville University's School of Business and Economics and Office of Counseling and Career Services sponsor an annual Job Fair for area businesses and industries to meet with prospective employees who are students. Other area college students, including those at Lindsey Wilson College and Saint Catharine College, are invited to attend the job fair. Several hundred people attend individually.

Campbellsville University's fine arts division sponsors a number of art exhibits annually during the academic year. Several hundred people attend.

The School of Music provides a very heavy schedule of concerts during the year. Several thousand people attend these concerts, which feature special guest artists along with Campbellsville faculty and students.

The University's theater department offers four major performances during the year that include University students, faculty and staff along with local theatrical

groups. Each play is presented to several hundred elementary school students during the day, with approximately 1,000 adult guests per play attending during the evenings.

Campbellsville University's Clay Hill Memorial Forest serves as a 150-acre site for environmental research, hosts visits by approximately 2,000 public school students a year, environmental studies institute during the summer for public school teachers, and study of best practices for the timber industry.

Campbellsville University is participating in a consortium coordinated by Morehead State University, The Center for Rural Development, and Southeast Community College in which weather stations and GPS/GIS technology are installed on each campus site. This partnership will produce "real-time" weather and related data that will be available via computer worldwide. This partnership is being used as a model to test the feasibility of a statewide system of comparable nature.

The University's Technology Training Center and Greater Campbellsville United provided computers and technology training to approximately 250 qualifying community residents during the summers of 2003 and 2004.

Campbellsville University provides a low-power TV station on Channel 4 for on air programs, including live as well as tape delay broadcasts of Sunday Worship Services from local churches and other university and community programs. Programs that are telecast over Channel 4 are seen by subscribers of the Comcast Cable Company's Channel 10 in Campbellsville and Taylor County. The Comcast Cable Company provides the University with Channel 22, as a University and Community Channel to be used for continuous announcements.

Campbellsville University's TV station serves as an outlet for local church, business and community information.

### **Business Support Services and Partnerships**

Campbellsville University has been a key participant in "The Campbellsville Comeback." Campbellsville University has been involved in the founding and establishment of the Campbellsville-Taylor County Industrial Development Authority (also known as Team Taylor County), chaired by a Campbellsville vice president. Team Taylor County and Campbellsville have received national recognition for the economic recovery over a five-year period in which the nearly 4,000 jobs that were lost have been

replaced and exceeded. The role of Campbellsville University has been highlighted in local, state, national, and denominational publications and media. Most recently, the publication of the International Economic Development Council included the story of the University's role and the remarkable recovery story.

In June 2004, Team Taylor County, including Campbellsville University, received a national economic development award from the U.S. Department of Commerce. Campbellsville University participated with Team Taylor County, City of Campbellsville, and Taylor County in the appointment of a Telecommunications Task Force three years ago. The Task Force produced a report on the technology and telecommunications needs of the community and region. As a direct result of the report, Campbellsville-Taylor County has gone from having no high-speed internet access two years ago to having four providers of various types of high-speed service in 2004. The service is available in most areas of the county as well as in the city.

The University's Office of Church and External Relations has been directly engaged in the formation and leadership of Team Taylor County. The office also serves as the primary contact for the University and community with officials in Frankfort, Washington, D.C., and other points of contact related to economic and community development. The office is a point of coordination on local and area project development on a host of issues and projects, including efforts to build a new technology and commerce park, the highway 210 renovation project, ongoing efforts to construct the Heartland Parkway (a four-lane highway that would serve three of Kentucky's independent colleges), consultation with local governments in the area, heritage tourism development, the Heartland Regional Entrepreneurial Consortium, cooperative ministries with several community faith-based groups, racial reconciliation and economic empowerment, Kentucky Heartland Outreach, and the Kentucky Heartland Institute on Public Policy.

Campbellsville University's Technology Training Center has provided cutting-edge technology and telecommunication training to more than 4,000 citizens of the heartland region over the past three years. Grant-writing assistance is also available. The Center also provides customized training for business and industry, coordinates the work of a three-county industrial consortium, and offers excellent meeting space for a number of community organizations as well as the community-at-large.

*continued*

The Campbellsville School of Business and Economics provides a weekend trimester master's of business administration degree program that is designed to meet the needs of area business and industry. A "Friends of the School of Business and Economics" committee provides advice and input to the Dean of the school in designing programs of interest. The school also is providing outreach and consultation to the work of Team Taylor County and the Technology Training Center.

The President's Office, Office of Church and External Relations, and Office of Development work closely with community organizations and leaders in building very close "town-gown" relations. Regular meetings are held with local community political and civic

leaders. Various constituent boards and committees of the University are designed to include representatives of the political, civic, and economic sectors of the community and region. Campbellsville University is certainly recognized as one of the community and region's premier institutions and a source of innovation and leadership.

In 2003, Campbellsville University secured the services of Younger and Associates of Jackson, Tennessee to perform an economic impact study on the institution's direct impact on the local and area economy. The study revealed that Campbellsville has a total economic impact of around \$80 million annually and is responsible for the creation of more than 1,000 jobs in the local economy.



## Centre College

### Public Service Contributions

Two Centre College alumni, one of whom works at the College, founded Danville's nationally recognized Main Street Program, The Heart of Danville.

A Centre faculty member served for many years as president of the Perryville Battlefield Preservation Association, which is recognized as one of the nation's leading Civil War battlefield preservation organizations. Alumni continue to be prominent in running Perryville Battlefield. Students use it as a resource for archeological study and other study, as well as service locale for volunteer work.

As chairman of the Community Development Council, a Centre staff member led the drive to convince the U.S. Postal Service to build its new post office in downtown Danville, rather than on the bypass, maintaining this facility's important role in preserving a vibrant downtown.

Centre faculty and staff founded and continue to be active in the local community theatre, which is named for a Centre College professor.

A retired Centre faculty member spearheaded the

effort to convert the old Federal Building into a community arts center.

Centre faculty and staff serve on the boards of organizations including The Heart of Danville, the Community Development Council, the Chamber of Commerce, the United Way, the Pioneer Playhouse, the Boyle County Industrial Foundation, the local chapter of the American Red Cross, the Danville-Boyle County Humane Society, and on the boards of deacons or elders of many local religious congregations.

The College partnered with members of the community to create "The Hub Coffee House and Cafe," a joint venture in which the College relocated its bookstore to the downtown district of Danville in order to partner with a local coffee shop.

C.A.R.E. (Centre Action Reaches Everyone) is Centre College's umbrella volunteer service organization. The student group serves as a liaison between Centre's campus and the Danville/Boyle County area by providing an extensive variety of opportunities for giving for Centre students, faculty, and staff. The following events were sponsored by the Office of Community Service in coordination with the student

group Centre Action Reaches Everyone (CARE) during the 2003-2004 school year: Freshman Service Plunge, Fall LIFT (semester-long enrichment program for area children), Blood Drive, CARE Trick-or-Treat, Centre Favors Silent Auction, Angel Tree Project, Nursing Home Gift Collection, Salvation Army Bell-ringing, Spring Lift, Read Across America Day, Bowl for Kids' Sake, CARE Spring Service Plunge, Home Repair Affair, and Clark's Run Reforestation Project.

The Bonner Leaders Group, a cohort of 15 students specially selected for their commitment to service and leadership, performed service at the following agencies during the 2003-2004 school year: Woodlawn Children's Campus, Comp Care After School Program, Danville Adult Education and Literacy Center, Big Brothers Big Sisters, Humane Society, Rape Crisis Center, Recycling Center, Salvation Army, and the Alternative School (Bruce Hall Day Treatment). In addition, in conjunction with the Office of Religious Life and the Office of Community Service, the Bonner Leaders Program sponsored Poverty and Homelessness Week.

Through a series of events and a letter-writing campaign led by the student group Up 'Til Dawn, the campus raised nearly \$15,000 for St. Jude Children's Research Hospital.

Centre College's Greek community provided 5,841 service hours to local and regional organizations in 2003 and 2004. Approximately \$34,000 of total funds

were raised through projects that were undertaken for the Housing Authority, the Salvation Army, St. Jude Children's Research Hospital, the Humane Society, Bowl for Kids' Sake, and many other organizations.

Centre College is one of three campuses in Kentucky that hosts the Kentucky Governor's Scholars Program, which provides an intensive summer residential experience for academically-gifted high school juniors.

### Services and Facilities

Centre College's Norton Center for the Arts serves as a cultural center for the region and offers world class performances and art exhibits that are free to the Danville community. About 40,000 to 50,000 community members attended a featured exhibit on the Holocaust.

Many prominent speakers have come to campus, including Nobel Peace Prize Laureate Elie Wiesel, Pulitzer Prize Winner Diane McWhorter, Supreme Court Justice Sandra Day O'Connor, Journalist Bob Edwards, Naomi Tutu, novelist Barbara Kingsolver, and others.

Most athletic events are free.

Library is open to the public for free use on site of all materials. A library card is available for a one-time fee of \$10.00.



## Georgetown College

### Public Service Contributions

Georgetown College supports Kentucky's horse economy through volunteer work with the Kentucky Equine Education Project's (KEEP) booth at various events such as tennis tournaments and fairs. Faculty members provide consultation to KEEP and incorporate KEEP's themes and philosophies into college events.

Faculty members serve as mentors to gifted children in the local area.

The college assists local schools with drama productions by providing props, costumes, scenery, and, at

Scott County High School, assistance with set-building.

Workshops are provided for the Kentucky Theatre Association. The college also provides help with the audition/selection process for the Scott County Board of Education Drama, Gifted and Talented Program.

The college serves on the Kentucky Department of Education Arts Advisory Committee.

Quest Farm, a working farm home for people with developmental disabilities, was established and directed

*continued*

for more than 20 years by two Georgetown College alumni. Service has been provided through membership to the board, fund raising, and students volunteering and donating/delivering meals from campus.

Through the Phi Beta Lambda Partnership with the Business program, students have worked with elementary school students teaching them about business by starting cookie companies.

Georgetown College athletes have participated in the “Love to Read” program traveling to elementary schools in Fayette and Scott counties to read to children. They have also served as role models and speakers through D.A.R.E.

Georgetown sororities and fraternities have an invaluable relationship with Garth Elementary. Over the past two years they have volunteered their time assisting Garth with their carnival. Additionally, they have helped with the school’s open house.

Georgetown College’s “Leadership for Change” class that is offered each spring combines service learning projects with theory. Over the past four years there have been eight groups each spring semester involved in doing a needs assessment for an agency (such as the Salvation Army, Cardinal Hill Hospital, and a children’s abuse center in Lexington) and then working with that agency to help meet goals.

Georgetown College’s Greek community contributes to the greater community and world as a whole providing numerous hours of community service and raising money for their philanthropies. The fraternity and sorority philanthropies include: The Hole in the Wall Gang Camps in Florida, Children’s Miracle Network, University of Kentucky Children’s Hospital, Maine Sea Coast Mission, Alzheimer’s Association, North American Food Drive/Salvation Army, CheckPoint Readiness Center, Prevent Child Abuse America, Muscular Dystrophy Association, Animal Shelter, Girl Scouts, and Relay for Life. A fraternity’s annual food drive each year helps stock the shelves of the AMEN House that provides emergency food, shelter and transportation to transients and Scott County residents in need.

The President and Chief Financial Officer of Georgetown College serve on the board of the Center for Quality People and Organizations, Inc., a non-profit organization formed through the joint efforts of the Scott County School System and Toyota Motor Manufacturing.

The College secured funding through a grant to restore Ward Hall, which is Kentucky’s premier

antebellum Greek Revival mansion and grounds. This historic landmark serves as an educational center for Kentucky’s agricultural and manufacturing past.

The Underground Railroad Research Institute explores and documents the historical, social, political, and economic contributions of African Americans, women, and antislavery Europeans in America.

### Services and Facilities

Georgetown College offers faculty service and leadership in the Kentucky Educational Speech and Drama Association (KESDA) and provides space and equipment for KESDA’s use. In addition, Georgetown College provides the Community Theatre with the use of our facilities, equipment, and costumes.

Georgetown College brings world-class talent to campus through the Foust Artist Series. This series provides cultural enrichment of the college, community, and friends of the arts in the surrounding area.

Every semester free concerts are offered by campus performance groups. The Handbell and Chapel Brass concerts, as well as our Faculty Music recitals and Recital Hours, are free to the public. It is not unusual to have hundreds of parents and members of the public in attendance at some of our primary ensemble performances.

Georgetown College Theatre strives to present quality entertainment to the central Kentucky area. The Georgetown College Maskrafter theatre group is the oldest collegiate theatre company in Kentucky and offers traditional theatre, an emphasis on creating original work and new initiatives in digital motion picture art.

Faculty are heavily involved in the Kentucky Humanities Council through the performances of historical characters Adolph Rupp and Henry Clay. These shows take place in Kentucky and surrounding states. Faculty members also assist the Kentucky Humanities Council with writing teacher guides for historical characters.

The Anne Wright Wilson Fine Arts Building features one of the largest galleries in Central Kentucky, enabling the college to host world-class exhibits. Solo and group exhibitions are on view to the public, free of charge, featuring the work of regional, national, and international artists, in addition to offering space for art faculty and student exhibits.

For the past two years Georgetown College has hosted the Kentucky Heritage Quilt Society’s annual quilt show.

Members of the Art Department have worked as collaborators for the KET Visual Arts Toolkits which provides multimedia resources designed to help K-12 students learn about and enjoy the arts.

### Business Support Services and Partnerships

The Thomas and King Leadership and Conference Center is used by businesses and organizations for

meetings, conferences, training seminars, wedding receptions, and banquets. During the summer, it serves as the headquarters for the Cincinnati Bengals training camp.



## Kentucky Christian University

### Public service contributions

Kentucky Christian University is the third largest employer in Carter County, a traditionally economically depressed county in eastern Kentucky.

Students are required to participate in six .5-hour credit service programs that directly impact the lives of people in our community and region.

The School of Education coordinates a grant-funded program to conduct technology training for local teachers.

The School of Nursing conducts a series of health screenings that are available to members of the community.

### Services and Facilities

A variety of art exhibits, musical performances, plays, and other cultural events are offered to the community every year.

Carter County is one of only two counties in the state of Kentucky having no public library, so the University

is pleased to offer this desperately needed service to our surrounding region.

The physical facilities and property of the University are used extensively by members of the community. As an example, the Grayson Youth Soccer League uses campus grounds and facilities rent free to operate their 250 player leagues throughout the year.

### Business Support Services and Partnerships

Kentucky Christian University serves as a leading Internet Service Provider (ISP) to the citizens of Carter County.

The University provides technology and leadership training to businesses and non-profit organizations located throughout the Northeastern Kentucky region.



## Kentucky Wesleyan College

### Public service contributions

Students provided approximately 10,000 community service hours to local organizations, events, and charities during the 2003-04 school year. The organizations benefiting from the students' services included Cravens Elementary School, American Red Cross,

Alzheimer's Foundation, Boulware Mission Center, Owensboro Area Museum, YMCA, Sutton Elementary School, Girls Incorporated, and Colours Over Owensboro.

*continued*

Faculty and Staff provided over 1,300 community service hours to local organizations, events, and charities during the 2003-04 school year. Some of the organizations benefiting from their services were OASIS Board, Owensboro Symphony Orchestra, Chinese Film Festival, Third Baptist Church, UMC, Pitino Shelter, Daviess County Schools, Boulware Mission, Noon Optimist Club, United Way Allocations Committee, Special Olympics, OCC Food Group Ministry, Public Library Foundation, City of Lewisport, and the Farm Museum.

Faculty engage in a variety of research projects that provide a direct benefit to local organizations and members of the community. One example is a study examining democratic accountability and transparency at a local hospital sponsored by the Public Life Foundation.

Campus athletic events, which include games in football, soccer, basketball, volleyball, baseball, softball, and tennis, bring approximately 116,000 visitors per year.

#### Services and Facilities

The Master Speaker Series at Kentucky Wesleyan College brings top national speakers to the commu-

nity and region to speak on a variety of economic and cultural topics. In addition, the College offers several annual lecture series, all of which are free and open to the public.

The Library Learning Center is a selective Federal depository library, which means that it is one of only two locations in western Kentucky to receive and house government documents. In addition, the library also offers inter-library loans to other libraries in the area, and offers access to students from other colleges in the community.

Listeners within a 30-mile radius of Owensboro, KY enjoy news, sports, and bluegrass music on WKWC, a 5,000 watt FM station staffed by Kentucky Wesleyan students. WKWC is the only station featuring bluegrass music in the area, which helps promote tourist attractions such as the Bluegrass Museum and the annual Bluegrass Festival.

#### Business Support Services and Partnerships

The newly opened Yu Hak Hahn Center for the Sciences at Kentucky Wesleyan College offers area businesses the use of dedicated laboratory facilities for research and development purposes.

## Lindsey Wilson College

#### Public service contributions

More than 5,000 hours of community service offered to community and region through student teaching, free mental health counseling, youth sports camps, children's theater productions, and other projects throughout the community.

Area high school seniors are allowed to take select college-level classes for \$185 per hour.

Area senior citizens may enroll in select classes for free.

The College hosts CenterNet for Adair County.

The College loans faculty to area high schools when needed for specialized courses. For example, a



chemistry professor travels to nearby Clinton County three days a week to teach the subject at the school because the district has been unable to attract a full-time chemistry teacher.

More than \$5 million annually is offered to Lindsey Wilson students through institutional financial aid, a majority of whom are from Southcentral Kentucky.

Financial support is provided to area school extracurricular programs—both athletic and academic—through sponsorships. The college contributes more than \$5,000 annually to these school programs.

The campus sponsors an Upward Bound program, which serves 50 high school students from the region.

The Mathematics and Science Division participates in the Kentucky watershed project.

Free financial aid counseling is offered to area families, regardless of which college or university they plan to attend.

### Services and Facilities

Between 12 and 20 cultural affairs events and 5 and 8 gallery exhibits are offered to the community each year.

The Roberta D. Cranmer Dining & Conference Center, Cralle Student Union Building, and Katie Murrell Library are offered to the community for civic group meetings.

### Business Support Services and Partnerships

Through a partnership with the Kentucky Community and Technical College System (KCTCS), Lindsey Wilson College educates about 450 students at KCTCS campuses in Ashland, Cumberland, Hazard, London, Maysville and Prestonsburg. After graduating from a KCTCS campus, students may earn both bachelor's and master's degrees in counseling and human development from the Lindsey Wilson School of Professional Counseling. The program, which is nationally accredited and considered a model small-college counseling program, helps address a critical shortage of mental-health professionals in Kentucky.



## Midway College

### Public service contributions

Contributions to the community in the area of math and science focused primarily on environmental concerns and making sure that our public school students—the future leaders of our country—appreciate and understand the role of science in our society. The Math and Science department participated in the following efforts:

- Water shed project on Midway College campus
- Ecology stream project in Midway, KY
- Judging Science Fairs in the Midway/Lexington area
- Blood Drive in the greater Lexington/Midway area

The Division of Teacher Education engages the local community in efforts to improve the learning of K-12 students. One effort engages college faculty in a comprehensive tutoring program for students in grades K-3 in the areas of reading and writing. Additionally, a program is underway to recruit future teachers at the high school level through the FTA organization.

The Business Division regularly contributes to the local community through outreach projects that provide free tax preparation services to citizens who are unable to afford commercial tax preparation costs. Additionally, Business faculty assist area Boy Scouts and Girl Scouts in achieving badge activities that relate to business and economics. Lastly, one new program in the Business Division is working with prisoners to prepare them for transitioning to the workforce upon release from prison.

Activities from the Nursing Division center on free health services for public school students and informational sessions for potential nursing students at the high school level. The Nursing Division has routinely conducted free blood pressure checks during fall festival activities, which have drawn a large and diverse array of citizens from the surrounding area. Like the Business Division, the Nursing Division also assists Boy Scouts and Girl Scouts who are obtaining badges in the area of health.

The Equine Science Division is readily engaged in serving the equine community in the region through

*continued*

online and in-person expertise. Equine science faculty provide the following assistance to local events and organizations:

- Expertise at the Rolex Event at the Kentucky Horse Park
- On-line expert guide for broad access
- Farm assistance project for area farms
- Contest judging in local equine competitions

### Services and Facilities

Midway College provides free access to community groups and others free of charge on a routine basis. Facilities provided include the following:

- The Little Memorial Library
- Amphitheatre and Anne Hart Raymond Auditorium
- The Marshall Gymnasium
- Starks Classroom Building

The Arts and Humanities division explored the

development of a community lecture series through the Kentucky Foundation for the Humanities. During the spring 2005 term, the division was responsible for developing a Women's History Month series of lectures and conferences that were held at Midway College. Additionally, the Arts and Humanities division assisted in the Empty Bowl Project which provides funds and support for needy citizens in the greater Midway/Lexington area.

### Business Support Services and Partnerships

Midway College is currently involved with the Bluegrass Alliance for Women as part of the Governor's Task Force on the Economic Status of Women. The purpose of this partnership is to conduct studies into how laws are applied differently in KY based on race, ethnicity, gender, disability, age and sexual orientation.

Midway College is hosting a conference in March 2006 that addresses economic development issues related to women in Kentucky.



## Pikeville College

### Public service contributions

The Pikeville College School of Osteopathic Medicine has graduated 228 physicians since opening in 1997. Forty-two percent (42%) of the first group of 53 physicians who started practice in 2004 are practicing in the state of Kentucky, half located in the Eastern Kentucky region. With an estimated annual impact of \$2 million each on their local community, and an additional \$1.5 million impact on the referring hospital, these physicians are already having a tremendous impact on the regional and state economy.

The College offers an array of art and dance classes not only to its students, but also to the community at large through its extensive Community Education programming.

K-12 Teachers in Pike County, KY, Wayne County, WV, and Buchanan County, VA who have participated in the Booth Teacher Training Initiative have become more proficient in incorporating technology into their curriculum.

The Math and Science Resource Center performs educational workshops with regularly featured topics, as well as new topics requested by community members.

The Office of Student Services and Testing accommodated the testing needs of the community by offering convenient access to state and national test administrations and proctoring for individual exams.

## Services and Facilities

Physical Resources available for use by the community include Pikeville College Gymnasium, Baseball and Softball Fields, Tennis Courts, Booth Auditorium, Allara Library, Computer Labs, Osteopathic Telemedical Center, Bailey Educational Resource Center, and Student Center.

Cultural Events and Human Resources available to the community include Guest Concert and Lecture Series, Art Exhibits, Theatrical Productions, Athletic Events, Religious Ministry and Programming, Community Education Program, and Faculty-Student Community Involvement.

The College hosts a concert series with performers who showcase different types of music, supplemented by a number of local concerts featuring the College's concert band and choir.

## Business Support Services and Partnerships

Pikeville College and the School of Osteopathic Medicine are involved in several initiatives and volunteer activities within the region and state which help improve economic opportunities. The President of the College, former Governor Paul Patton, several executive staff members, faculty and students are involved in various civic and volunteer organizations.

Some of the organizations with representation from the College are the Pike County Chamber of Commerce, the Pikeville/Pike County Industrial Development and Economic Authority, the East Kentucky Corporation, Leadership Pike County, East Kentucky Exposition Center, Mountain Water District, Appalachian Regional Healthcare, Pikeville Medical Center, and other organizations working to improve the economy and quality of life in the county, region and state.

A unique partnership between Pikeville College, the Kentucky Cabinet for Economic Development and Eastern Kentucky University is working daily to encourage and stimulate technology-based entrepreneurial activity in an eight-county region. Pikeville Area Innovation Center (PAIC) is a business accelerator charged with developing Eastern Kentucky's economy through the creation of "New Economy" jobs. The PAIC enables clients to develop innovative knowledge-based business opportunities in an ever changing market. The PAIC supports the creation of new business by fostering entrepreneurial opportunities; assisting clients with the application of appropriate technology; and providing access to a synchronized statewide support network including capital, web-based resources, technical guidance and reference materials.



## Spalding University

### Public service contributions

Spalding serves the Louisville area by offering flexible day, night, and weekend undergraduate and graduate programs that offer access to quality education for both traditional and non-traditional age students.

Staff members are encouraged to take off 4 hours per month to volunteer for a service organization of their choice.

The undergraduate psychology program has about 20 senior students volunteer their services to a variety of community agencies through the undergraduate practicum requirement. The estimated annual economic value to the community is \$28,500.

The School of Social Work provides continuing education, consultation, and assistance to human service programs in the state.

Occupational Therapy faculty and students provide over 30 hours of community service to local organizations on an annual basis by coordinating the following activities:

- Development of a Social Skills Training Program for at-risk adolescents in an after-school program at both Lighthouse Ministries and Neighborhood House.

*continued*

- Establishing the effectiveness of an incentive program on attendance, academic performance and behavior of at-risk children and adolescents in an after-school program.
- Providing consultative services to New Directions Housing Corporation in Louisville. The goal of this work is to enhance the community at Russell apartments, a residence for over 85 senior and individuals with disabilities who have low socioeconomic status.
- Offering a lifelong learning technology project to assist elders. The purpose of this project is to support and enhance individuals' ability to effectively interact with their environment through computer use. Objectives of this program are to provide the least restrictive environments for new learning, establish curriculum, establish computer set-up, and provide adaptive equipment for a local adult day program.
- Participating in Aging in Place initiatives by providing caregiver seminars and home consultations services. Caregiver seminars are also carried out in local corporations.
- Maintaining a sensory garden at the Cardinal Hill Rehabilitation Center for Easter Seals.

Fifteen (15) education teacher candidates complete 80 to 100 hours of service learning in area schools each year.

The Master of Fine Arts (MFA) in Writing students and faculty hold a monthly community reading series for local writers to read at the Rudyard Kipling restaurant.

Each year the MFA offers about a dozen hours of readings open to the public. These free readings are publicized widely in the local media and result in about 200 people a year from the community coming to hear the readings.

The MFA has a partnership with the Brown Hotel. We bring in revenue to the hotel and local restaurants for 20 days each year. Some MFA faculty and guest readings are aired on *The Spoken Word*, a radio show which is heard on more than 30 NPR stations in the southeast.

Three times a week the Spalding University Nursing program offers Mobile Wellness to people in the Louisville area who do not have access to medical services.

Eighteen (18) Spalding University faculty and staff members serve as volunteers in Every1Reads — a community-wide effort to have every child in Jefferson County Public Schools reading at grade level within four years.

A member of the natural science faculty volunteers 10 hours per month to work with the Immune Deficiency Foundation and to tutor at Hite elementary school.

In conjunction with several local not-for-profit human service agencies, the School of Social Work hosts staff training and development services as well as an annual legislative issues and advocacy symposium.

### Services and Facilities

Three natural science faculty members volunteer each March to serve as judges at the Louisville Regional Science Fair.

### Business Support Services and Partnerships

The MFA has partnerships with Carmichael's bookstores, the Pleiades theater group, and *The Spoken Word* of Public Radio South. This past May, a "Writing for Children" conference was held, which brought in 55 participants who stayed at the Brown Hotel and supported other local-area businesses.



## St. Catharine College

### Public service contributions

St. Catharine students participate in service opportunities ranging from Habitat for Humanity to nursing homes visits. During the annual Stewardship Week Festival, St. Catharine students and faculty participate in clean-up and beautification projects with local hospitals and nursing homes.

The College has begun to establish a series of professional development opportunities in the health care field. Most notable at this point is a series of regular forums for radiography and medical imaging managers from regional hospitals. The college, through its clinical affiliations, maintains active relationships with an average of 28 hospitals and clinics throughout central Kentucky and Southern Indiana.

The College hosts an annual Elizabeth Maddox Roberts conference which draws scholars from as far away as Connecticut. Roberts (1881-1941) was a Southern author and literary figure from Springfield.

The College offers discounted dual credit instructional programs including both general education and pre-college developmental work to 75 to 110 students per semester. ACT preparatory classes are also offered.

During election years, the College hosts candidate forums offering both the college and the community to hear from various candidates for local, state, and national office.

### Services and Facilities

Mid-Kentucky Arts, an arts organization operating in partnership with the college, produces 4 annual concerts with a total of 8 to 10 performances each year in Springfield, Lebanon, Bardstown, and Louisville. They also perform free at the Stewart Home in Frankfort, as well as co-sponsor events with the Springfield Fund for the Arts.

The College has outdoor soccer, baseball, and softball facilities and an indoor basketball gymnasium which can be made available for use to organized groups free

or at a minimal charge. The college's intercollegiate athletic events are open to the public free of charge. Church and community sports teams and cheerleaders are invited to games and, often, to play exhibitions.

