

AGENDA

Council on Postsecondary Education

Friday, April 20, 2012

9:00 a.m.

Patterson Office Tower, 18th Floor, Board Room

University of Kentucky, Lexington, Kentucky

Welcome

Roll Call

Approval of Minutes 1, 3

Strategic Agenda Focus Area – College Readiness

1. Overview and Update on College Readiness Objectives and Strategies 13
 - College Readiness Initiatives, Ms. Felicia Smith, Associate Commissioner, Office of Next Generation Learners, Kentucky Department of Education
 - Kentucky Adult Education’s Standards in Action, Dr. Jacqueline Korengel, Director, Strategic Initiatives, Kentucky Adult Education
 - Assessment Academies, Dr. Cathy Gunn, Dean, College of Education, Morehead State University
 - Co-teaching, Dr. Sam Evans, Dean of the College of Education and Behavioral Sciences, Western Kentucky University; and Dr. Kim Walters-Parker, Director, Educator Preparation Division, Education Professional Standards Board

Performance Presentations

2. Western Kentucky University
3. Northern Kentucky University
4. University of Louisville

Action and Information Items

5. CPE President’s Report to the Council
6. ACTION: 2012-13 Tuition and Mandatory Fee Recommendation 15
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14. Committee on Equal Opportunities Report 51
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Reports from the Institutions 57

Other Business

Next Meeting – June 20-21, 2012

Adjournment

* A lunch break will be taken midway through the meeting (lunch provided for CPE members only).

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

**Council on Postsecondary Education
April 20, 2012**

**Overview and Update on
College Readiness Objectives and Strategies**

In February 2011, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. Over the course of 2011, Council staff presented updates at each Council meeting on efforts to implement the objectives of one of the four focus areas of the agenda.

This meeting will be the first to present progress made toward the college readiness focus area. The agenda advances three main policy objectives to guide the postsecondary system’s work in this area.

- Policy Objective 1 – Increase the number of college-ready Kentuckians entering postsecondary education.
- Policy Objective 2 – Increase the number of college-ready GED graduates.
- Policy Objective 3 – Increase the effectiveness of Kentucky’s K-12 teachers and school leaders.

The update will highlight collaborative initiatives underway to expand college and career readiness advising, develop intervention strategies for high school students who have not met college readiness benchmarks, align GED coursework with the common core standards, improve teacher training and faculty professional development, and other efforts to decrease the number of college students needing developmental education.

Staff preparation by Lee Nimocks

by DEGREES

**Focus on
College
Readiness**



A Presentation to the
Council on Postsecondary Education
April 20, 2012



FOUR AREAS OF FOCUS



**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY &
INNOVATION**

COLLEGE READINESS



What are our Policy Objectives?

- 1) Increase the number of college-ready Kentuckians entering postsecondary education.
- 2) Increase the number of college-ready GED graduates.
- 3) Increase the effectiveness of Kentucky's K-12 teachers and school leaders.



Strategies to Improve



Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Kentucky's College Readiness Efforts

“Over the short period of approximately two years, Kentucky has taken college and career readiness from an idea to a statewide education reform initiative. Kentucky has made dramatic progress in implementing a college-readiness agenda...From the revision of content standards to assessments, accountability, curriculum and teacher (educator) development, Kentucky has led the region—and, possibly, the nation—in embracing and achieving dramatic results in increasing college and career readiness.”

State College and Career Readiness Initiative: Final Progress Reports (SREB, 2011)

2011 College and Career Readiness

What Are We Doing in Kentucky to Promote Readiness? Assessment and Readiness

College Readiness Indicators: The alignment of placement exams and assessments across the public postsecondary institutions.

- A **framework of indicators** that guarantee entry into college credit-bearing courses using ACT, SAT, and placement scores is complete. Students meeting the benchmarks for readiness will be guaranteed placement in credit-bearing courses, without need of remediation.
- The Kentucky Department of Education is supporting the placement effort by providing **free COMPASS testing** for students who complete intervention programming in high school. CPE is supporting these efforts by providing free online placement assessments to all entering college students, including those entering from adult education or high school transitional programming.
- **Assessment Academies:** Assessment academies have been implemented to use the data available at district, school, classroom, or adult education program levels to improve student learning outcomes using targeted PD.

What Are We Doing in Kentucky to Promote Readiness?

Providing Effective Intervention Strategies

Transitional Programs: Beginning fall 2011, all high school seniors not meeting ACT benchmarks had access to viable intervention programs or courses. The development of **middle school transitional** courses is nearing completion. These courses for writing, reading, and mathematics were developed by P-12 teachers and postsecondary faculty.

College and Career Readiness Advising: An Advising Toolkit for all middle and high school teachers and educators has been developed. It focuses on the skills and attitudes needed to enter college or the 21st century workplace prepared. In March 2012, **Operation Preparation** used the toolkit in a statewide college and career readiness initiative for 8th and 10th graders.

Professional Development: PD based on the common core standards and related assessments (and their impact) has been designed and tailored for postsecondary, adult, and P-12 educators.

Strengthening the College Completion Culture

- **Accelerated Learning Opportunities:** Students are encouraged to take advantage of AP, IB, dual credit, and early and middle college opportunities. In 2010 Kentucky had nearly 10,000 students take AP courses. Nearly 5,000 of those students scored 3 or higher and would earn college credit.
- **College Persistence and Degree Completion:** Summer bridge programming is now available on most campuses with intrusive advising and mentoring key components of such programs. KCTCS “Learn on Demand” and other online services. These programs offer accelerated learning opportunities and student support and intervention systems.
- **GEAR UP Kentucky:** New grant supports enhanced services to build and sustain a college-going culture. The grant serves 29 middle schools in 22 Kentucky counties.

What Are We Doing in Kentucky to Promote Readiness? Regulation and Policy

- ❑ Minimum high school graduation requirements for the class of 2012 were revised by the Kentucky Board of Education to include mathematics every year a student is in high school (this includes Algebra I and II and geometry).
- ❑ 13 KAR 2:020 has been amended to reflect the changes in minimum high school graduation requirements and the revised set of college readiness indicators and learning outcomes for readiness.
- ❑ High school graduates and adult students demonstrating proficiencies at the defined levels and entering college within a year will be guaranteed entry into credit-bearing courses at all Kentucky public postsecondary institutions.
- ❑ College students completing courses and programming reflecting common learning outcomes for readiness and then transferring to another public postsecondary institution will be guaranteed entry into credit-bearing courses at all Kentucky public postsecondary institutions.
- ❑ Advanced Placement and CLEP exam scores are being standardized across public postsecondary institutions.

Strategies to Improve



Objective 2: Increase the number of college-ready GED graduates.

Kentucky Adult Education's Standards in Action

Dr. Jacqueline Korengel
Director
Strategic Initiatives
Kentucky Adult Education



Kentucky Adult Education's

Standards in Action



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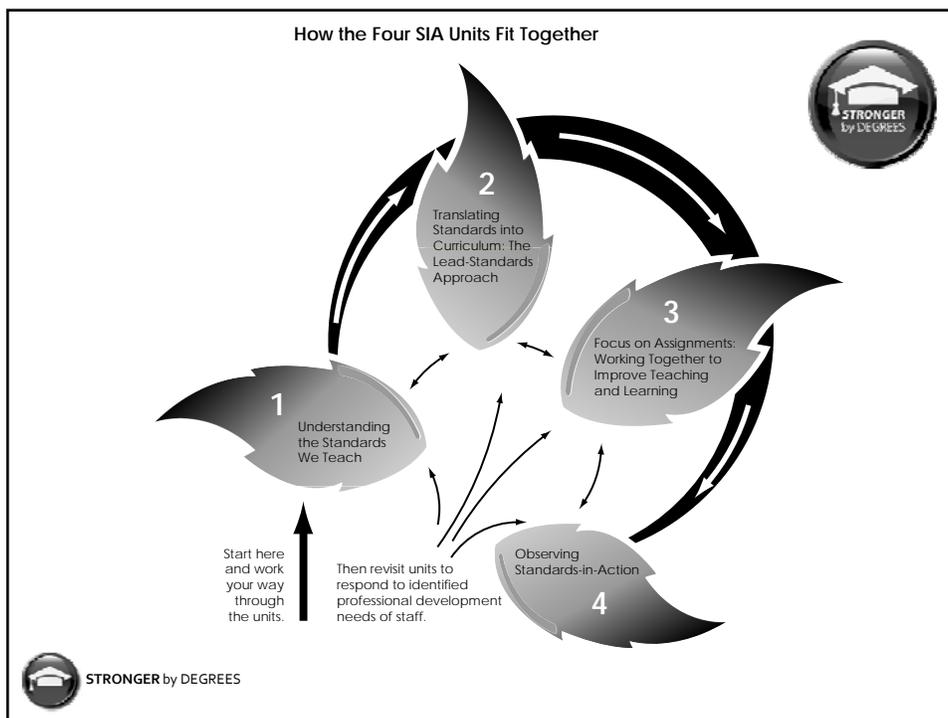
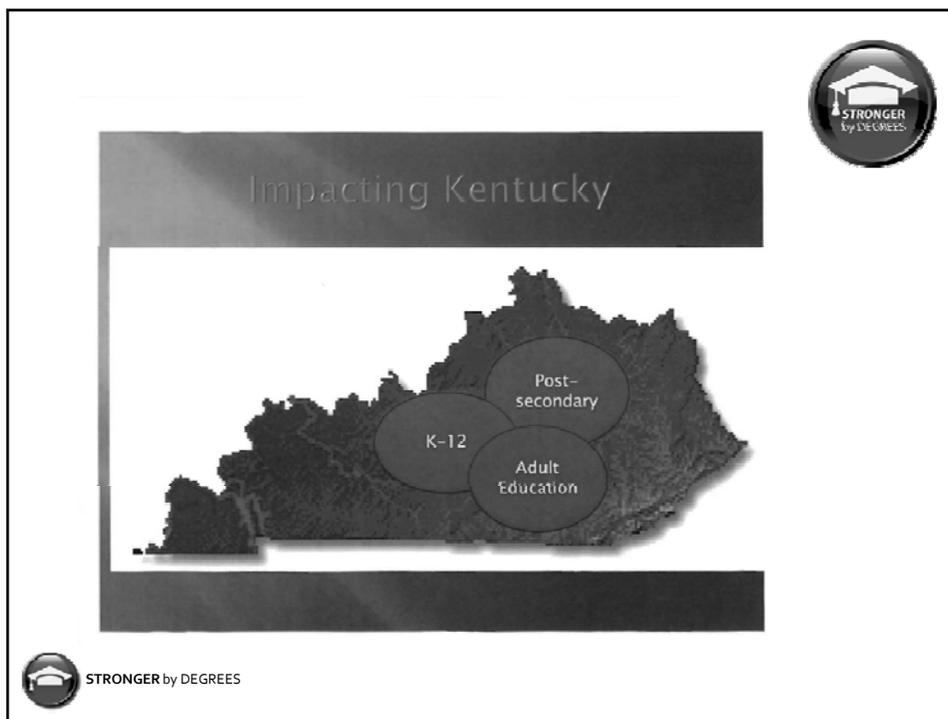


Kentucky Standards-in-Action

- History
- Adoption
- Professional Development (PD)
 - PD Standards-in-Action model
 - PD contracting partners
- Outcomes
- Continuing the momentum



STRONGER by DEGREES



Engagement



- Depth versus Breadth
- Program Directors as Instructional Leaders
- Learning Communities
- Applied Learning



STRONGER by DEGREES

Continuing the Momentum



- Translating standards into curriculum
 - Instructional units
 - Lesson studies
- Rigor alignment
 - System
 - Assessment
 - Curricula
- System integration
 - Being a part of a system in which all have adequate access to career and college preparation



STRONGER by DEGREES

Strategies to Improve



Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.

Assessment Academies

Dr. Cathy Gunn,
Dean of the College of Education
Morehead State University

Co-teaching

Dr. Sam Evans, *Dean of the College of Education & Behavioral Sciences*
Western Kentucky University
Dr. Kim Walters-Parker, *Director, Educator Preparation Division*
Education Professional Standards Board

COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

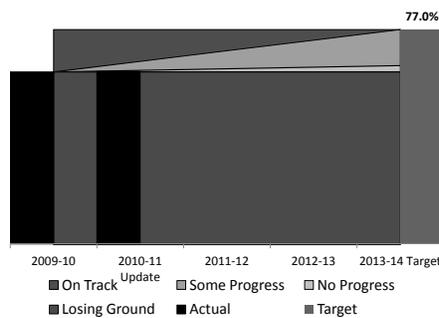


College readiness of college entrants

Percent of recent Kentucky high school graduates who entered college in Kentucky and met statewide standards for readiness in English, mathematics, and reading.

Source: CPE Comprehensive Database (KPEDS).

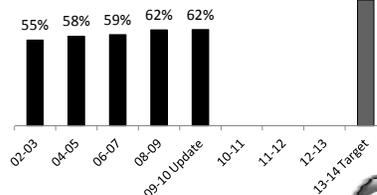
Progress Trajectory



Progress to Target



Historical Trend



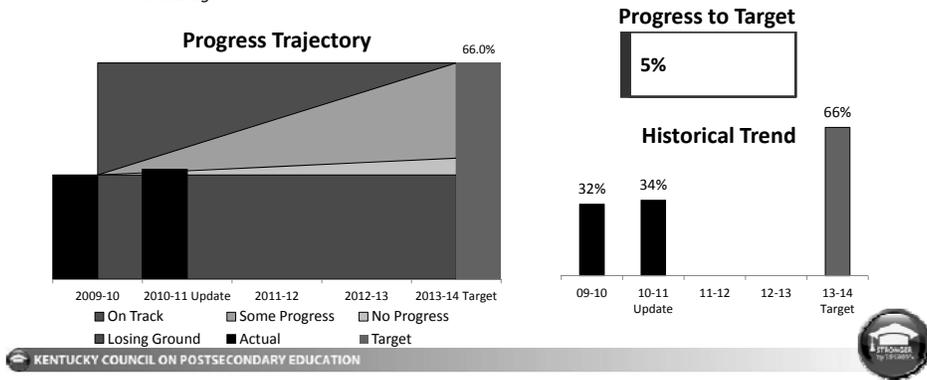
COLLEGE READINESS

Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

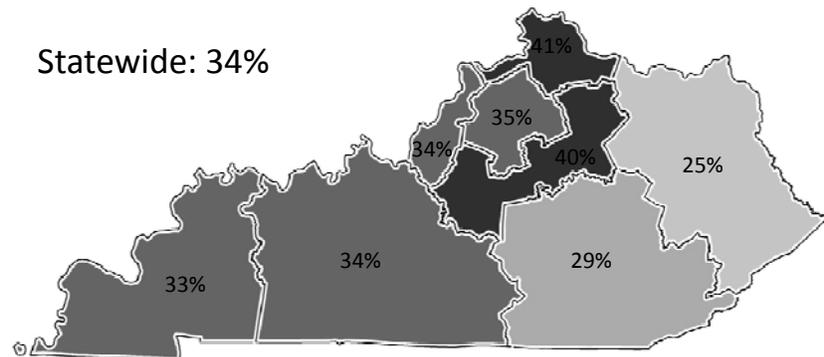


Readiness of all high school graduates

Percent of recent Kentucky public high school graduates in the region who met statewide standards for readiness in English, mathematics, and reading.
 Source: Kentucky Department of Education (KDE), *High School Graduates College/Career Readiness Percentage*



Regional Performance Metric: College readiness of all high school graduates 2011



COLLEGE READINESS

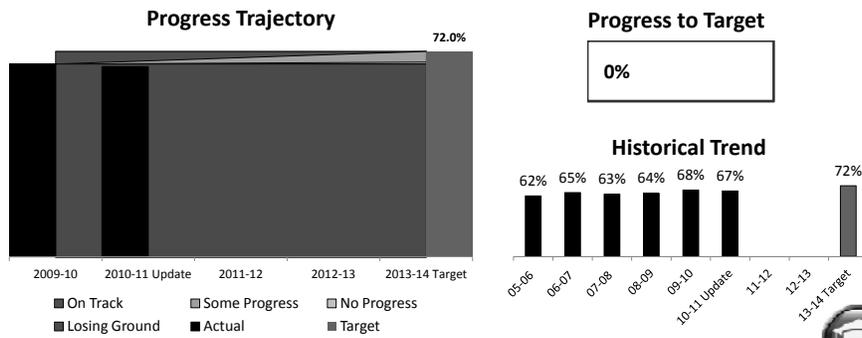
Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.



College-going rate of all high school graduates

The percent of recent graduates of Kentucky high schools who enter any public, private or proprietary college or university in Kentucky.

Source: KHEAA Kentucky Educational Excellence Scholarship (KEES) database; National Student Clearinghouse Student Tracker; CPE Comprehensive Database (KPEDS)



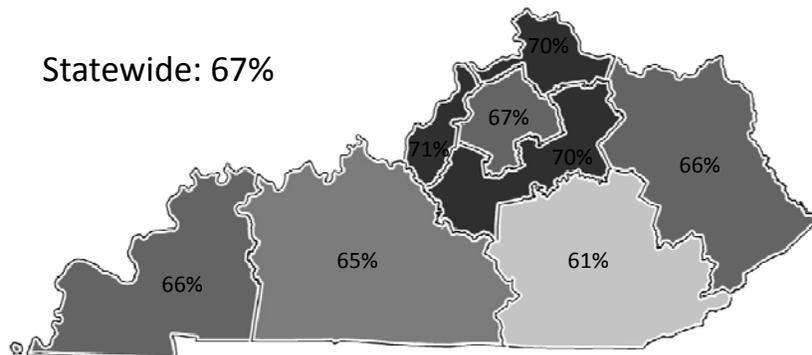
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION



Regional Performance Metric:

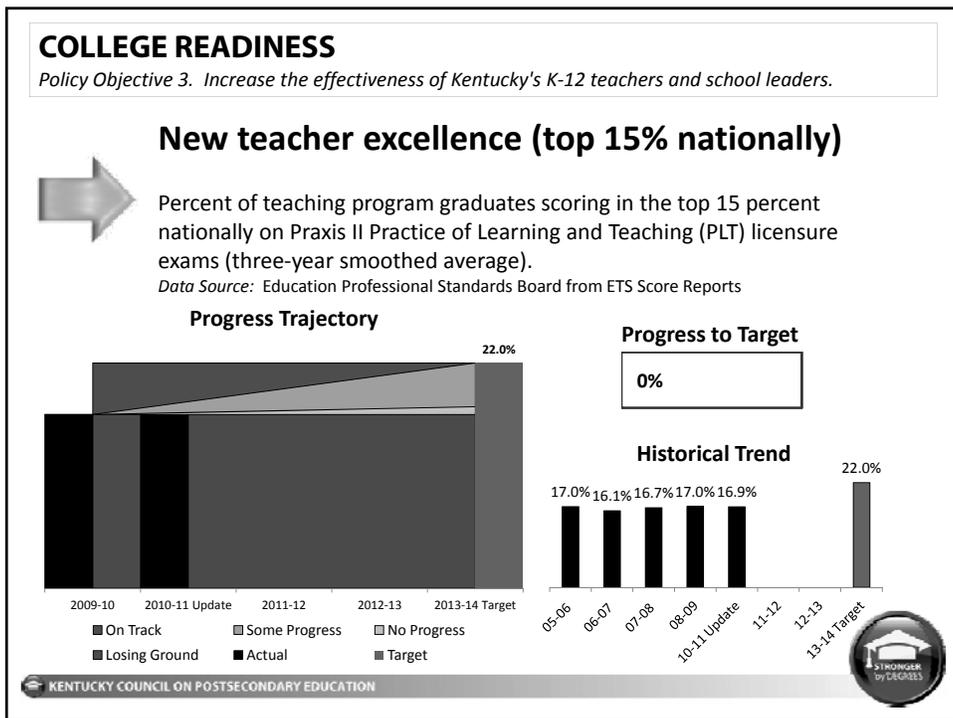
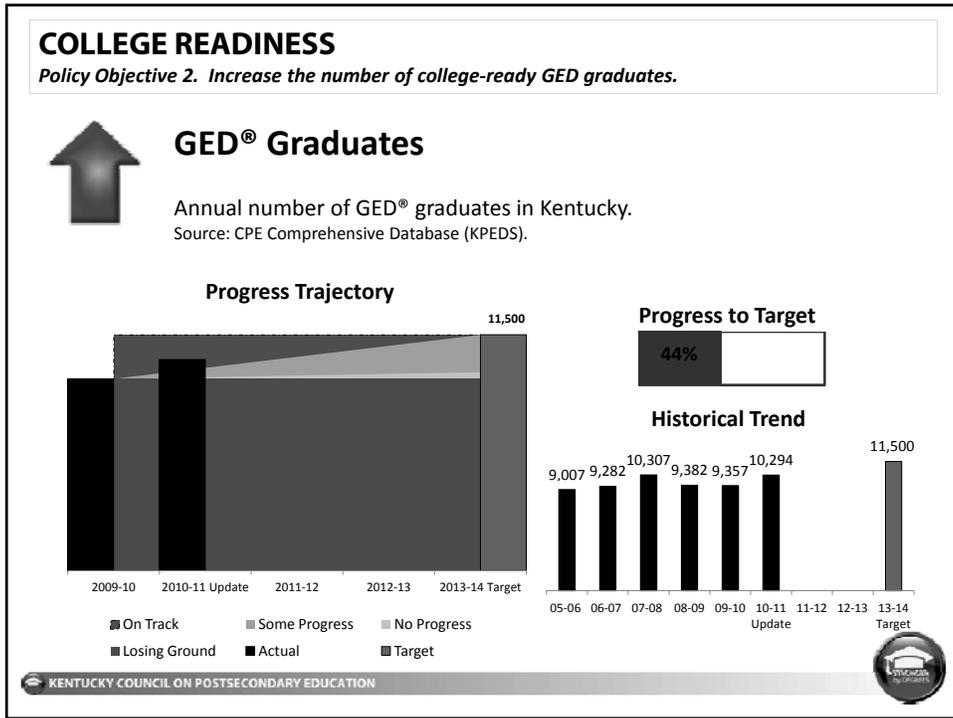
College-going rate of high school graduates 2010

Statewide: 67%

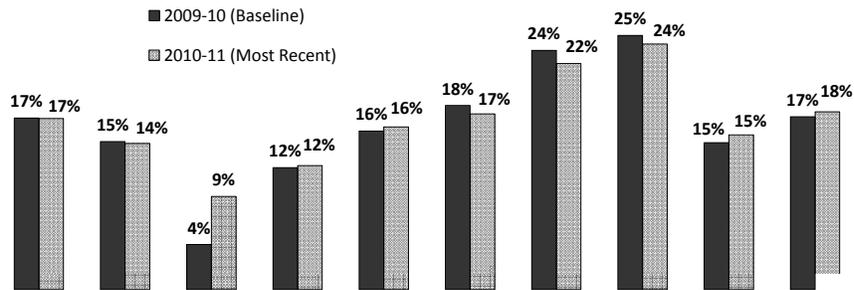


KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION





Institutional Performance Metric: New Teacher Excellence (top 15 percent nationally on PRAXIS II)



Note: Rounded percentages may appear to conflict with progress icons, which were assigned using tenths of a percentage point.