A public education and career opportunity fair for the health care professions, which is attended by an average of 15 regional hospitals and health care organizations, is held annually.

The College hosts an annual regional College Fair which is attended by representatives from 35 to 40 regional colleges and universities and draws over 1,000 high school and community college students from the region. The college also hosts middle school tours for schools participating in Project Gear Up.

The college Musician-in-Residence is developing a high school Honors Chorus concert for 2006, which is planned to be an annual event.

The College makes its library available for public use on a 60-hour per week schedule. The library offers both its physical collection and computer terminals with access to the most complete menu of on-line collections and resources for business, science, healthcare, and other subjects in the area.

The College now makes available a selection of 17 conventional classrooms and seminar rooms, an auditorium, dining facility and concert hall. This is the most comprehensive single set of facilities available in the area for community education activities. Support has been provided to the Kentucky On-Site Wastewater Association, EMT training, the University of Kentucky Principalship Certificate Program, various Chambers of Commerce, local Development District meetings, church groups and others. Many services (other than catering or technology support) are provided free of charge.

The College Ecology and Citizenship Studies program, in cooperation with the Dominican Earth Center, provides environmental education and awareness programs in the area. Workshops on

*continued*

lobbying, organic and community gardening, children's activities, green architecture, and other areas are offered. Most are free or involve minimal resource costs.

### Business Support Services and Partnerships

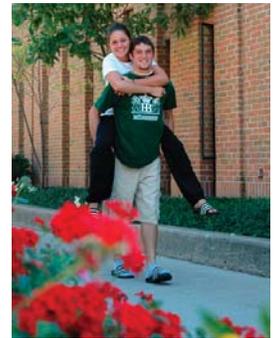
The College's estimated annual recurring economic impact in the community is approximately \$6,467,000 (direct plus multiplier). The non-recurring economic impact of capital expenditures over the last five years has been approximately \$26,000,000 (direct plus multiplier). This figure includes the construction of a \$10,000,000 Health and Sciences academic facility which represents a major investment in the capacity to launch joint education and training programs in support of regional health care. The college provides approximately \$600,000 annually in direct scholarships and aid to students.

The College is directly involved with and represented on the Springfield-Washington County Economic Development Authority (SWEDA) in development of

a new 400 acre industrial park, including recruitment and retention efforts. The college is also directly engaged with local development agencies in Nelson and Marion Counties and is partnering with the U.S. Small Business Administration for information programs and resources.

St. Catharine College provides daycare and early childhood training support to the Lincoln Trail Development District and Head Start Programs. In addition, there is a fully functional Head Start and Daycare Center on Campus operated by the Lincoln Trail Development District, which serves the community and functions as a training center for childcare providers.

The College hosts a one-stop career service center on campus which is open to the community.



## Thomas More College

### Public service contributions

The Biology Field Station conducts research and testing that supports local industries, strengthens the area ecologically, and provides critical hands-on experience for our students. The research is well known for its advances regarding Kentucky plant life, indigenous species, microbiology, immunology, and aquatic biology. The Field Station also hosts day-long programs for local elementary, high school, and college groups.

The Science department offers a summer workshop for 15-20 teachers and a week-long science camp for 10-15 high school students.

The college has been awarded numerous grants from the National Institutes of Health and other programs which bring additional recognition and dollars to the state.

The Chemistry Department has received numerous National Science Foundation grants for instrumentation.

Research in Social Sciences includes psychological research related to retention and border studies.

International Student Initiatives include the following:

- Jamaica Service Project involves students spending a week caring for handicapped children in a medical facility in rural Jamaica. A second week is spent designing and implementing a construction plan for a rural school in Jamaica. Before the trip, students raise the money needed for travel and supplies.
- In a migrant house in Juarez, Mexico, 5 to 8 students work in construction, cleaning, meal preparation, teaching, and grounds maintenance. The migrant house services 600-1500 migrants a year.

The student service activities include the following:

- Mentoring and tutoring elementary inner-city students 8 hours a week. The mentoring/tutoring is undertaken by 13 Honor Students and 6 Education majors.
- Gathering inner-city parents and children to feed them a hot dinner.

- Organizing Easter Egg Hunts to benefit inner-city students in the Biggs Early Childhood Development Center.
- Coordinating safe trick or treating on campus for local and inner-city elementary students.
- Providing volunteer income tax assistance to low income individuals.
- Participating in home construction for underprivileged families through Habitat for Humanity.
- Fundraising for cancer research.
- Partaking in Alternative Spring Break trips that enable students and the campus ministry to work with several inner-city agencies in Chicago.
- Service-based academic credit.

Students go to Oaxaca, Mexico for 3 weeks. This is a service-based and Spanish language experience.

Students go out in local community to work at non-profit facilities.

The Urban Learning Center is a joint project of three institutions of higher education (including Thomas More College) that offers college courses to adults in the inner city free of charge.

Faculty and Staff compete in a spelling bee with Northern Kentucky and Southern Ohio businesses and schools to raise funds for literacy.

The Dual Credit and Early Admissions Program offers college courses to approximately 60 students in the tri-state area.

Faculty research in history has provided contributions to the Northern KY Encyclopedia Project.

Local high school students take the ACT at Thomas More 4 times a year, impacting 1,200 students.

The college engages in fundraising activities to support the Fine Arts Fund and United Way.

### Services and Facilities

The Villa Players perform 3 major productions a year with 600-700 attendees per play.

The College boasts a lecture series that touches on topics ranging from the Catholic Church in modern times to Irish history and culture.

Cultural exhibits such as “Facing Prejudice” and the Dr. Seuss Holocaust exhibit are open to the public.

The College provides facilities for Summer Athletic Camps, Band Camp, and the Balmoral Piping and Drumming Seminar.

The campus hosts an annual luncheon that invites lawyers and politicians in the tri-state to honor St. Thomas More.

Democratic and Republican nominees for the Fourth Congressional District participated in an open forum at the college to discuss their platform, beliefs, and background before the November 2004 election.

The Thomas More College Library is open to the public, extending reciprocal borrowing privileges to patrons of the 45 member libraries of the Greater Cincinnati Library Consortium. It is a Partial Depository Library and receives government documents that are available for residents of the 4th US Congressional District.

Thomas More College hosts and contributes at the following civic and educational meetings: Council of Partners, Consortium for the Advancement of Adult Higher Education, Greater Cincinnati World Affairs Council, Education Alliance, Teacher Leadership Northern Kentucky, Covington Partners for Prevention, Northern KY Associations for School Superintendents, and the Greater Cincinnati Consortium of Colleges and Universities.

The Bank of Kentucky Observatory offers special events for the community, including an opportunity to view Mars and lunar eclipses with an accompanying lecture.

Eight hundred (800) students from the state of Kentucky compete in the “Odyssey of the Mind” academic challenges on campus.

North Key, a mental health organization, holds monthly meetings on campus for 20 members.

College Goal Sunday is hosted by Thomas More College for the Northern KY region. It is sponsored by various agencies to educate parents and students on filling out the Free Application for Federal Student Aid (FAFSA) form.

The People Speak promotes citizen dialog on issues of global importance such as poverty, hunger, and health. It is hosted by Thomas More College and the World Affairs council.



## Transylvania University

### Public service contributions

Transylvania's Office of Community Service and Leadership serves as a resource for community service and service-learning for the university community. Faculty, staff, student groups, and individual fundraising efforts yield over \$20,000 for service agencies, and the campus community collects over 20,000 pounds of food.

Transylvania organizes two pre-orientation service programs for first-year students—Jump Start and First-year Urban Program. The programs are arranged as an urban plunge with first-year and upper-class students providing community service to a variety of agencies. Through Jump Start, students have contributed 936 hours of service to Land Between the Lakes Association, the National Forest Service, the International Book Project, and the University of Kentucky Arboretum. First-year Urban Program participants volunteer with agencies such as the Community Action Center, the Nest Daycare, the Lexington Humane Society, Metro Group Homes, Rails to Trails and the Carnegie Center for Literacy and Learning.

The Peanut Butter and Jelly Club was created to support the Hope Center's Mobile Outreach program. Each Wednesday, students make peanut butter and jelly sandwiches for distribution via the HopeMobile at their Broadway Christian Church location. The program began in January 2005, and has logged 142 hours of service for the homeless in Lexington.

Through "Ready Set Study," the Carnegie Center for Literacy and Learning and Transylvania sculpture students worked together to support local students who didn't have a place to study in their homes. The art students designed and made a desk for each of the elementary students with help from campus Greek organizations.

Recent civic programs planned by the college have included creating a Web page with absentee ballot information, hosting "Debate Watch!," presenting

"The People Speak: America's Role in the World," and a panel presentation by students who studied abroad during the 2004 U.S. elections speaking about what life was like as a U.S. citizen in another country during the election.

Each year Transylvania hosts a volunteer fair to inform the student body of the wide range of volunteer opportunities available in Lexington.

Each year a group of Transylvania students foregoes their traditional Spring Break vacation to do volunteer work at sites throughout the country.

Student volunteers teach classes for developmentally delayed adults in the Lexington community. Classes cover a variety of topics, including home economics, arts and leisure, cultures around the world, music appreciation, and "the way things work."

Transylvania's William R. Kenan, Jr. Lecture Series brings respected experts and well-known speakers to campus. The lectures are funded by a grant from the William R. Kenan, Jr. Charitable Trust and are free and open to the public. Speakers in the series have included Nobel Peace Prize winner Elie Wiesel, authors Kurt Vonnegut and Joyce Carol Oates, historians Doris Kearns Goodwin and Shelby Foote, arts advocate Beverly Sills, and former U.S. trade ambassador Charlene Barshefsky.

Transylvania hosts Kentucky Governor's School for the Arts. This annual three-week, highly competitive program immerses 230 Kentucky high school students in eight artistic disciplines.

Transylvania offers various athletic and academic camps for children ages 7 to 18 throughout the summer.

Many students make significant community service contributions to Lexington through the work study program.

Student-faculty research is supported by the endowed Kenan Fund for Faculty and Student Enrichment and the Jones Fund for Faculty Development.

Each year, Transylvania students, faculty, and staff participate in the Lexington community's Martin Luther King, Jr. Day program.

In order to involve the campus community with the many diversity programs in Lexington, the director of multicultural affairs actively stays involved with several organizations including the YMCA Black Achievers, the Lexington Network, the Lexington Commission on Race Relations, the Humanitarian, and the Kentucky Conference for Community and Justice (KCCJ).

Transylvania's Multicultural Affairs Office sponsors the Diversity Dialogue program, where students, in a roundtable format, engage in a series of discussions on diversity issues that pertain to the world as well as campus.

Transylvania has graduated two U.S. vice presidents, a Supreme Court Justice, 50 U.S. senators, 101 U.S. representatives, 36 governors, and 34 ambassadors in its 225 years of existence.

### Services and Facilities

The Morland Art Gallery hosts a variety of exhibitions each year by regional, national, and international artists as well as student and faculty artists and works drawn from private and public collections. The gallery, which is free and open to the public, participates in the popular Lexington Gallery Hop.

The Volunteer Income Tax Assistance (VITA) program helps taxpayers with an income of less than

\$30,000 in the preparation of Internal Revenue Service income tax forms 1040, 1040A, and 1040EZ, as well as the Kentucky 740 form. Approximately 30 accounting students volunteer their time and expertise every Wednesday afternoon in February.

Each year, Transylvania hosts numerous free events (e.g., concerts, lectures, art exhibits), which are open to the public.

The Monroe Moosnick Medical and Science Museum, which is free and open to the public by appointment, features science instruments, anatomical models, and botanical paintings that were used to teach the principles of physics, chemistry, and biology to Transylvania students in the nineteenth century. They were used extensively by students in Transylvania's flourishing medical school, which was a pioneer in medical teaching from its founding in 1799 to just before the Civil War. The museum's holdings are considered to be among the finest of their kind in the nation.

Transylvania hosts events during the May Fest art fair, which is held each year in neighboring Gratz Park. The three-day event features juried arts and crafts, ethnic foods, music, and children's activities.

The annual Patriotic Concert on July 3 is performed by the Lexington Philharmonic and the Lexington Singers on the steps of Old Morrison.



## Union College

### Public service contributions

The Common Partners office offers a variety of programs to serve the community including tutoring sessions for children, drug education programs, and home repairs for local community members.

The student participation rate for community service was 36.2% during the 2003-2004 school year, meaning that nearly 200 students were involved in service.

### Services and Facilities

During the 2003 spring semester alone, Union College students provided 5,675.5 hours of service to the community, while faculty and staff added 144.25 hours of service.

The Weeks-Townsend Memorial Library is open to all residents of the surrounding communities and has served as a member of the Federal Depository Library

*continued*

Program since 1957. This program provides free access to government information for all citizens. The library also serves as the location for public Internet access through the Southeastern Kentucky CenterNet program. The library typically serves approximately 200 community members each year.

Union College provided space at no charge to the following organizations: ACT Testing, Air Force JROTC, ALPS, Baptist Regional Medical Center, Barbourville City School, Barbourville Garden Club, Barbourville Junior Women Club, Barbourville Woman's Club, Barbourville High School Concert, Cabinet for Families and Children, Chamber of Commerce, Community Concert, Daniel Boone Festival, DAR, DECA, Dewitt Elementary School Teacher Training, Eastern KY Childcare Coalition, Family Resource Meeting, First United Methodist Church, Foster Children Christmas Party, Girdler Elementary School, Governor Scholars Reception, Graduate School Testing, Health Fair, Kay Dawn McFarland Piano Recital, KCEOC, KCEOC Head start, KEA, Kentucky Physical Therapy, Kiwanis Monthly Meeting, Knox Arts, Crafts and Humanities Council, Knox Central High School Concert, Knox County Fiscal Court, Knox County Health Department, Knox County Waste Meeting, Knox Partners, KY ASAP, KY Cancer, KY Department of Education Regional Showcase, KY United Methodist Foundation, Leadership Tri County Graduation, Methodist Ministers District Christmas Party, Methodist Ministers District Meeting, Miss Knox County Pageant, PDK, Praxis testing, Principal Testing, Shriner's Circus, Southern & Eastern KY Tourism, Wayman Chapel AME Church, Wellness Center Meeting.

#### Business Support Services and Partnerships

In 1999, Union College launched an initiative seeking to learn what impact a rural private college could have in building collaboratives between college, local governments, and other non-profit agencies in its

neighborhood. The college secured a \$284,000 grant from the Teagle Foundation of New York to fund this exploration. In 2000, the non-profit corporation Knox Partners, Inc. (KPInc.) was formed. KPInc. has a 13-member Board including the college President, the city Mayor, the county Judge-Executive, and the Executive Director of the area Community Action Agency as standing members. To date, this corporation has developed \$15-20 million in projects. The primary project is the Appalachian Rural Wellness Initiative consisting both of a \$12 million center and a major preventable disease wellness initiative.

Union College has served as host to the Appalachian Local Pastors Conference (ALPS) for the past seven years. ALPS is a program directed by the Redbird Mission which brings top drawer academic people to campus for two weeks in May to provide instruction for scores of rural part-time local Methodist pastors.

The Appalachia Service Program (ASP), a service ministry targeted at improving housing and living conditions for the poor, was founded on the Union campus in 1969. It has grown to be one of the largest service organizations in the county and mobilizes over 12,000 people each summer. The college has served as host for the group and provides facilities and services for the group when they are in the area.

Sue Bennett College, a sister Methodist institution in London, KY, failed in 1997. Union College helped create a new non-profit from these ashes, which could serve as an umbrella for several non-profit community organizations. Several of the buildings are now leased to organizations such as the YMCA and Union College. Union currently provides graduate classes, a Degree Completion Program in business, workforce retraining for people who have lost their jobs due to plant closings, and the "If I Had A Hammer" program for youth. Union provides three people to sit on the Board of the Bennett Center.



## University of the Cumberlands

### Public Service Contributions

Mountain Outreach, a ministry of University of the Cumberlands, is dedicated to building and repairing homes for area families who live in poverty. Since 1982, Mountain Outreach volunteers, with the help of outside volunteers and donations, have built 121 homes and hundreds of wheelchair ramps and have dug several water wells. In addition to building and repairing area homes, Mountain Outreach student volunteers minister to the physical, clothing and household needs of the residents of Whitley County through the Mountain Outreach Warehouse. There, families and individuals are invited to pick up clothing, shoes, coats and household items that are donated through the University. There is no charge for these items. Two Gift Days are held during the holiday season. Kids Gift Day, held November 13, 2004, served 180 children in need of holiday gifts for their parents. On December 4, 2004, over 1,500 individuals benefited from Holiday Gift Day.

Established in 1975, Appalachian Ministries gives students the opportunity to minister to area children. Under the direction of a student coordinator, student workers pick up and take participating children to local churches to lead them in recreation, crafts, games, and Bible lessons. Through the Special Children's Ministry, students also have the opportunity to work with handicapped children and to train athletes for the Special Olympics.

Council for Exceptional Children assists those who have a desire to work with exceptional children by offering support, skill training, and opportunities for helping children through tutoring and other services.

The Cumberland Mentor Program organizes student volunteers who want to make a profound difference in the life of young people in the community. Following a week of special training, volunteers are matched with local middle school students whom they mentor in academic, athletic, social, or service activities, depending on their interest and expertise.

University of the Cumberlands offers many athletic summer camps.

The youth evangelism conference called Quest is held annually on campus. The event is geared toward church youth groups, middle school and high school students.

High school academic competitions such as Science Olympiad and Mathematics Contest are sponsored by and held annually at UC.

Every UC student is required to complete 40 hours of community service prior to graduation.

Through the University's Hutton Center for Leadership Studies and Community Service, a series of seminars and teleseminars are being offered to those outside the university community. These programs are made available to individuals seeking to develop and refine the skills required to lead.

### Services and Facilities

During the year the University calendar includes a musical event nearly every week. Each of the nine standing ensembles performs frequently, and music majors fill the schedule with senior recitals. Last year, 3,500 people attended 14 events.

In addition to the following endowed lecture series, many academic departments and campus organizations host discussion forums, lectures, and guest speakers each semester. Last year, 1,715 people attended 7 events. The Robert L. Palmer Memorial Lecture Series, sponsored by the Department of English, brings a writer of national reputation to the campus each October. Since the series was established in 1992, the college has hosted novelists, essayists, and poets including Lee Smith, Jim Wayne Miller, Willie Morris, and, most recently, Scott Russell Sanders. The Thomas S. Staley Distinguished Christian Scholar Lecture Series, hosted by the Department of Religion and Philosophy, features noted religious scholars speaking about issues relevant to contemporary religious life, the ministry, and the practice of faith.

The Department of Art regularly hosts exhibitions featuring student and faculty work, as well as pieces from the University's permanent collection. Last year, 250 people attended 4 events.

Dare to Compare is a program that provides the community with an educative approach to tackling the growing problem of obesity and physical inactivity. University of the Cumberlands is the first college in the nation to hold a Dare to Compare event on its campus. During the semi-annual event citizens of all ages have an opportunity to assess their fitness levels in five critically important, health-related areas: muscular strength, muscular endurance, flexibility, body mass, and cardiovascular condition. In October and April of every year participants can consistently, continuously and accurately measure their fitness levels under the guidance of caring professionals and paraprofessionals. The University of the Cumberlands in partnership with Cumberland River Comprehensive Care Center work together to provide citizens with a venue to assess their fitness, gather health information, and join hundreds of other citizens in learning how to improve their overall health. The event is staffed exclusively by trained volunteers who devote countless hours in the preparation and implementation of this program. Dare to

Compare is a fun, non-threatening approach to help make a difference in the lives and health of others.

University of the Cumberlands presents an annual series of Convocation Programs that are free and open to the campus community as well as the public. The series includes a wide variety of speakers and performers. Last year, 11,500 people attended 10 events.

With the exception of men's and women's basketball and football, there is no admission for most sporting events. Last year, 4,690 people attended 81 events.

Four annual campus activities, including carnivals attracted 7,140 attendees.

The UC library and intramural gymnasium are open for public use at no charge.

#### **Business Support Services and Partnerships**

University of the Cumberlands owns and operates the Cumberland Inn, a motel and conference center that provides space for local business events.

The University is currently engaged in efforts with community leaders to develop an industrial park near Williamsburg.

# References

## References

### **2020 Vision: An Agenda for Kentucky's System of Postsecondary Education. (2001)**

Publication of the Kentucky Council on Postsecondary Education. Retrieved from <[http://cpe.ky.gov /NR/rdonlyres/47F35BF2-961A-4D63-88F4 759B98ADC937/0/2020 VisionFull\\_ 20050324.pdf](http://cpe.ky.gov/NR/rdonlyres/47F35BF2-961A-4D63-88F4-759B98ADC937/0/2020_VisionFull_20050324.pdf)>

### **Kentucky Employment (2005).**

Economic Trends (Federal Reserve Bank of Cleveland), p. 15-16. Retrieved from Academic Search Elite database.

### **Kentucky's Postsecondary System Launches 5-Year Plan (2005).**

Retrieved from <<http://cpe.ky.gov/news/releases/archivereleases/091305.htm>>

### **State and County QuickFacts: Kentucky.**

Retrieved from <[http://quickfacts.census.gov /qfd/states/21000.html](http://quickfacts.census.gov/qfd/states/21000.html)>

### **Chen, X. & Carroll, C.D. (2005).**

First-Generation Students in Postsecondary Education: A Look at Their College Transcripts. Washington, D.C.: National Center for Education Statistics.

## Appendix A: Methodology

### **Estimates of Economic Impact for AIKCU Member Colleges and Universities**

Since its development in the late 1930's, Input-Output Analysis has served as a primary tool for tracing the economic linkages between various economic sectors and whole communities. This study utilized an input-output analysis to show direct, indirect and induced industry output and employment as a result of institutional E&G expenditures, construction, independent operations, related student expenditures and tourism activity. To show linkages between higher education and other economic sectors, estimates were broken down by major industry group and shown in relationship to total industry output and employment.

Student expenditures were based on college living budgets reported by the institutions to the College Board. Specifically, expenditures designated for room and board, transportation, and books were coded within those industry clusters, while miscellaneous expenses were based on the Consumer Expenditure Survey's purchase patterns of persons between the ages of 18-24. Corresponding expenditures from the college's auxiliary operations, such as room and board and food services, were subtracted from the student's total expenditures to avoid double counting.

Visitor expenditures were based on college reported visitor person-days. The estimated person-days were categorized into four basic types: Day and Night leisure visits such as attendance at sporting or cultural events and day and overnight business such as attendance at conferences. Average daily expenditures for each category were derived from visitor and tourist budgets computed by the Georgia Department of Tourism, The Travel Industry of America, the Illinois Department of Tourism, and the Wisconsin Department of Tourism, and previous Economic Impact studies conducted by Human Capital Research Corporation.

To estimate the impact of Independent Colleges and Universities expenditures on the state economy and to understand the linkages, or dollar flows between higher education activity and its supplying sectors, an Input-

Output (IO) table was developed by updating a 96 sector 1997 benchmark USIO table. The table was updated for 2003 prices and employment based on various national and local sources. To “regionalize” the table and estimate state activity, a standard location quotient (LQ) update method was applied to the US table— where individual values from the IO technical coefficient, or “A matrix” are proportionately adjusted based on state employment LQs derived from the 2003 US County Business Patterns. LQ’s are based on the ratio of the percent of persons employed in each industry in Connecticut to the percent employed in each industry nationally.

In considering the impact or multiplier effect under this technique, it is important to recognize that this method, like all non-survey or partial survey-based IO tables, represent an estimate of actual economic activity. Because of individual supplier arrangements between individual business establishments and unique consumer preferences, it is impossible to state precisely the extent to which all transactions actually occurred within state boundaries. The LQ method assumes that a state is relatively “self-sufficient” in meeting statewide demand for inputs which have at least the national percent employed in a particular industry. For this analysis, the resultant income multiplier for independent higher education is estimated at 2.167.

## Appendix B. Economic Impact Tables

**Table 1. Estimated Number of Alumni Living in Kentucky**

Institution	Alumni
ALICE LLOYD COLLEGE	3,137
ASBURY COLLEGE	3,406
BELLARMINE UNIVERSITY	9,663
BEREA COLLEGE	6,274
BRESCIA UNIVERSITY	3,343
CAMPBELLSVILLE UNIVERSITY	4,920
CENTRE COLLEGE	5,208
GEORGETOWN COLLEGE	7,000
KENTUCKY CHRISTIAN UNIVERSITY	800
KENTUCKY WESLEYAN COLLEGE	3,288
LINDSEY WILSON COLLEGE	4,505
MIDWAY COLLEGE	5,210
PIKEVILLE COLLEGE	7,338
SAINT CATHARINE COLLEGE	3,009
SPALDING UNIVERSITY	7,060
THOMAS MORE COLLEGE	4,992
TRANSYLVANIA UNIVERSITY	4,624
UNION COLLEGE	5,902
UNIVERSITY OF THE CUMBERLANDS	6,126

**Table 2. Total Estimated Alumni Earnings**

Institution	Earnings
ALICE LLOYD COLLEGE	\$132,600,000
ASBURY COLLEGE	\$145,000,000
BELLARMINE UNIVERSITY	\$429,200,000
BEREA COLLEGE	\$203,200,000
BRESCIA UNIVERSITY	\$141,400,000
CAMPBELLSVILLE UNIVERSITY	\$206,700,000
CENTRE COLLEGE	\$222,500,000
GEORGETOWN COLLEGE	\$300,500,000
KENTUCKY CHRISTIAN UNIVERSITY	\$33,600,000
KENTUCKY WESLEYAN COLLEGE	\$143,500,000
LINDSEY WILSON COLLEGE	\$171,900,000
MIDWAY COLLEGE	\$187,600,000
PIKEVILLE COLLEGE	\$305,200,000
SAINT CATHARINE COLLEGE	\$114,800,000
SPALDING UNIVERSITY	\$321,400,000
THOMAS MORE COLLEGE	\$227,000,000
TRANSYLVANIA UNIVERSITY	\$196,900,000
UNION COLLEGE	\$269,500,000
UNIVERSITY OF THE CUMBERLANDS	\$265,900,000

*continued*

**Table 3. Operating Expenditures**

Institution	Total E&G Expenditures	Total Staff Salaries & Wages
Alice Lloyd College	\$9,799,270	\$2,803,206
Asbury College	\$24,566,635	\$11,464,191
Bellarmino University	\$30,748,502	\$16,258,793
Berea College	\$63,829,436	\$26,057,003
Brescia University	\$8,388,296	\$3,670,589
Campbellsville University	\$19,557,506	\$7,584,242
Centre College	\$31,796,869	\$13,322,769
Georgetown College	\$31,496,544	\$12,550,720
Kentucky Wesleyan College	\$10,084,945	\$3,595,296
Kentucky Christian University	\$11,878,585	\$3,874,082
Lindsey Wilson College	\$27,545,713	\$6,677,261
Midway College	\$9,520,984	\$4,895,522
Pikeville College	\$20,387,539	\$8,882,266
Saint Catharine College	2,458,891	1,109,341
Spalding University	\$16,862,460	\$8,825,614
Thomas More College	\$20,638,523	\$7,039,561
Transylvania University	\$24,885,536	\$10,930,178
Union College	\$12,238,078	\$4,375,720
University of the Cumberland	\$29,731,639	\$9,645,842
<b>Total</b>	<b>\$406,415,951</b>	<b>\$163,562,196</b>

**Table 4. Number of FTE Students and Staff**

Institution	FTE Students	FTE Staff
Alice Lloyd College	602	116
Asbury College	1,186	295
Bellarmino University	2,261	392
Berea College	1,530	510
Brescia University	575	113
Campbellsville University	1,469	270
Centre College	1,059	310
Georgetown College	1,428	281
Kentucky Wesleyan College	585	132
Kentucky Christian University	541	109
Lindsey Wilson College	1,549	250
Midway College	888	161
Pikeville College	985	204
Saint Catharine College	350	112
Spalding University	1,279	179
Thomas More College	1,298	171
Transylvania University	1,127	256
Union College	713	128
University of the Cumberland	1,481	286
<b>Total</b>	<b>20,903</b>	<b>4,275</b>

**Table 5. Breakdown of In-State Direct Expenditures**

Institution	Direct In-State Institutional Expenditures	Direct In-State Staff Expenditures	Direct Student In-State Expenditures	Direct Visitor In-State Expenditures	Total Direct In-State Expenditures
Alice Lloyd College	\$4,022,737	\$2,017,637	\$1,993,565	\$1,694,716	\$9,728,655
Asbury College	\$7,533,905	\$8,251,472	\$2,770,616	\$3,647,455	\$22,203,448
Bellarmino University	\$8,331,583	\$11,702,437	\$5,058,017	\$4,561,014	\$29,653,051
Berea College	\$21,719,149	\$18,754,801	\$3,094,434	\$3,724,370	\$47,292,754
Brescia University	\$2,712,682	\$2,641,945	\$1,782,958	\$1,769,382	\$8,906,967
Campbellsville University	\$6,884,627	\$5,458,838	\$4,386,873	\$4,518,425	\$21,248,763
Centre College	\$10,622,608	\$9,589,203	\$1,326,976	\$5,086,386	\$26,625,173
Georgetown College	\$10,893,849	\$9,033,512	\$2,709,946	\$4,392,968	\$27,030,275
Kentucky Wesleyan College	\$3,731,548	\$2,587,752	\$2,601,521	\$6,921,651	\$15,842,472
Kentucky Christian University	\$4,602,589	\$2,788,411	\$1,974,985	\$1,663,061	\$11,029,046
Lindsey Wilson College	\$11,999,360	\$4,806,029	\$2,740,786	\$4,766,479	\$24,312,654
Midway College	\$2,659,641	\$3,523,603	\$2,052,635	\$2,731,907	\$10,967,786
Pikeville College	\$6,615,532	\$6,393,104	\$3,885,963	\$2,463,465	\$19,358,064
Saint Catharine College	\$775,991	\$798,460	\$781,860	\$492,690	\$2,849,001
Spalding University	\$4,621,186	\$6,352,328	\$2,860,734	\$2,020,136	\$15,854,384
Thomas More College	\$7,819,403	\$5,066,798	\$5,438,211	\$3,278,287	\$21,602,699
Transylvania University	\$8,024,331	\$7,867,110	\$1,969,125	\$3,825,754	\$21,686,320
Union College	\$4,520,856	\$3,149,470	\$1,673,826	\$2,192,885	\$11,537,037
University of the Cumberland	\$11,549,333	\$6,942,696	\$4,435,857	\$4,555,558	\$27,483,444
<b>Total</b>	<b>\$139,640,909</b>	<b>\$117,725,605</b>	<b>\$53,538,888</b>	<b>\$64,306,589</b>	<b>\$375,211,991</b>

**Table 6. Estimated Taxes Generated**

	Staff	Student	Indirect Employment	Total
State Taxes	\$16,683,344	\$4,762,953	\$11,671,345	\$33,117,643
Federal Income Taxes	\$21,753,772	\$1,916,798	\$15,218,519	\$38,889,089
<b>Total Taxes</b>	<b>\$38,437,116</b>	<b>\$6,679,752</b>	<b>\$26,889,864</b>	<b>\$72,006,732</b>

**Table 7. Total Economic Impact By Industry**

Industry	Total Economic Impact	Total Jobs Created
Agriculture	\$7,862,791	9
Mining	\$2,709,161	5
Construction	\$19,962,888	112
Manf - Resource	\$51,052,487	125
Manf - Labor	\$40,099,722	240
Manf - Capital	\$109,455,002	364
Manf - Technology	\$22,758,989	67
Transportation	\$17,632,174	173
Utilities	\$21,213,144	28
Communication	\$9,276,691	32
Finance	\$132,802,010	264
Real Estate	\$17,072,218	73
Restaurants	\$37,871,170	747
Retail	\$35,521,943	148
Wholesale	\$18,260,386	20
Consumer Services	\$43,868,172	518
Business Services	\$52,510,186	462
Professional Services	\$10,555,160	79
Health Services	\$4,347,004	35
Human Services	\$42,499,619	4856
Government Enterprise	\$7,435,254	272
<b>Total</b>	<b>\$704,766,171</b>	<b>8,629</b>

**Table 8. Breakdown of Capital Expenditures**

Institution	Estimated Total Direct Capital Expenditures
Alice Lloyd College	\$3,274,551
Asbury College	\$20,781,848
Bellarmino University	\$34,839,900
Berea College	\$103,410,408
Brescia University	\$8,252,629
Campbellsville University	\$17,723,592
Centre College	\$18,556,442
Georgetown College	\$25,029,505
Kentucky Wesleyan College	\$10,257,445
Kentucky Christian University	\$9,475,503
Lindsey Wilson College	\$27,157,628
Midway College	\$15,565,395
Pikeville College	\$10,723,114
Saint Catharine College	\$7,776,407
Spalding University	\$1,575,204
Thomas More College	\$2,111,105
Transylvania University	\$25,685,000
Union College	\$11,173,064
University of the Cumberlands	\$13,033,212
<b>Total</b>	<b>\$366,401,952</b>

**Table 9. Total Economic Impact Capital Expenditures 1999-2003**

Industry	Total Economic Impact	Total Jobs Created
Agriculture	\$3,756,484	2
Mining	\$7,484,134	26
Construction	\$370,849,081	2249
Manf - Resource	\$70,131,391	290
Manf - Labor	\$13,387,648	28
Manf - Capital	\$102,640,846	324
Manf - Technology	\$13,347,528	30
Transportation	\$17,487,651	156
Utilities	\$10,569,546	3
Communication	\$3,976,102	6
Finance	\$39,978,311	23
Real Estate	\$5,528,202	0
Restaurants	\$8,525,493	55
Retail	\$15,471,931	72
Wholesale	\$29,014,739	34
Consumer Services	\$19,113,164	96
Business Services	\$23,712,868	137
Professional Services	\$18,830,981	149
Health Services	\$1,628,493	0
Human Services	\$1,966,347	5
Government Enterprise	\$2,225,997	48
<b>Total</b>	<b>\$779,626,936</b>	<b>3733</b>

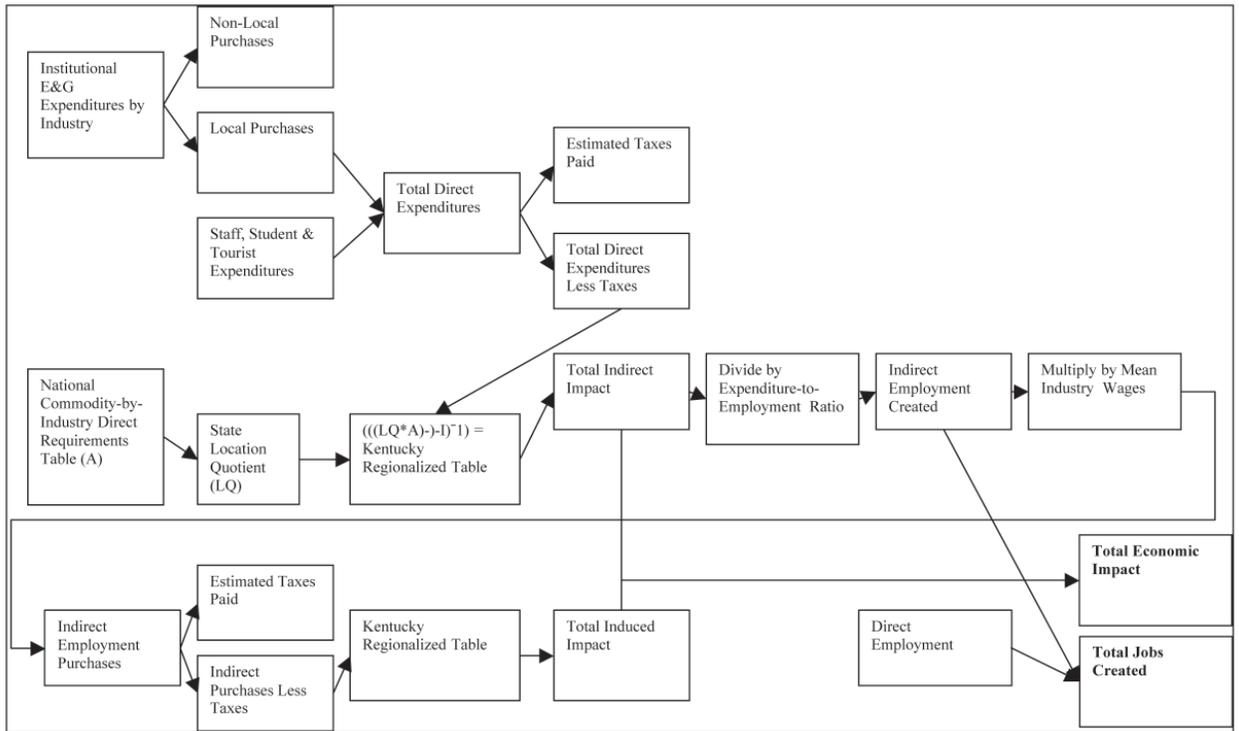
**Table 10. Total Amount of Private Gifts, Grants and Contract**

Total Gifts from All Private Sources	\$60,562,630
Total Gifts from Private Source Outside KY	\$32,907,517
Total Grants/Contracts from All Private Sources	\$10,009,025
Total Grants/Contracts from Private Sources Outside KY	\$7,975,275
<b>Total of All Gifts, Grants, and Contracts</b>	<b>\$111,454,446</b>

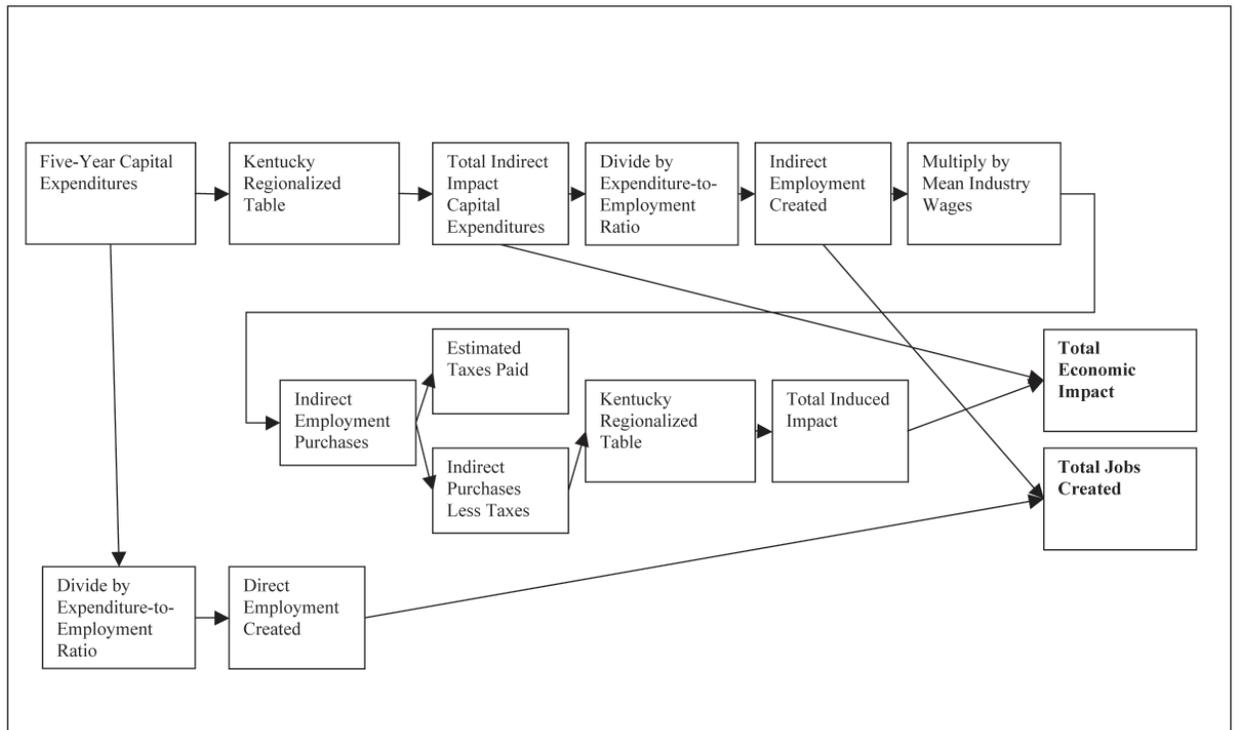
\*Totals only reflect those institutions that reported this information

Total Gifts, Contracts, and Grants Benefiting Kentucky Institutions

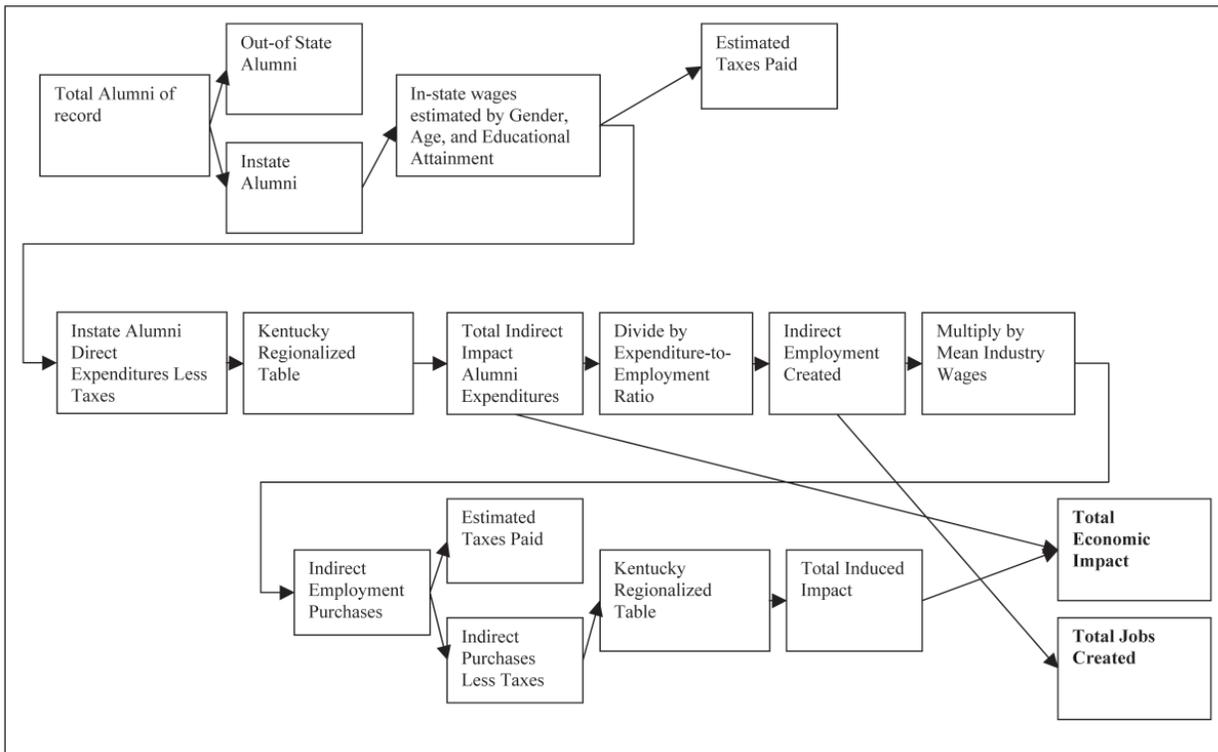
### Appendix C: Economic Impact Flow



### Appendix D: Capital Expenditures Economic Impact Flow Chart



## Appendix E: Alumni Expenditure Economic Impact Flow Chart



## Appendix F: SUPPORTING TABLES

Input Output Master Bridge Table

KENTUCKY

updated November 4th, 2004

Order	Group	Industry Group	Industry	US Benchmark Industry Code	SIC	NAIC	EMPRatio	AvgPay	LQ
1	1	Agriculture	Livestock, livestock products	1	0100	111	652123	25450	
2	1	Agriculture	Other agricultural products	2	0100	111	652123	25450	
3	1	Agriculture	Forestry and fishery products	3	0800	113	652123	25450	0
4	1	Agriculture	Agricultural, forestry, fishery services	4	0700	114	652123	25450	0
5	2	Mining	Metallic mining	5+6	1000	2122	268835	61076	
6	2	Mining	Coal mining	7	1200	2121	268835	61076	
7	2	Mining	Petroleum and natural gas	8	1300	211	1064273	53442	0
8	2	Mining	Nonmetallic minerals mining	9+10	1400	2123	268835	61076	
9	3	Construction	New and Maintenance Construction	11+12	1700	23	164130	33915	0
10	7	Manf - Technology	Ordnance and accessories	13	3600	3329	207541	42553	
11	4	Manf - Resource	Food and kindred products*	14	2000	311	303263	30144	0
12	4	Manf - Resource	Tobacco products	15	2100	312	652123	25450	0
13	5	Manf - Labor	Broad, narrow fabrics, yarn, thread mills*	16	2200	313	175964	28880	0
14	5	Manf - Labor	Misc. textile goods and floor coverings*	17	2200	314	170172	26217	0
15	5	Manf - Labor	Apparel	18	2200	315	129548	22046	0
16	5	Manf - Labor	Misc. fabricated textile products*	19	2300	315	129548	22046	0
17	4	Manf - Resource	Lumber and wood products	20+21	2400	321	166760	29748	0
18	5	Manf - Labor	Furniture and fixtures	22+23	2500	337	128072	28851	
19	6	Manf - Capital	Paper, allied products, except containers	24	2600	3221	317887	43482	0
20	6	Manf - Capital	Paperboard containers and boxes	25	2600	3222	317887	43482	0
21	6	Manf - Capital	Newspapers and periodicals	26A	2700	323	133072	35810	
22	6	Manf - Capital	Other printing and publishing	26B	2700	323	133072	35810	
23	4	Manf - Resource	Industrial and other chemicals	27A	2800	3251	540941	51590	
24	4	Manf - Resource	Agricultural fertilizers and chemicals	27B	2800	3253	540941	51590	
25	7	Manf - Technology	Plastics and synthetic materials	28	2800	326	178892	33217	0
26	7	Manf - Technology	Drugs	29A	2800	3254	540941	51590	

continued

27	7	Manf - Technology	Cleaning and toilet preparations	29B	2800	3256	540941	51590
28	7	Manf - Technology	Paints and allied products	30	2800	3255	540941	51590
29	6	Manf - Capital	Petroleum refining and related products*	31	2900	324	2005370	59614
30	6	Manf - Capital	Rubber and misc. plastics products	32	3000	3255	540941	51590
31	5	Manf - Labor	Footwear, leather, and leather products	33+34	3100	316	157669	26925
32	4	Manf - Resource	Glass and glass products	35	3200	3272	197443	37035
33	4	Manf - Resource	Stone and clay products	36	3200	3271	197443	37035
34	6	Manf - Capital	Primary iron and steel manufacturing	37	3300	3311	278583	43320
35	6	Manf - Capital	Primary nonferrous metals manufacturing	38	3300	3314	278583	43320
36	6	Manf - Capital	Metal containers	39	3400	3323	157075	36581
37	6	Manf - Capital	Heating, plumbing, fabricated metal products	40	3400	3334	207541	42553
38	6	Manf - Capital	Screw machine products and stampings	41	3400	3335	207541	42553
39	6	Manf - Capital	Other fabricated metal products	42	3400	3335	207541	42553
40	7	Manf - Technology	Engines and turbines	43	3500	3336	207541	42553
41	6	Manf - Capital	Farm, construction, and mining machinery	44+45	3500	3331	207541	42553
42	6	Manf - Capital	Materials handling machinery and equipment	46	3500	3331	207541	42553
43	6	Manf - Capital	Metalworking machinery and equipment	47	3500	3335	207541	42553
44	6	Manf - Capital	Special industry machinery and equipment	48	3500	3333	207541	42553
45	6	Manf - Capital	General industrial machinery and equipment	49	3500	3339	207541	42553
46	6	Manf - Capital	Miscellaneous machinery, except electrical	50	3500	3339	207541	42553
47	7	Manf - Technology	Computer and office equipment	51	3500	334	271857	50561
48	6	Manf - Capital	Service industry machinery	52	3500	3333	207541	42553
49	6	Manf - Capital	Electrical industrial equipment	53	3600	3353	209869	36719
50	7	Manf - Technology	Household appliances	54	3600	3352	209869	36719
51	5	Manf - Labor	Electric lighting and wiring equipment	55	3600	3351	209869	36719
52	7	Manf - Technology	Audio, video, and communication equipment	56	3600	3353	209869	36719
53	7	Manf - Technology	Electronic components and accessories	57	3600	3353	209869	36719
54	6	Manf - Capital	Misc. electrical machinery and supplies	58	3600	3359	209869	36719
55	6	Manf - Capital	Motor vehicles (passenger cars and trucks)	59A	3700	3361	375651	48971
56	6	Manf - Capital	Truck and bus, trailers, vehicles parts	59B	3700	3362	375651	48971
57	7	Manf - Technology	Aircraft and parts	60	3700	3364	375651	48971
58	6	Manf - Capital	Other transportation equipment	61	3700	3369	375651	48971
59	7	Manf - Technology	Scientific and controlling instruments	62	3800	3391	166953	35930
60	7	Manf - Technology	Ophthalmic and photographic equipment	63	3800	3391	166953	35930
61	5	Manf - Labor	Miscellaneous manufacturing	64	3900	3399	166953	35930
62	8	Transportation	Railroads; passenger ground transportation	65A	4100	482	46971	18871
63	8	Transportation	Freight transportation and warehousing	65B	4200	493	98736.45714	29715
64	8	Transportation	Water transportation*	65C	4400	483	386158	45068
65	8	Transportation	Air transportation	65D	4500	481	232466	39643
66	8	Transportation	Pipelines, freight forwarders, and related	65E	4600	486	545030	66351
67	10	Communication	Communications, except radio and TV	66	4800	511	208454	56665
68	10	Communication	Radio and TV broadcasting	67	4800	513	235234	49318
69	9	Utilities	Electric services (utilities)	68A	4900	2211	647524	61076
70	9	Utilities	Gas production and distribution (utilities)	68B	4900	2212	647524	61076
71	9	Utilities	Water and sanitary services	68C	4900	2213	647524	61076
72	15	Wholesale	Wholesale trade	69A	5000	42	728068	42427
73	14	Retail	Retail trade	69B	5200	44	210813	20363
74	11	Finance	Finance	70A	6000	52	392544	51541
75	11	Finance	Insurance	70B	6300	52	392544	51541
76	12	Real Estate	Owner-occupied dwellings	71A		53	162860	28940
77	12	Real Estate	Real estate and royalties	71B	6500	53	162860	28940
78	16	Consumer Services	Hotels and lodging places	72A	7000	721	42761	11875
79	17	Business Services	Personal and repair services (except auto)	72B	7200	812	55305	17125
80	17	Business Services	Computer and data processing services	73A	7300	5415	117700	48958
81	18	Professional Services	Legal, engineering, accounting, and related	73B	8100	541	117700	48958
82	17	Business Services	Other business and professional services	73C	7300	541	117700	48958
83	17	Business Services	Advertising	73D	7300	5418	117700	48958

84	13	Restaurants	Eating and drinking places	74	5800	722	42761	11875
85	16	Consumer Services	Automotive repair and services	75	7500	811	89999	26483
86	16	Consumer Services	Amusements	76	7800	71	72680	22722
87	19	Health Services	Health services	77A	8000	62	80684	32540
			Educational and social services, member.org.	77B	8600	61	70307	22586
88	20	Human Services Government						
89	21	Enterprise Government	Federal Government enterprises State and local government enterprises	78	4300	92	23531	40300
90	21	Enterprise		79		92	23531	36400

**Consumer Expenditure Allocation**

	General	Under 25	
Cash contributions.....	0.028624	0.006075	
Gifts of goods and services.....	0.030512	0.022755	
Food at home.....	0.08674	0.07498	14
Alcoholic beverages.....	0.008572	0.014762	14
Tobacco products and smoking supplies.....	0.008324	0.01311	15
Floor coverings.....	0.005477	0.002025	17
Apparel and services.....	0.052731	0.064322	18
Household textiles.....	0.003095	0.001279	19
Furniture.....	0.010119	0.014388	22+23
Reading.....	0.005013	0.003784	26b
Drugs.....	0.008665	0.003464	29a
Medical supplies.....	0.002476	0.001812	29a
Laundry and cleaning supplies.....	0.003404	0.002025	29b
Fuel oil and other fuels.....	0.002661	0.000906	31
Gasoline and motor oil.....	0.031131	0.037357	31
Major appliances.....	0.004797	0.005009	54
Miscellaneous household equipment.....	0.017237	0.016147	54
Small appliances, misc. housewares.....	0.00263	0.003357	54
Vehicle purchases (net outlay).....	0.081634	0.101306	59a
Public transportation.....	0.010986	0.009805	65a
Water and other public services.....	0.008015	0.003677	65c
Natural gas.....	0.008293	0.005063	65e
Telephone.....	0.021909	0.02883	66
Electricity.....	0.026892	0.023288	68a
Other household products.....	0.006003	0.002345	69b
Miscellaneous.....	0.023704	0.018492	69b
Personal care products and services.....	0.012471	0.01295	69b
Mortgage interest and charges.....	0.065109	0.016307	70A
Vehicle finance charges.....	0.008046	0.009539	70a
Vehicle insurance.....	0.022033	0.024194	70b
Health insurance.....	0.026613	0.011138	70b
Personal insurance and pensions.....	0.091722	0.057714	70b
Rented dwellings.....	0.05533	0.159019	71b
Other lodging.....	0.0121	0.008207	72a
Maintenance, rep., ins., oth. exp.....	0.022126	0.004956	72b
Other household expenses.....	0.007736	0.002345	72b
Personal services.....	0.007984	0.008313	72b
Food away from home.....	0.052669	0.068372	74
Maintenance and repairs.....	0.020207	0.020304	75
Veh. rent, leas., licen., oth. chges..	0.012038	0.011831	75
Entertainment.....	0.049884	0.057714	76
Medical services.....	0.015844	0.00842	77a
Education.....	0.014575	0.035545	77b
Postage and stationery.....	0.003868	0.002771	78
State Taxes			
Sales	0.032	0.052	
Property	0.034	0.056	
Income	0.036	0.056	
Federal Income Taxes	0.133	0.066	
Total Taxes	0.235	0.23	

continued

**Tourism Expenditure Breakdown (Kentucky)**

		Day Trip Leisure	Day Trip Business	Overnight Leisure	Overnight Business
Clothing	18	20.76%	20.76%	14.64%	14.64%
Furniture	22+23	6.45%	6.45%	4.55%	4.55%
Gasoline	31	6.45%	6.45%	4.55%	4.55%
Transportation	65A	2.81%	2.81%	1.98%	1.98%
Retail	69B	20.52%	20.52%	14.47%	14.47%
Lodging	72A	0.00%	0.00%	29.48%	29.48%
Personal Services	72B	1.88%	1.88%	1.32%	1.32%
Food & Drink	74	34.36%	34.36%	24.23%	24.23%
Auto Repair	75	4.10%	4.10%	2.89%	2.89%
Amusements	76	1.64%	1.64%	1.16%	1.16%
Government	79	1.03%	1.03%	0.73%	0.73%
		100.00%	100.00%	100.00%	100.00%

\*\*Subtract 4.9 cents per dollar for taxes

**Distribution of Institutional Expenditures by Industry**

Industry Group	Industry	US Benchmark Industry Code	
Agriculture	Livestock, livestock products	1	0.01%
Agriculture	Other agricultural products	2	0.01%
Agriculture	Forestry and fishery products	3	0.03%
Agriculture	Agricultural, forestry, fishery services	4	0.12%
Mining	Metallic mining	5+6	0.00%
Mining	Coal mining	7	0.00%
Mining	Petroleum and natural gas	8	0.69%
Manf - Capital	Special industry machinery and equipment	48	0.00%
Manf - Capital	General industrial machinery and equipment	49	0.42%
Manf - Capital	Miscellaneous machinery, except electrical	50	0.16%
Manf - Technology	Computer and office equipment	51	1.88%
Manf - Capital	Service industry machinery	52	0.08%
Manf - Capital	Electrical industrial equipment	53	0.05%
Manf - Technology	Household appliances	54	0.04%
Manf - Labor	Electric lighting and wiring equipment	55	0.15%
Manf - Technology	Audio, video, and communication equipment	56	0.08%
Manf - Technology	Electronic components and accessories	57	0.08%
Manf - Capital	Misc. electrical machinery and supplies	58	0.00%
Manf - Capital	Motor vehicles (passenger cars and trucks)	59A	0.16%
Manf - Capital	Truck and bus, trailers, vehicles parts	59B	0.02%
Manf - Technology	Aircraft and parts	60	0.05%
Manf - Capital	Other transportation equipment	61	0.00%
Manf - Technology	Scientific and controlling instruments	62	0.11%
Manf - Technology	Ophthalmic and photographic equipment	63	0.06%
Manf - Labor	Miscellaneous manufacturing	64	0.06%
Transportation	Railroads; passenger ground transportation	65A	0.01%
Transportation	Freight transportation and warehousing	65B	0.37%
Transportation	Water transportation*	65C	0.00%
Transportation	Air transportation	65D	0.11%
Transportation	Pipelines, freight forwarders, and related	65E	0.01%
Communication	Communications, except radio and TV	66	0.40%
Communication	Radio and TV broadcasting	67	0.03%
Utilities	Electric services (utilities)	68A	3.63%
Utilities	Gas production and distribution (utilities)	68B	0.87%
Utilities	Water and sanitary services	68C	0.38%
Wholesale	Wholesale trade	69A	2.14%
Retail	Retail trade	69B	0.32%
Finance	Finance	70A	7.56%
Finance	Insurance	70B	21.12%
Real Estate	Owner-occupied dwellings	71A	0.05%
Real Estate	Real estate and royalties	71B	3.40%
Consumer Services	Hotels and lodging places	72A	0.11%
Business Services	Personal and repair services (except auto)	72B	1.89%
Business Services	Computer and data processing services	73A	0.69%
Professional Services	Legal, engineering, accounting, and related	73B	4.75%
Business Services	Other business and professional services	73C	8.42%
Business Services	Advertising	73D	0.64%
Restaurants	Eating and drinking places	74	0.43%
Consumer Services	Automotive repair and services	75	0.00%
Consumer Services	Amusements	76	0.11%
Health Services	Health services	77A	1.93%
Human Services	Educational and social services, member.org.	77B	13.11%
Government Enterprise	Federal Government enterprises	78	0.02%
Government Enterprise	State and local government enterprises	79	1.82%

## Appendix G: Survey

Association of Independent Kentucky Colleges and Universities

### Economic Impact Study Survey

#### **General Instructions**

The base year for the study is FY 2003 (Academic Year 2002-03). Unless otherwise specified, all data submitted should be for that year.