Definition: Three-year smoothed average percent of teaching program graduates who score in the top 15 percent nationally on the Praxis II Principles of Learning and Teaching exit exams at all grade levels (ETS Recognition of Excellence Award). Source: EPSB





Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.1: Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by Senate Bill 1 (2009).

- Council staff convened a series of work team meetings to create a broad-based understanding of the progression and alignment of the English literacy and mathematics content standards from elementary to high school to postsecondary introductory coursework. **Science faculty began meeting in March to align expectations** for students entering college credit-bearing science courses.
- The Council continues to provide information about **evidence-based college readiness programs**, bridge programming and services supporting high school and adult students entering college underprepared for credit-bearing coursework.
- The Unified Strategy for College and Career Readiness is being implemented collaboratively at the K-12 schools and postsecondary institutions. The state goals are to reduce the need for remediation of recent high school graduates by 50 percent by 2014 and to increase college completion rates of students entering without being prepared for credit-bearing coursework. A Council staff member is the Kentucky higher education lead on **multi-state assessment consortia teams to build formative and summative assessments** around the common core standards and to ensure alignment to postsecondary introductory course placement expectations. Information about assessment development is available at the PARCC and Smarter Balance assessment consortia websites (www.parcc.org and www.smarterbalanced.org).
- The College Admission Regulation, **13 KAR 2:020, has been revised to include the set of college readiness indicators and learning outcomes** used by all public postsecondary institutions. Work teams consisting of K-12 and postsecondary content area experts established the common placement assessments, benchmark scores, and learning outcomes for readiness. These indicators are aligned to the common core standards for college readiness and have been adopted for accountability purposes by both the Kentucky Department of Education and the Council on Postsecondary Education. The learning outcomes established are being used for developmental, transitional, and supplemental courses and bridge programming.

Strategy 1.2: Support effective intervention strategies for underprepared students prior to postsecondary admission.

- Beginning fall 2011, all high school seniors not meeting ACT benchmarks have access to **intervention programs or courses**. Middle school transitional programming will be available for all students not meeting EXPLORE benchmarks in fall 2012. The course frameworks for all transitional programming were developed by over 100 K-12 teachers and postsecondary faculty. Attached to the transitional courses are college placement exams recognized by every public postsecondary institution. Students successfully completing the transitional courses or other intervention programs and then scoring at pre-defined college readiness levels are guaranteed placement into college credit-bearing courses. Kentucky is working with the Southern Regional Education Board (SREB) to develop senior year transitional courses and related curricula and assessments that will be used across states in the region.
- **Eight educational leadership networks** have been established to support the full implementation of the Kentucky Academic Content Standards. Each includes two full-time postsecondary faculty who work with KDE leadership and school leaders to provide professional development training on the standards and related assessments for teachers and school leaders.
- In 2011 the Council received federal grant funding for **GEAR UP Kentucky 3.0 (2011-2017)**, which will help students plan for, apply to, and pay for college. The program serves 29 middle schools in 22 Kentucky counties and their corresponding high schools. Gear Up works with schools to support teachers, counselors, and school leaders to give them the tools they need to successfully prepare students for college and careers.
- **Five GEAR UP school districts were selected to receive enhanced services** to build and sustain a college-going culture. GUK 3.0 in conjunction with the National Center for Educational Achievement (NCEA-an arm of ACT) and the Collaborative for Teaching and Learning (CTL) is partnering with these districts to create a plan for developing and maintaining a college-going culture in their schools. These providers will create profiles of the educational practices in each of these districts to be used to inform planning and identify leverage points on which to build new practices. GUK 3.0 then provides customized professional development based on the data collected, synthesized, and reported to these districts.
- Over 3,500 GEAR UP Kentucky **seventh grade students recently took the EXPLORE assessment**, which is a part of the ACT College and Career Readiness System. This assessment is a first step in GEAR UP's longitudinal approach to college and career planning. The assessment serves as a part of the benchmarking process used to establish a baseline for a student's overall academic readiness and for making decisions about intervention services.

Strategy 1.3: Strengthen the college-going and completion culture in Kentucky.

- A **College and Career Readiness Advising Toolkit** for all middle and high school teachers was developed and implemented in 2012. The toolkit has been used extensively in the college readiness **Operation Preparation** initiative supported by K-12 and postsecondary education. The focus is on the skills and attitudes needed to enter college or the 21st century workplace prepared.
- In conjunction with KDE, GEAR UP Kentucky 3.0 published a special edition of the **GEAR UP Gazette**, a four-page insert in the Lexington Herald-Leader through a partnership with its Newspapers in Education program. The January 24th issue featured the Operation Preparation (academic advising) and the College Goal Sunday (financial aid) initiatives. The Gazette was provided in every issue of the newspaper statewide and distributed to all GEAR UP schools.
- Students are encouraged to take advantage of AP, IB, dual credit, and early college opportunities. In fall 2011 the Council convened a dual credit work team to create a chart standardizing the awarding of AP and CLEP credit across public postsecondary institutions. A **dual credit policy draft** was created by the work team and is going through the review process for implementation in 2013.
- **Summer bridge programming**, offered on most public postsecondary campuses, builds the needed skills and attitudes for success for students entering college not yet prepared for credit-bearing coursework. Student mentoring, proactive academic advising, and tutoring are essential student success components of these programs that have demonstrated success in closing the gaps for first-generation students and other diverse student populations.
- GEAR UP-2-Success is one of the five primary strategies for supporting program participants. **GEAR UP-2-Success is a comprehensive school advising and assessment model** based on individual student academic and career goals that provides appropriate intervention programs and instructional supports. Student progress is monitored through the Individual Learning Plan, which includes the EXPLORE, PLAN, and ACT assessments as measures of college readiness. GEAR UP-2-Success provides a systematic process for schools to adopt and use in helping students develop the knowledge, skills, intellectual habits, and attitudes necessary to be successful in college and career.



Policy Objective 2: Increase the number of college-ready GED graduates.

Strategy 2.1: Transform adult education services and expand outreach efforts leading to higher student engagement levels.

- In recognition of the current economy and high unemployment rates, KYAE is offering **free GED testing** through June 30, 2012, and is waiving the usual \$60 test fee.
- Through a partnership with the Kentucky Broadcaster's Association, KYAE is conducting an **outreach campaign** featuring a television public service announcement produced by the National Ad Council. The partnership also includes a short-term radio campaign to promote free GED testing.
- **KYAE has partnered with McDonald's of Central and Southeastern Kentucky** for six years to encourage GED attainment with in-store promotions funded by the restaurant owners in 34 counties. With the leadership of Council member and McDonald's owner Joe Graviss, McDonald's restaurants in another 36 counties joined the campaign in fall 2011.
- KYAE is **promoting innovative uses of technology** and its ongoing partnership with KET in an effort to appeal to younger, more tech-savvy students as well as those who have different learning styles. Since fall 2011, nearly 100 adult educators have attended KET seminars on using technology in the classroom.
- Adult educators in 16 counties are piloting the use of selected **online transitions curricula** leading to college-ready GED graduates.
- Beginning July 1, 2012, all programs will implement **the delivery of services within a managed program model** based on scheduled orientation, classes, and educational alternatives. Research suggests that the managed program model results in increased student retention and results.
- KYAE has revised its performance funding model to better focus programs on achieving goals in the areas of enrollment, academic performance, GED attainment, and transitions to postsecondary education.
- KYAE will convene a workgroup to look at the current status of **corrections education** and ways to increase the number of inmates enrolled in adult education and achieving a GED credential.

- Over the past three years, 34 programs have been trained in the **PowerPath to Education and Employment system** to focus on how individuals learn. PowerPath screens for key breakdowns in learning that result from challenges in vision and hearing, visual stress syndrome, attention, and information processing. It provides tools for identifying the underlying barriers to education and employment success. KYAE continues to offer this professional development opportunity to programs.
- **The National Career Readiness Certificate (NCRC)** is a stackable credential that documents employment skills critical to workforce success. KYAE provides instruction and pays for the assessment leading to NCRC attainment for eligible students. More than 1,300 KYAE students have earned an NCRC to date this year – the same number as all of last fiscal year.

Strategy 2.2: Implement initiatives to increase the number of KYAE students advancing to postsecondary education.

- Kentucky was one of the first states to adopt the NGA-CCSSO Common Core State Standards at all educational levels – P-12, postsecondary, and adult education. Over the next three years, all adult education program directors and instructors are required to participate fully in intensive and comprehensive professional development leading to **implementation of KYAE Common Core Standards (KCCS) in English/language arts and mathematics**. Professional development is delivered via face-to-face sessions and online courses. The KCCS professional development will build instructors’ understanding of the standards taught; provide tools to translate the standards into curriculum and align student assignments to standards; and help program directors assess the extent to which instructors are teaching to the standards and using effective instruction. Considerable work is required at the program level to ensure that program directors and instructors have a shared understanding of KCCS. They are working in learning communities to review current curricula and identify new curricula and resources where necessary to align with elevated standards. More than 700 adult educators participated in the first phase of the standards rollout.
- KYAE, KCTCS, and the Kentucky Education and Workforce Development Cabinet were awarded a **\$1.6 million grant to help more Kentuckians earn college credit and workforce credentials**. The three-year grant is part of Accelerating Opportunity, an initiative supported by a strategic partnership of five leading philanthropies. Kentucky joins Illinois, Kansas, and North Carolina in the project. The Accelerating Opportunity pilot seeks to put adult students on track to earn a postsecondary credential by integrating the delivery of basic academic and technical skills.
- KYAE partners with KHEAA to ensure adult educators and adult students have access to college information, financial aid assistance, and career planning.

Strategy 2.3: Attract, retain, and prepare highly effective adult educators.

- **KYAE's professional development model** is focused on aligning curricula to KCCS and preparing instructors to teach the higher-level skills required by the standards. In addition to the professional development for instructors, KYAE continues to provide training for program directors on their role as instructional leaders in their programs.
- In addition to the required KCCS professional development, more than 500 adult educators are participating in online activities to enhance their instructional abilities.
- The **Adult Education Reporting Information Network (AERIN) has been enhanced** so that KYAE can track student performance by instructor. This data will help inform professional development plans at state, program, and instructor levels.
- Through a series of policy changes, **KYAE has elevated minimum educational requirements for new program directors and instructors** and eliminated the "grandfathered" status of non-degreed instructors.
- To ensure **high-quality, research-based professional development**, KYAE is contracting for services from the Adult Education Academy, Morehead State University; Collaborative Center for Literacy Development, University of Kentucky; the National Center for Family Literacy; and Kentucky Educational Television. These partners provide professional development in the areas of English/language arts, mathematics, and English as a second language. They also perform online course development and provide training and support in using technology as a classroom tool.
- **KYAE is partnering with the Kentucky Department of Corrections (DOC)** to host an institute for all correctional instructors within the state and local facilities in May 2012. This training will be geared toward improving the quality of instruction and identifying and developing strategies to serve those inmates with learning challenges. According to DOC, approximately 85 percent of Kentucky's inmate population has some type of learning difference or challenge.



Policy Objective 3: Increase the effectiveness of Kentucky's P-12 teachers and school leaders.

Strategy 3.1: Ensure P-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.

- The Council staff has been working very closely with the Education Professional Standards Board to design and review **teacher leader master's degrees for rank change and principal preparation programs**. Programs must collaborate with districts in design of programs; focus on student achievement; have a differentiated program based upon candidate interests and needs; utilize assessment data; provide job-embedded professional experiences for candidates; allow for multiple career pathways; easily transfer across institutions; evaluate high-quality research on student learning; emphasize differentiated learning and classroom management; provide opportunities for candidates to increase content knowledge; emphasize reflections that inform practice; and emphasize leadership development.
- **Teacher Leader programs have been approved at the following institutions:** Asbury University, Bellarmine University, Brescia University, Campbellsville University, Eastern Kentucky University, Georgetown College, Lindsey Wilson College, Morehead State University, Murray State University, Northern Kentucky University, Spalding University, Union College, University of Kentucky, University of Louisville, University of the Cumberlands, and Western Kentucky University.
- **Principal preparation programs have been approved at the following institutions:** Asbury University, Bellarmine University, Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, Spalding University, University of Louisville, University of the Cumberlands, and Western Kentucky University.
- Council staff has worked with EPSB's Committee to Review Admissions and Clinical Experiences for Pre-Service Programs (CRACE) to recommend **several changes related to educator preparation programs**. The new regulation promulgated by EPSB requires that all new teacher candidates pass a rigorous basic skills test in math, reading, and writing; raises the required GPA for admission; requires teacher candidates to demonstrate the essential teacher dispositions and 21st Century Skills, including critical thinking, collaboration, creativity, and communication; ensures that all new teachers have the benefit of a supportive

induction into the teaching profession by adequately funding the Kentucky Teacher Internship Program (KTIP); ensures a sufficient number of high-quality clinical experiences across the program; documents student teaching candidates' ability to increase K-12 student learning; offers high-quality mentoring for those entering the teaching profession via an alternative pathway; explores how to expand paid, year-long pre-teaching residency experiences.

- The Council is funding an effort to help teacher preparation programs strengthen the clinical components of educator preparation programs while at the same time enhancing the effectiveness of classroom teachers and ultimately improving student learning. The focus of this activity is to **increase the capacity of higher education and P-12 educators to develop and implement co-teaching models within teacher education programs**. The program will help higher education faculty and P-12 educators to examine the principles of co-teaching as a model for clinical components of educator preparation programs. Institutions in collaboration with their P-12 partners will develop workplans for the design of co-teaching models at their institutions, and teacher educators and P-12 partners will develop a plan to evaluate the effectiveness of the co-teaching model.
- **EPSB is designing a teacher preparation program evaluation process** that will include, but not be limited to: redesigning the current seven-year cycle of accreditation and program; providing a continuous electronic program review and approval of all preparation programs; developing and publishing a Quality Performance Index (QPI) for all of Kentucky's teacher preparation programs; including in the QPI a value-added measure of teacher preparation programs that uses P-12 student performance data; and evaluating the effectiveness of Teacher Leader and principal preparation programs.

Strategy 3.2: Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

- In 2010, CPE received a one-time appropriation by the Kentucky General Assembly to support activities related to SB 1 implementation and college readiness. A significant portion of these funds was awarded to create three **Professional Development and Assessment Academies** across the Commonwealth. They are housed at Morehead State University, Western Kentucky University, and Northern Kentucky University.
 - o Each Academy serves school districts within the university's service region, with an emphasis on struggling schools.
 - o The Academies work with P-12 educators to identify specific instructional and student learning needs and customize professional development plans to help teachers implement new teaching strategies based on ongoing assessment results (EPAS, ACT, KYOTE, as well as teacher-made tests).
 - o In simple terms, these continuous assessment models teach the teachers how to make sense of various assessment results and tailor instruction to address their students' particular needs.

- o The Academies also communicate postsecondary expectations to school districts and adult education centers and aid in the implementation of the Common Core Standards and related assessments for placement purposes.
- o Each of these Academies is a collaborative of two public postsecondary institutions, a private college or university, a community college, and an adult education center. Some of the specific services offered by the Academies include:
 - Developing and implementing high school transitional courses and related placement assessments in school districts, using assessments from these transitional courses to improve content and delivery and create a shareable protocol for implementation.
 - Working with school districts and adult education centers to create sustainable lines of funding for long-term partnerships for success.
 - Enhancing the readiness of postsecondary faculty to instruct students moving into the postsecondary environment.
 - Enhancing the transition from P-12 and adult education programs to postsecondary to improve placement, retention, and graduation.
 - Feeding information back from these experiences into teacher and adult educator preparation, as well as into the entire postsecondary experience.
 - The most successful continuous assessment models resulting from this work will improve all aspects of student success at all levels, including, but not limited to, placement, retention, graduation, and teacher preparation. The ultimate goal is to expand the Academy model to include all eight public universities and 16 community and technical colleges.
- o Over time, the strong relationships formed between the university Academies and local schools will produce a number of benefits:
 - More high school students will be “college ready” upon graduation.
 - Fewer first-year college students will need remediation.
 - Postsecondary faculty, by working extensively with area high schools, will have a better understanding of the Common Core Standards and can ensure alignment with university developmental coursework.
 - Colleges of education will have better information about effective teaching and assessment practices in area schools, which will inform curriculum improvements in undergraduate and graduate programs, as well as professional development offerings for in-service teachers.
 - The entire education community—both P-12 and postsecondary education— will be empowered to take responsibility for the educational attainment of the region.

STRONGER by DEGREES

Western
Kentucky
University



Institutional Progress Update 2010-11

**Presentation to the Council on Postsecondary Education
by Gary Ransdell, President**

April 20, 2012



INSTITUTIONAL PROFILE

Western Kentucky University

- Fall 2011 enrollment – 21,048 (85% UG)
- Enrollment increase since 1998 – 41%
- Full-time faculty – 750

- Applicant pool – 8,013
- Average ACT composite – 22
- Average high school GPA – 3.15
- Cost per degree – \$46,300

- WKU's student body includes residents of 116 Kentucky counties and 47 states, 679 international students from 61 countries, 1,111 Honors College and 126 Gatton Academy students



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS

Western Kentucky University

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
New teacher excellence (top 15% nationally)	14.5%	15.3%	17%		31%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.



COLLEGE READINESS

Western Kentucky University

- Revised placement of students needing developmental math
Fall 2011 pilot showed pass rate increases of up to 12 percentage points
Students earned college credit, saving 1-2 zero-level courses
- STEPs and Cornerstone Programs for underprepared students
Provide tutoring, peer mentoring, intrusive advising and scheduling
- Modified admissions and placement policies for Fall 2012
Based on admissions index that is a proven predictor of student success
- Outreach to middle and high schools in our service region
Over 1400 7th, 8th and 9th graders thus far in 2011-12
Emphasizes addressing college readiness needs while still in HS, through rigorous schedules, transitions courses, dual-credit, AP



STUDENT SUCCESS

Western Kentucky University

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Total Degrees & Credentials	3,906	3,885	4,325		0%
Bachelor's	2,676	2,591	2,950		0%
Master's	858	920	930		86%
Doctoral – Prof. Practice	0	5	50		10%
Transfer from KCTCS	1,115	1,000	1,225		0%
Net direct cost for low-income students	-\$102	\$189	-\$102		0%

Transfer from KCTCS includes transfer of KCTCS credit at any time during a student's career. Net Direct Cost is the cost of tuition, fees and books after all grants and scholarships received. Amount shown are for full-time, Kentucky resident undergraduates only. Negative amounts reflect grant money available to pay indirect costs such as room and board.



STUDENT SUCCESS

Western Kentucky University

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Graduation rates	49.5%	49.7%	50.5%		20%
Grad. rate gap of underrepresented minority students	7 ppt	17 ppt	6 ppt		0%
Grad. rate gap of underprepared students	17 ppt	20 ppt	10 ppt		0%
Grad. rate gap of low-income students	12 ppt	18 ppt	12 ppt		0%

Graduation rate of full-time, Bachelor's degree-seeking students who entered six years previous (IPEDS). Gaps represent difference between graduation rate of target group and graduation rate of other students



STUDENT SUCCESS

Western Kentucky University

- 2009-10 degrees were well above our trend line
Result of Fall 2009 implementation of 120 hour minimum
WKU is on-track to meet 2015 degree targets
- First time transfers continue to show a steady increase
Joint admissions agreements with 6 KCTCS campuses
827 students admitted thus far
- Implemented attrition risk model and cohort tracking system
Allow advisors to identify at-risk students, track progress of enrolled students and recent stop-outs
First year saw a 1 percentage point increase in 6-year graduation rate
- **Changes in Pell grant program present a significant challenge to meeting net direct cost and graduation gap metrics**



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Western Kentucky University

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Externally-Funded Research & Development (in thousands)	\$7,629	\$8,293	\$10,000	↑	28%
Degrees & Credentials in STEM+H Fields	900	986	1,100	↑	43%

Externally-funded research and development includes all sources of science and engineering R&D funding other than institutional sources such as endowments. STEM+H includes certificates and degrees at all levels in the Science, Technology, Engineering, Mathematics and Health fields.



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT Western Kentucky University

- Federal R&D funding as a portion of our research portfolio
\$23 M in Total External R&D Expenditures during FY11
- Growth of the SKyTEACH Program
 - 240 students currently enrolled
 - 44 students from the first cohort will graduate by Summer 2012
 - Anticipate 50-60 graduates per year beginning in 2012-13
- Professional practice doctorates
 - Anticipate 25 EdD graduates per year in 2011-12 and beyond
 - First cohort of 20 DNP students will enter in Fall 2012



EFFICIENCY AND INNOVATION

Western Kentucky University

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Credits Attempted by Degree Graduates	139	140	137		0%
Online Learning (Percent of all credit earned through online learning)	16.8%	18.6%	19%		82%

Credits earned by degree graduates includes all Bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.



EFFICIENCY AND INNOVATION

Western Kentucky University

- Targeted placement of students in developmental mathematics
 - Will reduce by 3-6 hours the number of developmental credits required by 86% of students with college readiness needs in math
- Proposed revision of General Education
 - Would reduce General Education from 44 to 39 hours
 - Aligns with agreed-upon statewide student learning outcomes
 - Allows seamless transfer of general education credits/certification

STRONGER by DEGREES

Western
Kentucky
University



Institutional Progress Update 2010-11

**Presentation to the Council on Postsecondary Education
by Gary Ransdell, President**

April 20, 2012



Institutional Progress Update

Presentation to the Council on Postsecondary Education

Dr. James Votruba, President - April 20, 2012

Northern Kentucky University Institutional Profile

	1997	Today	Change
Enrollment	11,785	15,738	34%
Degrees/Credentials Conferred	1,640	2,838	73%
Endowment	\$12.3M	\$68M	453%
Grants/Contracts	\$3.4M	\$7.5M	121%
Faculty/Staff	1,550	2,030	31%
Average Class Size	23	24	1
Student Faculty Ratio	16:1	17:1	1
Bachelors Programs	51	69	18
Masters Programs/Certificates	7	30	23
Professional Doctorates	0	2	2
Juris Doctorate	1	1	-

College Readiness

Performance Metric	Baseline (2008-09)	2009-10 Data	2015 Target	Progress Icon	Percent Progress Toward Target
New teacher excellence (top 15% nationally)	18.2%	17.4%	22.0%		0%

Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.

College Readiness: Teacher Preparation

- ✓ Received national reaffirmation of accreditation from the National Council for Accreditation of Teacher Education (NCATE) and the Kentucky Educational Professional Standards Board (EPSB) with no needed areas of improvement through 2018
- ✓ Increased entrance requirements to educational programs (PPST & GPA)

College Readiness: Building the Pipeline

- ✓ Early Childhood Development (Outreach Faculty)
- ✓ 4th Grade Science/Math (CINSAM)
- ✓ Kentucky Center for Mathematics (KCM)
- ✓ Upward Bound
- ✓ Urban Education (Strive)
- ✓ Center for Educator Excellence
- ✓ Northern Kentucky Education Council
- ✓ Kentucky Online Testing project (KYOTE)

Working with area schools to increase college readiness.

Entering the NKU Pipeline: Freshmen Profile

	2005	2011
Fall Freshmen Applicants	3,712	7,330
Regular Admit Enrollments	1,025	1,429
First-time Freshmen Class	1,777	2,177
Scholarship Applicants – ACT Score of 23 or Higher	417	863
Scholarship Applicants – ACT Score of 29 or Higher	39	198
Average ACT	20.8	22.0

Student Success

Performance Metric	Baseline (2009-10)	2010-11 Data	2015 Target	Progress Icon	Percent Progress Toward Target
Total Degrees & Certificates	2,788	2,838	3,096		16%
Bachelor's	1,988	1,974	2,168		0%
Master's	461	485	526		37%
Doctoral – Prof. Practice	144	179	198		65%
Transfers from KCTCS	379	439	486		56%
Net Direct Cost for Low-income	\$24 (2008-09)	\$315	-\$100		0%



Transfer from KCTCS includes transfer of KCTCS credit at any time during a student's career. Net Direct Cost is the cost of tuition, fees and books after all grants and scholarships received. Amount shown are for full-time, Kentucky resident undergraduates only. Negative amounts reflect grant money available to pay indirect costs such as room and board.

Student Success

Performance Metric	Baseline (2008-09)	2010-11 Data	2015 Target	Progress Icon	Percent Progress Toward Target
Graduation rates	31.7%	37%	41%		56%
Graduation rate gap underrepresented minority students	20 ppt	6 ppt	15 ppt		100%
Graduation rate gap of underprepared students	26 ppt	23 ppt	18 ppt		31%
Graduation rate gap of low-income students	15 ppt	18 ppt	11 ppt		0%



Graduation rate of full-time, Bachelor's degree-seeking students who entered six years previous (IPEDS). Gaps represent difference between graduation rate of target group and graduation rate of other students.

Student Success

- ✓ Four-year Degree Plans
- ✓ Gateway Community & Technical College partnership (support for transfers)
- ✓ Student Success Center
- ✓ Program for Adult-Centered Education (PACE)
- ✓ Educational Partnerships with Employers
- ✓ SOAR – Scholarships, Opportunities, Achievements & Results for STEM majors (NSF grant-funded)

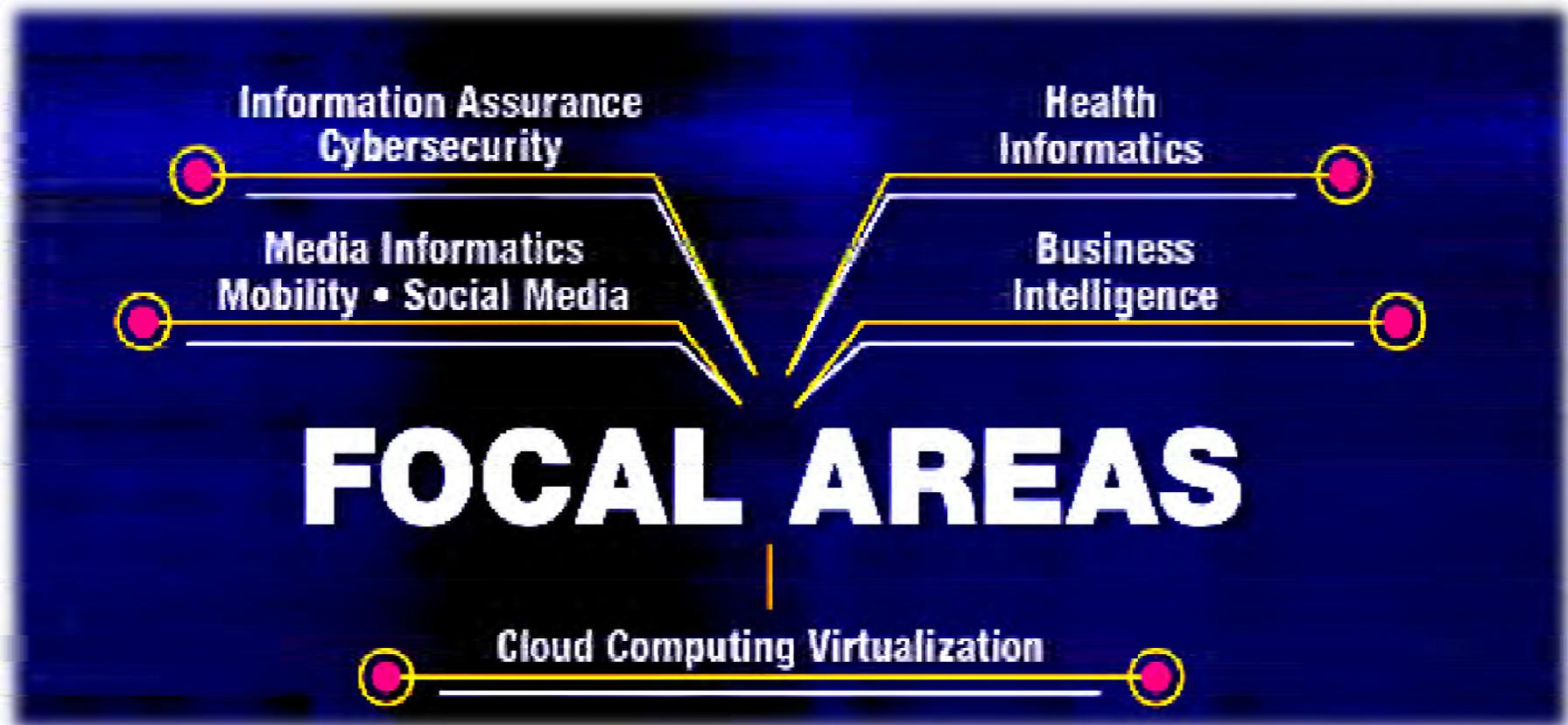
Research, Economic, and Community Development

Performance Metric	Baseline	2010-11 Data	2015 Target	Progress Icon	Percent Progress Toward Target
Externally-funded Research & Development (thousands)	\$1,346 (2008-09)	\$1,686	\$1,743		86%
Degrees & Credentials in STEM + H Fields	707 (2009-10)	631	757		0%

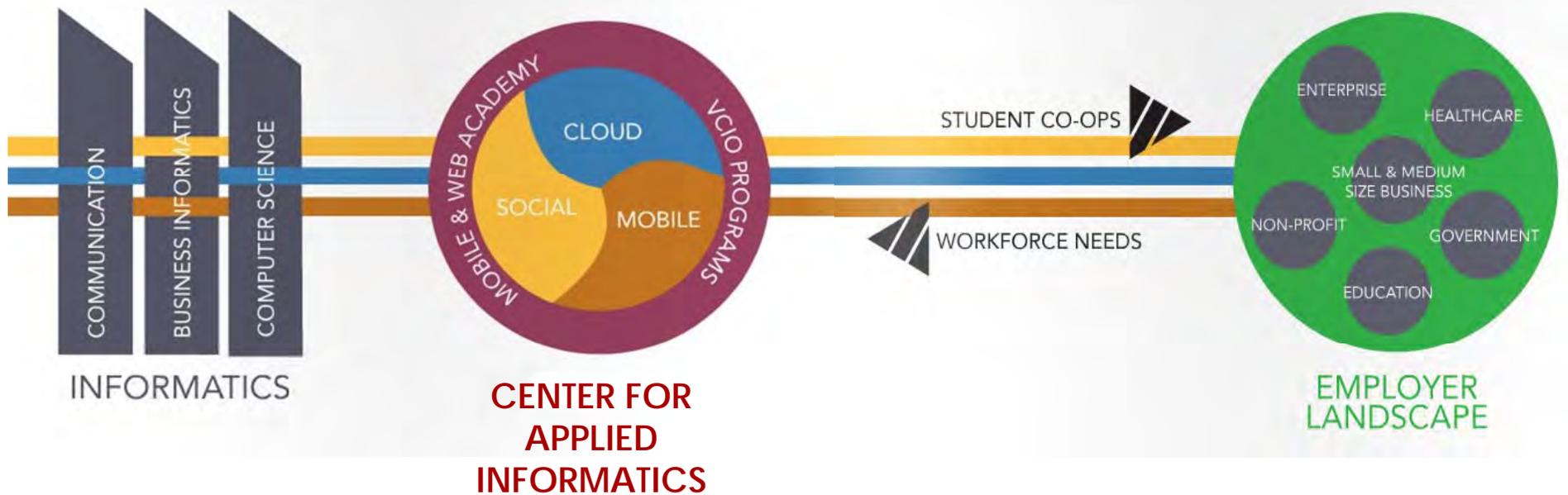


Externally-funded research and development includes all sources of science and engineering R&D funding other than institutional sources such as endowments. STEM+H includes certificates and degrees at all levels in the Science, Technology, Engineering, Mathematics and Health fields.

College of Informatics



College of Informatics



Driving Economic Growth: UpTECH

- ✓ 50 new startup companies in five years
- ✓ Match five areas of concentration in NKU talent development strategy
- ✓ Linked directly to Colleges of Informatics, Business & Health Professions
- ✓ Goal of growing each company to 50 employees, \$20 million, in 5 years
- ✓ Big economic return for Kentucky



Efficiency and Innovation

Performance Metric	Baseline (2009-10)	2010-11 Data	2015 Target	Progress Icon	Percent Progress Toward Target
Credits Attempted by Degree Graduates	142	142	135		0%
Online Learning (percent of all credit earned through online learning)	9.5%	11.5%	15.0%		36%



Credits attempted by degree graduates includes all Bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

Efficiency and Innovation

- ✓ General education requirements reduced from 52 to 37 credit hours
- ✓ Minimum hours for bachelor's degree reduced from 128 to 120 hours
- ✓ Online courses have increased 185% in five years
- ✓ 21 programs offered fully online with 1,000 online student majors
- ✓ Credit hour productivity – 10% increase in student credit hours per FTE faculty over 3 years
- ✓ 38% increase in School-based Scholars – 616 students from 28 high schools in 2010-11

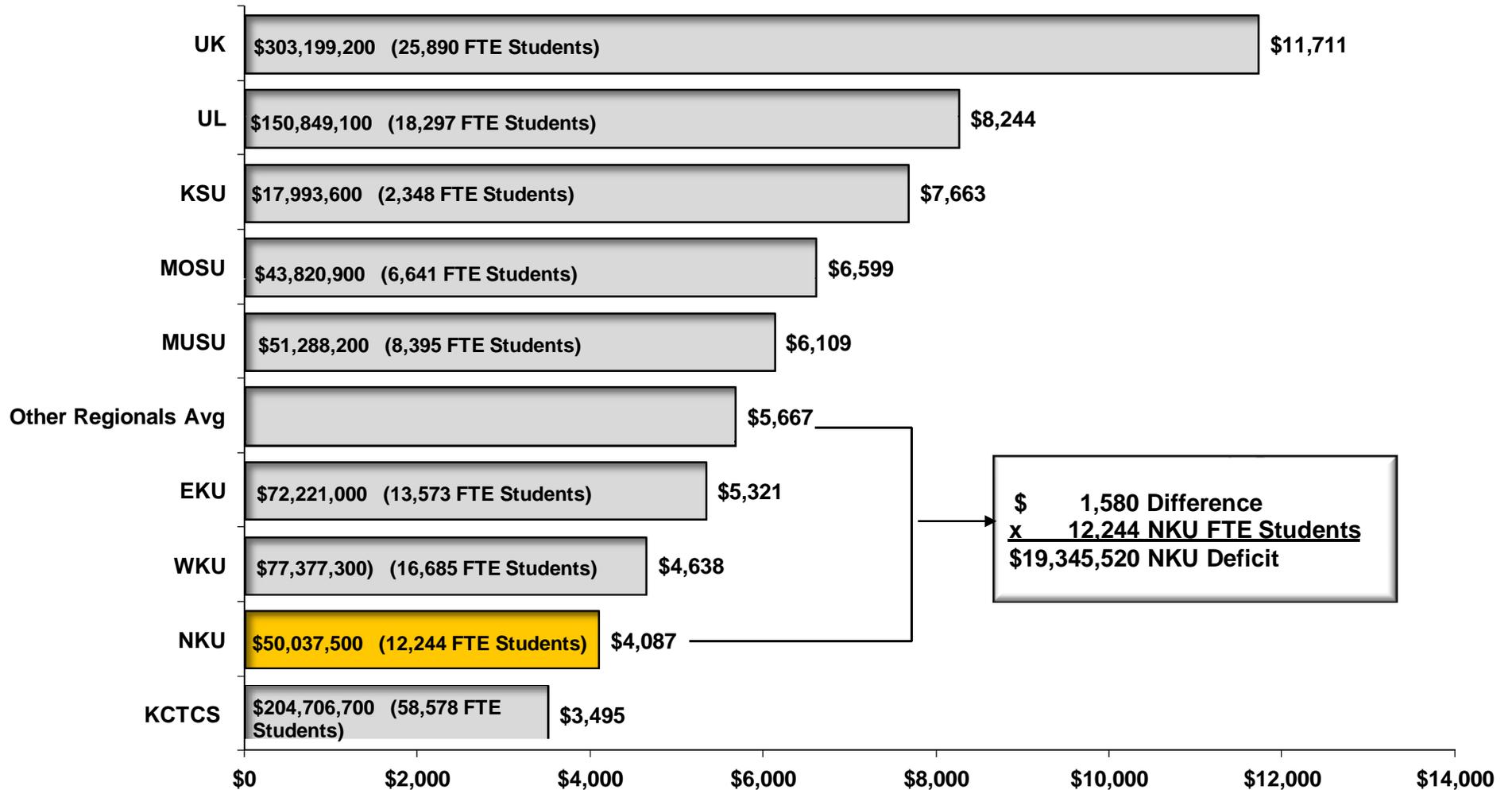
NKU has the leanest staffing patterns among KY universities

- ✓ NKU has more students per full-time faculty than any other public university in the state.
- ✓ NKU serves more students per full-time staff than any other public university in the state.
- ✓ NKU has the lowest staff to faculty ratio of all Kentucky public universities.

“Compared to other universities we’ve worked with, NKU has a lean organization.”

Huron Consultants, 2011

Net State Appropriation Per FTE Student FY 2011-12



*Net State = Appropriation as Enacted less Debt Service, UL Hospital Contract, and KSU Land Grant Match

*FTE = Fall 2010 Total Undergraduate Semester Hours divided by 15, total and Total Graduate Semester Hours and Total Law Semester Hours Divided by 12

The comprehensive university average is the Per-FTE-Funding for MoSU, MuSU, ECU, & WKU divided by 4.

Impact of Unfunded State Obligations

M&O for New Facilities, State Retirement System Increases

Institution	FY2010-13 M&O Challenge	KERS & KTRS 10-13 Increases	TOTAL KERS, KTRS, & M&O	% of Net SA FY 2012-13
University of Kentucky	\$6,721,300	\$0	\$6,721,300	2.4%
University of Louisville	\$6,976,200	\$0	\$6,976,200	4.8%
Eastern Kentucky University	\$3,898,000	\$2,908,030	\$6,806,030	10.1%
Kentucky State University	\$770,300	\$517,372	\$1,287,672	5.5%
Morehead State University	\$2,924,300	\$1,552,617	\$4,476,917	10.9%
Murray State University	\$762,600	\$2,311,765	\$3,074,365	6.4%
Northern Kentucky University	\$4,393,900	\$3,900,000	\$8,293,900	17.3%
Western Kentucky University	\$3,299,400	\$2,518,577	\$5,817,977	8.0%
KCTCS	\$8,538,100	\$2,586,687	\$11,124,787	5.8%
TOTAL	\$38,284,100	\$16,095,048	\$54,379,148	5.9%





Institutional Progress Update

Presentation to the Council on Postsecondary Education

Dr. James Votruba, President - April 20, 2012



STRONGER by DEGREES

Institutional Progress Update 2010-11

20 April 2012





University of Louisville Progress Update 2010-11

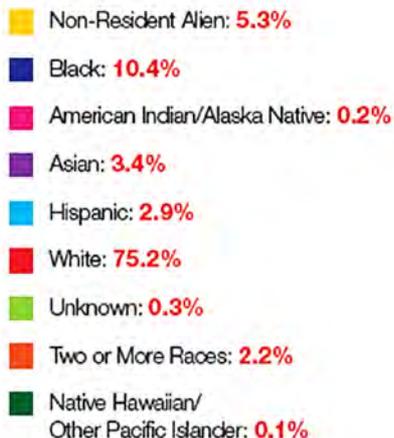
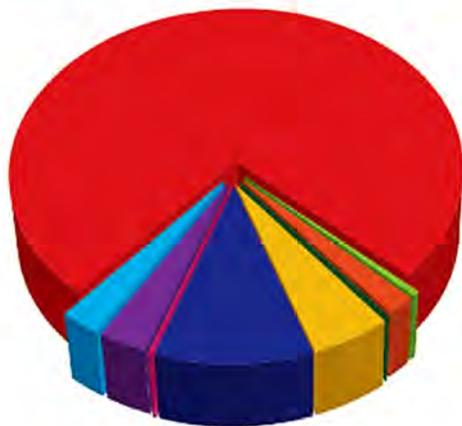
UNIVERSITY OF
LOUISVILLE[®]

(Live Link)

University of Louisville Progress Update 2010-11

Institutional Profile

Enrollment by Race/Ethnicity (Fall 2011)



Current Student Origins

Countries: 107
U.S. States and Territories: 53
Kentucky Counties*: 117
In-State:** 17,008
 Jefferson County: 9,821
 All Other Kentucky Counties: 7,187
Out of State: 5,241
 Indiana Reciprocity: 1,122
 All Other States: 4,119

*Only three Kentucky counties are not represented based upon permanent residence at the time of first admission to UofL.
 **Indicates permanent residence at the time of first admission to UofL.

Attracting from All Across the State

- 1. Jefferson:** 9,821
- 2. Oldham:** 827
- 3. Hardin:** 641
- 4. Bullitt:** 571
- 5. Kenton:** 508
- 6. Fayette:** 483
- 7. Boone:** 369
- 8. Daviess:** 279
- 9. Shelby:** 268
- 10. Campbell:** 245

Strategic Planning at UofL



1997 – HB1

1998-2008 – Challenge for Excellence

Balanced Scorecard

2008-2020 – 2020 Plan: Making it Happen

Balanced Scorecard

Unit Tracking

Accountability to Board of Trustees

2020 Strategic Plan



1. Educational Excellence
2. Research, Scholarship, and Creative Activity
3. Community Engagement
4. Diversity, Opportunity and Social Justice
5. Creative and Responsible Stewardship

Solid Results: Over a Decade of Progress

	1998 Reporting Year	2002 Reporting Year	2011 Reporting Year
Average ACT score of all entering freshmen (fall semester)	21.4	23.2	24.7
6-year graduation rate	30.1%	33.0%	50.8%
Undergraduate degrees awarded	1,734	1,849	2,618
Number of students living on campus (fall semester)	1,725	2,363	5,100
Doctoral degrees awarded	76	90	163
Startup companies (cumulative)	1	6	36
Patents (cumulative)			
Applications filed	151	259	1,203
Formal patents issued	55	72	190
License option agreements (cumulative)	17	30	104
Research expenditures	\$39.1M	\$80.9M	\$195.5M
Endowed chairs and professorships	35	87	145
Endowment	\$317.0M	\$478.9M	\$773.3M



The 2020 Plan: Making It Happen

DRAFT
 2.15.12

Office of the President: The 2020 Plan: Making It Happen
2010-11 Goals

Mission Statement: The University of Louisville shall be a premier, nationally-recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens.