In responding to any request for information, please feel free to provide any additional data, descriptive information or qualifying statements about the data you feel would be helpful, including any important assumptions regarding the data's derivation or implications.

For purposes of completing the survey, it should be emphasized that a "best estimate" is preferable to no response at all. It is understood that institutional financial and data systems vary, and that the following information requests may not be completely compatible with the manner in which your institution produces its data reports.

All information provided to AIKCU and its consultants for this project will be confidential and will not be released to any other parties.

#### **Questions**

The research and analysis for this project is being undertaken by Human Capital Research Corporation (HCRC), based in Evanston, IL.

Questions regarding this survey should be directed to HCRC at 847-475-7580, to either Mark Engberg (lead project researcher, mark@humancapital.com) or Brian Zucker (principal, brian@humancapital.com).

Questions regarding the project itself should be directed to AIKCU President Gary Cox at 502-695-5007.

#### **Submission of Information**

All of the requested information should be submitted to AIKCU by October 15, 2004.

Hard copy information should be sent to:

Association of Independent Kentucky Colleges and Universities

Association of Independent Kentucky Colleges & Universities  
484 Chenault Rd.  
Frankfort, KY 40601

Phone: 502-695-5007  
Fax: 502-695-5057

Information that may be sent electronically should be directed to:

XXXXX@XXXXXXXXXX.

**Please provide the following contact information for the person responding to this survey:**

**Institution** \_\_\_\_\_

**Respondent's Name** \_\_\_\_\_

**Title/Position** \_\_\_\_\_

**Phone #** \_\_\_\_\_

**Email** \_\_\_\_\_

**1.0 Finance Information**

1.1 Please identify all capital projects that were initiated, underway, or completed between FY 1999 and FY 2003 (including but not limited to design, new construction, renovation, site work, and furniture and fixtures considered capital in nature). Include all projects intended primarily to benefit your institution, regardless of funding source, ownership, or location on or off the main campus (including facilities funded, purchased, constructed or owned by an affiliated foundation or other institutional partner).

For each project, please provide the following information:

- a. Type of facility (research, classroom/office, dormitory, etc)
- b. Total project costs (from design through completion, including capital equipment)
- c. Year project was initiated
- d. Year project was, or is scheduled to be, completed
- e. Sources of funding for project

1.21 For FY 2003, please provide the total dollar amount of privately-funded (as opposed to government-funded) awards received as gifts, grants and contracts benefiting your institution – both restricted and unrestricted. Of the total amount, approximately how much came from funding sources based outside of Kentucky.

a. Total amount of gifts from all private sources

\$ \_\_\_\_\_

Amount of these gifts from private sources based outside KY

\$ \_\_\_\_\_

b. Total amount of grants and contracts from all private sources

\$ \_\_\_\_\_

Amount of these grants and contracts from private sources based outside KY

\$ \_\_\_\_\_

1.3 Please provide an electronic file – preferably in Excel or Ascii format – of your institution’s expenditures by vendor for FY 2003. Include in the file:

- a. Zip code
- b. Account category
- c. Total expenditure amount for that account during FY 2003

If you have expenditure or vendor categories that can be used to help broadly classify the type of purchases (e.g., utilities, professional services, food, etc.), please include that information.

**2.0 Employee Information**

2.1 Please provide an electronic address file – preferably in Excel or ASCII format – showing the number of your institution’s employees by their zip code of residence during FY 2003. Please include faculty, staff and those on the payroll, but exclude those who are outsourced workers, independent contractors, or your institution’s students (such as teaching assistants or those in a work study program).

### **3.0 Alumni Information**

- 3.1 Please provide an estimate of the total living alumni who received a bachelor's (or associate's) degree from your institution, broken down as follows:

	Living KY Residents	Living Non-KY Residents
Male	_____	_____
Female	_____	_____
Total	_____	_____

- 3.2 Please provide an estimate of the total living alumni who received a graduate degree from your institution, broken down as follows:

	Living KY Residents	Living Non-KY Residents
Male	_____	_____
Female	_____	_____
Total	_____	_____

- 3.3 Please provide the estimated percentage of bachelor's (or associate's) degree recipients of your institution who go on to earn a graduate degree at your institution:

\_\_\_\_\_ %

### **4.0 Visitor Information**

*NOTE:* To help estimate the total impact of institutional-related visitors, this study will utilize a standardized visitor budget per "person-day" based on the type of visit.

*EXAMPLES:* Family of four visits the campus to attend a football game and stays overnight –  
 overnight-visit person-days = (number of persons) x (number of days in town) 4 X 2=8.  
 Student and both parents attend a weekend orientation and do *not* stay overnight –  
 day-visit person-days = (number of persons) x (number of days in town) 3 X 1=3

For the following categories, please provide the estimated number of institution visitor person-days for day-visits and the estimated number of institution visitor person-days for

overnight-visits in FY 2003:

- 4.1 Student, family, and friend visitation (prospective students, parent weekend, freshmen orientation, etc.; graduation/commencement related visits should be reported in 4.2)  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.2 Graduation and related commencement activities:  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.3 Alumni and related event visitation (homecoming, reunions, etc):  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.4 Sporting and athletic event visitation:  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.5 Arts and cultural event visitation:  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.6 Seminars, conferences, and academic-related visitation (professional, scientific, continuing education, etc):  
 Estimated total person-days for day-visits \_\_\_\_\_  
 Estimated total person-days for overnight-visits \_\_\_\_\_
- 4.7 Other visitation (for purposes such as health care, to see hospital patients, obtain veterinary care for animals, participate in summer camps, or any other reason); please specify the purpose of the visitation:  
 Estimated total person-days for day-visits \_\_\_\_\_

Estimated total person-days for overnight-visits \_\_\_\_\_

Purpose of other visits \_\_\_\_\_

**5.0 Other Information**

5.1 Please provide an organizational chart or listing that identifies any and all of your institution's related entities and affiliates (including but not limited to alumni associations, foundations, research corporations, etc).

5.2 Please provide copies of your institution's Annual Reports for FY 2001, FY 2002, and FY 2003 (if available).

5.3 Please list the most significant contributions your institution feels it makes to the broader community and Commonwealth of Kentucky, other than the delivery of educational services to students. These may be arts and cultural opportunities, the volunteer services of students or of faculty and staff, or research that benefits the public. In other words, in the final report that AIKCU produces from this study, what superlatives would you like cited that capture the broader role your institution serves in society.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

j. \_\_\_\_\_

5.4 Please provide examples of services and/or facilities offered to the community free of charge by your institution. Examples include free business or family counseling services, research on community issues, concerts or art exhibits, access to libraries and other facilities, adopt a school programs, student or faculty volunteer efforts, etc. Please provide any quantitative measures possible, such as number of concerts or art exhibits offered, number of volunteer hours contributed, number of citizens using the free services, etc.

- 5.5 Please provide summary information about your institution’s operating units, related entities and affiliates, or special initiatives that focus on promoting economic development (e.g., business centers, incubators, research corporations). Please provide a brief summary of any “shining examples” of companies or businesses that spun-off out of your institution that are of particular notoriety or importance.
- 5.6 Please report the number of patents issued in each of the following years to your institution (or related entities/affiliates) or to your institution’s faculty/staff. Please provide a brief summary of any of these patents that are of particular notoriety or importance.

	Institution or Related Entities	Faculty/Staff
FY 1999	_____	_____
FY 2000	_____	_____
FY 2001	_____	_____
FY 2002	_____	_____
FY 2003	_____	_____



Association of Independent Kentucky Colleges and Universities

484 Chenault Rd. Frankfort, Kentucky 40601  
502.695.5007 • [www.aikcu.org](http://www.aikcu.org)

**Council on Postsecondary Education  
November 6, 2006**

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

**ACTION: The staff recommends that the Council approve the statewide and institution key indicator goals proposed for 2007-08.**

In 2005, the Council's key indicators of performance were revised to correspond to the new five questions advanced by the 2005-2010 Public Agenda for Postsecondary and Adult Education. The current indicators grew out of work with the Key Indicators Advisory Group, made up of institutional representatives and Council staff, charged with devising a focused set of measures to monitor and drive improvement in the areas most critical to reform.

The Council staff has been working with the institutions since July 2006 to finalize key indicator goals for 2007-08. For the first time, goals for enrollment, transfer, degree production, and graduation rates were established based on targets generated by a 2020 projections model, as well as historical performance and cohort data. The model provides institutions with the approximate performance needed each year for Kentucky to reach the national average in bachelor's degree attainment by the year 2020. Similarly, the Council staff examined historical trend data, regional and national performance, and 2020 statewide projections when establishing statewide goals.

Institution goals for affordability, community engagement, and business start-up measures are not included in this item, as they are undergoing further review. Goals for these indicators will be submitted to the Council as soon as they become available.

FIVE QUESTIONS  
ONE MISSION

BETTER LIVES FOR KENTUCKY'S PEOPLE

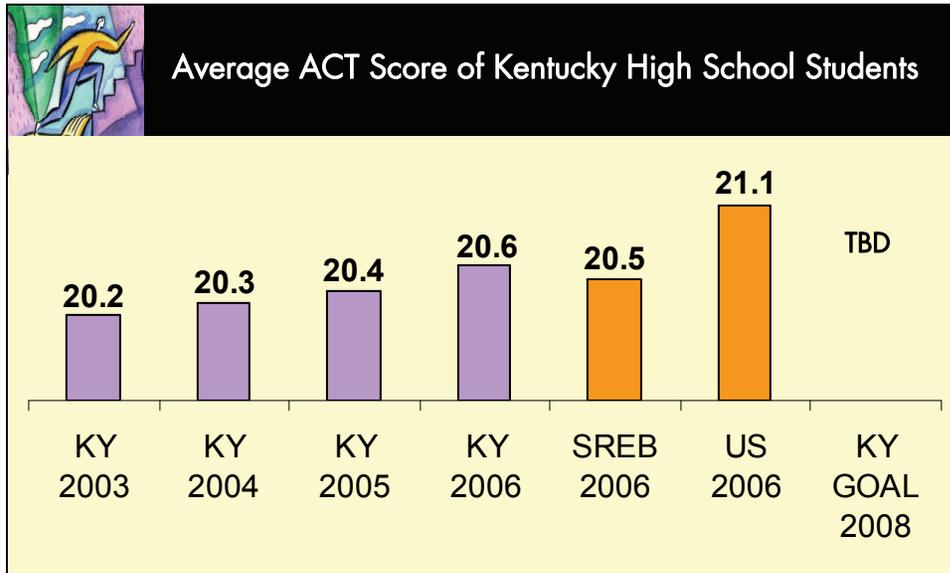


KEY INDICATORS  
OF PROGRESS  
State and Institution Level  
Proposed Goals for 2007-08

(Revised 11/2/06)

# QUESTION 1: STATEWIDE INDICATORS

## Are more Kentuckians ready for postsecondary education?



**Purpose:**

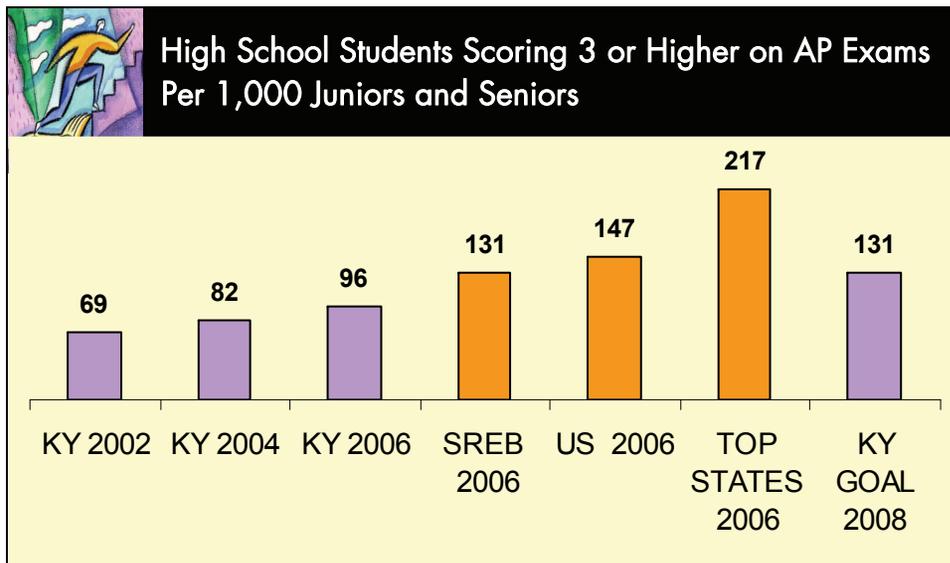
The ACT is a standardized measure of students' readiness for college and permits direct comparison of Kentucky's high school students with students in other states.

**Definition:**

Measured by the average composite ACT score of spring high school graduates (Source: ACT, Inc.).

**Rationale for Goal:**

An ACT goal will be set after CPE determines how mandatory ACT testing (SB 130) will affect the average score. In Colorado and Illinois, the statewide average was 1.5 points lower after mandatory testing.



**Purpose:**

AP exams are a standardized measure of students' ability to do college-level work and permit direct comparison of Kentucky's high school students with students in other states.

**Definition:**

Measured by the number of AP subject tests taken by juniors and seniors with scores of 3 or higher per 1,000 juniors and seniors enrolled in public and private schools (Source: The College Board).

**Rationale for Goal:**

Kentucky will strive to equal the SREB average of 131 in 2006 in order to close the performance gap between Kentucky and SREB states on this measure.

# QUESTION 1: STATEWIDE INDICATORS

## Are more Kentuckians ready for postsecondary education?

**Purpose:**

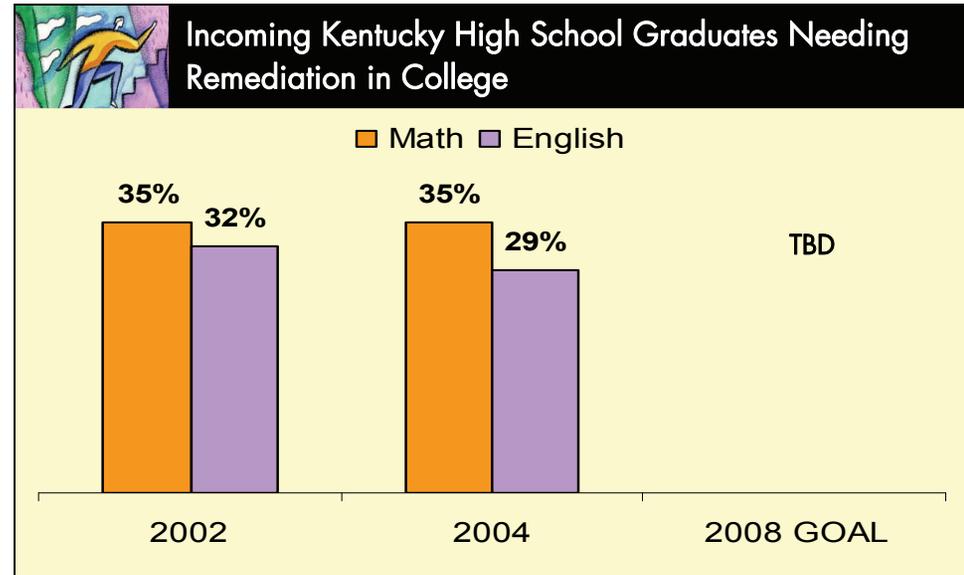
Tracking the remediation rates of college freshmen focuses attention on the developmental needs of high school and college students.

**Definition:**

Measured by the percentage of entering college students from in-state high schools with ACT subject or institutional placement exam scores that qualify them for remediation. The ACT cut-off scores are 17 or lower for English and math (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Goal setting for this indicator has been delayed to allow the newly formed Developmental Education Task Force to study the issue and recommend an appropriate goal.



**Purpose:**

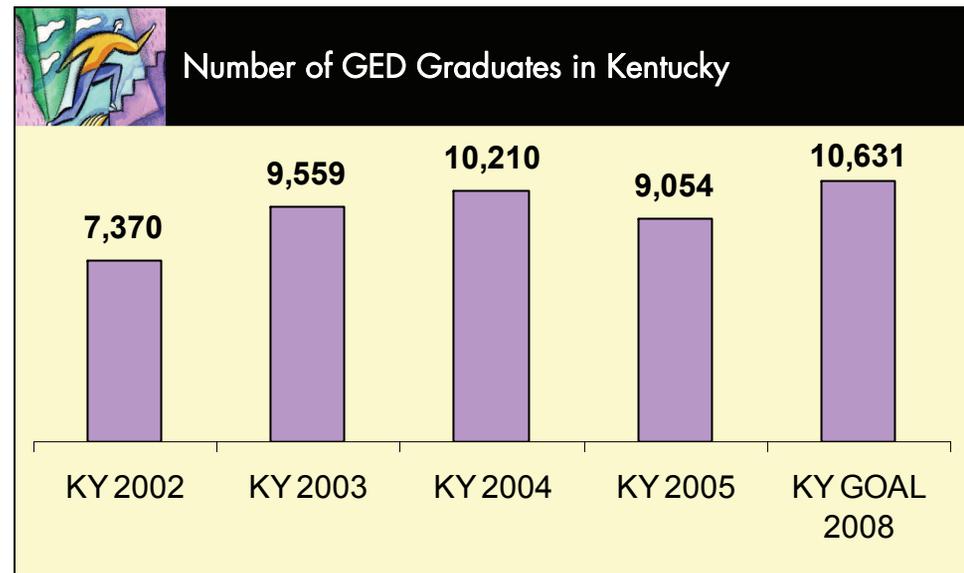
GED graduates represent a large pool of potential college-goers in Kentucky.

**Definition:**

Measured by the total number of GEDs awarded during the calendar year (Source: GED Testing Service).

**Rationale for Goal:**

Kentucky Adult Education calculated the annual percentage increase needed to reach its 2020 goal (2.9 percent) and applied this rate over the next three years.



# QUESTION 1: INSTITUTION INDICATOR

## Are more Kentuckians ready for postsecondary education?



	Quality of K-12 Teacher Preparation Programs				
	ACTUAL		PROPOSED GOAL		
	2004-05	2005-06	2007-08		
EKU	Satisfactory (3.41)	Satisfactory (3.15)	Excellent (3.5-4.0)		
KSU	Excellent (3.76)	Excellent (3.72)	Excellent (3.5-4.0)		
Morehead	Satisfactory (3.35)	Satisfactory (3.14)	Excellent (3.5-4.0)		
Murray	Excellent (3.84)	Excellent (3.76)	Excellent (3.5-4.0)		
NKU	Satisfactory (3.49)	Satisfactory (3.34)	Excellent (3.5-4.0)		
WKU	Satisfactory (3.37)	Excellent (3.55)	Excellent (3.5-4.0)		
UK	Excellent (3.70)	Excellent (3.54)	Excellent (3.5-4.0)		
UofL	Satisfactory (3.40)	Satisfactory (3.35)	Excellent (3.5-4.0)		
AIKCU Institutions*	Excellent (3.52)	Excellent (3.54)	Excellent (3.5-4.0)		

**Purpose:**

Postsecondary education plays a significant role in K-12 student achievement through the training provided to current and future educators, both classroom teachers and administrators.

**Definition:**

Measured by an institution's score on the Education Professional Standards Board Quality Performance Index, which takes into account Praxis II (teacher licensure examination) pass rates, mean scores on the New Teacher Survey, and pass rates on the Kentucky Teacher Internship Program. The scale is as follows: 3.50-4.00 (Excellent); 3.00-3.49 (Satisfactory); 2.75-2.99 (At-Risk); <2.75 (Low Performing) (Source: EPSB).

**Rationale for Goal:**

All Kentucky postsecondary institutions will strive for excellent.

\*Association of Independent Kentucky Colleges and Universities (AIKCU) ratings represent an average 19 member institutions, with index scores ranging from 1.42 to 3.93.

# QUESTION 2: STATEWIDE INDICATORS

## Is Kentucky postsecondary education affordable for its citizens?

### Purpose:

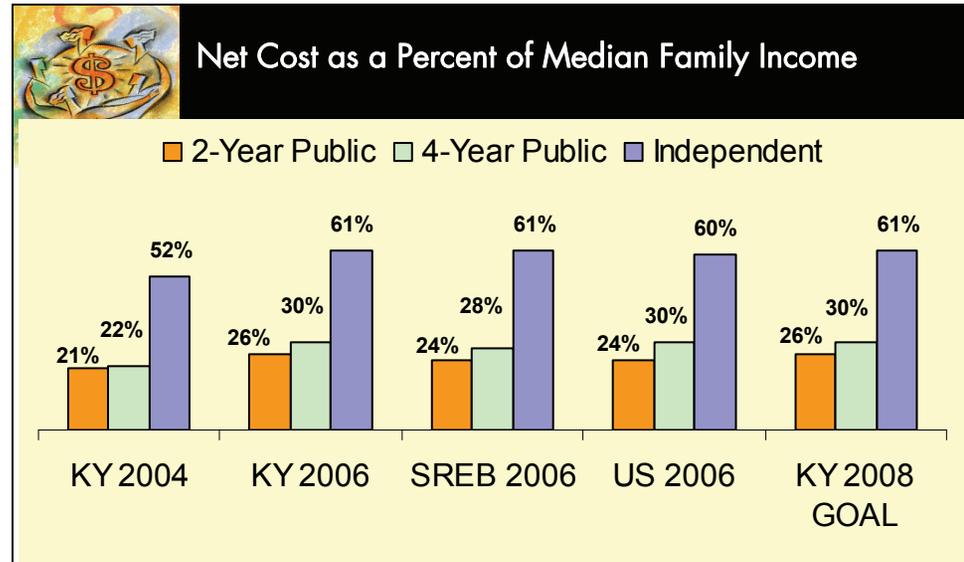
This indicator tracks the percentage of median family income needed to pay for college in Kentucky and enables comparison to other states.

### Definition:

Measured by the net annual cost of attending college (tuition, room and board, minus financial aid) as a percentage of median family income for each sector (Source: *Measuring Up: The State Report Card on Higher Education*).

### Rationale for Goal:

After several consecutive years of tuition increases and rising costs, Kentucky will strive to hold the line on affordability by focusing on efficiency and increasing federal, state, and institutional aid.



### Purpose:

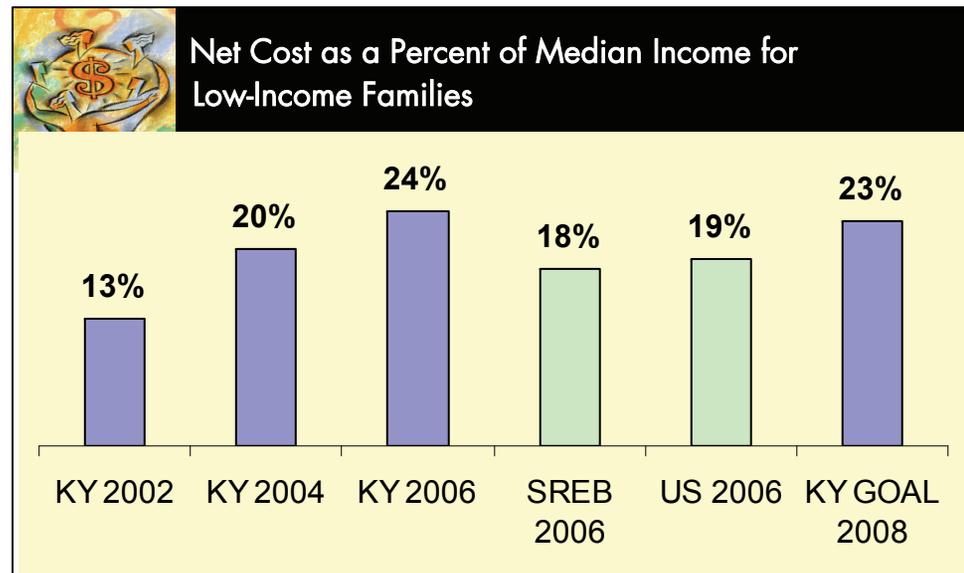
This indicator tracks the percentage of median income needed for low-income families to pay for college in Kentucky and enables comparison to other states.

### Definition:

Measured by tuition and fees for full-time residents at the lowest-priced public institution in the state (KCTCS) as a percentage of the median family income of the lowest income quintile in the state (Source: *Measuring Up: The State Report Card on Higher Education*).

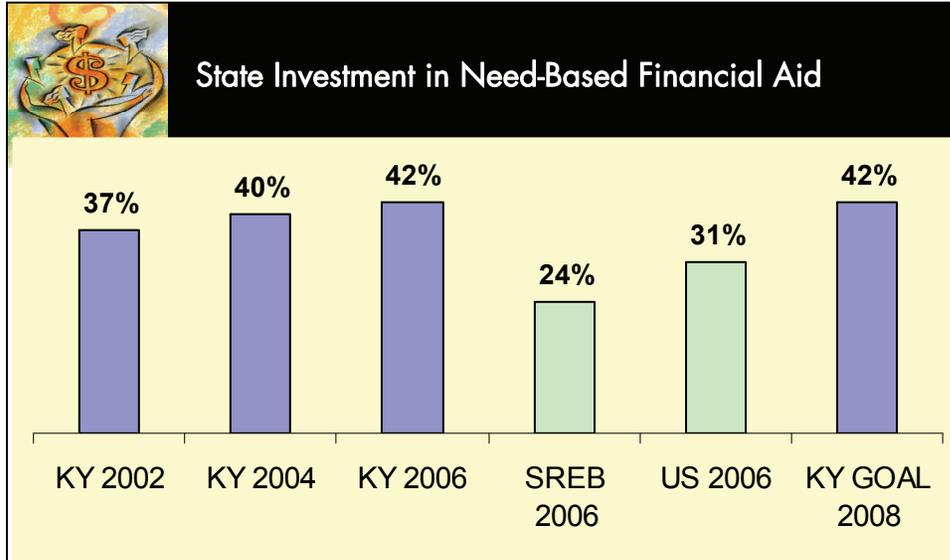
### Rationale for Goal:

After several consecutive years of tuition increases and rising costs, Kentucky will strive to reverse the trend for Kentucky's most vulnerable population by focusing attention on efficiency and increasing federal, state, and institutional aid.