Three levels of performance measures are defined as Good: "increase over previous year"; Better: "increase over previous year and meet annual university goal" and Best: "increase over previous year and exceed annual university goal".

Overarching Institutional Goals for the 2020 Plan						
Goal No.	Description of Goal Proposal	2020 Plan Baseline (2008)	2010 Actual	2011 Actual	2012 Goals	2012 Progress (through 12/15/11)
Educational Excellence						
1.1	Increase number of baccalaureate degrees awarded annually	2,218	2,550 (Best)	(N/A) 2,618 (Best)	2,656	1,187 (progressing positively)
1.2	Increase the baccalaureate graduation rate	46.7%	48.4% (Best)	48.6% (Good)	50.2%	50.5% (Best)
1.3	Increase electronic degree awarded annually	157	162 (Best)	(N/A) 163 (Good)	179	187 (progressing positively)
1.4	Increase doctoral registration		Better ¹	Best ¹	Progress	1,000 ²
Research, Scholarship, and Creative Activity						
2.1a	Increase total grant and contract expenditures	\$148.9M	\$189.1M ³	\$195.5M ^{3,4} (Best)	\$203.8M	\$60.4M ⁵
2.2	National Cancer Center (NCC) Cancer Center designation	Not Achieved	Best ¹	Good ¹	Progress	Best ¹
2.3	Increase national faculty recognition/awards		Good ¹	Good ¹	Progress	Awards: 1,000
Community Engagement						
3.1	Increase collaborative partnerships with the community		Best ¹	Best ¹	Progress	Best ¹
3.2	Increase economic development/entrepreneurial activities	Progress	Better ¹	Good ¹	Progress	Progressing
Diversity, Opportunity, and Social Justice						
4.1	Achieve Kentucky Plan Goals	7 for 8	8 for 8 (Best)	8 for 8 (Best)	8 for 8 ⁶	Goal under review pending DPE ⁷
4.2	Achieve annual goals specified in the University Diversity Plan	85%	91% (Best)	100% (Best)	92.5% ⁸	Goal under review pending DPE ⁷
Creative and Responsible Stewardship						
5.1a	Annual philanthropy (development dollars) received	\$32M	\$128.1M ⁹ (Best)	\$140.7M ⁹ (Best)	\$150M	\$10.6M ¹⁰
5.1b	Percentage of alumni giving to annual fund	11%	11.5% (Did not achieve)	12.6% (Best)	14%	15%
5.1c	Increase institutional survey average score on "The Chronicle annual 'Trust in Where We Are' survey"	68%	67% (Did not achieve)	Re-Administer Spring 2012	64%	70% (Did not achieve survey 2011)

¹ Progress for awarding goal will be measured based upon the progress of the sub-goals (i.e. progress 10 X of 4 sub-goals). Please refer to data in following spreadsheet dated 2/15/12 for more information.
² Preliminary data.
³ Includes Federal Perkins Loan (AMR).
⁴ Data shared and reconciled between EVPR and Corporate's Office.
⁵ Data received per University Administrators.
⁶ Goal under review for management pending contribution from DPE.
⁷ Goal under review for management pending contribution from DPE.
⁸ Year grant and contract expenditures as reported in the NSF/IBRS survey of RFD expenditures in business and college (includes institutional support).
⁹ Data received since 8/31/11.
¹⁰ Data/under review.

2011-15 Strategic Agenda: Four Focus Areas





University of Louisville Progress Update 2010-11

Student Success





University of Louisville Progress Update 2010-11

Total Degrees Conferred

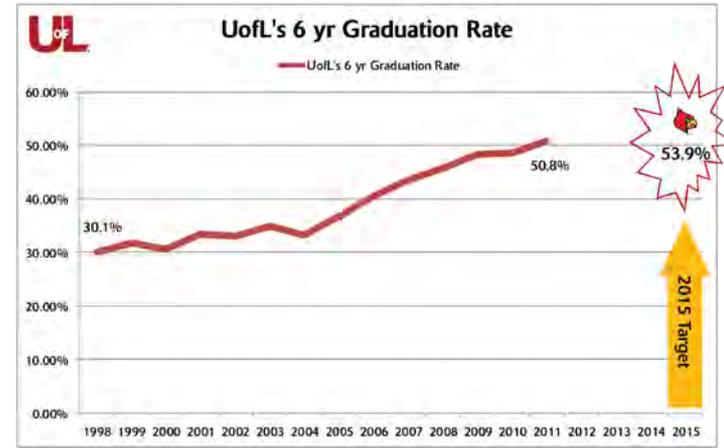
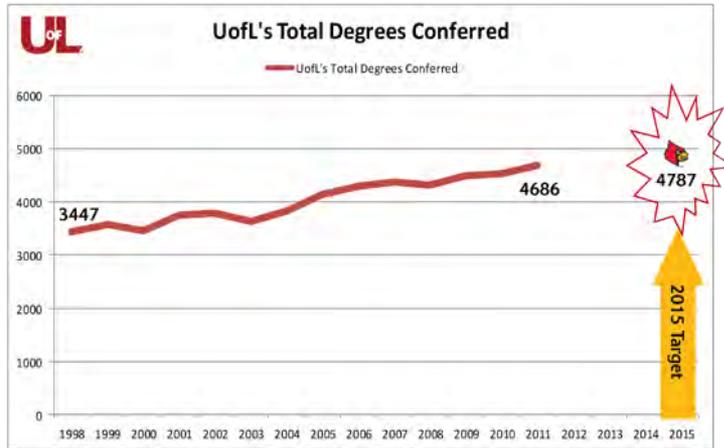
Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Total Degrees & Credentials	4,534	4,686	4,787		60%
Bachelor's	2,550	2,618	2,769		31%
Master's	1,310	1,333	1,370		38%
Doctoral – Prof. Practice	347	371	385		63%
Doctoral – Research	163	163	191		0%
Transfer from KCTCS	860	914	989		42%
Net direct cost for low-income students	-\$1,815	-\$1,545	-\$2,104		0%

Transfer from KCTCS includes transfer of KCTCS credit at any time during a student's career. Net Direct Cost is the cost of tuition, fees and books after all grants and scholarships received. Amount shown are for full-time, Kentucky resident undergraduates only. Negative amounts reflect grant money available to pay indirect costs such as room and board.

Graduation Rates

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Graduation rates	48.2%	51%	53.9%		45%
Grad. rate gap of underrepresented minority students	12 ppt	8 ppt	5 ppt		54%
Grad. rate gap of underprepared students	19 ppt	12 ppt	13 ppt		83%
Grad. rate gap of low-income students	14 ppt	8 ppt	12 ppt		100%

Degrees and Gradation Rates since 1998



- The University of Louisville continues to confer more degrees annually at the undergraduate, graduate, and professional levels

- The University of Louisville's graduation rate has increased in each of the last seven years, from 33.2% in 2004 to 50.8% in 2011 reporting year



University of Louisville Progress Update 2010-11

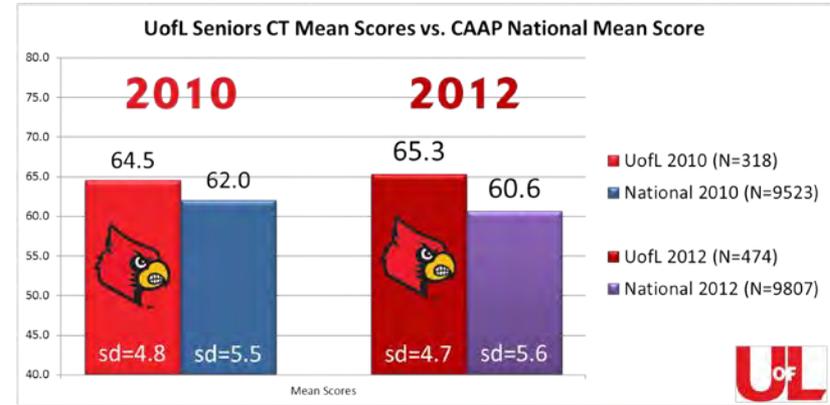
Institutional Effectiveness Strategies for Student Success

- Institutional initiatives include:
 - Persistence to Graduation Committee
 - Provost created a multi-disciplinary Persistence to Graduation committee to examine best practices regarding student engagement as it relates to student persistence and success
 - Flight Plan
 - New university initiative monitors students' progress toward flight plan completion to graduate in four years
 - Should students veer off course, work with academic advisor to develop an alternative plan to graduate in five or six years



Assessing Student Success

- Direct Assessments for Student Success
 - Collegiate Assessment for Academic Proficiency (CAAP)
 - Critical Thinking Test
 - Critical Writing Essay
 - General Education Assessment
- Indirect Assessment for Student Success
 - Surveys of Student Engagements (SSE)
 - National Survey of Student Engagement (NSSE)
 - Faculty Survey of Student Engagement (FSSE)



College Readiness

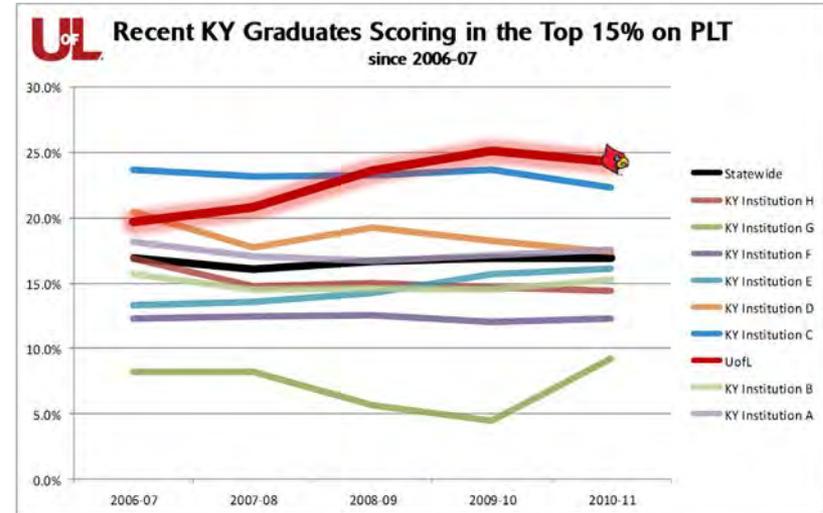


College Readiness

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
New teacher excellence (top 15% nationally)	25%	24%	27%		0%

College Readiness

- UofL has had the highest percentage of graduates scoring in the top 15% on praxis II PLT exam the last three years (3-yr smoothed averages) compared to other KY regional and doctoral institutions of higher education
- UofL's percentage this past year was 7.4 percentage points higher than the 2010-11 three year statewide smoothed average





University of Louisville Progress Update 2010-11

Efficiency and Innovation



Efficiency and Innovation

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Credits Attempted by Degree Graduates	140	141	136		0%
Online Learning (Percent of all credit earned through online learning)	5%	5.6%	7%		30%

UofL's Flight Plan

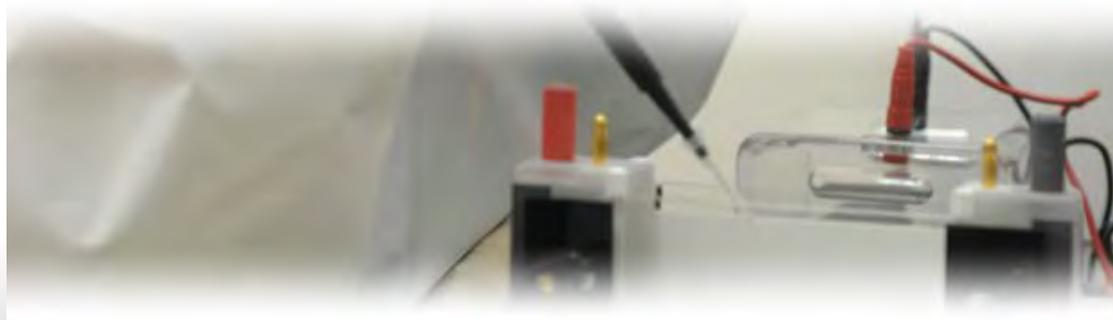
- New university initiative supporting student success through undergraduate advising
- Students work with academic and faculty advisors in establishing a plan to graduate in four years
- Students also develop an alternative plan to graduate in five or six years (plan B)
- UofL monitors students' progress toward flight plan completion and will notify students to meet with an advisor should they veer off



Online Education

- Strategic plan for online learning is currently being developed by the Delphi Center for Teaching and Learning

Research, Economic, & Community Development



Research, Economic, & Community Development

Performance Metric	Baseline (2009-10)	Most Recent	2015 Target	Progress Icon	Percent Change Baseline to Target
Externally-Funded Research & Development (in thousands)	\$106,961	\$119,601	\$142,800		35%
Degrees & Credentials in STEM+H Fields	1,357	1,485	1,580		57%



University of Louisville Progress Update 2010-11

University of Louisville's Bucks for Brains program has resulted in:

A net economic impact of
 **\$840.6 million**
 for Kentucky*

An increase in earnings of
 **\$290.4 million**
 for Kentucky*

An employment gain of over
 **1,500 in FY 2011**
 for Kentucky*

An increase in tax revenue of
 **\$19 million**
 for Kentucky*

An increase in tax revenue of
 **\$3.6 million**
 for Louisville*

*Cumulative data from FY1999 to FY2011
 Source: Menoj Shankar, Meech & Shankar, LLC

Bucks for Brains: Changing Lives. Changing KY.

- UofL's Bucks for Brains program is designed to create new jobs, generate new economic activity and improve the lives of KY citizens, and we are meeting that goal
- UofL is achieving outstanding results by producing a net economic impact of over \$840.6 million for the commonwealth of Kentucky
- UofL's faculty, from bioengineering to Asian studies to spinal cord research, have been instrumental in driving this outstanding economic growth for the region

Research

- Dr. Roberto Bolli's research on the use of a patients' own cardiac stem cells to repair tissue damage from heart failure was featured on ABC News (November, 2011).
- Dr. Suzanne Ildstad's research on the use of an organ donors stem cells to reduce use of anti-rejection drugs for patients was featured in the Los Angeles Times (March, 2012).
- Dr. Susan Harkema's "loco-motor training" which teaches the spinal cord how to walk and control other motor functions through repetitive motion was featured on Good Morning America (March, 2012).



Community Development/Engagement



The **Office of Community Engagement** at the University of Louisville coordinates the university's efforts and support of several outreach programs including:

- ***Signature Partnership*** – a university effort to enhance the quality of life and economic opportunity for residents of west Louisville by working with various community partners to improve the educational, health, economic and social status of individuals and families who live in our urban core

Community Development/Engagement

Outreach programs – the University of Louisville is involved in several outreach programs with the community including:

- **Every 1 Reads** – a joint effort between UofL and Jefferson County Public Schools
- **College Readiness Programs** – KHEAA, GoHigherKY, KnowHow2Go, and 55,000 Degrees Program
- **Sustainability Programs** – on a national level, the University of Louisville is a member of the Association for the Advancement of Sustainability in Higher Education (STARS). UofL has achieved a “Silver” rating for their current ‘green’ efforts. Locally, we are members of the Partnership for a Green City with Louisville Metro government and Jefferson County Public Schools.



It's Happening Here.



President's Report to the Council on Postsecondary Education

Robert L. King – April 20, 2012



The Council recently sponsored two extremely successful events that engaged policymakers and educators in critical conversations around college and career readiness and student success.

National Forum on Common Core Standards – Attendees from 22 states representing K-12, higher education, policymakers, and education advocates met in Louisville February 27-29 to address the challenges of college and career readiness and the implementation of the common core standards. The first day of the forum focused on Kentucky initiatives, including highlights from leadership networks, an introduction to the three regional assessment academies, and the importance of using assessment to improve student learning. The second day brought everyone together from around the country to consider statewide collaboration as multi-state panels shared their ongoing work and implementation strategies. The final day of the forum helped states focus on next steps and provided time for teams to work together on implementation “road maps.” One participant described learning that “engagement of leadership is the key to moving education forward.” Many left Louisville with ideas that they can share with colleagues in their home states, and others have begun conversations that we hope will continue to prove useful in this work.

Student Success Summit – On April 2-3, CPE hosted the inaugural Kentucky Student Success Summit in Louisville and nearly 300 people attended, representing more than 40 of our public two-year and public and private four-year institutions, CPE, and community organizations. The speakers were nationally known student success experts, and included George Kuh, Joe Cuseo, Larry Abele, and Tom deWit. The workshop sessions focused on the first-year experience, high-impact educational practices, and closing achievement gaps. Speakers presented on a range of student success topics such as the need for deep, “integrative” learning and the right mix of student engagement on our campuses; the experience of Florida State University in promoting student success through the data-driven efforts of a retention team; and proactive strategies to address the root causes of student attrition. The Kentucky Delivery Network discussed the methodology of “delivery” and how it can be used to hit student success targets. There also was an opportunity for our campus leaders to share their most effective student success practices during roundtable discussions.

Fall 2011 Enrollment Report – Enrollment in all sectors of postsecondary education in Kentucky increased again in fall 2011. For the first time, the report provides enrollment data on all sectors of postsecondary education operating in Kentucky, and includes students attending proprietary schools, out-of-state institutions with campuses in Kentucky, and online institutions licensed to operate in Kentucky. With this new information, we have a much better picture of the scope and breadth of higher education in Kentucky.

With the addition of the student enrollments in the licensed institutions that had not previously been counted, total headcount enrollment in Kentucky is now 305,000, up from 267,000 in the fall of 2010. To put that number in perspective, one in every 11 Kentuckians (age 16 and older) was engaged in some kind of postsecondary study in fall 2011. Looking at just those institutions that have reported historically, enrollment grew 2 percent over the past year and has grown 32 percent in the past ten years.

Public institutions continue to enroll the majority of Kentucky's students, with the public universities enrolling 42 percent of students and KCTCS enrolling 36 percent. AIKCU member institutions (private, not-for-profit colleges and universities) enroll the next largest group with 12 percent. Other licensed institutions enroll 11 percent. Proprietary education enrollments have increased significantly in the past several years, and it is expected to continue to expand in the future. The full enrollment report will be available on the data portal on April 20.

GEARUP Launch – At a statewide launch event at Holmes High School Auditorium in Covington in late March, GEAR UP Kentucky 3.0 announced that 29 schools have been selected to participate in a new \$26.9 million college-readiness grant award. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) anticipates serving 10,000 Kentucky students from low-income schools over the life of the six-year federal grant. The program serves entire student cohorts and follows them throughout middle and high school. An estimated 450 seventh graders from all three northern Kentucky GUK 3.0 schools – Holmes Middle School, Newport Middle School, and Bellevue High School—attended. A campus visit and tour of Northern Kentucky University followed.

GED Testing and Radio Ads – Kentucky Adult Education (KYAE) is sponsoring free GED testing through June 30. The initiative is supported with federal Workforce Investment Act incentive funding and is expected to help many Kentuckians jumpstart their educations and careers. Last year's free GED testing spurred a 10 percent increase in GED completions: 10,294 Kentuckians earned the high school equivalency credential in 2010-11. The free testing is promoted with public service announcements on radio stations across the Commonwealth and marketing by local adult education programs. Based on the latest data, 26 percent of Kentucky GED graduates transition to postsecondary education within two years.

CPE Staff Highlights - Many of our staff members are contributing their expertise on the national front, including serving on forums and boards where they provide expertise and input. The following list is not exhaustive, but represents a sampling of recent staff highlights.

Dr. Sue Cain served as one of four national panelists at a forum in Washington, D.C., on March 12 at the Achieve, Inc., offices. About 50 leaders of national membership and advocacy organizations working with states and districts on implementation of the common core standards and common assessments attended the forum. On April 16, Dr. Cain was a panelist at the College Board's Affinity Network inaugural meeting to join in a discussion of college readiness and remediation issues faced by school, district, and postsecondary leaders. Topics addressed during the discussion were student preparation, transitions to college and the work place, and college success and completion.

Dr. Aaron Thompson recently co-authored a book designed to help educators close achievement gaps among diverse populations. *Infusing Diversity & Cultural Competence into Teacher Education* is the latest in Dr. Thompson's texts that focus on student success and topics of diversity. Dr. Thompson co-authored the book with nationally known educator Joseph B. Cuseo.

Bob King was elected to the Executive Committee of the State Higher Education Executive Officers (SHEEO) based in Boulder, Colorado. SHEEO is a nonprofit, nationwide association of the chief executive officers serving statewide coordinating boards and governing boards of postsecondary education. The executive committee is the governing board for the national association. Members are recognized by their peers as leaders in the profession of state policy for higher education.

**Council on Postsecondary Education
April 20, 2012**

2012-13 Tuition and Mandatory Fee Recommendation

The Council staff used a collaborative process to develop its 2012-13 tuition and mandatory fee ceiling recommendation, which included sharing information and engaging in discussions with campus presidents and chief budget officers, Council members, student groups, and executive and legislative leadership.

Based on feedback received from multiple stakeholders, there is a general sentiment that increases in resident, undergraduate tuition and mandatory fees should be moderate to support a necessary balance between students' and families' ability to pay for college and adequate institutional funding to support continued progress toward achieving the goals of HB1 and the Strategic Agenda.

ACTION: The staff recommends that the Council approve 2012-13 resident, undergraduate tuition and mandatory fee ceilings that equate to maximum base rate increases of 4 percent for KCTCS, 5 percent for the comprehensive universities, and 6 percent for the research institutions, rounded to the nearest whole dollar.

The staff also recommends that the Council maintain the current floor for nonresident, undergraduate tuition and mandatory fees of two times the resident, undergraduate rate.

Finally, the staff recommends that the public universities be allowed to submit for Council approval market competitive resident and nonresident tuition and mandatory fee rates for graduate and online courses.

These recommendations are consistent with Council approved Tuition and Mandatory Fee Policy objectives, including funding adequacy, shared benefits and responsibility, affordability and student access, attracting and importing talent, and effective use of resources.

2012-13 Resident, Undergraduate Tuition and Mandatory Fees

The following table contains staff recommended dollar ceilings by sector for 2012-13 resident, undergraduate tuition and mandatory fees.

Nonresident, Undergraduate Tuition and Mandatory Fees

The current floor for nonresident, undergraduate tuition and mandatory fees is two times the resident, undergraduate rate. The staff recommends that the Council maintain the current floor. Any institution desiring to assess a nonresident, undergraduate rate that is less than two times the resident, undergraduate rate is expected to request an exception to this policy when they submit their 2012-13 tuition and mandatory fee rates for final Council action.

**2012-13 Resident, Undergraduate Tuition and Mandatory Fees
Dollar Ceilings by Sector (@ 4%, 5%, and 6% Increases)**

Sector Percent Ceiling Institution	2011-12 Tuition and Fee Base Rates ^(a)	2012-13 Tuition and Fee Dollar Ceilings ^{(a)(d)}	Dollar Increase at Ceiling
Increase up to 4%			
KCTCS	\$135 per credit hour	\$140 per credit hour	\$5 per credit hour
Increase up to 5%			
EKU	\$6,960	\$7,320	\$360
KSU ^(b)	\$242 per credit hour	\$254 per credit hour	\$12 per credit hour
MoSU ^(c)	\$258 per credit hour	\$271 per credit hour	\$13 per credit hour
MuSU	\$6,576	\$6,912	\$336
NKU	\$7,488	\$7,872	\$384
WKU	\$7,944	\$8,341	\$397
Increase up to 6%			
UK – Lower Division	\$9,128	\$9,676	\$548
UK – Upper Division	\$9,392	\$9,956	\$564
UofL	\$8,930	\$9,466	\$536

Notes:

- ^(a) Neither AY 12 base rates, nor AY 13 dollar ceilings include Special Use Fees.
- ^(b) The \$254 dollar ceiling shown for KSU is assessed on 1-12 credit hours per semester. In 2011-12, KSU discounted their \$242 resident, undergraduate rate by 50% for hours 13 and above. KSU officials are not planning to change their discount rate for hours 13 and above in AY 13.
- ^(c) The \$271 dollar ceiling shown for MoSU is assessed on 1-12 credit hours per semester. That rate will be discounted by 50% for hours 13 and above. The discount rate in AY 12 was 60%.
- ^(d) To calculate dollar ceilings, multiply 2011-12 base rates by one plus the sector increase and round to the nearest whole dollar. Recommended ceilings may deviate slightly from this calculation to accommodate differences across institutions in ways rates are assessed.

Graduate and Online Tuition and Mandatory Fees

The staff recommends that the public universities be allowed to submit for Council approval market competitive resident and nonresident tuition and mandatory fee rates, as approved by their respective boards, for graduate and online courses.

Fixed Cost Increases

With passage of the 2012 Budget Bill (HB 265), the Kentucky General Assembly enacted a planned reduction of \$62.6 million in public postsecondary institution net General Fund appropriations between FY12 and FY13. This reduction coincides with an estimated \$62.1 million increase in institutional fixed costs for FY13, comprised of mandated increases in employer paid retirement contributions and other fixed cost increases, and an increase of \$38.3 million in unfunded M&O expenses (see attached table). The following are specific components of the anticipated budget reduction and added costs.

- The 2012 Budget Bill (HB 265) calls for a planned \$62.6 million reduction in public postsecondary institution net General Fund appropriations in 2012-13.
- It is anticipated that Kentucky's comprehensive universities and KCTCS institutions will incur unfunded increases in Kentucky Employee Retirement System (KERS) and Kentucky Teacher Retirement System (KTRS) employer paid retirement contributions and health insurance premiums, totaling \$5.0 million in 2012-13.
- In addition, other postsecondary institution fixed costs, such as utilities, contractual obligations, workmen's compensation, and unemployment compensation, are expected to increase by a total of \$57.1 million in 2012-13.
- The Council's 2012-14 Biennial Budget Recommendation included requests for \$1.2 million in 2012-13 and \$1.8 million in 2013-14 to support the Maintenance and Operation (M&O) of new Education and General (E&G) facilities expected to come online during the 2012-14 biennium.
- These amounts were in addition to a \$37.0 million request in 2012-13 to provide M&O support for buildings that came online between 2008-09 and 2011-12, which were not funded in previous budget bills.
- The 2012 Budget Bill (HB 265) did not fund any of these M&O requests, which will require institutions to divert resources from other programs or functional areas to cover these necessary expenditures.

These cost estimates do not include faculty and staff salary increases at Kentucky's public postsecondary institutions.

Estimated Tuition Revenue

The staff recommends that the Council establish maximum tuition and fee rate increase ceilings of 4 percent at KCTCS institutions, 5 percent at the comprehensive universities, and 6 percent at the research universities. As can be seen in the attached table, using the assumption that these increases are assessed uniformly across all categories of students (i.e., every academic level, residency, and full-time or part-time status) in a flat student enrollment environment, campus officials estimate that the proposed rate increases would generate about \$45.1 million in additional tuition and fee revenue for the system, net of institutional scholarships and waivers.

Budgetary Impact

Council staff estimates that the \$45.1 million increase in net tuition and fee revenue in FY13 will cover only about 36 percent of the \$124.7 million loss associated with reductions in state General Fund appropriations and expected fixed cost increases, resulting in a net operating deficit of \$79.6 million. This shortfall does not include the \$38.3 million in unfunded M&O costs that the institutions have absorbed since 2008 or are expected to incur in 2012-13.

2012-13 Rate Proposals

One institution, Northern Kentucky University, is submitting its 2012-13 tuition and mandatory fee proposal for Council consideration and action at today's meeting (April 20, 2012), so that students will know as soon as possible what their tuition and fees will be next year. Campus officials have been working with various campus constituencies and have had informal discussions with their board concerning 2012-13 tuition and fee rates. Staff recommends Council approval of NKU's proposed rates contingent on final NKU board action on May 2.

It is anticipated that the remaining institutions will submit their proposed tuition and fee rates for Council approval at the June 21 meeting. This will allow additional time for campus officials to share tuition and fee ceilings with various stakeholders and obtain input from their respective boards prior to setting tuition.

The staff will recommend for Council approval tuition and fee rates that meet the following criteria: (a) increases in resident, undergraduate tuition and mandatory fees that are at or below the approved ceiling; (b) nonresident, undergraduate rates that are at least two times the resident, undergraduate rate; (c) proposed exceptions to the nonresident rate floor that have been previously approved by the Council and are in line with 2011-12 rates; and (d) market competitive tuition and fee rates for graduate and online courses.

**Kentucky Public Postsecondary Institutions
Estimated Budgetary Impact of 6.4% Net Base Reduction and Fixed Cost Increases**

Institution	Potential Reductions in 2012-13 Funds Available for Instruction							
	2011-12 (a) Revised Net General Fund	2011-12 (b) Ed Jobs Restoration	2011-12 (c) Adjusted Net GF Baseline	HB 265 (a) Reduction to Net Base	Increase in (a) KERS & KTRS Contributions	Other Fixed (b) Cost Increases	Increase in (b) M&O Costs for New Facilities	Total Potential Reductions
University of Kentucky	\$297,330,100	\$5,869,100	\$303,199,200	(\$19,404,700)	\$0	(\$17,297,800)	(\$6,721,300)	(\$43,423,800)
University of Louisville	147,929,100	2,920,000	150,849,100	(9,654,300)	-	(17,023,400)	(6,976,200)	(33,653,900)
Eastern Kentucky University	70,823,000	1,398,000	72,221,000	(4,622,100)	(902,300)	(3,327,500)	(3,898,000)	(12,749,900)
Kentucky State University	24,660,000	486,800	25,146,800	(1,609,400)	(92,000)	(825,600)	(770,300)	(3,297,300)
Morehead State University	42,972,700	848,200	43,820,900	(2,804,500)	(503,600)	(3,577,800)	(2,924,300)	(9,810,200)
Murray State University	50,295,400	992,800	51,288,200	(3,282,400)	(562,400)	(2,588,400)	(762,600)	(7,195,800)
Northern Kentucky University	49,068,900	968,600	50,037,500	(3,202,400)	(1,200,000)	(2,928,800)	(4,393,900)	(11,725,100)
Western Kentucky University	75,879,500	1,497,800	77,377,300	(4,952,100)	(718,000)	(3,520,000)	(3,299,400)	(12,489,500)
KCTCS	200,744,200	3,962,500	204,706,700	(13,101,200)	(995,100)	(6,032,500)	(8,538,100)	(28,666,900)
System Totals	\$959,702,900	\$18,943,800	\$978,646,700	(\$62,633,100)	(\$4,973,400)	(\$57,121,800)	(\$38,284,100)	(\$163,012,400)

(a) Total enacted 2011-12 General Fund appropriations, minus debt service and UofL hospital contract, minus \$18.9 million transferred from 2011-12 to 2010-11 to maintain Kentucky's eligibility for federal Ed Jobs program funding.
(b) In the 2012-14 Branch Budget Request Manual, the Office of the State Budget Director requires postsecondary education institutions to add the value of the 2011-12 General Fund reduction (i.e., the \$18.9 million Ed Jobs transfer) to the revised 2011-12 funding level to adjust the Baseline Budget in each fiscal year of the 2012-14 biennium.
(c) Sum of 2011-12 revised net General Fund and Ed Jobs restoration funds, but also includes a technical adjustment transferring \$160,000 from KCTCS to UK and ECU in amounts of \$80,000 each. The \$160,000 had been included in KCTCS's budget for a number of years to support a physical therapy program, but KCTCS had been transferring the funds to UK and ECU each year. This adjustment eliminates the need for KCTCS to make the yearly transfers.
(d) The Enacted 2012-14 Budget (HB 265) contains a 6.4% reduction in General Fund appropriations to Kentucky public postsecondary institutions.
(e) Increase in employer retirement contributions and health insurance premiums associated with KERS and KTRS rate increases.
(f) Estimated increase in selected fixed costs such as utilities, contractual obligations, workmen's compensation, and unemployment compensation.
(g) UK and UofL do not participate in KERS or KTRS. Anticipated increases in employer retirement contributions and health insurance premiums at UK and UofL are included in the "Other Fixed Cost Increases" column.
(h) Increase in Maintenance and Operations (M&O) costs for new E&G facilities coming online in 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13.

Estimated Increase in Net Tuition and Mandatory Fee Revenue at Different Levels of Rate Increase (a)(b)

Institution	Uniform Increases Across Sectors			Differential Rate Increases by Sector (a)		
	Tuition Revenue @ 1% Increase	Tuition Revenue @ 3% Increase	Tuition Revenue @ 5% Increase	Tuition Revenue @ 7% Increase	Tuition Revenue @ 4%, 5%, & 6%	Tuition Revenue @ 4%, 5%, & 6%
University of Kentucky	\$2,242,300	\$6,726,900	\$11,211,500	\$15,696,100	\$13,453,800	\$13,453,800
University of Louisville	1,353,200	4,059,600	6,766,000	9,472,400	8,119,200	8,119,200
Eastern Kentucky University	647,100	1,941,300	3,235,500	4,529,700	3,235,500	3,235,500
Kentucky State University	191,000	573,000	955,000	1,337,000	955,000	955,000
Morehead State University	474,400	1,423,200	2,372,000	3,320,800	2,372,000	2,372,000
Murray State University	624,900	1,874,700	3,124,500	4,374,300	3,124,500	3,124,500
Northern Kentucky University	800,000	2,400,000	4,000,000	5,600,000	4,000,000	4,000,000
Western Kentucky University	1,080,800	3,242,400	5,404,000	7,565,600	5,404,000	5,404,000
KCTCS	1,100,000	3,300,000	5,500,000	7,700,000	4,400,000	4,400,000
System Totals	\$8,513,700	\$25,541,100	\$42,568,500	\$59,595,900	\$45,064,000	\$45,064,000

(a) Incremental increase in gross tuition and fee revenue, net of institutional scholarships and waivers. Assumes flat student enrollment growth and equivalent levels of rate increase across all categories of students (i.e., every academic level, residency, and full-time/part-time status) under each rate level scenario.
(b) At most institutions, a proportion of tuition and mandatory fee revenue is designated as restricted funds and cannot be used to cover fixed cost increases.
(c) Assumes 4% rate increase at KCTCS institutions, 5% increase at comprehensive universities, and 6% increase at research universities.

**Council on Postsecondary Education
April 20, 2012**

**2012-13 Tuition and Mandatory Fee Recommendation
Northern Kentucky University**

On April 9, 2012, Northern Kentucky University submitted its tuition and mandatory fee increase proposal and tuition revenue estimate to the Council. Staff reviewed the proposal and determined that it complies with the recommended resident, undergraduate rate ceiling for a comprehensive university being submitted for Council approval at the April 20 meeting and that the requested exceptions to the nonresident rate floor are in line with those approved by the Council last year. Upon approval by the Council, and upon subsequent approval of the NKU Board of Regents on May 2, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at NKU during fall semester 2012, spring semester 2013, and summer term 2013.

ACTION: The staff recommends that the Council approve the following 2012-13 tuition and mandatory fee rates and requested exceptions to the nonresident rate floor for Northern Kentucky University.

Tuition and Mandatory Fees

The Council staff has recommended that the Council approve a 2012-13 resident, undergraduate tuition and fee ceiling of 5 percent for the comprehensive universities and that the public four-year institutions be allowed to submit for Council approval market competitive rates for graduate and online students. As can be seen in the following table, the proposal that NKU submitted to the Council on April 9 complies with the recommended ceiling.

<u>Rate Category</u>	<u>Current 2011-12 Tuition & Fees</u>	<u>Proposed 2012-13 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$7,488	\$7,872	\$384	5.1%
Nonresident	\$14,976	\$15,744	\$768	5.1%
Nonresident Multiple	2.0	2.0		
Graduate				
Resident	\$423 pch	\$452 pch	\$29	6.9%
Nonresident	\$728 pch	\$765 pch	\$37	5.1%

Note: Tuition and fees shown above do not include Special Use Fees (i.e., \$4 pch in AY12; \$8 pch in AY13).
pch - per credit hour

Attachment A contains additional categories and rates for undergraduate, resident and nonresident PACE Program students, graduate Metro nonresident students, online programs, and business, law, and education doctorate and first professional programs. CPE staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

NKU officials estimate that their proposed 2012-13 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$133.2 million in gross tuition and fee revenue (not including \$2.8 million in estimated revenue generated by NKU's student endorsed fee), an increase of about \$3.2 million or 2.5 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$4.1 million in 2012-13. This cost increase does not include an anticipated \$3.2 million reduction in the university's 2012-13 net General Fund appropriation, as called for in the enacted 2012 Budget Bill (HB 265), nor does it include \$4.4 million in unfunded increases in M&O costs for E&G facilities that came online between 2007-08 and 2011-12, or are expected to come online in 2012-13.

Nonresident Rate Exceptions

The Council staff has recommended that the Council maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The staff also recommended that the Council continue its practice of allowing institutions to request exceptions to this policy when they submit their 2012-13 tuition and fee rates for final Council action.

On April 3, 2012, Council staff provided NKU with templates for submitting their tuition and fee proposal and tuition revenue estimate to the Council. As part of that correspondence, campus officials were asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and provide a brief explanation for the reduced charge.

In line with what NKU proposed and the Council approved last year (i.e., 2011-12), Northern Kentucky University is requesting exceptions to the nonresident rate floor for their undergraduate Metropolitan rate and their Program for Adult-Centered Education (PACE) rate. Attachment C contains brief descriptions of these rate categories, as well as the rationale for NKU's exception requests. The CPE staff recommends approval of these nonresident rates as proposed by the university.

Proposed 2012-13 Tuition and Mandatory Fee Charges
Northern Kentucky University

<u>Category-Tuition</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Annual 2012-13</u>	<u>Summer 2013</u>	<u>Winter 2012</u>
Undergraduate (Note 1)					
Resident					
Full-time (12-16 credit hours)	\$ 3,936	\$ 3,936	\$ 7,872	N/A	N/A
Per Credit Hour	328	328	N/A	\$ 328	\$ 328
Nonresident					
Full-time (12-16 credit hours)	7,872	7,872	15,744	N/A	N/A
Per Credit Hour	656	656	N/A	656	656
Metro					
Full-time (12-16 credit hours)	6,276	6,276	12,552	N/A	N/A
Per Credit Hour	523	523	N/A	523	523
Nonresident & Resident - PACE Program					
Per Credit Hour	353	353	N/A	353	353
Nonresident - Indiana Rate					
Full-time (12-16 credit hours)	4,408	4,408	8,816	N/A	N/A
Per Credit Hour	367	367	N/A	367	367
Resident and Nonresident Online					
Per Credit Hour	363	363	N/A	363	363
Graduate					
Resident					
Per Credit Hour	452	452	N/A	452	452
Nonresident					
Per Credit Hour	765	765	N/A	765	765
Metro - Nonresident					
Per Credit Hour	554	554	N/A	554	554
Nonresident & Resident - Online					
Per Credit Hour	492	492	N/A	492	492
Business Graduate					
Resident					
Per Credit Hour	524	524	N/A	524	524
Nonresident					
Per Credit Hour	884	884	N/A	884	884
Metro - Nonresident					
Per Credit Hour	634	634	N/A	634	634
College of Health Professions (Nursing Grad Cohort Programs) (Note 2)					
Acute Care					
Per Credit Hour	N/A	N/A	N/A	N/A	N/A
Acute Care - Online					
Per Credit Hour	N/A	N/A	N/A	N/A	N/A
Education, Leadership, and Nurse Practitioner					
Per Credit Hour	N/A	N/A	N/A	N/A	N/A
Education, Leadership, and Nurse Practitioner - Online					
Per Credit Hour	N/A	N/A	N/A	N/A	N/A
Master of Nursing Degrees (Cohort Offsite Rates)					
Per Credit Hour	482	482	N/A	482	N/A
Per Credit Hour Online	510	510	N/A	510	N/A
Doctorate of Nurse Practitioner					
Per Credit Hour	550	550	N/A	550	N/A
Executive Leadership & Organizational Change (ELOC) (Note 3)	N/A	N/A	29,990	N/A	N/A
Law (Note 4)					
Resident					
Full-time (13 - 16 credit hours)	8,281	8,281	16,562	N/A	N/A
Per Credit Hour	637	637	N/A	637	637
Nonresident					
Full-time (13 - 16 credit hours)	17,602	17,602	35,204	N/A	N/A
Per Credit Hour	1,354	1,354	N/A	1,354	1,354
Metro - Nonresident					
Full-time (13 - 16 credit hours)	13,390	13,390	26,780	N/A	N/A
Per Credit Hour	1,030	1,030	N/A	1,030	1,030
Education Doctorate					
Resident	N/A	N/A	11,557	N/A	N/A
Metro	N/A	N/A	14,053	N/A	N/A
Nonresident	N/A	N/A	20,293	N/A	N/A
School Based Scholars (High School Students) (Note 5)					
	328	328	N/A	N/A	N/A
Category-Mandatory Fee (Special Use Fee)					
Special Use Fee (Campus Recreation Fee) (Note 6)					
Per Credit Hour (maximum charge per semester = \$96)	8	8	N/A	8	8

Note 1: For full-time rates, each credit hour 17 and above is charged the per credit hour rate (\$328 for resident FY 13).

Note 2: All other College of Health master's degrees are at the graduate per credit hour rate based on their residency. Acute Care and Education, Leadership & Nurse Practitioner are now within the MSN Cohort Offsite Rates

Note 3: Cohort rate for two-year program.

Note 4: For full-time rate, each credit hour 17 and above is charged the per credit hour rate (\$637 for resident FY13).

Note 5: High school students taking NKU classes at a high school campus, NKU's extended campus in Grant County, or at other community locations are charged this rate per class. The rate is for each class.

Note 6: All students are charged \$8 per credit hour up to and including the 12th credit hour (maximum per semester is \$96) Exception: ELOC Students are not charged this fee.

ATTACHMENT B

Estimated 2012-13 Gross Tuition and Mandatory Fee Revenue
Northern Kentucky University

<i>Category - Tuition</i>	Estimated (Note 1) 2011-12	Estimated (Note 2) 2012-13
<i>Undergraduate</i>		
Resident	\$ 60,210,900	\$ 63,221,400
Metro	29,249,300	30,126,800
Nonresident	6,219,000	6,529,600
School Based Scholars	293,700	300,000
PACE	2,036,400	2,138,200
Indiana Rate	3,436,700	3,608,400
Online	3,498,100	3,673,000
<i>Graduate</i>		
Resident	4,316,800	4,575,800
Metro	2,042,200	2,042,200
Nonresident	620,900	645,700
Online	2,164,000	2,272,200
<i>Business Graduate</i>		
Resident	910,000	910,000
Metro	694,600	694,600
Nonresident	197,800	197,800
ELOC Program	643,200	675,000
<i>First-Professional</i>		
Resident	5,749,000	4,900,000
Metro	5,979,300	5,100,000
Nonresident	1,041,800	900,000
<i>Doctorate</i>		
Resident	378,300	400,000
Metro	290,100	300,000
Nonresident	46,700	-
<i>Total Gross Tuition</i>	<u>\$ 130,018,800</u>	<u>\$ 133,210,700</u>
<i>Category - Mandatory Fee</i>		
Special Use Fee (Campus Rec Fee)	\$ 1,671,200	\$ 2,800,000
TOTAL TUITION AND MANDATORY FEES	<u>\$ 131,690,000</u>	<u>\$ 136,010,700</u>

Note 1: Original FY12 budget figures. NKU's year end data will be available October 2012 after the close of 2012 books.