# QUESTION 2: STATEWIDE INDICATORS

## Is Kentucky postsecondary education affordable for its citizens?



**Purpose:**

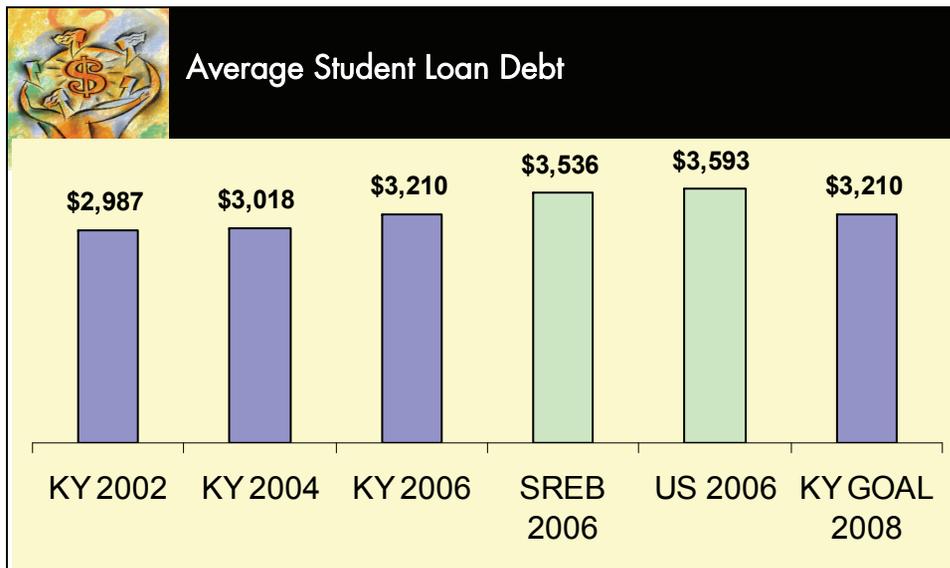
This indicator provides a snapshot of Kentucky's investment in need-based financial aid relative to other states.

**Definition:**

Measured by state investment in need-based financial aid as a proportion to federal Pell Grant spending (Source: *Measuring Up: The State Report Card on Higher Education*).

**Rationale for Goal:**

In the face of level Pell grant funding and current state lottery revenues, Kentucky will strive to maintain its current investment.



**Purpose:**

This indicator gauges Kentucky students' loan debt relative to students in other states, as reported by *Measuring Up*.

**Definition:**

Measured by the average amount of all Stafford and PLUS loans to Kentucky undergraduate students and their parents in a fiscal year (Source: *Measuring Up: The State Report Card on Higher Education*).

**Rationale for Goal:**

In the face of rising college costs, Kentucky will strive to hold the line on student loan debt by focusing on work-study and need-based financial aid.

# QUESTION 3: STATEWIDE INDICATORS

## Do more Kentuckians have certificates and degrees?

**Purpose:**

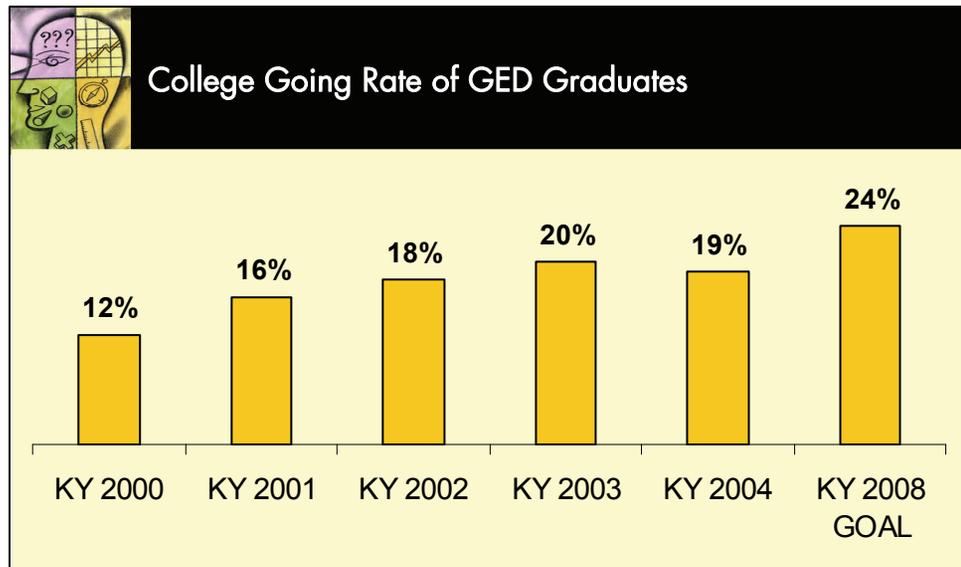
This indicator highlights an important access issue for Kentucky postsecondary education—the ability of GED graduates to transition to college.

**Definition:**

Measured by the percentage of Kentucky’s GED graduates who have enrolled in a Kentucky postsecondary education institution within two years (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Kentucky Adult Education will strive to continue the upward trend of GED graduates who are college-bound.



**Purpose:**

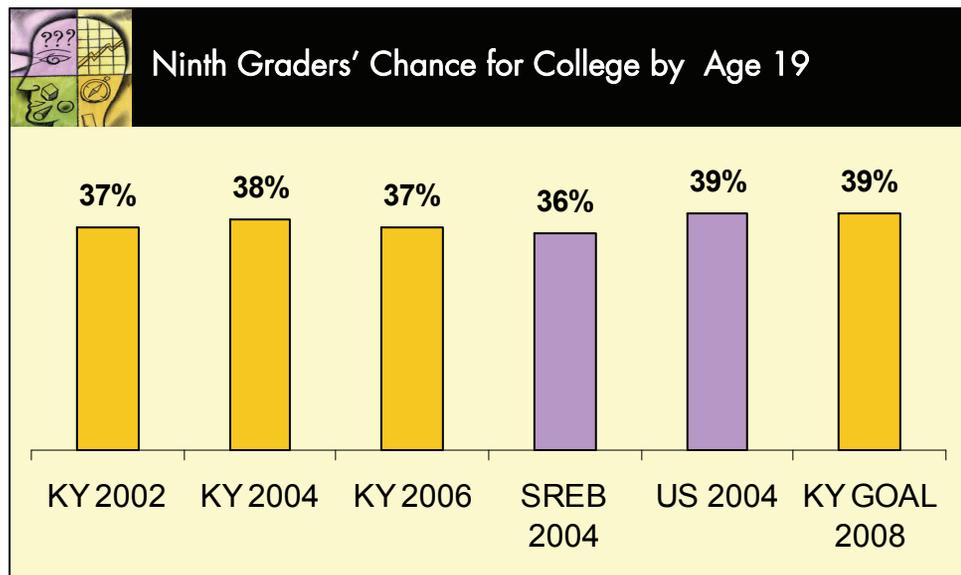
This “pipeline” statistic measures the seamlessness of Kentucky’s P-16 educational system and enables comparison to other states.

**Definition:**

Measured by the graduation rate of ninth graders at public high schools and the college continuation rate for both public and private high school graduates. The 2006 rate was adjusted from 33 percent to 37 percent by replacing missing data (Source: Postsecondary Education Opportunity analysis based on IPEDS and NCES data).

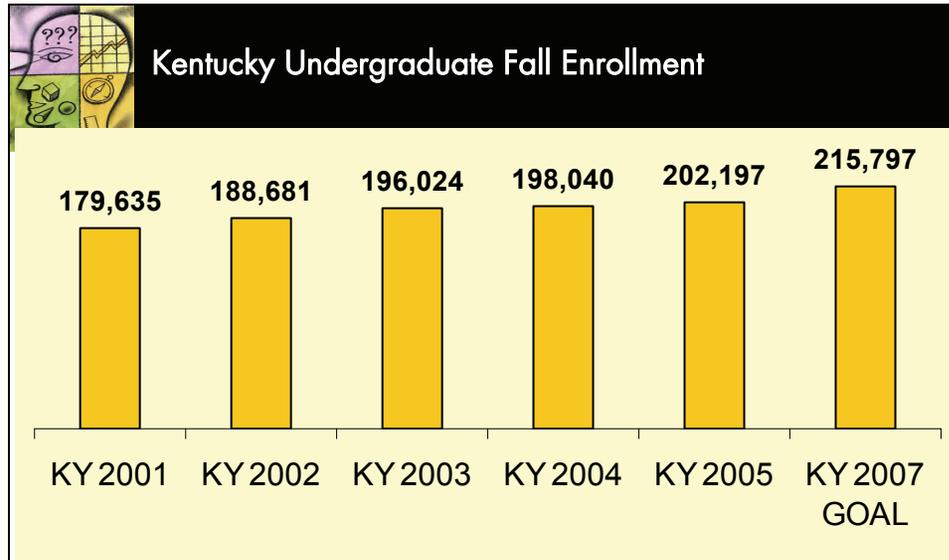
**Rationale for Goal:**

Kentucky will strive to equal the 2004 national average on this indicator by working with KDE, KHEAA, the P-16 Council, and GEAR UP Kentucky on college preparation and access initiatives.



# QUESTION 3: STATEWIDE INDICATORS

## Do more Kentuckians have certificates and degrees?



**Purpose:**

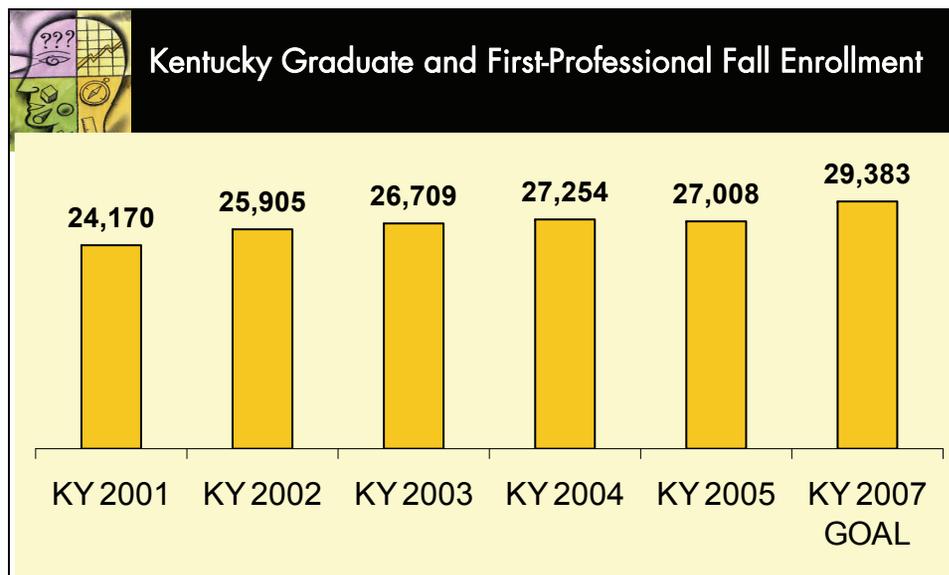
Total undergraduate headcount enrollment provides an overview of postsecondary participation and has been a leading indicator since the beginning of reform.

**Definition:**

Measured by the total of all the in-state public and independent institutions' fall semester undergraduate headcount enrollments, including full-time, part-time, degree-seeking, and non degree-seeking students. Totals do not include Sullivan University (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Determined by adding the goals of the public and AIKCU institutions, which were negotiated based on 2020 projections, historical trends, and institutional priorities.



**Purpose:**

Total graduate headcount enrollment provides important information about Kentucky's ability to compete in a global economy.

**Definition:**

Measured by the total of all the in-state public and independent institutions' fall semester headcount of graduate and first-professional enrollments. Totals do not include Sullivan University (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Determined by adding the goals of the public and AIKCU institutions, which were negotiated based on historical trends, cohort data, and institutional programs and priorities.

# QUESTION 3: STATEWIDE INDICATORS

## Do more Kentuckians have certificates and degrees?

**Purpose:**

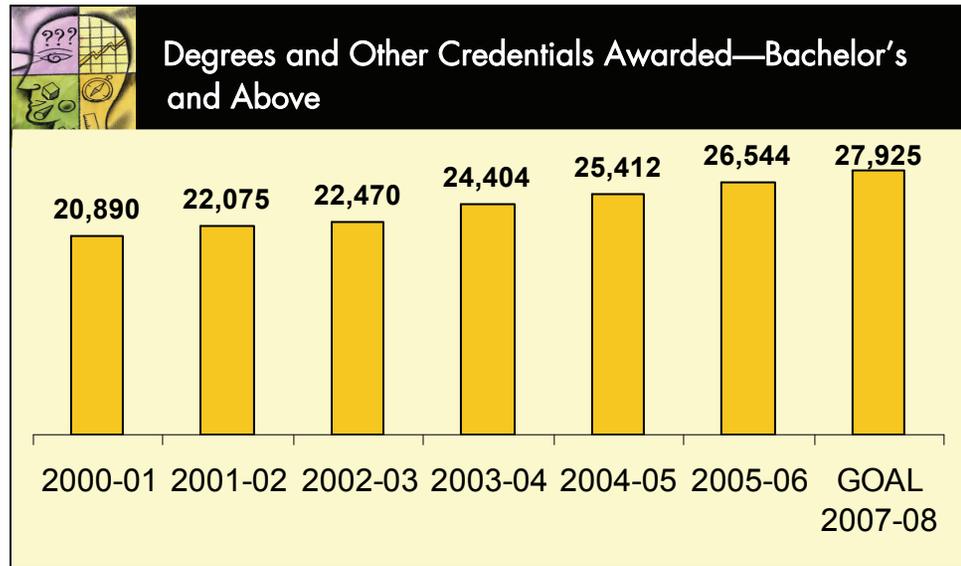
Baccalaureate degree production is perhaps the most important output measure of postsecondary education and most directly affects Kentucky's educational attainment.

**Definition:**

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

**Rationale for Goal:**

Determined by adding the goals of the public and AIKCU institutions, which were negotiated based on 2020 projections, historical trends, and institutional cohort data.



**Purpose:**

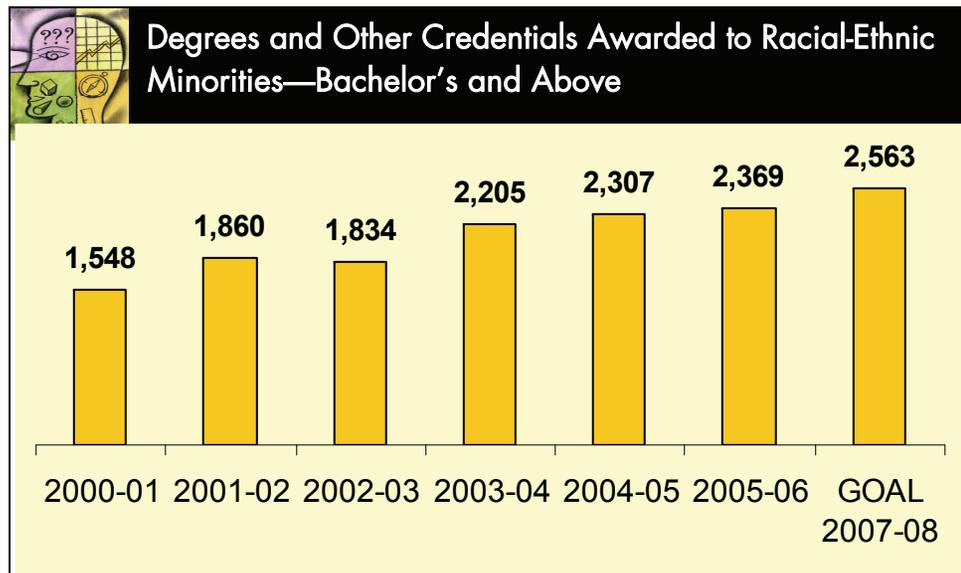
Closing the achievement gap between racial-ethnic groups is a crucial, cross-cutting issue.

**Definition:**

Measured by the total number of degrees at the bachelor's level and above awarded by in-state public and independent institutions to members of racial-ethnic minority groups during an academic year (July 1 through June 30) (Source: CPE Comprehensive Database).

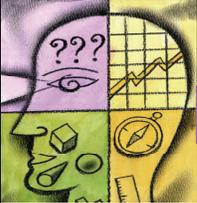
**Rationale for Goal:**

Determined by adding the goals of the public and AIKCU institutions, which were negotiated based on 2020 projections, historical trends, and institutional cohort data.



# QUESTION 3: STATEWIDE INDICATORS

## Do more Kentuckians have certificates and degrees?



Kentucky Undergraduate Fall Enrollment							
	ACTUAL						PROPOSED GOAL
	2000	2001	2002	2003	2004	2005	2007
EKU	12,909	13,023	13,053	13,567	13,837	13,942	14,250
KSU	2,129	2,165	2,107	2,138	2,183	2,228	2,526
Morehead	6,755	7,268	7,712	7,929	7,762	7,549	8,050
Murray	7,492	7,776	8,088	8,385	8,371	8,585	8,758
NKU	10,859	11,288	12,164	12,223	12,070	12,107	12,900
WKU	13,272	14,135	15,234	15,798	15,846	15,978	16,290
UK	16,899	17,284	17,878	18,190	18,492	18,732	19,500
UofL	14,477	14,131	14,475	14,724	14,933	15,057	15,057
KCTCS	59,415	70,913	76,082	80,695	81,990	84,931	92,466
AIKCU	20,990	21,652	21,888	22,375	22,556	23,088	26,000
TOTAL	165,197	179,635	188,681	196,024	198,040	202,197	215,797

**Purpose:**

Total undergraduate headcount enrollment provides an overview of postsecondary participation and has been a leading indicator since the beginning of reform.

**Definition:**

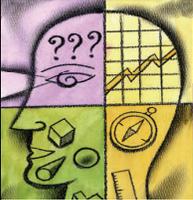
Measured by total fall semester headcount of undergraduate enrollments, including full-time, part-time, degree-seeking, and non degree students (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Negotiated with each institution based on 2020 projections, historical trends, and institutional priority and capacity.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?



Kentucky Graduate and First-Professional Fall Enrollment							
	ACTUAL						PROPOSED GOAL
	2000	2001	2002	2003	2004	2005	2007
EKU	1,748	1,890	2,195	2,384	2,346	2,277	2,675
KSU	125	149	146	168	152	158	162
Morehead	1,572	1,759	1,678	1,580	1,531	1,513	1,650
Murray	1,649	1,872	1,832	1,715	1,757	1,689	1,772
NKU	1,242	1,260	1,579	1,722	1,851	1,918	2,200
WKU	2,244	2,444	2,584	2,593	2,667	2,667	2,671
UK	6,217	6,764	7,155	7,289	7,252	6,970	7,352
UofL	5,627	5,573	5,958	6,101	6,103	5,996	6,101
AIKCU	2,391	2,459	2,778	3,157	3,595	3,820	4,800
TOTAL	22,815	24,170	25,905	26,709	27,254	27,008	29,383

**Purpose:**

Total graduate headcount enrollment provides important information about Kentucky's ability to compete in a global economy.

**Definition:**

Measured by total fall semester headcount of graduate and first-professional enrollments (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Negotiated with each institution based on historical trends, cohort data, and institutional capacity and priority.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?



Total Degrees and Credentials Awarded (Bachelor's and Higher)								
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
EKU	2,102	2,029	1,956	2,130	2,308	2,449	2,827	2,675
KSU	245	236	259	251	256	281	229	330
Morehead	1,259	1,246	1,229	1,285	1,350	1,411	1,461	1,505
Murray	1,732	1,727	1,834	1,873	2,013	1,943	2,091	2,030
NKU	1,483	1,463	1,562	1,767	1,890	2,063	2,116	2,270
WKU	2,267	2,209	2,420	2,536	2,890	2,963	3,037	3,227
UK	4,872	4,888	4,971	4,970	5,247	5,313	5,503	5,839
UofL	3,269	3,568	3,607	3,474	3,676	3,986	4,170	4,249
AIKCU	4,001	3,524	4,237	4,184	4,774	5,003	5,110	5,800
TOTAL	21,230	20,890	22,075	22,470	24,404	25,412	26,544	27,925

**Purpose:**

Annual degree production is perhaps the most important output measure of postsecondary education and most directly affects Kentucky's educational attainment.

**Definition:**

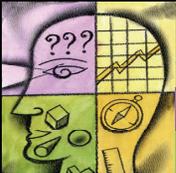
Measured by the total number of credentials above the associate level awarded during an academic year (July 1 through June 30) (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Negotiated with each institution based on 2020 projections, historical trends, and cohort data. AICKU goal based on historical trends.

# QUESTION 3: INSTITUTION INDICATORS

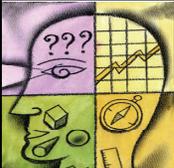
Do more Kentuckians have certificates and degrees?

	Degrees and Credentials Awarded by Level (Bachelor's and Higher)							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
<b>EKU</b>								
Bachelor's	1,663	1,639	1,572	1,664	1,678	1,787	1,980	2,000
Certificates	2	0	11	4	7	5	12	NA*
Master's	437	390	373	462	623	657	835	675
Total	2,102	2,029	1,956	2,130	2,308	2,449	2,827	2,675
<b>KSU</b>								
Bachelor's	222	207	219	210	214	229	198	278
Master's	23	29	40	41	42	52	31	52
Total	245	236	259	251	256	281	229	330
<b>Morehead</b>								
Bachelor's	971	927	907	887	991	1,038	1,055	1,125
Master's	288	319	322	398	359	373	406	380
Total	1,259	1,246	1,229	1,285	1,350	1,411	1,461	1,505
<b>Murray</b>								
Bachelor's	1,274	1,225	1,284	1,290	1,440	1,373	1,521	1,460
Master's	458	502	550	583	573	570	570	570
Total	1,732	1,727	1,834	1,873	2,013	1,943	2,091	2,030
<b>NKU</b>								
Bachelor's	1,142	1,186	1,259	1,374	1,421	1,529	1,584	1,682
Certificates	0	0	0	0	15	17	20	NA*
Master's	229	196	210	292	352	380	376	430
1st Prof.	112	81	93	101	102	137	136	158
Total	1,483	1,463	1,562	1,767	1,890	2,063	2,116	2,270

\* Council staff did not ask institutions to establish goals for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.

# QUESTION 3: INSTITUTION INDICATORS

Do more Kentuckians have certificates and degrees?

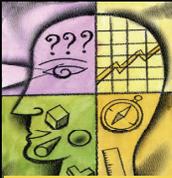
	Degrees and Credentials Awarded by Level (Bachelor's and Higher)							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
<b>WKU</b>								
Bachelor's	1,753	1,695	1,903	1,878	2,116	2,166	2,313	2,377
Master's	514	514	517	658	774	797	724	850
Total	2,267	2,209	2,420	2,536	2,890	2,963	3,037	3,227
<b>UK</b>								
Bachelor's	3,187	3,239	3,488	3,338	3,373	3,285	3,519	3,600
Master's	1,067	1,055	924	1,061	1,269	1,358	1,350	1,549
1st Prof.	369	375	343	363	372	394	378	382
Doctoral	249	219	216	208	233	276	256	308
Total	4,872	4,888	4,971	4,970	5,247	5,313	5,503	5,839
<b>UofL</b>								
Bachelor's	1,750	1,819	1,851	1,825	1,890	2,148	2,253	2,313
Certificates	11	12	32	31	28	20	78	NA*
Master's	1,122	1,357	1,313	1,206	1,322	1,373	1,368	1,448
1st Prof.	310	315	321	323	330	333	327	337
Doctoral	76	65	90	89	106	112	144	125
Total	3,269	3,568	3,607	3,474	3,676	3,986	4,170	4,249
<b>AIKCU</b>								
Bachelor's	3,357	2,945	3,356	3,305	3,779	3,902	3,801	—
Certificates	4	0	2	4	0	3	10	NA*
Master's	610	526	786	772	888	1,010	1,168	—
1st Prof.	0	53	63	53	59	53	55	—
Doctoral	30	0	30	50	48	35	76	—
Total	4,001	3,524	4,237	4,184	4,774	5,003	5,110	5,800

\* Council staff did not ask institutions to establish goals for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.

Only a total degree goal was negotiated with AIKCU, since this is the number included in the statewide key indicator goal.

# QUESTION 3: INSTITUTION INDICATORS

Do more Kentuckians have certificates and degrees?

	Minority Degrees and Credentials Awarded by Level (Bachelor's and Higher)							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
<b>EKU</b>								
Bachelor's	68	59	78	91	84	97	86	105
Certificates	0	0	0	0	1	0	0	NA*
Master's	21	13	12	32	11	25	38	30
Total	89	72	90	123	96	122	124	135
<b>KSU</b>								
Bachelor's	144	155	154	151	149	162	146	197
Master's	16	20	23	27	25	36	18	32
Total	160	175	177	178	174	198	164	229
<b>Morehead</b>								
Bachelor's	33	36	36	39	35	40	34	43
Master's	10	4	15	6	8	13	10	15
Total	43	40	51	45	43	53	44	58
<b>Murray</b>								
Bachelor's	71	65	84	77	109	74	98	81
Master's	25	35	44	43	53	62	74	62
Total	96	100	128	120	162	136	172	143
<b>NKU</b>								
Bachelor's	42	35	66	67	76	78	82	112
Certificates	0	0	0	0	2	2	1	NA*
Master's	7	7	12	15	18	30	18	34
1st Prof.	6	3	2	1	5	10	10	10
Total	55	45	80	83	101	120	111	156

\* Council staff did not ask institutions to establish goals for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?

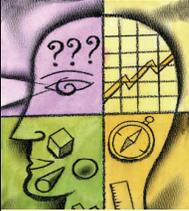
	Minority Degrees and Credentials Awarded by Level (Bachelor's and Higher)							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
<b>WKU</b>								
Bachelor's	147	130	148	137	173	180	187	198
Master's	23	33	37	68	33	50	32	53
Total	170	163	185	205	206	230	219	251
<b>UK</b>								
Bachelor's	231	233	291	244	221	257	257	282
Master's	89	54	67	69	95	89	86	103
1st Prof.	35	28	23	36	29	36	24	39
Doctoral	14	14	18	10	26	19	23	23
Total	369	329	399	359	371	401	390	447
<b>Uofl</b>								
Bachelor's	249	276	299	283	334	341	432	367
Certificates	3	1	4	9	5	0	9	NA*
Master's	113	141	129	120	295	296	271	312
1st Prof.	31	42	43	34	44	36	47	38
Doctoral	6	3	6	9	23	25	45	27
Total	402	463	481	455	701	698	804	744
<b>AIKCU</b>								
Bachelor's	175	136	213	202	270	278	257	—
Certificates	0	0	0	0	0	0	0	—
Master's	36	19	49	56	68	62	71	—
1st Prof.	0	6	5	4	0	4	3	—
Doctoral	3	0	2	4	13	5	10	—
Total	214	161	269	266	351	349	341	400

\* Council staff did not ask institutions to establish goals for post-baccalaureate and graduate certificates because they represent such a small proportion of total degrees awarded.

Only a total degree goal was negotiated with AIKCU, since this is the number included in the statewide key indicator goal.

# QUESTION 3: INSTITUTION INDICATORS

Do more Kentuckians have certificates and degrees?



Total Degrees and Credentials Awarded to Minorities (Bachelor's and Higher)								
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
EKU	89	72	90	123	96	122	124	135
KSU	160	175	177	178	174	198	164	229
Morehead	43	40	51	45	43	53	44	58
Murray	96	100	128	120	162	136	172	143
NKU	55	45	80	83	101	120	111	156
WKU	170	163	185	205	206	230	219	251
UK	369	329	399	359	371	401	390	447
UofL	402	463	481	455	701	698	804	744
AIKCU	214	161	269	266	351	349	341	400
TOTAL	1,598	1,548	1,860	1,834	2,205	2,307	2,369	2,563

**Purpose:** Closing the achievement gap between racial-ethnic groups is a crucial, cross-cutting issue.

**Definition:** Measured by the total number of credentials above the associate level awarded to members of racial-ethnic minority groups during an academic year (July 1 through June 30) (Source: CPE Comprehensive Database).

**Rationale for Goal:** Negotiated with each institution based on 2020 projections, historical trends, and cohort data.

KCTCS Persistence Rate				
	ACTUAL			PROPOSED GOAL
	2003-04	2004-05	2005-06	2007-08
KCTCS	40.5	43.3	43.3	43.3

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

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

**Rationale for Goal:** Negotiated with KCTCS based on historical trends and cohort data.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?