Note 2: Estimated FY13 revenue. NKU will have final FY13 budget figures on May 2, 2012.

Northern Kentucky University

Rationale for Exception Requests

UNDERGRADUATE METROPOLITAN RATE

Exception Request (Continuation): assess a non-resident rate that is 1.63 times the resident rate for students from the Ohio area market (counties: Adams, Brown, Butler, Champaign, Clark, Clermont, Clinton, Darke, Delaware, Fairfield, Fayette, Franklin, Greene, Highland, Hamilton, Licking, Madison, Miami, Montgomery, Pickaway, Pike, Preble, Ross, Scioto, Union, and Warren)

of students: Fall/Spring average of 2,357 students for 2011-12

NKU requests continuation of the Metro tuition rate to allow NKU to remain competitive in our Ohio market, maintain our financial base, and continue our current proportion of resident to non-resident students. Given our low levels of state funding relative to other comprehensive institutions and our dependence on non-resident tuition dollars for nearly 40% of our overall tuition revenue, NKU cannot afford to jeopardize this source of funding and risk fiscal instability should these students decide to transfer to other institutions in our very competitive regional market. Such a loss would result in a substantial compromise of quality, especially given the high costs of operating in an urban environment. By continuing the Metro rate, our full-time annual Metro tuition rate will be more than \$1,900 more than the University of Cincinnati resident rate. At the recommended rate, Ohio residents from the targeted counties will still pay roughly \$18,000 more for their four-year degree than Kentucky residents. This exception applies to 18% of our overall undergraduate population.

In addition, continuation of the Metro tuition rate will allow NKU to continue to attract and retain students which enhance diversity while progressing towards meeting Northern Kentucky labor needs. NKU recognizes that it will not attain enrollment goals set forth in the CPE's Double the Numbers plan or Northern Kentucky Vision 2015 plan solely on Kentucky residents.

PACE (PROGRAM FOR ADULT-CENTERED EDUCATION) RATE

Exception Request (Continuation): assess resident rates to non-resident students in the PACE program

*# of students: **84** students for Fall 2011*

NKU wishes to continue offering resident rates to non-resident PACE program participants. Given NKU's location in a tri-state economic region, the PACE program is designed to serve adults who both live and work in Kentucky, live in Kentucky and work in Ohio or Indiana, and **live in Ohio or Indiana but work in Kentucky**. Since the PACE program is self-supporting, the revenue generated by non-resident students subsidizes the program and helps pay for fixed costs (primarily faculty salaries). Without this revenue, it would not be feasible to offer the program on a self-supporting basis to Kentucky adults. A market analysis of other programs within the region suggests that charging the regular non-resident rate would price the program out of the market. No Kentucky resident has been denied access to the PACE program due to space limitations resulting from non-resident enrollments.

**Council on Postsecondary Education
April 20, 2012**

**University of Louisville
Schnellenberger Football Complex Additions/Upgrades**

ACTION: The staff recommends that the Council approve the request of the University of Louisville for expansion of the Schnellenberger Football Complex weight and training rooms with \$7,500,000 of private funds. The project total scope is \$7,500,000.

The University of Louisville proposes to expand the Schnellenberger Football Complex to construct an 18,000 square foot addition using \$7,500,000 of private funds from the Athletics Foundation. The project total scope is \$7,500,000. The University of Louisville Board of Trustees approved the project April 5, 2012.

This is a recently identified priority of the University of Louisville. The project is related to the facility plan and calls for the expansion of the football complex to enhance training and athletic preparation, including the weight and training rooms, equipment, and upgrading the existing areas. The proposed project will include the following related expansions, renovations, and upgrades: 11,500 square feet for weight room, 4,000 square feet for training room, 2,500 square feet for storage, mechanical and electrical space, and equipment for the expanded spaces. The project will allow the university to be more competitive at the Bowl Championship Series level. The project is scheduled to be completed fall 2013.

The Council has the statutory responsibility to review and approve postsecondary education capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under KRS 45.760 (5), (7) and KRS 45.763. The UofL project meets the requirement of KRS 45.760 (5), (7) that the source of funds be at least 50 percent federal or private.

The process for projects that exceed the thresholds is as follows:

- Projects must be approved by the board of trustees or regents.
- Projects are submitted to the Council on Postsecondary Education for review and action.
- For EKU, KCTCS, KSU, and MoSU, if action by CPE is affirmative, projects are submitted to the Finance and Administration Cabinet for review and action and subsequently submitted by the Finance and Administration Cabinet to the Capital Projects and Bond Oversight Committee for review and action.

- For MuSU, NKU, UK, UofL, and WKU, if action by CPE is affirmative, projects are submitted by the institution to the Capital Projects and Bond Oversight Committee for review and action and a copy provided to the Finance and Administration Cabinet as information.
- Following review and action by the appropriate agencies, the project may be initiated by the institution.

The project requires interim authorization because the project and funds have all come forward after the 2010-12 biennial budget was enacted. Therefore, authorization is needed to allow the university to properly design the project, complete the project bid process, award a contract, and complete the work by fall 2013. The project will be implemented under the prevailing wage law. The project will result in improvements to state-owned property with ownership of the improvements to accrue to the university upon completion.

The University of Louisville confirms that the private funds come from the University Athletics Foundation. The project will not result in requests from the General Fund for maintenance and operating funds.

The project meets the requirement of KRS 45.760(7) that the source of funds be at least 50 percent federal or private. The university does not anticipate debt financing any portion of this project, thus the provisions of KRS 45.763 do not apply. The University of Louisville's Office of the Vice President for Business Affairs will implement the project.

Following Council action, staff will forward the Council's recommendation to the president of the University of Louisville, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee.

**Council on Postsecondary Education
April 20, 2012**

**Dual Credit Policy
Kentucky Public Postsecondary Institutions**

ACTION: The staff recommends that the Council approve the Dual Credit Policy for the Kentucky public postsecondary institutions.

The passage of House Bill 160 in the 2010 legislative session supports and enhances Kentucky's strategies for ensuring students can successfully transfer from the Kentucky Community and Technical College System to Kentucky's four-year universities and colleges. This goal is essential to improving the education pipeline and realizing the Commonwealth's educational attainment goals. The Kentucky Transfer Action Plan is the statewide implementation plan for HB160.

As a part of the Kentucky Transfer Action Plan, a statewide Dual Credit Work Team comprised of faculty and administrative leaders was formed to create a Kentucky Standard Acceptable Scores for National Exams Table and to support the creation of a statewide Dual Credit Policy (Attachment A). The dual credit policy was created to define dual credit and outline the terms and conditions through which opportunities for dual credit will be provided for secondary students taking college-level courses and receive college and high school credit. The policy also outlines credit-by-examination guidelines for the Advanced Placement Program (AP) and the College-Level Examination Program (CLEP[®]) for secondary and other first-time students entering a public postsecondary institution. A survey of campus and statewide dual credit memorandums of understanding and memorandums of agreement were reviewed to create this policy.

Institutional plans for awarding college credit for national exams were reviewed to create the chart of acceptable scores for national exam programs. The Kentucky Standard Acceptable Scores for National Exams Table (Attachment B) was created to provide students, advisors, teachers and faculty, and high school and college administrator's information about the awarding of credit across public postsecondary institutions. As examination programs are modified by adding, changing, or removing exams and as new college courses are introduced, the table will be modified and updated on the Council's website.

The chief academic officers supported the development of the Dual Credit Policy and the creation of the chart standardizing the awarding of credit on national exams. The chief academic officers and staff recommend approval of the Dual Credit Policy and its implementation in fall 2013. The policy reflects the connection to the Kentucky General Education Transfer Policy.

Staff preparation by Sue Cain

Kentucky Council on Postsecondary Education Dual Credit Policy for Kentucky Public Postsecondary Institutions

I. Introduction and Purpose

Pursuant to KRS 164.003, the Kentucky Community and Technical College System and the Kentucky public university system are charged with enhancing the relationship of credentials between secondary and postsecondary programs that permit secondary students to participate in opportunities such as dual credit.

The purpose of dual credit is to provide curricular options and enhance the opportunities for intellectual challenges and achievements. Providing such options increases the likelihood of earning a postsecondary credential by providing a seamless pathway to postsecondary education, while reducing student expense and time to credential attainment.

In order to offer this seamless path of education and training for students, the Council on Postsecondary Education worked with the Kentucky Community and Technical College System (KCTCS) and the eight public universities to create this Dual Credit Policy for Kentucky Public Postsecondary Institutions. This policy reflects national standards and best practices for dual credit as outlined by the National Alliance for Concurrent Enrollment Partnerships (NACEP) and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC). The policy also aligns with the Kentucky General Education Transfer Policy, Kentucky General Education Transfer Policy Implementation Guidelines, Kentucky Standard Acceptable Scores for National Exams Table, and statewide standards according to Kentucky Revised Statutes (KRS).

This policy outlines the terms and conditions under which courses for dual credit will be offered to secondary school students by public postsecondary institutions. More specifically, the policy outlines the terms and conditions through which opportunities will be provided for secondary students to take college-level courses and receive college and high school credit. The policy also outlines credit-by-examination guidelines for Advanced Placement Program (AP) and College-Level Examination Program (CLEP[®]) for secondary students and other first-time students entering a public postsecondary institution.

II. Definition of Dual Credit

For the purposes of this policy, dual credit is defined as a college-level course of study offered to high school students. This definition is consistent with KRS 164.002(4). Dual credit is enrollment in high school and college coursework with credit awarded by the college or university and the high school. A high school student may earn both high school and college credit (dual credit) for the same course upon completion of course requirements. A secondary student must apply to the public postsecondary institution and be accepted to participate in dual credit programs. The public postsecondary institution is responsible for the academic integrity of the courses for which postsecondary credit will be awarded.

Dual credit will only be awarded for college-level, credit-bearing coursework counting for program or degree requirements. Each postsecondary institution must ensure the equivalency of student learning outcomes, consistency, and rigor of courses accepted for dual credit. Coursework must be relevant to a credential offered at the public postsecondary institution. The course requirements for secondary students enrolled in dual credit courses will be equal to those of college students enrolled at the public postsecondary institution. Coursework must include the same course competencies and result in the same learning outcomes as the course taught at the postsecondary institution.

III. Compliance with Accreditation Standards, Policies, and Regulations

The Southern Association of Colleges and Schools - Commission on Colleges accredits each of the 16 KCTCS colleges and the eight public universities. Dual credit courses offered pursuant to this policy and the instructors of those courses will comply with all appropriate SACS-COC criteria, Kentucky Revised Statutes, requisite institutional policies and procedures, and other regulations governing the provision of college credit opportunities to secondary students. The dual credit courses must be taught by postsecondary faculty or secondary school teachers who are approved by the postsecondary institution as having appropriate credentials established by the SACS-COC Guidelines for Faculty Credentials and university policy (SACS 3.7.1).

Secondary school faculty will demonstrate, through appropriate documentation, compliance with teaching credentials and qualifications. Appropriate documentation shall include:

- A. Official college transcripts.
- B. A current vita, resume, or application showing teaching and work experience.
- C. Official documentation of relevant work experience.
- D. Additional documentation sufficient for SACS-COC compliance.

SACS-COC standards require that postsecondary institutions regularly evaluate the effectiveness of each faculty member regardless of contractual or tenured status. Dual credit teachers and faculty will be evaluated in a manner consistent with this evaluation process.

IV. Dual Credit Delivery Methods

Dual credit courses may be delivered on the college campus, the high school, another site not located at a high school or college campus, in a virtual environment, or through a combination of these delivery methods.

V. Grades and Course Credit for Dual Credit Courses

- A. The postsecondary institution grading policy will apply to college courses offered for dual credit.
- B. College credit will be awarded for courses taken for dual credit upon the student's completion of the course requirements and will become part of the student's official college transcript. The award of college credit will be in compliance with appropriate accreditation standards for the public postsecondary institution.
- C. High school credit will also be awarded by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.
- D. All grades earned for college credit by the student in a dual credit course will be recorded on a postsecondary institution's transcript.
- E. All public postsecondary institutions will recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements.

VI. Student Eligibility

To enroll and obtain college credit in a dual credit course, a student must:

- A. Be a high school junior or senior. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the public postsecondary institution.
- B. Meet the postsecondary institutional requirements for admission and placement into credit-bearing courses.
- C. Complete the postsecondary institution's application for admission and a dual credit form.
- D. Be admitted to the public postsecondary institution as a dual credit student.

VII. Tuition and Other Charges

Tuition and other fees and charges for dual credit courses will be consistent with the published tuition rates for public postsecondary institutions as approved by the Kentucky Council on Postsecondary Education. Tuition, fees, and charges and available scholarship, grant, and information will be outlined in writing and provided to each student and school district by the postsecondary institution offering dual credit opportunities prior to enrollment in such courses. Tuition rates, including discounted tuition rates for dual credit courses, will be published on the postsecondary institution's website.

VIII. Public Postsecondary Institutional Responsibilities

The public postsecondary institution shall be responsible for:

- A. Ensuring that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning).
- B. Ensuring that all dual credit courses are of the same academic quality and meet the same student learning outcomes as courses offered on campus by the college or university.
- C. Promoting dual credit opportunities among qualified high school students, parents, and high school teachers and school administrators.
- D. Providing college applications and personnel to assist in the enrollment process and administering any needed assessments.
- E. Ensuring that each student knows that he or she is enrolling for credit in a postsecondary course.
- F. Registering students in dual credit courses and maintaining academic records, including grades and transcripts.
- G. Ensuring that each secondary school teacher teaching dual credit courses develops and uses a course syllabus with appropriate learning outcomes and content for each dual credit course.
- H. Conducting faculty evaluations for dual credit teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of adjunct faculty and student evaluation of faculty.
- I. Establishing a formal strategy, consistent with the goals of the public postsecondary institution's enrollment management plan, to recruit and matriculate students participating in dual credit opportunities into degree programs.

IX. Secondary School Responsibilities

Secondary schools shall be responsible for:

- A. Using the public postsecondary institution's course prefixes, numbers, and titles for all dual credit courses.
- B. Providing detailed information to students in writing (i.e., a syllabus) consistent with the public postsecondary institution policy. This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.
- C. Advertising and promoting dual credit opportunities among qualified high school students, parents, and high school faculty.

D. In order to meet accrediting and state reporting guidelines, the school is responsible for:

1. Providing faculty credentials prior to the start of the term in which the course is offered according to the timeframe designated by the public postsecondary institution.
2. Providing completed online applications or delivering completed written applications to the postsecondary institution's registrar or designated dual credit representative according to the timeframe designated by the public postsecondary institution.
3. Submitting grades to the public postsecondary institution's registrar or designated dual credit representative according to institutional guidelines.

X. Joint Responsibilities of the Secondary and Postsecondary Institution

The public postsecondary institution and all secondary school partners shall be responsible for:

A. Course Alignment Process:

1. When an institution seeks to change the learning outcomes for any of the programs and/or courses offered for dual credit, the public postsecondary institution will notify the schools involved.
2. The secondary school will ensure that courses approved for dual credit will incorporate any and all changes that occur.

B. College and Career Awareness for Secondary Students and Parents: The public postsecondary institution and the partner secondary school are each responsible for providing information to students and parents regarding dual credit courses and the implications for the students' future collegiate enrollment and financial aid. This information should promote matriculation to a public postsecondary institution and include college and career program materials.

C. Identification of Students Needing Financial Assistance: The public postsecondary institution shall collaborate with the high school in the development of a process to determine student eligibility for financial assistance.

XI. Responsibilities of the Kentucky Council on Postsecondary Education

The Kentucky Council on Postsecondary Education will be responsible for creating an accountability index for students and institutions participating in dual credit experiences. The index will include both the matriculation of students to postsecondary institutions after dual credit experiences and the success of these students measured by retention and completion of postsecondary credentials.

XII. Standardized Credit-by-Examination Policy

The Kentucky Standard Acceptable Scores for National Exams Table outlines the acceptable scores and awarding of credit for each public postsecondary institution. That table and the associated credit for coursework based on the Advanced Placement Program (AP) and College-Level Examination Program (CLEP[®]) are incorporated by reference in this dual credit policy.

XIII. Early College/Middle College Initiatives

Public postsecondary institutions having agreements with school districts for programs generally referred to as "early colleges" or "middle colleges" may continue these agreements under the terms of this policy.

XIV. Implementation of this Policy

This policy shall become effective and will be implemented for dual credit courses offered beginning fall 2013. Any exceptions from the stated guidelines for student participation, accumulation, and enrollment criteria must be approved by the respective public postsecondary institution.

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

Advanced Placement (AP) Exams – World Languages (Course Prefix(es), Number(s), and Credit Hours Awarded)												
Chinese Language and Culture	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
	3	RAE 150 (3)	FLS 101,102,201 (9)	Elective (3)	CHI 101 (3)	CHN 101,102 (6)	CHI 201 (3)	CHI 102 (4)	CHNS 102 (3)	CHIN 101,102,201 (9)		
	4	RAE 150,151 (6)	FLS 101,102,201,202 (12)	Two electives (6)	CHI 101,102 (6)	CHN 101,102,201 (9)	CHI 202 (3)	CHI 102, 201 (8)	CHNS 202 (3)	CHIN 101,102,201,202 (12)		
	5	RAE 150,151 (6)	FLS 101,102,201,202 (12)	Two electives (6)	CHI 101,102,201 (9)	CHN 101,102,201,202 (12)	CHI 202 (3)	CHI 102,201,202 (12)	CHNS 301 (3)	CHIN 101,102,201,202,301 (15)		
	3	FRE 201 (3)	FRE 101,102,201 (9)	FRE 101 (3)	FRE 101,102 (6)	FRE 101,102 (6)	FRE 201 (3)	FR 202, 214 (6)	FREN 320,322 (6)	FREN 101,102,201 (9)		
	4	FRE 201,202 (6)	FRE101,102,201,202 (12)	FRE 101,102 (6)	FRE 101,102,201 (9)	FRE 101,102,201 (9)	FRE 202 (3)	FR 204, 214 (6)	FREN 320,322 (6)	FREN 101,102,201,202 (12)		
	5	FRE 201,202 (6)	FRE101,102,201,202 (12)	FRE 101,102 (6)	FRE101,102,201,202 (12)	FRE 101,102,201,202 (12)	FRE 304 (3)	FR 311, 350 (6)	FREN 320,322 (6)	FREN 101,102,201,202,320 (15)		
	3	GER 201 (3)	GER 101,102,201 (9)	Elective (3)	GER 101, 102 (6)	GER101,102 (6)	GER 201 (3)	GER 201 (3)	GERM 123 (4)	GERM 101,102,201 (9)		
	4	GER 201,202 (6)	GER101,102,201,202 (12)	Two electives (6)	GER 101,102,201 (9)	GER101,102,201 (9)	GER 202 (3)	GER 201,202 (6)	GERM 201 (3)	GERM 101,102,201,202 (12)		
	5	GER 201,202 (6)	GER101,102,201,202 (12)	Two electives (6)	GER 101,102,201,202 (12)	GER 101,102,201,202 (12)	GER 304 (3)	GER 201,202,307 (9)	GERM 313 (3)	GERM 101,102,201,202,330 (15)		
	3	TRN 106 (3)	FLS 101,102,201 (9)	ITA 101 (3)	ITL 190 (3)	MLA 101,102 (6)	ITA 201 (3)	ITA 201 (3)	ITAL 122 (4)	ITAL 101,102,3 ELECTIVE (9)		
	4	TRN 106,107 (6)	FLS 101,102,201,202 (12)	ITA 101,102 (6)	ITL 190, 200 (6)	MLA 101,102,201 (9)	ITA 202 (3)	ITA 201, 202 (6)	ITAL 123 (4)	ITAL 101,102,5,6 ELECTIVE (12)		
	5	TRN 106,107 (6)	FLS 101,102,201,202 (12)	ITA 101,102 (6)	ITL 190, 200 (6)	MLA 101,102,201,202 (12)	ITA 202 (3)	ITA 201, 202, 307 (9)	ITAL 321,322 (6)	ITAL 101,102,9 ELECTIVE (15)		
Japanese Language and Culture	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
	3	JPN 201 (3)	JPN 101,102,201 (9)	JPN 171 (3)	FLE 101 (3)	JPN 101,102 (6)	JPN 201 (3)	JPN 201 (3)	JAPN 102 (3)	JAPN 101,102,201 (9)		
	4	JPN 201,202 (6)	JPN 101,102,201,202 (12)	JPN 171,172 (6)	FLE 101, 102 (6)	JPN 101,102,201 (9)	JPN 202 (3)	JPN 201, 202 (6)	JAPN 202 (3)	JAPN 101,102,201,202 (12)		
	5	JPN 201,202 (6)	JPN 101,102,201,202 (12)	JPN 171,172 (6)	FLE 101, 102 (6)	JPN101,102,201,202 (12)	JPN 202 (3)	JPN 201,202,301 (9)	JAPN 301 (3)	JAPN 101,102,201,202,3 ELECTIVE (15)		
Latin: Vergil	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
	3	TRN 106 (3)	LAT 101,102 (6)	HON 141, 142 (6)	LAT 101, 102 (6)	MLA 101 (3)	LAT 101 (3)	CLA 101,102 (8)	LAT 301,302 (6)	RELS 150,151 (6) and Elective (3)		
	4	TRN 106,107 (6)	LAT 101,102 (6)	HON 141, 142 (6)	LAT 101,102,201 (9)	MLA 101,102 (6)	LAT 101 (3)	CLA 201,202 (6)	LAT 301,302 (6)	RELS 150,151 (6) and Electives (6)		
	5	TRN 106,107 (6)	LAT 101,102 (6)	HON 141, 142 (6)	LAT 101,102,201,202 (12)	MLA 101,102 (6)	LAT 101 (3)	CLA201,202,302 (9)	LAT 301,302 (6)	RELS 150,151 (6) and Electives (9)		
Spanish Language	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
	3	SPA 201 (3)	SPA 101,102,201 (9)	SPA 101, 102 (6)	SPA 101,102 (6)	SPA101,102 (6)	SPI 201 (3)	SPA 202 (3)	SPAN 122 (4)	SPAN 101,102,201 (9)		
	4	SPA 201,202 (6)	SPA 101,102,201,202 (12)	SPA 201, 202 (6)	SPA 101,102,201 (9)	SPA101,102,201 (9)	SPI 202 (3)	SPA 210 (3)	SPAN 123 (4)	SPAN 101,102,201,202 (12)		
	5	SPA 201,202 (6)	SPA101,102,201,202 (12)	SPA 303, 304 (6)	SPA101,102,201,202 (12)	SPA101,102,201,202 (12)	SPI 304 (3)	SPA 210,211 (6)	SPAN 201,202 (6)	SPAN 101,102,201,202,371 (15)		
Spanish Literature	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
	3	TRN 110 (3)	SPA 310 (3)	Elective (3)	300 level elective (3)	SPA 306 (3)	SPI 201 (3)	SPA 202 (3)	SPAN 313 (3)	SPAN 101,102,201 (9)		
	4	TRN 110 (3)	SPA 310 (3)	Elective (3)	2-300 level electives (6)	SPA 306,401 (6)	SPI 202 (3)	SPA 320 (3)	SPAN 202,313 (6)	SPAN 101,102,201,202 (12)		
	5	TRN 110 (3)	SPA 310 (3)	Elective (3)	2-300 level electives (6)	SPA 306,401 (6)	SPI 304 (3)	SPA 320,322 (6)	SPAN 202,313 (6)	SPAN 101,102,201,202,374 (15)		