	Degrees and Credentials Awarded by KCTCS							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
Associates	3,446	3,760	4,194	4,830	5,420	5,723	6,028	6,640
Certificates	NA	1,839	3,708	3,929	5,753	7,708	11,647	9,038
Diplomas	NA	1,609	1,608	1,705	2,226	2,310	2,130	2,767
TOTAL	3,446	7,208	9,510	10,464	13,399	15,741	19,805	18,445

**Purpose:** Increasing credentials at the associate level and below enhances the skills of Kentucky's workforce and increases the pool of potential baccalaureate students.

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

	Degrees and Credentials Awarded to Minorities by KCTCS							
	ACTUAL							PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2007-08
Associates	247	252	319	388	429	424	474	497
Certificates	NA	170	401	349	482	604	1,221	708
Diplomas	NA	84	96	124	149	197	188	231
TOTAL	247	506	816	861	1,060	1,225	1,883	1,436

**Purpose:** Closing the achievement gap between racial-ethnic groups is a crucial, cross-cutting issue.

**Definition:** Measured by the total number of associate degrees, certificates, and diplomas awarded to members of racial-ethnic minority groups by KCTCS during an academic year (July 1 through June 30) (Source: CPE Comprehensive Database).

**Rationale for Goal:** Negotiated with KCTCS based on historical trends, cohort data, and targets approved by the KCTCS Board of Regents.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?

	Six-Year Graduation Rate						
	ACTUAL						PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2007-08
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	36.9%	<b>38.5%</b>
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	28.5%	<b>33.0%</b>
Morehead	39.4%	45.4%	43.8%	44.2%	37.9%	41.6%	<b>44.0%</b>
Murray	46.3%	55.0%	55.4%	56.3%	57.3%	56.6%	<b>55.0%</b>
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	40.9%	<b>41.9%</b>
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	45.5%	<b>45.8%</b>
UK	55.5%	57.2%	57.8%	61.1%	59.6%	59.8%	<b>62.0%</b>
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	36.7%	<b>45.0%</b>
AIKCU	41.4%	44.6%	45.0%	45.4%	48.4%	48.0%	<b>52.4%</b>

**Purpose:**

Six-year graduation rate is a widely used measure of institutional effectiveness and allows comparison to other states.

**Definition:**

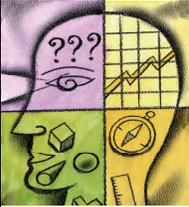
Measured by the percentage of full-time, baccalaureate degree-seeking students who graduate within six years. The graduation rate is calculated at the end of the academic year based on the cohort matriculating in the summer or fall six years earlier (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Negotiated with each institution based on 2020 projections, historical trends, and cohort data.

# QUESTION 3: INSTITUTION INDICATORS

## Do more Kentuckians have certificates and degrees?

	Transfers from KCTCS						
	ACTUAL						PROPOSED GOAL
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2007-08
EKU	636	611	567	573	662	701	766
KSU	15	12	31	25	29	39	50
Morehead	354	355	362	389	312	396	425
Murray	400	431	426	444	419	512	540
NKU	69	75	76	76	61	77	110
WKU	416	254	378	431	424	474	542
UK	954	893	928	957	896	815	860
UofL	609	424	480	512	551	594	667
AIKCU	358	351	365	402	514	583	750
TOTAL	3,811	3,406	3,613	3,809	3,868	4,191	4,710

**Purpose:**

Increasing the number of students who transfer from KCTCS to four-year institutions is a key area for growth if Kentucky is to raise its level of educational attainment.

**Definition:**

Measured by the total number of first-time transfers from KCTCS to public, in-state institutions during the fall and spring semesters (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Negotiated with each institution based on 2020 projections, historical trends, and cohort data.

# QUESTION 4: STATEWIDE INDICATORS

## Are college graduates prepared for life and work in Kentucky?



Kentucky Licensure Examination Pass Rates				
LICENSURE EXAMINATION	PREVIOUS YEAR PASS RATE	MOST RECENT YEAR PASS RATE	NATIONAL PASS RATE	KY 2007-08 GOAL
NCLEX Pass Rates — Baccalaureate (2004-05)	93%	91%	85%	Above national pass rate
NCLEX Pass Rates — Associate (2004-05)	92%	91%	85%	
NCLEX Pass Rates — Practical Nursing (2004-05)	90%	94%	90%	
Physical Therapist Licensing Examination (2005-06)	83%	89%	88%	
National Council for Examiners for Engineering Exam, Part 1 (2004-05)	86%	75%	76%	
Kentucky Bar Exam (2004-05)	81%	81%	N/A	
National Dental Board Exam, Part 2 (2005-06)	92%	98%	N/A	
North American Pharmacist Licensure Exam (2003-04)	99%	100%	N/A	
US Medical Licensure Exam, Part 2 (2005-06)	95%	92%	92%	
American Registry of Radiologic Technicians (2004-05)	91%	91%	N/A	
National Board for Respiratory Care Exam (2005-06)	78%	92%	79%	

**Purpose:**

The success of college graduates on licensure exams is a strong indication of their readiness for life and work and in most cases enables comparison to graduates in other states.

**Definition:**

Measured by comparisons of Kentucky and national pass rates on professional licensure examinations. The average of Kentucky's public institutions is reported where available; the state pass rate is reported for physical therapy (SOURCE: State licensing boards and CPE Comprehensive Database).

**Rationale for Goal:**

Kentucky will strive to exceed the national pass rate in all areas.

# QUESTION 4: INSTITUTION INDICATORS

Are college graduates prepared for life and work in Kentucky?

	Student Engagement in the Undergraduate Learning Experience			
	ACTUAL FIRST-YEAR PERFORMANCE	PROPOSED GOAL	ACTUAL SENIOR PERFORMANCE	PROPOSED GOAL
	2005	2007	2005	2007
<b>EKU</b>				
Academic Challenge	52	54	56	58
Active/Collaborative Learning	40	43	54	56
Student-Faculty Interaction	38	38	48	48
Enriching Educational Experiences	20	22	37	37
Supportive Campus Environment	57	60	59	61
<b>KSU</b>				
Academic Challenge	49*	49	58*	58
Active/Collaborative Learning	41*	44	53*	55
Student-Faculty Interaction	35*	35	46*	46
Enriching Educational Experiences	25*	25	48*	48
Supportive Campus Environment	53*	61	59*	60
<b>Morehead</b>				
Academic Challenge	50	52	54	56
Active/Collaborative Learning	41	43	53	55
Student-Faculty Interaction	35	37	46	47
Enriching Educational Experiences	22	24	36	38
Supportive Campus Environment	58	60	58	60
<b>Murray</b>				
Academic Challenge	50	51	54	55
Active/Collaborative Learning	42	43	52	52
Student-Faculty Interaction	37	37	47	48
Enriching Educational Experiences	26	27	41	42
Supportive Campus Environment	60	61	66	66

**Purpose:** This indicator captures students' own assessment of their learning experience and enables comparison to other institutions nationally.

**Definition:** Measured by institutional scores for first-year and senior students on the NSSE benchmarks of effective practice (level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment) (Source: National Survey of Student Engagement).

**Rationale for Goal:** Negotiated with each institution based on historical trends, institutional priorities, and institutional strategies for improvement.

# QUESTION 4: INSTITUTION INDICATORS

## Are college graduates prepared for life and work in Kentucky?

	Student Engagement in the Undergraduate Learning Experience			
	ACTUAL FIRST-YEAR PERFORMANCE	PROPOSED GOAL	ACTUAL SENIOR PERFORMANCE	PROPOSED GOAL
	2005	2007	2005	2007
<b>NKU</b>				
Academic Challenge	48	49	54	54
Active/Collaborative Learning	40	41	49	50
Student-Faculty Interaction	35	35	41	43
Enriching Educational Experiences	25	26	35	38
Supportive Campus Environment	57	58	56	56
<b>WKU</b>				
Academic Challenge	48	49	53	54
Active/Collaborative Learning	42	43	51	52
Student-Faculty Interactions	36	37	43	44
Enriching Educational Experiences	26	27	40	41
Supportive Campus Environment	57	58	55	56
<b>UK</b>				
Academic Challenge	49	51	55	55
Active/Collaborative Learning	34	36	47	48
Student-Faculty Interactions	29	30	41	41
Enriching Educational Experiences	23	24	40	41
Supportive Campus Environment	53	54	55	55
<b>UofL</b>				
Academic Challenge	47	49	55	55
Active/Collaborative Learning	37	39	45	47
Student-Faculty Interactions	34	33	40	40
Enriching Educational Experiences	26	27	36	38
Supportive Campus Environment	54	55	52	53

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

# QUESTION 4: INSTITUTION INDICATORS

## Are college graduates prepared for life and work in Kentucky?

	Civic Participation of Students							
	ACTUAL FIRST-YEAR PERFORMANCE			PROPOSED GOAL	ACTUAL SENIOR PERFORMANCE			PROPOSED GOAL
	2001	2003	2005	2007	2001	2003	2005	2007
<b>EKU</b>								
Volunteering	44%	32%	25%	<b>30%</b>	52%	40%	44%	<b>46%</b>
Community Projects	18%	28%	29%	<b>32%</b>	42%	48%	62%	<b>62%</b>
Voting	29%	23%	38%	<b>30%</b>	33%	17%	36%	<b>30%</b>
Community Welfare	26%	35%	35%	<b>38%</b>	46%	35%	44%	<b>45%</b>
<b>KSU</b>								
Volunteering	56%	36%	16%*	<b>30%</b>	72%	44%	45%*	<b>50%</b>
Community Projects	42%	49%	47%*	<b>49%</b>	40%	38%	55%*	<b>55%</b>
Voting	39%	29%	23%*	<b>29%</b>	39%	32%	43%*	<b>32%</b>
Community Welfare	27%	28%	18%*	<b>28%</b>	56%	41%	52%*	<b>47%</b>
<b>Morehead</b>								
Volunteering	46%	26%	26%	<b>30%</b>	50%	40%	51%	<b>53%</b>
Community Projects	26%	24%	30%	<b>32%</b>	44%	35%	50%	<b>52%</b>
Voting	38%	18%	41%	<b>43%</b>	33%	23%	43%	<b>45%</b>
Community Welfare	31%	34%	35%	<b>37%</b>	43%	37%	43%	<b>45%</b>
<b>Murray</b>								
Volunteering	49%	43%	36%	<b>36%</b>	52%	39%	44%	<b>45%</b>
Community Projects	19%	30%	31%	<b>32%</b>	30%	40%	55%	<b>55%</b>
Voting	27%	28%	36%	<b>28%</b>	32%	23%	42%	<b>32%</b>
Community Welfare	30%	41%	36%	<b>38%</b>	37%	39%	57%	<b>48%</b>
<b>NKU</b>								
Volunteering	36%	36%	39%	<b>45%</b>	43%	42%	40%	<b>43%</b>
Community Projects	17%	14%	30%	<b>32%</b>	32%	33%	41%	<b>47%</b>
Voting	21%	23%	48%	<b>53%</b>	26%	16%	34%	<b>38%</b>
Community Welfare	19%	30%	40%	<b>45%</b>	26%	29%	36%	<b>43%</b>

**Purpose:** This indicator captures students' own assessment of their civic engagement and enables comparison to other institutions nationally.

**Definition:** Measured by the percentages of first-year and senior students reporting spending one or more hours per week doing volunteer work, participating in a community-based project, voting, and contributing to the welfare of their communities. It is not uncommon for voting to decline in non-presidential or non-gubernatorial election years (Source: National Survey of Student Engagement).

**Rationale for Goal:** Negotiated with each institution based on historical trends, institutional priorities, and institutional strategies for improvement.

# QUESTION 4: INSTITUTION INDICATORS

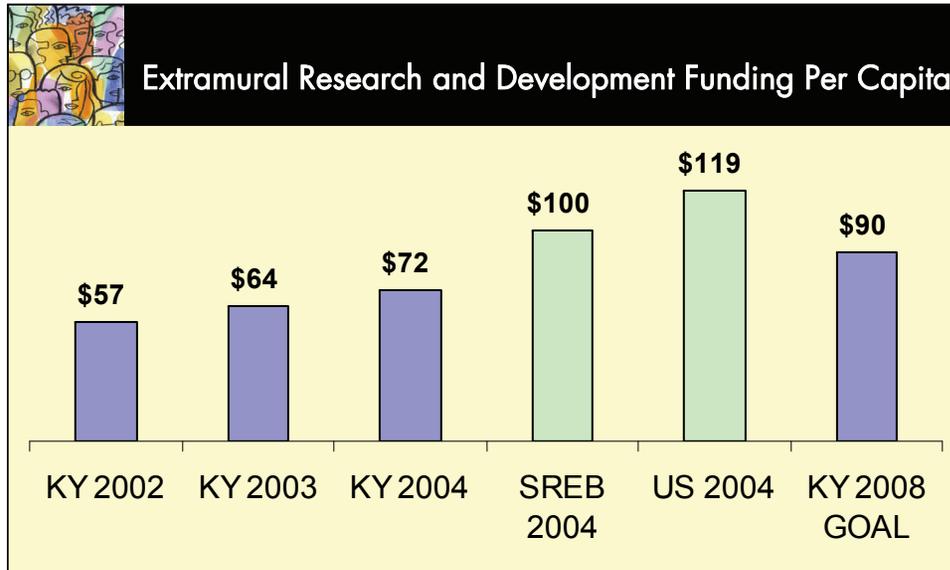
Are college graduates prepared for life and work in Kentucky?

	Civic Participation of Students							
	ACTUAL FIRST-YEAR PERFORMANCE			PROPOSED GOAL	ACTUAL SENIOR PERFORMANCE			PROPOSED GOAL
	2001	2003	2005	2007	2001	2003	2005	2007
<b>WKU</b>								
Volunteering	48%	30%	35%	<b>36%</b>	48%	41%	44%	<b>45%</b>
Community Projects	25%	21%	35%	<b>36%</b>	37%	43%	50%	<b>51%</b>
Voting	30%	20%	52%	<b>31%</b>	20%	24%	45%	<b>25%</b>
Community Welfare	24%	33%	42%	<b>43%</b>	39%	36%	44%	<b>45%</b>
<b>UK</b>								
Volunteering	48%	29%	28%	<b>30%</b>	48%	39%	43%	<b>45%</b>
Community Projects	16%	15%	24%	<b>25%</b>	33%	35%	38%	<b>39%</b>
Voting	18%	16%	39%	<b>39%</b>	22%	22%	33%	<b>33%</b>
Community Welfare	20%	27%	25%	<b>27%</b>	33%	32%	42%	<b>43%</b>
<b>UofL</b>								
Volunteering	39%	32%	32%	<b>33%</b>	45%	39%	40%	<b>41%</b>
Community Projects	24%	25%	23%	<b>26%</b>	38%	23%	38%	<b>40%</b>
Voting	25%	17%	43%	<b>23%</b>	29%	14%	26%	<b>20%</b>
Community Welfare	26%	27%	32%	<b>35%</b>	33%	27%	36%	<b>38%</b>

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

# QUESTION 5: STATEWIDE INDICATORS

## Are Kentucky's people, communities, and economy benefiting?



**Purpose:**

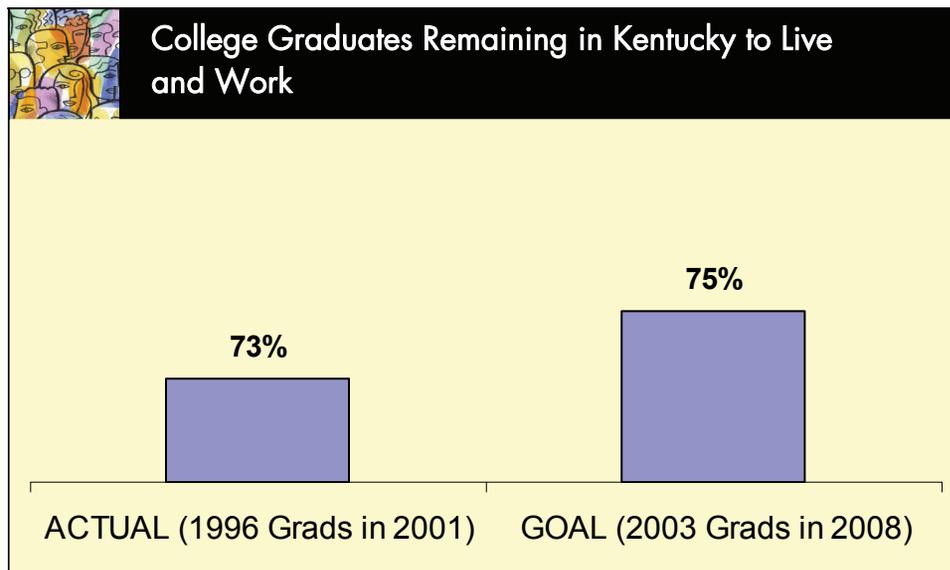
This indicator measures the funds that colleges and universities contribute to Kentucky's economy and provides comparison with other states.

**Definition:**

Measured by the total extramural and development expenditures per capita for the institutionally defined fiscal year, including all federal, state, local, corporate, and foundation funding sources and excluding only institutionally funded research and development (Source: National Science Foundation Survey and US Census Bureau American Community Survey).

**Rationale for Goal:**

Kentucky will strive to close the gap with SREB states. The goal is a product of the sum of institutional goals and the Kentucky State Data Center population projection for 2008.



**Purpose:**

This indicator measures the extent to which the state benefits from its investment in postsecondary education when its graduates remain in Kentucky to enhance the economy and quality of life.

**Definition:**

Measured by the percentage of graduates of in-state public and independent institutions living or working in Kentucky five years after graduation (Source: CPE Comprehensive Database and Kentucky Department of Transportation Driver's License Records).

**Rationale for Goal:**

Kentucky will strive to keep 75 percent of its recent college graduates in the state, which is equal to the percentage of native Kentuckians in the state's general population.

# QUESTION 5: INSTITUTION INDICATORS

## Are Kentucky's people, communities, and economy benefiting?

**Purpose:**

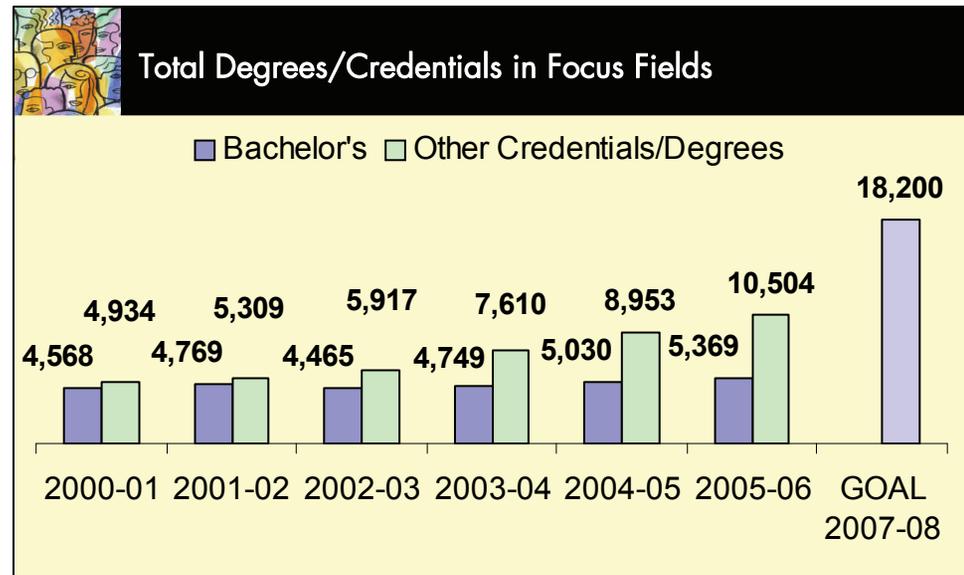
Increasing the number of degrees in new economy fields is vital to attracting more high-value jobs and industries to Kentucky.

**Definition:**

Measured by the total number of credentials at all levels awarded in science, technology, engineering, and mathematics fields by in-state public and independent institutions during an academic year (July 1 through June 30), using federal EPSCoR STEM categories (Source: CPE Comprehensive Database).

**Rationale for Goal:**

Based on an historical rate of change of 10 percent, applied over three years. The newly created STEM task force will be issuing policy recommendations aimed at increasing graduates in these high-demand fields.



**Purpose:**

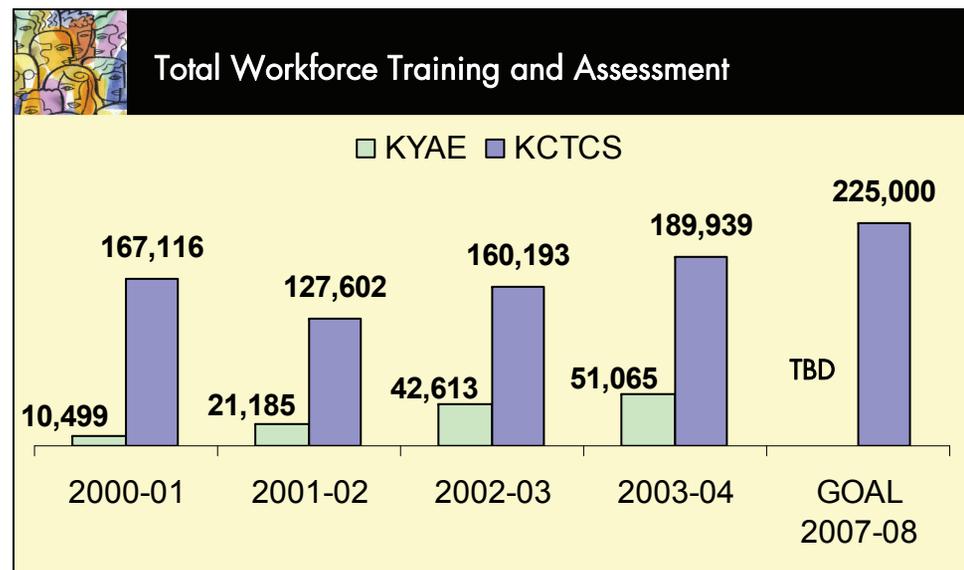
Workforce training is a vital service institutions provide to employers and employees and has a direct impact on economic development.

**Definition:**

Measured by participation in Kentucky Adult Education and KCTCS workforce training and assessment programs (Source: KCTCS and KYAE Databases).

**Rationale for Goal:**

KCTCS goal as approved by the Board of Regents; an adult education workforce training goal will be set when KYAE determines how policy changes emphasizing greater academic focus will affect workforce training enrollment.



# QUESTION 5: INSTITUTION INDICATORS

## Are Kentucky's people, communities, and economy benefiting?



Extramural Research and Development Funding						
	ACTUAL (\$000)					PROPOSED GOAL
	2000-01	2001-02	2002-03	2003-04	2004-05	2007-08
EKU	\$307	\$318	\$376	\$462	\$286	\$508
KSU	\$2,354	\$3,996	\$3,291	\$3,614	\$3,298	\$3,800
Morehead	\$869	\$976	\$1,084	\$1,094	\$1,245	\$880
Murray	\$1,250	\$1,390	\$1,307	\$1,801	\$2,978	\$1,837
NKU	\$58	\$57	\$48	\$275	\$584	\$785
WKU	\$3,157	\$3,670	\$4,644	\$3,734	\$5,192	\$6,813
UK	\$116,444	\$150,713	\$162,441	\$187,028	\$203,223	\$272,000
UofL	\$30,615	\$34,314	\$57,992	\$62,515	\$81,167	\$97,170
TOTAL	\$155,054	\$195,434	\$231,183	\$260,523	\$297,973	\$383,793

**Purpose:**

Research and development funding received from federal and outside sources is a measure of the institution's competitiveness and ability to positively impact the economic well-being of Kentucky communities.

**Definition:**

Measured by total extramural research and development expenditures for the institutionally defined fiscal year. Extramural funding includes all federal, state, local, corporate, and foundation sources and excludes only institutionally funded research and development (Source: National Science Foundation Survey).

**Rationale for Goal:**

Negotiated with each public institution based on institutional capacity and priorities.

Council on Postsecondary Education  
November 6, 2006

## Kentucky Postsecondary Education Data Portal

In October the Council unveiled the Kentucky Postsecondary Education Data Portal as the most comprehensive source of data about the Commonwealth's public and independent colleges and universities and one of the most comprehensive state-level sites in the country.

Kentucky has been the first state to respond to U.S. Secretary of Education Margaret Spelling's call for state agencies to provide information about institutional performance to parents, students, and policy makers.

The site includes more than 150 reports, tables, graphs, and maps organized into intuitive categories based on the way people ask questions about postsecondary education. To access the data portal, go to <http://cpe.ky.gov/info>.

**Council on Postsecondary Education  
November 6, 2006**

## Improving Educator Quality State Grant Program

**ACTION:** The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$1,095,000 for January 1, 2007–June 30, 2008, to support eight projects.

- *Effectively Integrating the 3R's: Enhancing Mathematics Instruction and Achievement in Middle and High School Classrooms* (Morehead State University): \$145,000
- *Change Over Time: Environmental Problem Solving Using Mathematics/Science and Other Subjects—From Concept to Practice* (Murray State University): \$140,000
- *Spanish Immersion, Mentoring, and Exchange* (Murray State University): \$125,000
- *Certifying World Language Teachers for Kentucky* (Northern Kentucky University): \$150,000
- *Community-Based Science for Teachers* (University of Kentucky): \$120,000
- *Developing and Assessing World Language Competence in Kentucky Schools* (University of Kentucky): \$115,000
- *Making Nonlinear Algebra Accessible* (University of Kentucky): \$150,000
- *Central Kentucky Partnership for Developing Middle School Teachers' Capacity to Increase Student Learning in the Physical Sciences* (Western Kentucky University): \$150,000

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as a high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject. The Council staff, with input from the Kentucky Department of Education, the Education Professional Standards Board, and the state P-16 Council, established four priorities for IEQ funds: mathematics and science, reading, instructional leadership, and foreign language.

Content-area specialists reviewed the 12 grant proposals and made recommendations to the Council staff. Eight proposals were selected. These projects plan to serve more than 250 teachers in 55 Kentucky counties. Brief descriptions of these projects follow.

**Morehead State University: \$145,000**

*Effectively Integrating the 3R's: Enhancing Mathematics Instruction and Achievement in Middle and High School Classrooms*

Cathy Gunn, principal investigator

MoSU proposes to increase the mathematics achievement of middle and high school students through the integration of instructional strategies that have been found effective in literacy achievement. These instructional strategies parallel those found in successful and engaging mathematics classrooms and are the core of a mathematics curriculum taught from a problem-solving perspective. Mathematics instructors from three community and technical colleges and MoSU's College of Science and Technology will engage with middle and high school mathematics teachers to align proven instructional practices across mathematics courses at all levels. MoSU's College of Education will provide embedded professional development opportunities in proven literacy instructional practices and special education mentoring which will support learning in the mathematics classroom. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

**Murray State University: \$140,000**

*Change Over Time: Environmental Problem Solving Using Mathematics/Science and Other Subjects—From Concept to Practice*

Joe Baust, principal investigator

MuSU, in partnership with Western Kentucky University, the West Kentucky Educational Cooperative, and the Green River Educational Cooperative, proposes to identify and provide embedded professional development for teachers in grades 4-12. This will include a week-long residential and year-long mentored approach to connecting mathematics and science to problem solving and critical thinking using environmental issues as the means of making these skills and concepts more meaningful, memorable, and motivational. Each participant will be immersed in forest, wetland, and stream habitats and will focus on the impact and issues associated with these habitats as they develop concepts and skills that will be applied in actual teaching situations with students from diverse backgrounds. This project has been selected by Council staff as eligible for renewal for a second year based on adequate progress in the first year.

**Murray State University: \$125,000**

*Spanish Immersion, Mentoring, and Exchange*

W.A. Franklin, principal investigator

MuSU, in partnership with WKU and West Kentucky Community and Technical College, proposes to increase student academic achievement and impact teachers' knowledge of content and pedagogy using proven strategies for professional development in the teaching of Spanish. The proposal has four integrated components: the formation of a professional learning community; a multi-level mentoring plan; an immersion in the Spanish language and culture; and communication and exchange with international partners. Each component

is designed to use the Spanish language and culture to improve student learning and prepare them to interact in a global community.

**Northern Kentucky University: \$150,000**

*Certifying World Language Teachers for Kentucky*

Gay N. Washburn, principal investigator

NKU, in partnership with Thomas More College, proposes to prepare proficient speakers of world languages to work as fully-certified teachers in the classroom. Currently, many world language teachers are working on emergency certification, on limited certification, as substitute teachers, or at lower ranks. Taking advantage of the Option 7 route to alternative certification, this project will offer an intensive summer workshop focused on developing a greater knowledge of the principles of learning and teaching. The project will include ongoing discussion among the participants and project directors, as well as observation of each teacher in their classroom. The summer workshop will last 180 hours and participants will receive 12 graduate credits for those hours.

**University of Kentucky: \$120,000**

*Community-Based Science for Teachers*

Carol D. Hanley, principal investigator

UK, in partnership with the University of Louisville, proposes to combine job-embedded teacher professional development with year-long student explorations of real-life community science problems, relevant to all Kentucky citizens. The real-life explorations include more reproductive loss syndrome, exotic lady beetle/fungal infestations, invasive species research such as Hemlock Woolly Adelgid and kudzu, and water quality problems. These explorations require teachers to understand the science behind the problem, the experimental design of research, and the scientific tools needed to solve the problem. The project's goal is to provide a one-week, high-quality, job-embedded professional development experience with a year-long follow-up to enhance teacher content knowledge, science process skills, understanding of the nature of science, and the integration of core content areas, especially mathematics and literacy, into the community-based science projects and the science curriculum.

**University of Kentucky: \$115,000**

*Developing and Assessing World Language Competence in Kentucky Schools*

N. Jeff Rogers, principal investigator

UK, in partnership with WKU, proposes to invigorate classrooms and improve student competency in world languages by giving teachers intensive, in-depth training and standards-based, experiential preparation aligned with Kentucky core content and student performance standards. Teachers will be trained to understand and use new assessment tools that will help them analyze and evaluate both their teaching and student learning. The program employs networking and train-the-trainer models to ensure effective outreach and representation among underrepresented and underserved schools in Kentucky. The project will include in-depth content-area professional development through study abroad.

**University of Kentucky: \$150,000**

*Making Nonlinear Algebra Accessible*

Kim Zeidler, principal investigator

UK, in partnership with Pikeville College, proposes to provide professional development to special education teachers that will focus on content and strategies to increase special needs students' performance in the algebra topics of quadratic and exponential function necessary for students taking algebra II and the ACT. This project expands to non-linear algebra work from projects that had been focused on algebra and geometry. Participants from those projects will be included in this project and will use technology, manipulatives, and inquiry methods developed in those projects to develop new ways to reach students with special needs.

**Western Kentucky University: \$150,000**

*Central Kentucky Partnership for Developing Middle School Teachers' Capacity to Increase Student Learning in the Physical Sciences*

Roger Pankratz, principal investigator

WKU, in partnership with Elizabethtown Community and Technical College, proposes to provide an 18-month professional development program for 30 middle school science teachers and six special education teachers for the purpose of developing their capacity to improve student achievement and increase student interest in science. This will be accomplished by deepening teacher content knowledge, improving teachers' abilities to develop and teach high-quality units of instructions, using astronomy and space science to spark student interest and make connections, and building an on-going teacher instruction support network of people, materials, and ideas.

On November 13 and 14, the Council will host its first conference on IEQ at the Marriott Griffin Gate in Lexington. This "share" conference will focus on projects that are taking place in year four of the program. Project directors will present on the successes and challenges of their projects, and project participants will discuss the impact of these projects on the classroom. Each session will conclude with a question and answer period. The goal of the conference is to share best practices; facilitate the dissemination of information learned in these projects; link former, current, and new grantees for networking purposes; increase the visibility of the IEQ program; and continually improve the impact of higher education on teacher professional development.

**Council on Postsecondary Education**  
**November 6, 2006**

**P-16 Council Update**

At its September 20 meeting, the P-16 Council reviewed several policy issues identified at the Annual National Association of System Heads State Academic Leaders P-16 Summer Institute held in Big Sky, Montana, in July. Chief among the issues identified as requiring cross-agency policy development and coordination are: (1) increasing the supply and quality of STEM and world language teachers, (2) creating integrated P-16 data capacity, accountability, and a research agenda, (3) preparing school leaders, (4) revising curriculum and instruction (at both the P-12 and postsecondary sectors) to raise levels of student achievement, (5) providing an adequate supply of qualified educators to teach it, and (5) ensuring that academic quality is both accessible and affordable at both the P-12 and postsecondary levels.

Dr. Jennifer Presley, executive director of the Illinois Education Research Council, reported on research she conducted on the distribution and impact of teacher quality in Illinois. Using a "Teacher Quality Index" (TQI) indicator, she was able to document that teachers with superior academic qualifications, experience, and certification status were disproportionately placed in low-poverty, low-minority schools in Illinois, and that those with the lowest academic qualifications and experience and with emergency certification were disproportionately placed in high-poverty, high-minority schools. Further, she showed that the TQI positively influenced student achievement (measured by the state accountability assessment) and had an especially strong impact on high-poverty, high-minority schools. The report had policy implications at the district level and school level for teacher hiring, placement, transfer, and retention policies. In addition, the results pointed to the need for enhanced financial incentives and professional development opportunities for all teachers. At the community and state level, they also included commitment to safe, clean, and adequately equipped facilities. At the postsecondary level, the TQI, connected with student learning outcomes, could be used to provide greater accountability for teacher preparation and professional development programs. Finally, noting that the IERC is an independent research institute separately funded by the state and independent of both institutions and state agencies, P-16 Council members discussed the desirability and feasibility of establishing a similarly independent research institute in Kentucky to analyze educational policies and outcomes.

Representatives from Murray State University provided an overview of its approach to faculty compensation for engagement in school districts and campus life. They gave an overview of MuSU's Roads Scholars Program. The program groups faculty from various disciplines in teams to partner with specific schools in MuSU's region. They also reported on MuSU's Residential Colleges, in which faculty participate as members of residential units contributing

to the academic, social, civic, and recreational aspects of student life. MuSU also provides scholarship awards and other incentives to students who participate in diverse aspects of campus life and benefits as an institution from these policies. Even with an undergraduate enrollment growth of 12 percent over the last four years, these programs have contributed to an 11 percent increase in MuSU's graduation rate. Through the Regional Stewardship Program, Kentucky's other comprehensive institutions also are developing plans to engage faculty and staff in the economic, social, civic, and educational facets of their region.

P-16 Council members discussed the search process for the next president of the Council on Postsecondary Education. Kentucky statute requires that the CPE hire a search firm and conduct a national search. The CPE Executive Committee members and the convener of the Advisory Conference of Presidents form the search committee. P-16 chair Mark Wattier, as a member of the CPE's executive committee, will serve on the search committee and will be able to convey the interests of the P-16 Council. Finalists normally interview with multiple stakeholders. The P-16 Council may be brought into the process during that time. Council members also noted that a parallel process should be adopted in the search for the new state commissioner of education.

Council members reviewed a set of proposed indicators of progress for the P-16 agenda. Staff from partner agencies drew up indicators focusing on transition points along the P-16 continuum: readiness for grade school, readiness for college, readiness for work, and quality teaching in each sector. A suggestion was made to include selective "quality of life" indicators, such as those reflecting public health, philanthropic contribution, and voting rates. Staff will return with a revised set of indicators and trend data.

CPE hosted the seventh annual Teacher Quality Summit, October 23-24, at The Brown Hotel in Louisville. The summit was co-sponsored by each of the public postsecondary institutions and the Association of Independent Kentucky Colleges and Universities. The University of Louisville hosted the summit. Approximately 180 participants from postsecondary institutions, partner agencies, school districts, and the General Assembly focused on increasing the supply and quality of mathematics, science, and world language teachers.

CPE was asked by the Kentucky School Boards Association to assist the KSBA in its annual regional meetings. CPE staff addressed nine sessions of local school board members on the importance of Senate Bill 130 and how local boards can use its provisions to improve the college and workplace readiness of students in their districts.

**COUNCIL ON POSTSECONDARY EDUCATION REPORT**  
**11/6/06**  
**FROM THE KENTUCKY BOARD OF EDUCATION**  
**BY**  
**INTERIM COMMISSIONER KEVIN NOLAND**

The Kentucky Board of Education met most recently on November 1, 2006, with highlights of that meeting being as follows:

□ Review of Accountability Regulations

The Kentucky Board of Education reviewed amended language in two accountability regulations—703 KAR 5:020 and 703 KAR 5:060. No action will be considered on the regulations until the December 6-7 meeting.

The recommendations from Kentucky Department of Education staff at the November meeting for amendments to 703 KAR 5:020 included:

Academic Index

- ❖ Increase the weights for KCCT reading and mathematics to:
  - 22% for reading and 22% for mathematics at elementary, and
  - 19% for reading and 19% for mathematics at middle.
- ❖ Staff will begin work with vendors and the National Technical Advisory Panel for Assessment and Accountability to resolve technical issues and create a growth measure that may be included in accountability when longitudinal data is cumulated.
- ❖ Students will take the complete ACT (English, Reading, Mathematics and Science) at grade 11 beginning in school year 2007-08 and will receive an ACT score. ACT items that align to Kentucky's Core Content for Assessment will be augmented or combined with items from the Kentucky Core Content Test (KCCT) to generate scores for the state assessment. The ACT items will begin to apply in accountability beginning in 2007-08.

Norm-referenced Index

- ❖ At elementary and middle school, do not include a norm-referenced index and redistribute the 5%. Give districts the resources to purchase and administer an approved elementary norm-referenced test (NRT) in reading and mathematics and require public reporting of the results along with communication of individual student results.
- ❖ Require public reporting of EXPLORE results. Use EXPLORE results in development of a student's Individual Learning Plan (ILP).
- ❖ Additionally, explore embedding items from the National Assessment of Educational Progress (NAEP) in the Kentucky Core Content Test and obtain a national comparison score based on these items.

- ❖ Reflecting advice from both Education Assessment and Accountability Review Subcommittee and the National Technical Advisory Panel on Assessment and Accountability, include PLAN and ACT results in accountability as follows:
  - Generate an index based on the composite scores of PLAN and ACT.
  - Allow schools to earn credit based on student performance along the scales for each assessment.
  - Average the PLAN index and ACT index together for an ACT Index that would be counted as 5% in the high school index.

#### Nonacademic Index

- ❖ Change the total weight and the distribution of weights within the Nonacademic Index. A summary of the changes are as follows:
  - a. The values for attendance rate are the actual percentage reported in Average Daily Attendance (ADA) for each school and district.
  - b. Generate retention rates at elementary and middle school and dropout rates at middle school based on 100 minus the actual percentage calculated for each school district.
  - c. For high school, beginning in 2007-08, use graduation rate to capture both retention and dropout and it shall be calculated as required by No Child Left Behind Act of 2001. Factors valued by Kentucky to be added to the graduation rate include students receiving Certificates of Attainment; graduating by age 21; completing a secondary GED and graduating in three years or less.
  - d. The calculation for Transition to Adult Life shall include a base and a bonus category. The factors are a completed Individual Learning Plan, ACT benchmarks set by the Council on Postsecondary Education, Kentucky Employability Certificate, scores on the Armed Services Vocational Aptitude Battery, Kentucky Certificate of Attainment, Advanced Placement, International Baccalaureate and Commonwealth Diplomas, Kentucky Occupational Skill Standards Certificate and national industry certification.

All of the proposed changes are to be discussed with the National Technical Advisory Panel on Assessment and Accountability at their November meeting and then the Board will consider this input before final action on the amended regulations takes place at the December meeting.

The second accountability regulation (703 KAR 5:060) revises the interim accountability model used to link Kentucky's assessment systems previously after significant change occurred during the move from the Kentucky Instructional Results Information System (KIRIS) to the Commonwealth Accountability Testing System (CATS). The regulation discusses the use of a statistical model to establish predicted or expected accountability growth indices for the biennium ending in the 2007-2008 school year. The National Technical Advisory Panel on Assessment and Accountability will assist the Commonwealth on use of a statistical model.

- Consideration to choose a search firm to assist the Kentucky Board of Education in the selection of the next commissioner of education

The Kentucky Board of Education interviewed two search firms at the November 1 meeting and could not come to consensus on a selection. A new Request for Proposals (RFP) has been issued to secure a firm to oversee the process. Finalists from this new RFP process will be interviewed at the December meeting.

**Next Meeting: December 6-7, 2006, Frankfort, KY**

**Council on Postsecondary Education  
November 6, 2006**

**Delegation of Authority  
2007-08 Tuition and Fees**

**ACTION: The staff recommends that the Council delegate to the Executive Committee the authority to approve tuition and fees parameters for the universities and KCTCS for academic year 2007-08.**

KRS 164.020 states that the Council will determine tuition for the postsecondary education system. Currently the staff is finalizing recommendations for the tuition parameters for each public postsecondary institution for the academic year 2007-08, but the recommendations are not yet complete. Related to the tuition and fees parameters, staff also will finalize recommendations regarding nonresident student tuition and fees and the CPE policy related to reciprocity agreements.

The Budget and Finance Policy Group recently held a hearing in which they heard from the institutions regarding nonresident tuition and reciprocity agreements, and the policy group needs additional time to work through staff recommendations.

Most of the institutions plan to bring to the Council their tuition and fee proposals in January so they need final approval on the parameters to develop proposals. Therefore, Council action on the tuition and fee parameters must be completed before the January Council meeting. This will allow at least two months (November and December) for the institutions to develop their proposals based on approved parameters prior to tuition hearings in January.

The Council will take action on tuition rates for each institution at the tuition hearings which are expected to be scheduled in January.

**Council on Postsecondary Education  
November 6, 2006**

## Kentucky Virtual University Name Change

**ACTION:** In response to a recommendation of the Distance Learning Advisory Committee (DLAC), the KYVU staff recommends the Council approve changing the name of the Kentucky Virtual University to the Kentucky Virtual Campus.

The range of KYVU's instructional partners has expanded significantly in seven years of operation. Since its original House Bill 1 focus, which stated "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," providers from many different instructional sectors have joined KYVU. These include Kentucky's research universities, the Kentucky Community and Technical College System, independent colleges and universities, Kentucky Adult Education, Education Professional Standards Board, Kentucky Virtual High School, area career and technical schools, support for *No Child Left Behind* initiatives, the Law Enforcement Training Agency, and the Office for Employee and Organizational Development. In short, KYVU now serves Kentucky's citizens as a portal to many types of credit and noncredit secondary, postsecondary education, and workforce development opportunities from academic institutions and state agency providers.

At its September 2006 meeting, the Council passed a new strategic plan for KYVU that encompasses these broader constituencies. During development of the new plan, KYVU also responded to a recommendation from SACS that KYVU consider whether its name accurately reflects its expanded constituencies and mission. At its March 22, 2006, meeting, the Distance Learning Advisory Committee concluded the KYVU name should be changed. DLAC recommended to the Council that the KYVU should not use the term "university" and 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.

As a result of the DLAC recommendation, a broad range of alternative names was suggested and considered, including a review of the naming conventions of 53 other virtual postsecondary education entities from across the country. The name recommended to best communicate the expanded scope of distance learning opportunities, and leverage existing image awareness, is "Kentucky Virtual Campus." This new name retains much of the previous branding (see attached proposed logo) and maintains a close link with KYVU's postsecondary education vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.

**Council on Postsecondary Education  
November 6, 2006**

## **2005-06 Completions**

During 2005-06, a record number 14,423 baccalaureate degrees were awarded by Kentucky's public universities. This represents a 6.4 percent increase over the number awarded during the 2004-05 academic year. The number of associate degrees awarded by public institutions in Kentucky in 2005-06 represented a 5.3 percent increase over the number awarded in 2004-05. Certificates increased by nearly 50 percent (49.7 percent) over the previous year. Detailed information by institution is attached.

Completions from the independent institutions are not yet complete. Updates will be distributed as that data becomes available.

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Universities</b>										
<b>Eastern Kentucky University</b>										
Certificates		1			17	7	5	2	1	
Associate	267	225	237	226	201	181	195	241	241	252
Baccalaureate	1,786	1,717	1,762	1,663	1,639	1,572	1,664	1,678	1,787	1,980
Post-Baccalaureate Certificate				2		11	4	7	5	12
Master's/Specialist	449	442	405	437	390	373	462	623	657	835
<b>Total Degrees Awarded</b>	<b>2,502</b>	<b>2,385</b>	<b>2,404</b>	<b>2,328</b>	<b>2,247</b>	<b>2,144</b>	<b>2,330</b>	<b>2,551</b>	<b>2,691</b>	<b>3,079</b>
<b>Kentucky State University</b>										
Associate	73	92	69	71	62	74	70	66	50	51
Baccalaureate	183	226	193	222	207	219	210	214	229	198
Master's/Specialist	21	25	29	23	29	40	41	42	52	31
<b>Total Degrees Awarded</b>	<b>277</b>	<b>343</b>	<b>291</b>	<b>316</b>	<b>298</b>	<b>333</b>	<b>321</b>	<b>322</b>	<b>331</b>	<b>280</b>
<b>Morehead State University</b>										
Associate	127	146	137	136	136	143	145	123	125	143
Baccalaureate	1,026	954	911	971	927	907	887	991	1,038	1,055
Master's/Specialist	268	283	267	288	319	322	398	359	373	406
<b>Total Degrees Awarded</b>	<b>1,421</b>	<b>1,383</b>	<b>1,315</b>	<b>1,395</b>	<b>1,382</b>	<b>1,372</b>	<b>1,430</b>	<b>1,473</b>	<b>1,536</b>	<b>1,604</b>
<b>Murray State University</b>										
Certificates						3	1	1		
Associate	29	30	27	31	31	22	31	32	38	20
Baccalaureate	1,014	1,064	1,057	1,274	1,225	1,284	1,290	1,440	1,373	1,521
Master's/Specialist	448	446	478	458	502	550	583	573	570	570
<b>Total Degrees Awarded</b>	<b>1,491</b>	<b>1,540</b>	<b>1,562</b>	<b>1,763</b>	<b>1,758</b>	<b>1,859</b>	<b>1,905</b>	<b>2,046</b>	<b>1,981</b>	<b>2,111</b>
<b>Northern Kentucky University</b>										
Certificates	1	1	1	2			1		1	1
Associate	240	234	223	202	222	267	287	214	237	272
Baccalaureate	1,082	1,122	1,163	1,142	1,186	1,259	1,374	1,421	1,529	1,584
Post-Baccalaureate Certificate								8	3	8
Master's/Specialist	212	207	211	229	196	210	292	352	380	376
Post-Master's Certificate								7	14	12
<b>Subtotal</b>	<b>1,535</b>	<b>1,564</b>	<b>1,598</b>	<b>1,575</b>	<b>1,604</b>	<b>1,736</b>	<b>1,954</b>	<b>2,002</b>	<b>2,164</b>	<b>2,253</b>
Law	106	111	112	112	81	93	101	102	137	136
<b>Total Degrees Awarded</b>	<b>1,641</b>	<b>1,675</b>	<b>1,710</b>	<b>1,687</b>	<b>1,685</b>	<b>1,829</b>	<b>2,055</b>	<b>2,104</b>	<b>2,301</b>	<b>2,389</b>

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>University of Kentucky</b>										
Baccalaureate	3,133	3,247	3,285	3,187	3,239	3,488	3,338	3,373	3,285	3,519
Master's/Specialist	1,032	1,133	1,134	1,067	1,055	924	1,061	1,269	1,358	1,350
Doctoral	240	232	204	249	219	216	208	233	276	256
<i>Subtotal</i>	<i>4,405</i>	<i>4,612</i>	<i>4,623</i>	<i>4,503</i>	<i>4,513</i>	<i>4,628</i>	<i>4,607</i>	<i>4,875</i>	<i>4,919</i>	<i>5,125</i>
Law	144	141	134	139	129	108	126	127	137	141
Medicine	88	92	93	90	103	88	88	86	96	91
Dentistry	46	45	48	47	45	49	52	49	51	49
Pharm D	74	85	90	93	98	98	97	110	110	97
<i>Subtotal</i>	<i>352</i>	<i>363</i>	<i>365</i>	<i>369</i>	<i>375</i>	<i>343</i>	<i>363</i>	<i>372</i>	<i>394</i>	<i>378</i>
<b>Total Degrees Awarded</b>	<b>4,757</b>	<b>4,975</b>	<b>4,988</b>	<b>4,872</b>	<b>4,888</b>	<b>4,971</b>	<b>4,970</b>	<b>5,247</b>	<b>5,313</b>	<b>5,503</b>
<b>University of Louisville</b>										
Certificates	103	108	116	117	117	118	117	112	109	68
Associate	93	73	77	80	63	70	38	45	48	51
Baccalaureate	1,836	1,694	1,734	1,750	1,819	1,851	1,825	1,890	2,148	2,253
Post-Baccalaureate Certificate	11	24	16	11	12	32	31	25	16	78
Master's/Specialist	1,015	1,127	1,209	1,122	1,357	1,313	1,206	1,322	1,373	1,368
Post-Master's Certificate								3	4	
Doctoral	63	76	78	76	65	90	89	106	112	144
<i>Subtotal</i>	<i>3,121</i>	<i>3,102</i>	<i>3,230</i>	<i>3,156</i>	<i>3,433</i>	<i>3,474</i>	<i>3,306</i>	<i>3,503</i>	<i>3,810</i>	<i>3,962</i>
Law	154	152	136	123	103	114	111	120	115	111
Medicine	140	130	133	127	145	131	133	137	145	139
Dentistry	60	63	71	60	67	76	79	73	73	77
<i>Subtotal</i>	<i>354</i>	<i>345</i>	<i>340</i>	<i>310</i>	<i>315</i>	<i>321</i>	<i>323</i>	<i>330</i>	<i>333</i>	<i>327</i>
<b>Total Degrees Awarded</b>	<b>3,475</b>	<b>3,447</b>	<b>3,570</b>	<b>3,466</b>	<b>3,748</b>	<b>3,795</b>	<b>3,629</b>	<b>3,833</b>	<b>4,143</b>	<b>4,289</b>
<b>Western Kentucky University</b>										
Certificates	5	1				2		44	73	99
Associate	293	322	248	273	273	270	276	315	299	300
Baccalaureate	1,630	1,716	1,909	1,753	1,695	1,903	1,878	2,116	2,166	2,313
Master's/Specialists	543	528	527	514	514	517	658	774	797	724
<b>Total Degrees Awarded</b>	<b>2,471</b>	<b>2,567</b>	<b>2,684</b>	<b>2,540</b>	<b>2,482</b>	<b>2,692</b>	<b>2,812</b>	<b>3,249</b>	<b>3,335</b>	<b>3,436</b>

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Total Universities</b>										
Certificates	109	111	117	119	134	130	124	159	184	168
Associate	1,122	1,122	1,018	1,019	988	1,027	1,042	1,036	1,038	1,089
Baccalaureate	11,690	11,740	12,014	11,962	11,937	12,483	12,466	13,123	13,555	14,423
Post-Baccalaureate Certificate	11	24	16	13	12	43	35	40	24	98
Master's/Specialist	3,988	4,191	4,260	4,138	4,362	4,249	4,701	5,314	5,560	5,660
Post-Master's Certificate								10	18	12
Doctoral	303	308	282	325	284	306	297	339	388	400
<i>Subtotal</i>	<i>17,223</i>	<i>17,496</i>	<i>17,707</i>	<i>17,576</i>	<i>17,717</i>	<i>18,238</i>	<i>18,665</i>	<i>20,021</i>	<i>20,767</i>	<i>21,850</i>
Law	404	404	382	374	313	315	338	349	389	388
Medicine	228	222	226	217	248	219	221	223	241	230
Dentistry	106	108	119	107	112	125	131	122	124	126
Pharm D	74	85	90	93	98	98	97	110	110	97
<i>Subtotal</i>	<i>812</i>	<i>819</i>	<i>817</i>	<i>791</i>	<i>771</i>	<i>757</i>	<i>787</i>	<i>804</i>	<i>864</i>	<i>841</i>
<b>Total Degrees Awarded</b>	<b>18,035</b>	<b>18,315</b>	<b>18,524</b>	<b>18,367</b>	<b>18,488</b>	<b>18,995</b>	<b>19,452</b>	<b>20,825</b>	<b>21,631</b>	<b>22,691</b>
<b>Lexington Community College</b>										
Certificate								5		
Associate	353	363	396	384	438	488	601	656		
<b>Total</b>	<b>353</b>	<b>363</b>	<b>396</b>	<b>384</b>	<b>438</b>	<b>488</b>	<b>601</b>	<b>661</b>		
<b>UK Community Colleges</b>										
Ashland	161	159	121	122						
Elizabethtown	330	315	309	303						
Hazard	258	250	272	271						
Henderson	165	131	127	116						
Hopkinsville	224	186	245	185						
Jefferson	629	559	496	513						
Madisonville	220	218	194	175						
Maysville	180	108	116	107						
Owensboro	269	201	205	250						
Paducah	331	324	327	312						
Prestonsburg	204	216	177	129						
Somerset	231	236	229	258						
Southeast	401	343	320	321						
<b>Total UK Community Colleges</b>	<b>3,603</b>	<b>3,246</b>	<b>3,138</b>	<b>3,062</b>						

## Total Degrees and Other Credentials Awarded by Level

Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Kentucky Community and Technical College System</b>										
<b>Ashland Community and Technical College</b>										
Diploma					101	112	115	143	108	126
Certificate					100	108	172	137	252	756
Associate					156	188	195	227	231	279
<b>Total</b>					<b>357</b>	<b>408</b>	<b>482</b>	<b>507</b>	<b>591</b>	<b>1,161</b>
<b>Big Sandy Community and Technical College</b>										
Diploma					116	133	43	240	178	248
Certificate					526	1,310	365	722	676	697
Associate					157	105	181	198	282	281
<b>Total</b>					<b>799</b>	<b>1,548</b>	<b>589</b>	<b>1,160</b>	<b>1,136</b>	<b>1,226</b>
<b>Bluegrass Community and Technical College</b>										
Diploma									433	311
Certificate									754	1,242
Associate									895	838
<b>Total</b>									<b>2,082</b>	<b>2,391</b>
<b>Central Kentucky Technical College</b>										
Diploma					222	158	183	317		
Certificate					13	46	329	493		
Associate					48	70	124	203		
<b>Total</b>					<b>283</b>	<b>274</b>	<b>636</b>	<b>1,013</b>		
<b>Bowling Green Technical College</b>										
Diploma					103	168	203	199	243	138
Certificate					151	92	324	281	260	633
Associate					2	12	48	94	115	123
<b>Total</b>					<b>256</b>	<b>272</b>	<b>575</b>	<b>574</b>	<b>618</b>	<b>894</b>
<b>Elizabethtown Community and Tech College</b>										
Diploma					81	93	86	77	73	105
Certificate					379	349	416	161	411	626
Associate					304	352	368	408	432	472
<b>Total</b>					<b>764</b>	<b>794</b>	<b>870</b>	<b>646</b>	<b>916</b>	<b>1,203</b>

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Gateway Community and Technical College</b>										
Diploma					111	132	77	102	72	54
Certificate					99	177	94	189	389	397
Associate					11	21	22	23	43	94
<b>Total</b>					<b>221</b>	<b>330</b>	<b>193</b>	<b>314</b>	<b>504</b>	<b>545</b>
<b>Hazard Community and Technical College</b>										
Diploma					83	79	41	93	89	98
Certificate					47	63	106	399	533	532
Associate					259	313	272	306	336	324
<b>Total</b>					<b>389</b>	<b>455</b>	<b>419</b>	<b>798</b>	<b>958</b>	<b>954</b>
<b>Henderson Community College</b>										
Diploma								1		
Certificate						18	43	81	72	129
Associate					87	124	139	165	154	164
<b>Total</b>					<b>87</b>	<b>142</b>	<b>182</b>	<b>247</b>	<b>226</b>	<b>293</b>
<b>Hopkinsville Community College</b>										
Diploma						14	26	11	29	21
Certificate					36	205	114	207	251	356
Associate					200	238	322	298	327	331
<b>Total</b>					<b>236</b>	<b>457</b>	<b>462</b>	<b>516</b>	<b>607</b>	<b>708</b>
<b>Jefferson Community and Technical College</b>										
Diploma					54	117	159	165	268	288
Certificate					72	178	427	586	982	1,574
Associate					392	422	470	631	691	847
<b>Total</b>					<b>518</b>	<b>717</b>	<b>1,056</b>	<b>1,382</b>	<b>1,941</b>	<b>2,709</b>
<b>Madisonville Community College</b>										
Diploma					114	28	132	67	73	93
Certificate					12	56	198	384	297	347
Associate					231	263	312	336	348	394
<b>Total</b>					<b>357</b>	<b>347</b>	<b>642</b>	<b>787</b>	<b>718</b>	<b>834</b>
<b>Maysville Community and Technical College</b>										
Diploma					129	100	64	145	138	120
Certificate					16	62	270	432	550	895
Associate					110	154	156	186	157	132
<b>Total</b>					<b>255</b>	<b>316</b>	<b>490</b>	<b>763</b>	<b>845</b>	<b>1,147</b>