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

Advanced Placement (AP) Exams – Sciences and Mathematics (Course Prefix(es), Number(s), and Credit Hours Awarded)										
	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
Biology	3	BIO 112 (3)	BIO 100 (3)	BIO 101 (3)	BIOL 105 (3)	BIO 101, 115 (7)	BIO 120 (4)	BIO 102, 103 (6)	BIOL 102 (3)	BIOL 113 (3)
	4	BIO 112 (3)	BIO 111 (4)	BIO 111 (4)	BIOL 105 (3) or BIOL 171 (4)	BIO 101, 115 (7)	BIO 150/150L (4) or BIO 120/120L (4)	BIO 148, 152 (6)	BIOL 102 (3)	BIOL 120, 121 (4)
	5	BIO 112 (3)	BIO 111, 112 (8)	BIO 111 (4)	BIOL 105 (3) or BIOL 171 (4)	BIO 101, 115, 216 (11)	BIO 150/150L (4) or BIO 120/120L (4)	BIO 148, 152 (6)	BIOL 102 (3)	BIOL 120, 121, 122, 223 (8)
Chemistry	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	CHE 170 (3)	CHE 101, 101L (4)	CHE 101, 110 (4)	CHEM 101 or 111 (4)	CHE 101 (4)	CHE 120, 120L (4)	CHE 105, 111 (4)	CHEM 201 (3)	CHEM 116 or CHEM 101 (3)
	4	CHE 170, 180 (6)	CHE 111, 111L (4)	CHE 101, 110 (4)	CHEM 101 or 111 (4)	CHE 105 (4)	CHE 120, 120L, CHEM 121, 211 (8)	CHE 105, 111 (4)	CHEM 201, 202 (6)	CHEM 105, 106 (4) or CHEM 120, 121 (5)
5	CHE 170, 180 (6)	CHE 112, 112L (4)	CHE 101, 110 (4)	CHEM 101 or 111 (4)	CHE 105 (4)	CHE 120, 120L, CHEM 121, 211 (8)	CHE 105, 107, 111 (7)	CHEM 201, 202 (6)	CHEM 120, 121, 222, 223 (10)	
Environmental Science	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	EST 150 (4)	GLY 172 (3)	BIO 103 (3)	BIOL 155 (3)	BIO 103 (3)	ENV 110 (3)	GLY 110 (3)	BIOL 263 (3)	AGRI 280 or CHEM 280 or ENV 280 or GEOG 280 or PH 280 (3)
	4	EST 150 (4)	GLY 172 (3)	BIO 103 (3)	BIOL 155 (3)	BIO 103 (3)	ENV 110 (3)	GLY 110 (3)	BIOL 263 (3)	
5	EST 150 (4)	GLY 172 (3)	BIO 103 (3)	BIOL 155 (3)	BIO 103 (3)	ENV 110 (3)	GLY 110 (3)	BIOL 263 (3)		
Physics B	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	PHY 201, 203 (8)	PHY 101 (3)	PHY 207 and PHY 208 (8)	SCI 123 (3)	PHY 130, 132 (6)	PHY 110 (4)	PHY 151, 152 (6)	PHYS 221, 222, 223, 224 (8)	PHYS 101 (3)
	4	PHY 201, 203 (8)	PHY 131 (5)	PHY 207 and PHY 208 (8)	PHY 201, 201A, 202, 202A (8)	PHY 130, 132 (6)	PHY 211 (5)	PHY 151, 152 (6)	PHYS 221, 222, 223, 224 (8)	PHYS 231, 232 (4)
5	PHY 201, 203 (8)	PHY 131, 132 (10)	PHY 207 and PHY 208 (8)	PHY 201, 201A, 202, 202A (8)	PHY 130, 132 (6)	PHY 211, 213 (10)	PHY 151, 152 (6)	PHYS 221, 222, 223, 224 (8)	PHYS 231, 232 (4)	
Physics C- Mechanics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	PHY 231 (4)	PHY 101 (3)	PHY 211 (5)	SCI 123 (3)	PHY 235 (4)	PHY 211 (5)	PHY 231 (4)	PHYS 295, 298 (5)	PHYS 101 (3)
	4	PHY 231 (4)	PHY 201 (5)	PHY 211 (5)	PHY 231, 231A (5)	PHY 235 (4)	PHY 211 (5)	PHY 231 (4)	PHYS 295, 298 (5)	PHYS 231, 232 (4)
5	PHY 231 (4)	PHY 201 (5)	PHY 211 (5)	PHY 231, 231A (5)	PHY 235 (4)	PHY 211 (5) or PHY 220 (4)	PHY 231 (4)	PHYS 295, 298 (5)	PHYS 255, 256 (5)	
Physics C- Electricity and Magnetism	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	PHY 232 (4)	PHY 101 (3)	PHY 212 (5)	SCI 123 (3)	PHY 255 (4)	PHY 213 (5)	PHY 232 (4)	PHYS 296, 299 (5)	PHYS 332, 233 (4)
	4	PHY 232 (4)	PHY 202 (5)	PHY 212 (5)	PHY 232, 232A (5)	PHY 255 (4)	PHY 213 (5)	PHY 232 (4)	PHYS 296, 299 (5)	PHYS 332, 233 (4)
5	PHY 232 (4)	PHY 202 (5)	PHY 212 (5)	PHY 232, 232A (5)	PHY 255 (4)	PHY 213 or PHY 222 (4)	PHY 232 (4)	PHYS 296, 299 (5)	PHYS 265, 266 (5)	
Calculus AB	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	MAT 175 (5)	MAT 109 (5)	MAT 131 (5)	MATH 174 (3)	MAT 250 (5)	MAT 128 (3)	MA 113 (4)	MATH 180 (3)	MATH 119 (4)
	4	MAT 175 (5)	MAT 124 (4)	MAT 131 (5)	MATH 175 (4)	MAT 250 (5)	MAT 129 (4)	MA 113 (4)	MATH 205 (4)	MATH 136 (4)
5	MAT 175 (5)	MAT 124 (4)	MAT 131 (5)	MATH 175 (4)	MAT 250 (5)	MAT 129 (4)	MA 113 (4)	MATH 205 (4)	MATH 136 (4)	
Calculus BC	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	MAT 175, 185 (10)	MAT 124 (4)	MAT 131, 132 (10)	MATH 175 (4)	Mat 250 (5)	MAT 129 (4)	MA 113, 114 (8)	Math elective (3)	MATH 136 (4)
	4	MAT 175, 185 (10)	MAT 124, 224 (8)	MAT 131, 132 (10)	MATH 275 (4)	Mat 250, 308 (10)	MAT 129, 229 (9)	MA 113, 114 (8)	MAT 205, 206 (8)	MATH 136, 137 (8)
5	MAT 175, 185 (10)	MAT 124, 224 (8)	MAT 131, 132 (10)	MATH 275 (4)	Mat 250, 308 (10)	MAT 129, 229 (9)	MA 113, 114 (8)	MAT 205, 206 (8)	MATH 136, 137 (8)	
Statistics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	STA 220 (3)	STA 215 (3)	Elective (3)	MATH 123 (3)	Mat 135 (4)		GEED 2/EL (3)	MAT 109 (3)	MATH 183 (3)
	4	STA 220 (3)	STA 270 (3)	Elective (3)	MATH 123 (3)	Mat 135 (4)	STA 212 or STA 205 or STA 113 (3)	STA 210, 291 (6)	MAT 109 (3)	MATH 183 (3)
5	STA 220 (3)	STA 270 (3)	Elective (3)	MATH 123 (3)	Mat 135 (4)		STA 210, 291 (6)	MAT 109 (3)	MATH 183 (3)	

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

Advanced Placement (AP) Exams – English Language and Literature, Art, and Music (Course Prefix(es), Number(s), and Credit Hours Awarded)										
English Language	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ENG 101 (3)	ENG 101 (3)	ENG 101 (3)	ENG 100 (3)	ENG 101 (3)	ENG 101 (3)	WRD 1-- (3)	ENGL 101 (3)	ENG 100 (3)
	4	ENG 101 (3)	ENG 101, 102(6)	ENG 101, 102 (6)	ENG 100 (3)	ENG 105 (4)	ENG 101, 291 (6)	WRD 110 (3)	ENGL 101,102 (6)	ENG 100 (3)
	5	ENG 101 (3)	ENG 101, 102(6)	ENG 101, 102 (6)	ENG 100 (3)	ENG 105 (4)	ENG 101, 291 (6)	WRD 110 (3)	ENGL 101,102 (6)	ENG 100 (3)
English Literature	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ENG 161 (3)	ENG 101 (3)	ENG 101 (3)	ENG 100 or ENG 120 (3)	ENG 201 (3)	ENG 200 (3)	ENG elective (3)	ENGL 101 (3)	ENG 100 (3)
	4	ENG 161 (3)	ENG 101, 102(6)	ENG 101, 102 (6)	ENG 100 or ENG 120 (3)	ENG 201 (3)	ENG 200 (3)	ENG elective (3)	ENGL 101,102 (6)	ENG 100, 200 (6)
	5	ENG 161 (3)	ENG 101, 102(6)	ENG 101, 102 (6)	ENG 100 or ENG 120 (3)	ENG 201 (3)	ENG 200 (3)	ENG 230 (3)	ENGL 101,102 (6)	ENG 100, 200 (6)
Art History	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ART 105 (3) or ART 106 (3)	ART 200 (3)	ART 201,202 (6)	FNA 160 (3)	ART 211 (3)	ARTH 101,102 (6)	A-H 106 (3)	Art elective (3)	ART 105 or ART 106 (3)
	4	ART 105, 106 (6)	ART 200 (3)	ART 201,202 (6)	FNA 160 (3)	ART 211 (3)	ARTH 101,102 (6)	A-H 106 (3)	ARTH 250 (3)	ART 105,106 (6)
	5	ART 105, 106 (6)	ART 200 (3)	ART 201,202 (6)	FNA 160 (3)	ART 211 (3)	ARTH 101,102 (6)	A-H 106 (3)	ARTH 250 (3)	ART 105,106 (6)
Studio Art - Drawing	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ART 110 (3)	ART 100 (3)	ART 110 (3)	ART 112 (3)	ART 101 (3)	ART 131 (3)	A-S 130 (3)	Art elective (3)	ART 140 (3)
	4	ART 110 (3)	ART 100 (3)	ART 110 (3)	ART 112 (3)	ART 101 (3)	ART 131 (3)	A-S 130 (3)	ART 115 (3)	ART 140 (3)
	5	ART 110 (3)	ART 100 (3)	ART 110 (3)	ART 112 (3)	ART 101 (3)	ART 131 (3)	A-S 130 (3)	ART 115 (3)	ART 140 (3)
Studio Art – 2D	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ART 112 (3)	ART 152 (3)	ART 112 (3)	ART 100 (3)	ART 111 (3)	ART 132 (3)	A-S 102 (3)	Art elective (3)	ART 130 (3)
	4	ART 112 (3)	ART 152 (3)	ART 112 (3)	ART 100 (3)	ART 111 (3)	ART 132 (3)	A-S 102 (3)	ART 105 (3)	ART 130,140 (6)
	5	ART 112 (3)	ART 152 (3)	ART 112 (3)	ART 100 (3)	ART 111 (3)	ART 132 (3)	A-S 102 (3)	ART 105 (3)	ART 130,140 (6)
Studio Art – 3D	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	ART 113 (3)	ART 153 (3)	ART 113 (3)	ART 102 (3)	ART 112 (3)	ART 133 (3)	A-S 103 (3)	Art elective (3)	ART 131 (3)
	4	ART 113 (3)	ART 153 (3)	ART 113 (3)	ART 102 (3)	ART 112 (3)	ART 133 (3)	A-S 103 (3)	ART 106 (3)	ART 131 (3)
	5	ART 113 (3)	ART 153 (3)	ART 113 (3)	ART 102 (3)	ART 112 (3)	ART 133 (3)	A-S 103 (3)	ART 106 (3)	ART 131 (3)
Music Theory	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	MUS 174 (3)	MUS 181 (3)	MUS 112, 113 (4)	MUST 131, 133 (4)	MUS 170 (3)	MUS 122,124,125 (4)	MUS 174 (3)	MUH 100 X (3)	MUS 100 (3)
	4	MUS 174 (3)	MUS 181, 182 (6)	MUS 112, 113 (4)	MUST 131, 133 (4)	MUS 170 (3)	MUS 122,124,125 (4)	MUS 171 (2)	MUH 100 X (3)	MUS 100,101 (6)
	5	MUS 174 (3)	MUS 181, 182 (6)	MUS 112, 113 (4)	MUST 131, 133 (4)	MUS 170,173 (6)	MUS 122,124,125 (4)	MUS 171,173 (4)	MUH 100 X (3) or MUH 141 and 142 with all subscores of 5 (6)	MUS 100,101 (6)

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

Advanced Placement (AP) Exams – Economics and Computer Science (Course Prefix(es), Number(s), and Credit Hours Awarded)											
	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western	
Macroeconomics											
Agreement across all institutions.	3	ECO 201 (3)	ECO 231 (3)	ECO 202 (3)	ECON 201 (3)	ECO 230 (3)	ECO 200 (3)	ECO 202 (3)	ECON 202 (3)	ECON 203 (3)	
	4	ECO 201 (3)	ECO 231 (3)	ECO 202 (3)	ECON 201 (3)	ECO 230 (3)	ECO 200 (3)	ECO 202 (3)	ECON 202 (3)	ECON 203 (3)	
	5	ECO 201 (3)	ECO 231 (3)	ECO 202 (3)	ECON 201 (3)	ECO 230 (3)	ECO 200 (3)	ECO 202 (3)	ECON 202 (3)	ECON 203 (3)	
Microeconomics											
Agreement across all institutions.	3	ECO 202 (3)	ECO 230 (3)	ECO 201 (3)	ECON 202 (3)	ECO 231 (3)	ECO 201 (3)	ECO 201 (3)	ECON 201 (3)	ECON 202 (3)	
	4	ECO 202 (3)	ECO 230 (3)	ECO 201 (3)	ECON 202 (3)	ECO 231 (3)	ECO 201 (3)	ECO 201 (3)	ECON 201 (3)	ECON 202 (3)	
	5	ECO 202 (3)	ECO 230 (3)	ECO 201 (3)	ECON 202 (3)	ECO 231 (3)	ECO 201 (3)	ECO 201 (3)	ECON 201 (3)	ECON 202 (3)	
Computer Science A											
	Score	KCTCS*	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western	
	3	CIS 120, 149 (6) or CS 215 (3)	CSC 104 (3)	COS 108 (4)	CIS 200 (3)	CSC 235 OR CSC 240 (3)	INF 260/260L (4)	GEEED 1-- elective (3)	CIS elective (3)	CS 180 (4)	
	4	CIS 120, 149 (6) or CS 215 (3)	CSC 104 (3)	COS 108 (4)	CIS 200 (3)	CSC 235 OR CSC 240 (3)	INF 260/260L (4)	CIS 115 (3)	CIS elective (3)	CS 180 (4)	
	5	CIS 120, 149 (6) or CS 215 (3)	CSC 104 (3)	COS 108 (4)	CIS 200 (3)	CSC 235 OR CSC 240 (3)	INF 260/260L (4)	CIS 115 (3)	CIS elective (3)	CS 180 (4)	

* The KCTCS CIS prefix is changing to CIT beginning fall 2012.

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

Advanced Placement (AP) Exams – History, Government and Politics, Geography, Psychology (Course Prefix(es), Number(s), and Credit Hours Awarded)										
European History	Score	KCTCS	Eastern	KY State**	Morehead	Murray	Northern	UK	UofL	Western
	3	HIS 104,105 (6)	HIS 231,232 (6)	HIS 103 (3)	HIS 201 (3)	HIS 201 (3)	HIS 100,101 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120 (3)
	4	HIS 104,105 (6)	HIS 231,232 (6)	HIS 103 (3)	HIS 201 (3)	HIS 201 (3)	HIS 100,101 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120,3 elective(6)
	5	HIS 104,105 (6)	HIS 231,232 (6)	HIS 103 (3)	HIS 201 (3)	HIS 201 (3)	HIS 100,101 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120,3 elective(6)
Comp Government and Politics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	POL 210 (3)	POL 212 (3)	Elective (3)	GOVT 230 (3)	POL 252 (3)	PSC 102 (3)	PS 210 (3)	POLS elective (3)	PS 260 (3)
	4	POL 210 (3)	POL 212 (3)	Elective (3)	GOVT 230 (3)	POL 252 (3)	PSC 102 (3)	PS 210 (3)	POLS 202 (3)	PS 260 (3)
	5	POL 210 (3)	POL 212 (3)	Elective (3)	GOVT 230 (3)	POL 252 (3)	PSC 102 (3)	PS 210 (3)	POLS 202 (3)	PS 260 (3)
U.S. Government and Politics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	POL 101 (3)	POL 101 (3)	POS 101 (3)	GOVT 141 (3)	POL 140 (3)	PSC 100 (3)	PS 101 (3)	POLS elective (3)	PS 110 (3)
	4	POL 101 (3)	POL 101 (3)	POS 101 (3)	GOVT 141 (3)	POL 140 (3)	PSC 100 (3)	PS 101 (3)	POLS 201 (3)	PS 110 (3)
	5	POL 101 (3)	POL 101 (3)	POS 101 (3)	GOVT 141 (3)	POL 140 (3)	PSC 100 (3)	PS 101 (3)	POLS 201 (3)	PS 110 (3)
U.S. History	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	HIS 108,109 (6)	HIS 202, 203 (6)	HIS 201 (3)	HIS 102 (3)	HIS 221,222 (6)	HIS 102,103 (6)	HIS 108,109 (6)	HIS 211, 212 (6)	3 elective hours
	4	HIS 108,109 (6)	HIS 202, 203 (6)	HIS 201, 202 (6)	HIS 102 (3)	HIS 221,222 (6)	HIS 102,103 (6)	HIS 108,109 (6)	HIS 211,212 (6)	6 elective hours
	5	HIS 108,109 (6)	HIS 202, 203 (6)	HIS 201, 202 (6)	HIS 102 (3)	HIS 221,222 (6)	HIS 102,103 (6)	HIS 108,109 (6)	HIS 211,212 (6)	6 elective hours
World History	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	HIS 101 (3)	HIS 246,247 (6)	HIS 101 or HIS 103 (3)	HIS 101 (3)	CIV 201 or 202 (3)	HIS 108,109 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120 (3)
	4	HIS 101 (3)	HIS 246,247 (6)	HIS 101 or HIS 103 (3)	HIS 101 (3)	CIV 201 or 202 (3)	HIS 108,109 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120,3 elective(6)
	5	HIS 101 (3)	HIS 246,247 (6)	HIS 101 or HIS 103 (3)	HIS 101 (3)	CIV 201 or 202 (3)	HIS 108,109 (6)	HIS 104,105 (6)	HIST 102 (3)	HIST 120,3 elective(6)
Human Geography	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	GEO 172 (3)	GEO 220 (3)	GEO 102 (3)	GEO 100 (3)	SOS Elective (3)	GEO 100 (3)	GEO 172 (3)	GEOG 200 (3)	GEOG 216 (3)
	4	GEO 172 (3)	GEO 220 (3)	GEO 102 (3)	GEO 100 (3)	SOS Elective (3)	GEO 100 (3)	GEO 172 (3)	GEOG 200 (3)	GEOG 216 (3)
	5	GEO 172 (3)	GEO 220 (3)	GEO 102 (3)	GEO 100 (3)	SOS Elective (3)	GEO 100 (3)	GEO 172 (3)	GEOG 200 (3)	GEOG 216 (3)
Psychology	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	3	PSY 110 (3)	PSY 200 (3)	PSY 200 (3)	PSY 154 (3)	PSY 180 (3)	PSY 100 (3)	PSY 100 (3)	PSYC 201 (3)	PSY 100 (3)
	4	PSY 110 (3)	PSY 200 (3)	PSY 200 (3)	PSY 154 (3)	PSY 180 (3)	PSY 100 (3)	PSY 100 (3)	PSYC 201 (3)	PSY 100 (3)
	5	PSY 110 (3)	PSY 200 (3)	PSY 200 (3)	PSY 154 (3)	PSY 180 (3)	PSY 100 (3)	PSY 100 (3)	PSYC 201 (3)	PSY 100 (3)