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Owensboro Community and Technical College</b>										
Diploma					83	73	38	91	100	82
Certificate					60	274	160	250	269	610
Associate					225	224	251	259	350	333
<b>Total</b>					<b>368</b>	<b>571</b>	<b>449</b>	<b>600</b>	<b>719</b>	<b>1,025</b>
<b>Somerset Community College</b>										
Diploma					133	110	153	140	122	106
Certificate					40	122	252	456	555	856
Associate					405	416	484	446	435	475
<b>Total</b>					<b>578</b>	<b>648</b>	<b>889</b>	<b>1,042</b>	<b>1,112</b>	<b>1,437</b>
<b>Southeast Ky. Community and Tech. College</b>										
Diploma					126	88	151	107	141	108
Certificate					48	333	259	250	648	537
Associate					345	371	419	417	445	435
<b>Total</b>					<b>519</b>	<b>792</b>	<b>829</b>	<b>774</b>	<b>1,234</b>	<b>1,080</b>
<b>West Ky. Community and Technical College</b>										
Diploma					153	203	234	328	243	232
Certificate					240	315	400	720	809	1,460
Associate					390	433	466	567	482	506
<b>Total</b>					<b>783</b>	<b>951</b>	<b>1,100</b>	<b>1,615</b>	<b>1,534</b>	<b>2,198</b>
<b>Total KCTCS</b>										
Diploma					1,609	1,608	1,705	2,226	2,310	2,130
Certificate					1,839	3,708	3,929	5,748	7,708	11,647
Associate					3,322	3,706	4,229	4,764	5,723	6,028
<b>Total</b>					<b>6,770</b>	<b>9,022</b>	<b>9,863</b>	<b>12,738</b>	<b>15,741</b>	<b>19,805</b>

## Total Degrees and Other Credentials Awarded by Level

### Kentucky Public Institutions

1996/97 - 2005/06 (continued)

Institution/Level	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>Total Public Institutions</b>										
Diploma					1,609	1,608	1,705	2,226	2,310	2,130
Certificates	109	111	117	119	1,973	3,838	4,053	5,912	7,892	11,815
Associate	5,078	4,731	4,552	4,465	4,748	5,221	5,872	6,456	6,761	7,117
Baccalaureate	11,690	11,740	12,014	11,962	11,937	12,483	12,466	13,123	13,555	14,423
Post-Baccalaureate Certificate		24	16	13	12	43	35	40	24	98
Master's/Specialists	3,988	4,191	4,260	4,138	4,362	4,249	4,701	5,314	5,560	5,660
Post-Master's Certificate					0	0	0	10	18	12
Doctoral	303	308	282	325	284	306	297	339	388	400
<i>Subtotal</i>	<i>21,168</i>	<i>21,105</i>	<i>21,241</i>	<i>21,022</i>	<i>24,925</i>	<i>27,748</i>	<i>29,129</i>	<i>33,420</i>	<i>36,508</i>	<i>41,655</i>
Law	404	404	382	374	313	315	338	349	389	388
Medicine	228	222	226	217	248	219	221	223	241	230
Dentistry	106	108	119	107	112	125	131	122	124	126
Pharm D	74	85	90	93	98	98	97	110	110	97
<i>Subtotal</i>	<i>812</i>	<i>819</i>	<i>817</i>	<i>791</i>	<i>771</i>	<i>757</i>	<i>787</i>	<i>804</i>	<i>864</i>	<i>841</i>
<b>Total Degrees Awarded</b>	<b>21,980</b>	<b>21,924</b>	<b>22,058</b>	<b>21,813</b>	<b>25,696</b>	<b>28,505</b>	<b>29,916</b>	<b>34,224</b>	<b>37,372</b>	<b>42,496</b>

Notes:

- Includes certificates of less than one year, one but less than two years, and two but less than four years.
- The UK Community Colleges awarded only Associate degrees.
- Data for the Technical Colleges was not available prior to 2000/01.
- Beginning with 2004/05, Lexington Community College and Central Kentucky Technical College are reported as Bluegrass Community and Technical College.

Source: Kentucky Council on Postsecondary Education Comprehensive Database.

September 15, 2006

Council on Postsecondary Education  
November 6, 2006

## **2005-06 Completions Independent Institutions**

During 2005-06, 3,801 baccalaureate degrees were awarded by Kentucky's independent colleges and universities. This represents a 2.6 percent decrease over the number awarded during the 2004-05 academic year. The number of associate degrees awarded in 2005-06 represented a 3.4 percent increase over the number awarded in 2004-05. Overall, the completions at the independent institutions increased from 5,401 in 2004-05 to 5,517 in 2005-06, or 2.1 percent. Detailed information by institution is attached.

## Total Degrees and Other Credentials Awarded by Level

Kentucky Independent Institutions

1997/98 - 2005/06

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>ALICE LLOYD COLLEGE</b>									
Baccalaureate			67	65	71	76	99	107	79
<b>Total Degrees Awarded</b>	<b>N/A</b>	<b>N/A</b>	<b>67</b>	<b>65</b>	<b>71</b>	<b>76</b>	<b>99</b>	<b>107</b>	<b>79</b>
<b>ASBURY COLLEGE</b>									
Baccalaureate	218	261	240	277	305	301	254	271	273
Master's/Specialist						9	8	18	21
<b>Total Degrees Awarded</b>	<b>218</b>	<b>261</b>	<b>240</b>	<b>277</b>	<b>305</b>	<b>310</b>	<b>262</b>	<b>289</b>	<b>294</b>
<b>BELLARMINE UNIVERSITY</b>									
Certificate					4				12
Baccalaureate	358	359	348	334	339	400	351	419	395
Master's/Specialist	114	147	195	177	252	205	227	227	183
Doctoral									27
<b>Total Degrees Awarded</b>	<b>472</b>	<b>506</b>	<b>543</b>	<b>511</b>	<b>595</b>	<b>605</b>	<b>578</b>	<b>646</b>	<b>617</b>
<b>BEREA COLLEGE</b>									
Baccalaureate	270	269	253	236	286	304	337	314	273
<b>Total Degrees Awarded</b>	<b>270</b>	<b>269</b>	<b>253</b>	<b>236</b>	<b>286</b>	<b>304</b>	<b>337</b>	<b>314</b>	<b>273</b>
<b>BRESCIA UNIVERSITY</b>									
Certificate						1		3	
Associate	7	11	11	11	12	14	18	10	2
Baccalaureate	95	97	130	93	124	120	110	118	118
Post-Baccalaureate Certificate	2		4		2				1
Master's/Specialist		21	34	15	13	12	9	13	18
<b>Total Degrees Awarded</b>	<b>104</b>	<b>129</b>	<b>179</b>	<b>119</b>	<b>151</b>	<b>147</b>	<b>137</b>	<b>144</b>	<b>139</b>
<b>CAMPBELLSVILLE UNIVERSITY</b>									
Certificate	10	46	44	4				2	
Associate	5	59	104	19	11	30	37	25	13
Baccalaureate	161	209	218	167	191	156	196	219	171
Master's/Specialist	23	28	23	24	32	55	47	103	175
<b>Total Degrees Awarded</b>	<b>199</b>	<b>342</b>	<b>389</b>	<b>214</b>	<b>234</b>	<b>241</b>	<b>280</b>	<b>349</b>	<b>359</b>
<b>CENTRE COLLEGE</b>									
Baccalaureate	185	241	236	252	255	212	258	230	270
<b>Total Degrees Awarded</b>	<b>185</b>	<b>241</b>	<b>236</b>	<b>252</b>	<b>255</b>	<b>212</b>	<b>258</b>	<b>230</b>	<b>270</b>
<b>UNIVERSITY OF THE CUMBERLANDS</b>									
Baccalaureate	219	266	260	226	225	244	202	246	246
Master's/Specialist	29	37	48	28	75	43	45	35	39
<b>Total Degrees Awarded</b>	<b>248</b>	<b>303</b>	<b>308</b>	<b>254</b>	<b>300</b>	<b>287</b>	<b>247</b>	<b>281</b>	<b>285</b>

## Total Degrees and Other Credentials Awarded by Level

Kentucky Independent Institutions

1997/98 - 2005/06

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>GEORGETOWN COLLEGE</b>									
Baccalaureate	211	230	216	252	273	262	233	250	223
Master's/Specialist	100	116	98	110	108	119	106	138	171
<b>Total Degrees Awarded</b>	<b>311</b>	<b>346</b>	<b>314</b>	<b>362</b>	<b>381</b>	<b>381</b>	<b>339</b>	<b>388</b>	<b>394</b>
<b>KY. CHRISTIAN UNIVERSITY</b>									
Associate	3	4	1		1				
Baccalaureate	84	81	83	77	96	84	87	105	99
Master's/Specialist					2	2	4	7	2
<b>Total Degrees Awarded</b>	<b>87</b>	<b>85</b>	<b>84</b>	<b>77</b>	<b>99</b>	<b>86</b>	<b>91</b>	<b>112</b>	<b>101</b>
<b>KY. WESLEYAN COLLEGE</b>									
Associate	14	12	19	1	1				
Baccalaureate	112	129	109	118	120	112	114	92	111
<b>Total Degrees Awarded</b>	<b>126</b>	<b>141</b>	<b>128</b>	<b>119</b>	<b>121</b>	<b>112</b>	<b>114</b>	<b>92</b>	<b>111</b>
<b>LINDSEY WILSON COLLEGE</b>									
Associate	65	118	70	59	58	48	66	49	49
Baccalaureate	122	130	146	130	127	131	231	233	279
Master's/Specialist	18	11	9	20	20	8	23	96	92
<b>Total Degrees Awarded</b>	<b>205</b>	<b>259</b>	<b>225</b>	<b>209</b>	<b>205</b>	<b>187</b>	<b>320</b>	<b>378</b>	<b>420</b>
<b>MIDCONTINENT UNIVERSITY</b>									
Associate								59	83
Baccalaureate			29	42	148	174	133	128	152
<b>Total Degrees Awarded</b>	<b>N/A</b>	<b>N/A</b>	<b>29</b>	<b>42</b>	<b>148</b>	<b>174</b>	<b>133</b>	<b>187</b>	<b>235</b>
<b>MIDWAY COLLEGE</b>									
Certificate		1	1						
Associate	123	113	91	83	69	53	64	61	62
Baccalaureate	107	110	140	112	127	143	200	218	234
<b>Total Degrees Awarded</b>	<b>230</b>	<b>224</b>	<b>232</b>	<b>195</b>	<b>196</b>	<b>196</b>	<b>264</b>	<b>279</b>	<b>296</b>
<b>PIKEVILLE COLLEGE</b>									
Associate	23	16	18	19	16	22	23	24	24
Baccalaureate	99	117	134	96	93	119	140	130	107
First-Professional				53	63	53	59	53	55
<b>Total Degrees Awarded</b>	<b>122</b>	<b>133</b>	<b>152</b>	<b>168</b>	<b>172</b>	<b>194</b>	<b>222</b>	<b>207</b>	<b>186</b>

## Total Degrees and Other Credentials Awarded by Level

Kentucky Independent Institutions

1997/98 - 2005/06

Institution/Level	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
<b>SPALDING UNIVERSITY</b>									
Certificate							3	18	4
Associate	1		4	6	6	12	13	9	7
Baccalaureate	157	174	213	219	222	202	224	225	209
Post-Baccalaureate Certificate	12	15		6					1
Master's/Specialist	72	97	70	96	112	134	219	144	200
Post-Master's Certificate	6			2					8
Doctoral	15	30	30	34	30	50	48	35	49
<b>Total Degrees Awarded</b>	<b>263</b>	<b>316</b>	<b>317</b>	<b>363</b>	<b>370</b>	<b>398</b>	<b>507</b>	<b>431</b>	<b>478</b>
<b>ST. CATHARINE COLLEGE</b>									
Certificate	2	4							
Associate	86	96	93	74	98	98	108	83	96
Baccalaureate									15
<b>Total Degrees Awarded</b>	<b>88</b>	<b>100</b>	<b>93</b>	<b>74</b>	<b>98</b>	<b>98</b>	<b>108</b>	<b>83</b>	<b>111</b>
<b>THOMAS MORE COLLEGE</b>									
Certificate			1		1	1			
Associate	65	57	57	64	74	56	56	57	55
Baccalaureate	255	244	263	232	233	208	225	222	212
Master's/Specialist	19	46	61	79	79	76	78	78	69
<b>Total Degrees Awarded</b>	<b>339</b>	<b>347</b>	<b>382</b>	<b>375</b>	<b>387</b>	<b>341</b>	<b>359</b>	<b>357</b>	<b>336</b>
<b>TRANSYLVANIA UNIVERSITY</b>									
Baccalaureate	186	188	237	233	222	192	253	229	239
<b>Total Degrees Awarded</b>	<b>186</b>	<b>188</b>	<b>237</b>	<b>233</b>	<b>222</b>	<b>192</b>	<b>253</b>	<b>229</b>	<b>239</b>
<b>UNION COLLEGE</b>									
Associate								1	
Baccalaureate			131	110	118	115	132	146	96
Master's/Specialist			72	73	93	109	122	151	198
<b>Total Degrees Awarded</b>	<b>N/A</b>	<b>N/A</b>	<b>203</b>	<b>183</b>	<b>211</b>	<b>224</b>	<b>254</b>	<b>298</b>	<b>294</b>
<b>Total Independent Institutions</b>									
Certificate	12	51	46	4	5	2	3	23	16
Associate	392	486	468	336	346	333	385	378	391
Baccalaureate	2,839	3,105	3,453	3,271	3,575	3,555	3,779	3,902	3,801
Post-Baccalaureate Certificate	14	15	4	6	2	0	0	0	2
Master's/Specialist	375	503	610	622	786	772	888	1,010	1,168
Post-Master's Certificate	6	0	0	2	0	0	0	0	8
Doctoral	15	30	30	34	30	50	48	35	76
First-Professional	0	0	0	53	63	53	59	53	55
<b>Total Degrees Awarded</b>	<b>3,653</b>	<b>4,190</b>	<b>4,611</b>	<b>4,328</b>	<b>4,807</b>	<b>4,765</b>	<b>5,162</b>	<b>5,401</b>	<b>5,517</b>

Note: Degrees data are not available for Alice Lloyd, MidContinent, and Union for 1997/98 or 1998/99.

Source: CPE Database and IPEDS Completions Survey

October 30, 2006

**Council on Postsecondary Education  
November 6, 2006**

## **Committee on Equal Opportunities Report**

The Committee on Equal Opportunities met Monday, October 16, 2006, at the University of Kentucky, in Lexington. The following is a summary of the discussions, recurring activities related to the implementation of the Kentucky Plan for Equal Opportunities, the partnership agreement with the U.S. Department of Education, Office for Civil Rights, and the statewide diversity study initiative.

- The committee adopted a 2007 meeting calendar as follows: February 20, 2007, April 16, 2007, June 18, 2007, August 13-14, 2007, and October 15, 2007. All meetings will be held in Frankfort unless otherwise noticed.
- The committee heard a report that Kentucky State University held a ground breaking ceremony marking the construction of the Young Hall Dormitory replacement as identified in the amended partnership. The project is expected to be completed in fall 2007 and available for occupancy spring 2008. The Office for Civil Rights has been notified.
- The committee received a report on the preliminary/estimated enrollment by ethnic group for fall 2006. Based on discussions, the CEO determined that it will continue to request the information each fall but asked Council staff to recommend a data collection profile.
- The committee received a revised 2006 report on institutional departments of public safety. After discussing the report, the committee asked staff to request that representatives of Kentucky State University attend the February 2007 meeting to further clarify the data included in its report.
- The committee received a report on the Governor's Minority Student College Preparation Program. The committee suggested that more collaboration is needed with the State Board of Education to identify opportunities to reduce the preparation gap among ethnic minorities and white students, to work with the state P-16 Council to discuss strategies that can be put in place by institutions and school districts to better prepare students for college, and to ask the CPE to strongly request additional funds for the GMSCPP in the 2008-10 budget recommendation. Also, the committee agreed that the program evaluation process should be strengthened.

- The committee adopted a resolution expressing an intention to engage in diversity planning statewide upon Kentucky's full release from the partnership agreement with the U.S. Department of Education Office for Civil Rights. The resolution is attached.
- The committee adopted a resolution recognizing the contributions of C. J. Woods from Western Kentucky University for his contributions to equal opportunity planning in Kentucky public postsecondary education.



## **A RESOLUTION EXPRESSING INTENT TO ENGAGE IN DIVERSITY PLANNING STATEWIDE**

Public Postsecondary Education Colleges and Universities

WHEREAS, the Council's Committee on Equal Opportunities, created by Executive Order 97-1072, is charged by the Council to oversee institutional compliance and the provision of equal opportunities in public postsecondary education; and

WHEREAS, the Committee is charged to develop, in conjunction with state-supported institutions, a statewide equal opportunity plan; and

WHEREAS, the Committee is to monitor institutional progress in meeting equal opportunities objectives of said plan; and

WHEREAS, the Committee conducts site visits to determine conditions on the campuses relative to equal opportunity objectives and advise the Council on institutional progress; and

WHEREAS, the Committee make recommendations to the Council on programs and activities promoting equal opportunity; and

WHEREAS, the Committee believes that through its work, the U S Department of Education Office for Civil Rights will, in the near future, release Kentucky from oversight; and

WHEREAS, the Committee recognizes a need to modify its focus to a more comprehensive program of diversity planning to encompass all Kentucky ethnic minorities; and

WHEREAS, the Committee has commissioned a statewide study of the need for access and equity in postsecondary education for Kentucky's diverse population; and

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education, Committee on Equal Opportunities hereby adopts this resolution October 16, 2006, transforming its work to the more comprehensive diversity planning, upon release by the OCR, for public universities and the Kentucky Community and Technical College System, including each community and technical college district; commencing immediately upon Kentucky's full release by the OCR.

**Council on Postsecondary Education**  
**November 6, 2006**

## **Statewide Diversity Study Status Report**

Kentucky entered into a partnership agreement with the U.S. Department of Education's Office for Civil Rights to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964. As Kentucky fulfills the commitments of the partnership and is given release from oversight by the OCR, a new plan should be in place to provide access and equity for underrepresented ethnic minority groups.

The Council staff, working closely with institutional representatives, revised the Request for Proposals (RFP) to conduct a statewide study of diversity. The new RFP was posted Monday, September 25, 2006; consultant responses were received October 5, 2006; completion of review and award of a contract is anticipated for October/November 2006; and the final report is expected to be delivered December 2007.

The work anticipated from the study is intended to provide the framework for the Commonwealth to realize the social, educational, and economic benefits of diversity by incorporating it into the access and equal opportunity planning process. The Committee on Equal Opportunities, collaborating with institutions, will use the study results to develop a statewide diversity plan and plans for each institution. The approach used by the Council and institutional staff to develop the RFP are:

- The primary objective of the study is to establish the platform for diversity planning and to determine whether the use of race is required for successful implementation.
- The Commonwealth will develop individual plans and the consultant will ensure, to the extent necessary, that the framework for the diversity plan meets the recent Supreme Court rulings in the Michigan cases, *Grutter v. Bollinger* and *Gratz v. Bollinger*, and Kentucky and federal law.
- The study will rely on the Public Agenda for Postsecondary and Adult Education and each institution's mission to drive the diversity interest campus by campus and at the Council.
- Available funds will limit the comprehensive examination of diversity in Kentucky.

A list of institutional representatives is attached.

Next Steps:

- Contract award/approval and reporting to the appropriate legislative committees.
- Implementation of the contract by the successful bidder.
- Completion of the study and submission of the final report to the CPE by December 2007.
- Development of individual campus diversity plans by the CEO and institutions.

Staff preparation by Sherron Jackson

**Institutional Representatives  
Statewide Diversity Study Project**

<b><u>Institution Name</u></b>	<b><u>Project Representative</u></b>
Eastern Kentucky University	Sandra Moore
Kentucky Community and Technical College System	Gwen Joseph
Kentucky State University	Kimberly Holmes
Morehead State University	Francene Botts-Butler
Murray State University	Annazette McCane
Northern Kentucky University	Dennis Weatherby
University of Kentucky	Terry Allen
University of Louisville	Mordean Taylor-Archer
Western Kentucky University	Sam Starks
Council on Postsecondary Education	Sherron Jackson Rana Johnson

Council on Postsecondary Education  
November 6, 2006

## STEM Task Force

**ACTION:** The Research, Economic Development, and Commercialization Policy Group recommends that the Council convene a CPE STEM (Science, Technology, Engineering, and Mathematics) Task Force to make recommendations regarding the creation of a statewide P-20 action plan to enhance Kentucky's STEM performance.

The creation of a CPE STEM Task force emerged from the Research, Economic Development, and Commercialization Policy Group and the discussion at the August 2006 CPE retreat about the importance of the STEM (Science, Technology, Engineering, and Mathematics) disciplines to the development of Kentucky's "talentforce" and the creation of knowledge economy jobs. STEM disciplines provide the foundation for future statewide advancements in commercialization and innovation. At the national level, Congress recently approved \$790 million in Academic Competitiveness and SMART Grants to encourage America's performance in the STEM disciplines. At the state level, more needs to be done to strengthen the STEM pipeline and encourage a greater number of postsecondary graduates in STEM-related fields.

The CPE STEM Task Force will include leaders from education, government, and business to develop a P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines. The task force composition and charge is attached.

## STEM Task Force Composition and Charge

### Composition:

The task force will be comprised of representatives from the Governor's Cabinet, postsecondary education, P-12, CPE, KDE, both houses of the state legislature, professionals within the STEM disciplines, the business community, and entrepreneurs.

### Charge:

The Research, Economic Development, and Commercialization Policy Group has recommended that a task force be established to review issues related to the support and enhancement of Kentucky's P-20 STEM (Science, Technology, Engineering, Mathematics) pipeline and disciplines. Recognizing that other states, regions of the U.S., and countries are aggressively pursuing attainment within the STEM disciplines, Kentucky's productivity within the STEM disciplines needs to be enhanced.

The CPE STEM Task Force is charged with developing a statewide P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines. Recommendations and accountability measures also need to explore the relationship between STEM production and the creation of knowledge economy or "talentforce" jobs, the commercialization of intellectual property, and innovation within Kentucky.

**Council on Postsecondary Education  
November 6, 2006**

## **Translational Research Conference Update**

The suggestion for a CPE-sponsored translational research conference emerged from the Research, Economic Development, and Commercialization Policy Group and the discussion at the August 2006 CPE retreat where various policy issues related to the Public Agenda for Postsecondary and Adult Education were examined.

Question 5 of the Public Agenda asks “Are Kentucky’s people, communities, and economy benefiting?” Research and innovation have the potential to directly impact commercialization ventures resulting in spin-off companies and the creation of economic development clusters. In an effort to encourage research, commercialization, and entrepreneurial activity within Kentucky’s universities, the CPE retreat addressed the quantity and quality of faculty research and the impact of that research on improving the lives of Kentuckians. The translational research conference will enable Kentucky’s public research institutions to showcase their respective achievements within this area.

The Council staff is working with representatives from the University of Kentucky and the University of Louisville on the plans for a translational research conference to be held in Frankfort in spring 2007. An update will be given at the November Council meeting.

**Council on Postsecondary Education  
November 6, 2006**

**Murray State University  
Stewart Stadium Artificial Turf Replacement**

*The following interim project recommendation will authorize Murray State University to use private and university funds to replace the artificial turf at Stewart Stadium on the university's main campus.*

**ACTION: The staff recommends that the Council approve the request of Murray State University to install new turf at Stewart Stadium with \$600,000 of private funds and \$600,000 of restricted agency funds. The project scope is \$1,200,000.**

Murray State University proposes to replace the ten-year old artificial turf at Stewart Stadium using \$600,000 of private funds and \$600,000 of restricted agency funds. The total project cost is \$1,200,000. The Murray State University board of regents approved the project at its October 2006 meeting.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more, regardless of fund source that have been approved by an institution's governing board. Since the estimated cost of this project exceeds the \$600,000 threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, when the General Assembly is not in session, capital projects are evaluated under the requirements established by KRS 45.760(14) and KRS 45.763.

This project will allow the university to design and replace the turf during the spring/summer months to allow the football field to be used for competition beginning with the fall 2007 season. The project is scheduled to be completed by July 2007. The project requires interim authorization to allow the university time to identify the best materials, properly design the replacement, go through the project bid process, award a contract, and complete the work during late spring and early summer. The status of private funds was not known when the 2006 General Assembly was in session.

Murray State University states that funding for the project will come from a private donation to the university foundation (\$600,000) and restricted university funds (\$600,000). The project meets the requirement of KRS 45.760(14) that the source of funds is at least 50 percent federal or private. The university does not envision debt financing any portion of this project.

Murray State University's Capital Project Management Division will implement the project. The university will pay the operations and maintenance.

Following Council approval, the staff will forward the Council's recommendation to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

**Council on Postsecondary Education  
November 6, 2006**

## **Statewide Facilities Condition Assessment Status Report**

The Council approved a contract with VFA, Inc., of Boston, Massachusetts, 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**

Phase I of the project, VFA facility assessments, is complete. Draft assessment reports (VFA only) are currently under review by institutions. A second final draft report will be available for review by the Council and institutions in November. The final report of the assessment is scheduled to be completed and available December 1, 2006.

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 expected to be completed by October 30. A draft report is expected to be available for Council and institutional review in November. The final report will be included in the VFA report to the Council December 1, 2006.

### **Next Steps**

1. Final draft reports will be available to the Council staff and institutions (with narrative) for review and comment in mid-November 2006.
2. VFA is expected to complete the project and will provide a final report in December 2006.
3. VFA will present its findings to the Council and Capital Planning Advisory Board in December 2006 or January 2007.

**Council on Postsecondary Education  
November 6, 2006**

**Fiscal Year 2005-06 Agency Audit**

**ACTION: The staff recommends that the Council accept the 2005-06 agency audit as submitted by the firm of Moore Stephens Potter LLP.**

The Council issued a Request for Proposal for the services of a certified public accounting firm to perform a complete financial audit of the Council, inclusive of all operating units and all sources of funds appropriated and expended during the 2005-06 fiscal year. Moore Stephens Potter LLP, the firm used by the Council in the past several years, was once again the successful bidder.

Moore Stephens Potter LLP recently completed this audit. The Council received an unqualified opinion.

The audit was conducted in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

The Executive Committee received a draft of the Financial Statements and Independent Auditor's Report and reviewed these documents with representatives of Moore Stephens Potter LLP and the Council staff via a September 28 conference call.

The audit report contains no reportable conditions or material weakness related to internal control over financial reporting or major federal programs and no reportable findings of material noncompliance related to financial statements.

The Council staff has acted upon suggestions by Moore Stephens Potter LLP involving monitoring of contractual agreements and the approval of the cancer research institutions' matching documentation.

**Council on Postsecondary Education  
November 6, 2006**

**Delegation of Authority  
Selection of Executive Search Firm**

**ACTION:** The staff recommends that the Council delegate to the Presidential Search Committee the authority to select an executive search firm and delegate authority to the Council President to enter into a contract with the selected firm.

KRS 164.013 assigns responsibility to the Council for the selection of a president and directs the Council to employ a search firm to assist in the selection process. The staff, at the direction of the Presidential Search Committee, issued an RFP soliciting proposals from search firms to assist the Council with the selection of a new president. Responses are now due November 7, 2006.

In order for a search firm to begin work in December, a contract must be filed with the Finance and Administration Cabinet by November 30, 2006; filing by the November deadline will allow the search firm to begin work pending review by the Contract Review Committee.

The evaluation of vendors will occur in two phases: an initial review will eliminate some vendors from consideration leaving three finalists who then will be invited to make presentations to the Presidential Search Committee.

**Council on Postsecondary Education  
November 6, 2006**

**Committee Appointments**

Mr. Greenberg will appoint a nominating committee at the November 6 meeting. The committee will present a recommendation for Council chair and vice chair at the January 29, 2007, meeting. The chair and vice chair would serve from February 1, 2007, to January 31, 2008.

Mr. Greenberg also will make appointments to fill vacancies on other committees.