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

French Language		CLEP Exams – World Languages (Course Prefix(es), Number(s), and Credit Hours Awarded)									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
50-59	FRE 201 (3)	FRE 101,102 (6)	FRE 101, 102 (6)	(50-58)FRN 101,102(6)	(50-55) FRE 101,102 (6) (56-59) FRE 101,102,201 (9)	FRE 101,102 (6)	(50-65) FR 201 (3)	(50-58) FREN 121,122 (8)	(50-55) FREN 101,102 (6) (56-58) FREN 101,102,201 (9)		
60-69											
70	FRE 201,202 (6)			(59+) FRN 101,102,201,202 (12)	(60+) FRE 101,102,201,202 (12)	FRE 101,102,201, 202 (12)	(66+) FR 201,202 (6)	(59+) FREN 121,122,123 (12)	(60+) FREN 101,102,201,202 (12)		
German Language		Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
50-59	GER 201 (3)	GER 101,102 (6)	Two electives (6)	GER 101,102 (6)	(50-55) GER 101,102 (6) (56-59) GER 101,102,201 (9)	GER 101,102 (6)	(50-65) GER 201 (3)	(50-62) GERM 121,122 (8)	(50-55) GERM 101,102 (6) (56-59) GERM 101,102,201 (9)		
60-69											
70	GER 201,202 (6)			GER 101,102,201,202 (12)	GER 101,102,201,202 (12)	GER 101,102,201,202 (12)	(66+) GER 201,202 (6)	(63+) GERM 121,122,123 (12)	(60+) GERM 101,102,201,202 (12)		
Spanish Language		Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western		
50-59	SPA 201 (3)	SPA 101,102 (6)	SPA 101, 102 (6)	(50-62) SPA 101,102 (6)	(50-57) SPA 101,102 (6) (58-62) SPA 101,102,201 (9)	(50-56) SPI 101,102 (6) (57+) SPI 101,102,201,202 (12)	(50-65) SPA 201 (3)	(50-65) SPAN 121,122 (8)	(50-57) SPAN 101,102 (6) (58-62) SPAN 101,102,201 (9)		
60-69				(63+) SPA 101,102,201,202 (12)	(63+) SPA 101,102,201,202 (12)						
70	SPA 201,202 (6)						(66+) SPA 201,202 (6)	(66+) SPAN 121,122,123 (12)	(63+) SPAN 101,102,201,202 (12)		

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

CLEP Exams – Sciences and Mathematics (Course Prefix(es), Number(s), and Credit Hours Awarded)									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
Biology									
50	BIO 112 (3)	BIO 111 (4)	BIO 101 (3) or BIO 111 (4)	BIO 105 (3)	BIO 101 (3)	BIO 120, 120L (4)	(50-54) BIO 1– (3)	BIOL 102 (3)	BIOL 120 (3)
55							BIO 103 (3)		
60	BIO 112,120 (6)						BIO 102,103 (6)		
65	BIO 150,152 (6)								
Chemistry									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	CHE 170, 180 (6)	CHE 111, 111L (4)	CHE 101, 110 (4)	CHEM 101 or CHEM 111 (4)	CHE 101 (4)	CHEM 120,121 (6)	CHE 105,107 (6)	CHEM 201,202,207 (7)	CHEM 116 (3)
Natural Sciences									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	BIO 112 (3)	GLY 172 (3)	BIO 103 (3)	BIO 105 and SCI 103 (6)	BIO 103 (3)	SCI 100G (3)	SCI 1– (3)	BIOL 102 (3)	AGRI 280or CHEM 280 or ENV 280 or GEOG 280 or PH 280 (3)
College Mathematics									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	MAT 146 (3)	MAT 105 (3)	MAT 111 (3)	MATH 131 (3)	MAT 117 (3)	MAT 100G (3)	MA 1– (3)	MATH 200XGENM (3)	MATH 109 (3)
College Algebra									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	MAT 150 (3)	MAT 107 (3)	MAT 115 (3)	MATH 152 (3)	MAT 140(4)	MAT 109 (3)	MA 108R (3)	MATH 111 (3)	MATH 116 (3)
52									MATH 117 (3)
Precalculus									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	MAT 150 (3)	MAT 109 (5)	MAT 120 (4)	MATH 174 (3)	MAT 150 (5)	MAT 119 (3)	MA 109 (3)	MATH 190 (4)	MATH 116 (3)
60	MAT 160 (5)								MATH 136 (4)
Calculus									
Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
50	MAT 175 (5)	MAT 124 (4)	MAT 131 (5)	MATH 175 (4)	MAT 250 (5)	MAT 129 (4)	MA 113 (4)	MATH 205 (4)	MATH 136 (4)
55									MATH 137 (4)

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

CLEP Exams – American and English Literature, Humanities, and Composition (Course Prefix(es), Number(s), and Credit Hours Awarded)										
American Literature	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ENG 251 (3)	ENG 350 (3) or ENG 351 (3)	ENG 324 (3) or ENG 325 (3)	ENG 341 (3) or ENG 342 (3)	ENG 201 (3)	ENG 208,209 (6)	(50-74) ENG 1—(3)		ENG 391 or ENG 392 (3)
	59								ENGL 311 (3)	
	75							ENG 250 (3)		ENG 391 and ENG 392 (6)
Analyzing and Interpreting Literature	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ENG 161 (3)	ENG 210 (3)	ENG 211 (3) or ENG 215 (3)	ENG 120 (3)	ENG 201 (3)	ENG 200 (3)	(50-74) ENG 1—(3)	ENGL 250 (3)	ENG 200 (3)
	51									
	75							ENG 230 (3)		
English Literature	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ENG 161 (3)	ENG 352 or ENG 353 (3)	ENG 322 or ENG 323 (3)	ENG 331 (3) or ENG 332 (3)	ENG 201 (3)	ENG 202,203 (6)	(50-74) ENG 1—(3)		ENG 381 or ENG 382 (3)
	60								ENGL 301 (3)	ENG 381 and ENG 382 (6)
	63									
	75							ENG 230 (3)		
Humanities	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	HUM 120 (3)	HUM 124 (3)	PHI 200 (3)	FNA 160 and ENG 120 (6)	HUM 212 (3)	HUM 100G (3)	GEED 1—elective (3)	HUM 200X, GENHIG(3)	GE B/I, B/II (6 Elective)
College Composition, College Composition Modular	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ENG 101 (3)	ENG 101 (3)	ENG 101 (3)	ENG 100 (3)	ENG 101 (3)	ENG 101 (3)	WRD 1—(3)	ENGL 101 (3)	ENG 100 (3)

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

CLEP Exams – Economics, Business and Management, Business Law, and Computer Science (Course Prefix(es), Number(s), and Credit Hours Awarded)										
Principles of Management	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	BAS 293 (3)	MGT 301 (3)	MGT 301 (3)	MNGT 301 (3)	MGT 350 (3)	MGT 205 (3)	MGT 301 (3)		MGT 210 (3)
	56		MGT 301 (3)							
	60								MGMT 301 (3)	
Principles of Marketing	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	BAS 282 (3)	MKT 300 (3)	MKT 301 (3)	MKT 304 (3)	MKT 360 (3)	MKT 305 (3)	MKT 300 (3)		Elective (3)
	57									MKTG 220 (3)
	60								MKT 301 (3)	
Financial Accounting	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ACC 101 (3)	ACC 201 (3)	ACC 201 (3)	ACCT 281 (3)	ACC 200 (3)	ACC 200 (3)	ACC 201 (3)	ACCT 201 (3)	ACCT 200 (3)
Principles of Macroeconomics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ECO 202 (3)	ECO 231 (3)	ECO 202 (3)	ECON 201 (3)	ECO 230 (3)	ECO 200 (3)	ECO 202 (3)	ECON 202 (3)	ECON 203 (3)
Principles of Microeconomics	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	ECO 201 (3)	ECO 230 (3)	ECO 201 (3)	ECON 202 (3)	ECO 231 (3)	ECO 201 (3)	ECO 201 (3)	ECON 201 (3)	ECON 202 (3)
Information Systems and Computer Applications	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	CIS 149 (3)	CIS 212 (3)	COS 100 (3)	CIS 311 (3)	CSC 101 (3)	BIS 300T (3)	GEED I--elective (3)	CIS 100 (3)	Elective (3)
	58									CIS 141 (3)
Introductory Business Law	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	BAS 267 (3)	GBU 204 (3)	BUA 321 (3)	MNGT 261 (3)	LST 240 (3)	BUS 230 (3)	MGT 341 (3)	CLAW 301 (3)	MGT 301 (3)

Kentucky Standard Acceptable Scores for National Exams Table (Revised April 10, 2012)

CLEP Exams – Government, History, and Social and Behavioral Sciences (Course Prefix(es), Number(s), and Credit Hours Awarded)										
American Government	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	POL 101 (3)	POL 101 (3)	POS 101 (3)	GOVT 141 (3)	POL 140 (3)	PSC 100 (3)	PS 101 (3)	POLS 100X (3)	PS 110 (3)
History of the United States I	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern <td>UK</td> <td>UofL</td> <td>Western</td>	UK	UofL	Western
	50	HIS 108 (3)	HIS 202 (3)	HIS 201 (3)	HIS 220 (3)	HIS 221 (3)	HIS 102 (3)	HIS 108 (3)	HIST 100X (3)	HIST 240 (3)
History of the United States II	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	HIS 109 (3)	HIS 203 (3)	HIS 202 (3)	HIS 202 (3)	HIS 222 (3)	HIS 103 (3)	HIS 109 (3)	HIST 100X (3)	HIST 241 (3)
Western Civilization I (to 1648)	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	HIS 104 (3)	HIS 231 (3)	HIS 101 (3)	HIS 210 (3)	CIV 201 (3)	HIS 100 (3)	HIS 104 (3)	HIST 100X (3)	HIST 119 (3)
Western Civilization II (1648 – present)	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	HIS 105 (3)	HIS 232 (3)	HIS 101 (3)	HIS 201 (3)	CIV 202 (3)	HIS 101 (3)	HIS 105 (3)	HIST 100X (3)	HIST 120 (3)
Social Sciences and History	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	SOC 101 (3)	GSD elective (3)	Elective (3)	HIS 201 (3)	HIS 201, POL 140, or SOC 133 (3)	SSH 100G (3)	GEED 1--elective (3)	UNIV 100X (3)	Elective (3) Gen Ed Category C
Human Growth and Development	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	AHS 100 (3)	PSY 280	EDU 221 (3)	EDF 211 (3)	EDP 260 (3)	EDU 300 (3)	PSY 223 (3)	EDTB 107 (3)	PSY 199 (3)
Introductory Sociology	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	SOC 101 (3)	SOC 131 (3)	SOC 203 (3)	SOC 101 (3)	SOC 133 (3)	SOC 100 (3)	SOC 101 (3)	SOC 201 (3)	SOCL 100 (3)
Introductory Psychology	Score	KCTCS	Eastern	KY State	Morehead	Murray	Northern	UK	UofL	Western
	50	PSY 110 (3)	PSY 200 (3)	PSY 200 (3)	PSY 154 (3)	PSY 180 (3)	PSY 100 (3)	PSY 100 (4)	PSYC 201 (3)	PSY 100 (3)

**Council on Postsecondary Education
April 20, 2012**

**Western Kentucky University
Doctorate in Physical Therapy**

ACTION: The staff recommends that the Council approve the Doctorate in Physical Therapy at Western Kentucky University (CIP Code: 51.2308).

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed and recommends for approval the Doctorate in Physical Therapy program from Western Kentucky University.

With only two physical therapy doctoral programs offered in the state, the proposed program will help Kentucky increase its capacity to educate more physical therapists and meet market demands, both locally and nationally.

The three-year program includes laboratory and lecture-based biology, two semesters of laboratory and lecture-based inorganic chemistry, two semesters of laboratory and lecture-based physics, social and behavioral sciences, research methods, and successful completion of a clinical experience. Graduates may pursue careers as clinicians, educators, researchers, administrators, supervisors, and consultants, providing services to a culturally and geographically diverse population in an ever changing healthcare environment.

**Council on Postsecondary Education
April 20, 2012**

**University of Kentucky
M.S. in Clinical Research Design**

ACTION: The staff recommends that the Council approve the Master of Science in Clinical Research Design at the University of Kentucky (CIP Code: 51.1401).

KRS 164.020 (15) empowers the Council to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed and recommends for approval the M.S. in Clinical Research Design from the University of Kentucky.

The M.S. in Clinical Research Design provides practicing health care professionals (M.D.s, D.M.D.s, Pharm.D.s, Clinical Psychologists, etc.) and those pursuing a terminal Ph.D. in fields like pharmacy, nursing, and psychology with the competencies to perform population-based research and clinical trials in accordance with the concept of bench-to-bedside (translational) practice.

Researchers in the basic sciences and pharmaceutical sciences are under increasing pressure to conduct translational research, while researchers in dentistry, nursing, and psychology are being encouraged to take an active role in community-based research.

Clinicians with academic appointments at UK and physicians off campus, including community-based physicians who wish to participate in clinical research, will be targeted for this program.

Students will complete a minimum of 31 credit hours of study. The core curriculum consists of 13 hours and a minimum of 12 elective credit hours. A practicum in mentored research and thesis research is required.

Council on Postsecondary Education
April 20, 2012

KnowHow2Transfer Website Presentation

The Council on Postsecondary Education and postsecondary institutions have worked with CollegeSource Inc. to develop a Transfer Equivalency and Degree Pathway Articulation System to facilitate transfer from institutions in the Kentucky Community and Technical College System to all public universities and some private institutions in the state. Over the past two years, Council staff and institutional representatives have worked to implement CollegeSource's Transfer Equivalency System software and develop KnowHow2Transfer—a public website that is built around the software's functionalities. The presentation of the website was originally scheduled for the February Council meeting but was postponed due to technical issues with the vendor's server and internet connectivity.

The KnowHow2Transfer website provides students, advisors, and the general public with one place for information on the transfer process, institutional transfer policies, degree program requirements, and transfer contact information. It also allows users to find institution-specific course equivalencies by searching for individual courses and courses within general education block areas that will be accepted and applied toward graduation requirements. In addition, the website charts degree pathways, which are the courses that KCTCS students should take in order to complete their associate degree and transfer into specific baccalaureate programs. It also allows users to create and print lists of course equivalencies that meet general education and pre-major program requirements and outlines next steps in the transfer process.

KnowHow2Transfer is a comprehensive interactive tool that meets key requirements of KRS 164.2951, also known as HB 160. It reflects the KCTCS common course numbering system, the statewide course classification system for general education, and alignment of general education and prerequisite learning outcomes. It can also be used to outline individual course and general education block transfer for students. The degree pathways show the alignment of associate of arts and associate of science degrees with related bachelor of arts and bachelor of science degrees. The website also notifies users of statewide common college readiness indicators, assessment instruments, course placement scores, and developmental course equivalencies. In addition, it provides statewide standard acceptable scores for AP courses and CLEP exams and the appropriate college course credit awarded for meeting those acceptable scores.

Staff preparation by Kim Arington and Gabrielle Gayheart

Council on Postsecondary Education
April 20, 2012

2012 Legislative Session Update

A report on other actions related to postsecondary education resulting from the 2012 legislative session will be available at the April 20 meeting. The Council staff will be available for discussion.

2012-14 Budget Summary (HB 265)

Fiscal Environment

- On January 17, Governor Beshear released his 2012-14 Executive Budget recommendation.
- The House and Senate versions and the subsequent Conference Committee version of the budget (agreed to on March 30) were largely based on the Governor's recommendation.
- None of the versions included revenue from new taxes or expanded gaming.
- All versions of the budgets proposed cuts to most state agencies of 8.4 percent in FY13 and straight-lined budgets in FY14. Most agencies have experienced cuts of 25 to 30 percent over the last two years.
- Some priority areas were increased (state employee retirement and health insurance, Corrections, Medicaid) or exempted from cuts (SEEK, student financial aid, Veterans' Affairs). Some areas received a smaller reduction than 8.4 percent (K-12 Non-SEEK, Education and Workforce, Justice and Public Safety, postsecondary institutions).

Institution Operations

- The Conference Committee budget for 2012-14 recommended a 6.4 percent General Fund reduction in FY13 and a straight-lined budget in FY14 for the public postsecondary institutions.
- \$18.9 million that was transferred from FY12 to FY11 was restored to the institutions' base before the 6.4 percent base cut was applied. (The decrease from the FY12 revised budget to the recommended FY13 institutions' budget is 4.5 percent.)
- Technical adjustments were made for debt service, the UofL hospital contract, and UK/EKU/KCTCS physical therapy program funding.
- Compared to the Governor's proposed budget, the Conference Committee budget retained language originally added by the House requiring institutions to use General Funds for various purposes, without increasing the General Fund appropriation. Similar language was included in the FY10-12 budget. The amounts listed below were specified in the House budget for each year of the biennium. Unless stated otherwise, these amounts were the same in the FY10-12 budget.
 - \$200,000 at EKU to fund the Community Operations Board.
 - \$366,900 at MuSU for the Breathitt Veterinary Center (a 6.4 percent reduction from \$392,000 provided in the enacted FY10-12 budget).
 - \$300,000 for Mining Engineering Scholarships, \$1,000,000 for the Robinson Scholars Program, and \$366,900 for the diagnostic libraries at UK (a 6.4 percent reduction from \$392,000 provided in the enacted FY10-12 budget).
- The Conference Committee specified that, should Louisville/Jefferson County Metro Government receive a rebate or refund from the University of Louisville or University Medical Center, the Commonwealth must receive an equivalent refund.
- The Conference Committee budget reduced the Restricted Funds appropriation at KCTCS for the Firefighters Foundation Program Fund by \$1,350,000 in each year of the biennium (to \$40,594,800 in FY13 and \$41,275,900 in FY14). The enacted FY10-12 budget specified \$30,433,400 in FY11 and \$31,283,500 in FY12.

- The Conference Committee budget requires KCTCS to adjust salaries of UK personnel system employees and non-UK system employees equally. The Conference Committee retained language added by the House regarding the Lancaster Center.

Capital Investments

- While the Governor's budget and the House budget included General Fund debt service for \$25 million in asset preservation/renovation, the Senate version and the Conference Committee version included no funding for debt service for asset preservation/renovation.
- The Conference Committee budget includes one state supported capital project (\$4 million) at Murray State University (reauthorization and reallocation from the KY Agriculture Heritage Center).
- While the Governor's budget recommendation authorized the institutions to fund \$451 million in capital projects with agency bonds, the Conference Committee version included one \$16.5 million agency bonded project in the current fiscal year (2011-12) and one \$27 million capital project to be funded with agency bonds in the upcoming 2012-14 biennium.

CPE Agency Funds (Statewide Coordination and Statewide Educational Programs and Services)

- The Conference Committee budget recommendation maintains funding (including tuition increases) for 164 veterinary spaces and 44 optometry spaces in the Contract Spaces Program.
- All budget versions proposed an 8.4 percent reduction to all other areas of CPE's agency budget in FY13.
- Debt service to support \$25 million in asset preservation/renovation at the institutions was removed in the Senate version of the budget and was not included in the Conference Committee budget.
- The Conference Committee budget includes \$1,558,500 in both FY13 and FY14 to support SB 1 (2009) implementation.
- The Conference Committee budget adds a \$375,000 program in FY14 to support the Adult Learner Degree Attainment Initiative. This program, without additional General Fund support, equates to a 2 percent cut to the areas not protected in the House budget. (Funding amounts for Adult Education, Contract Spaces, and the Washington Internship Program are specified in the Conference Committee budget.)
- The Conference Committee budget holds the CPE president's salary at the current (Jan. 1, 2012) level throughout the biennium.

Financial Aid

- Like the Governor's recommended budget, the Conference Committee budget:
 - Dedicates 100 percent of lottery revenues to student financial aid.
 - Fully funds the KEES program at \$101.7 million in FY13 and \$102.5 million in FY14.
 - Funds Kentucky's need-based financial aid program, the College Access Program (CAP), at \$58.9 million in both FY13 and FY14. (Funding in FY12 is \$60.6 million.)
- The Kentucky Tuition Grant (KTG), which provides need-based aid to students attending independent colleges and universities, is funded at \$31.6 million in both FY13 and FY14. (Funding in FY12 is \$32.5 million.)
- The Conference Committee budget directs \$600,000 in General Funds to the Work Study Program. It also requires that excess lottery revenues be transferred to the KEES Reserve Trust Fund.

Information about other bills of interest to postsecondary and adult education will be presented at the Council meeting.

**Council on Postsecondary Education
April 20, 2012**

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, March 26, 2012, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the CEO.

2012 Meeting Schedule

The remaining CEO meeting dates are May 14 and October 15, 2012.

CEO members participated in a brief orientation prior to the March 26 meeting. In the next few weeks a retreat will be scheduled to discuss the alignment of the CEO with the Strategic Agenda, as well as the Statewide Diversity Policy. The date and location have not been determined.

Governor's Minority Student College Preparation Program

The GMSCPP Annual Conference will be hosted by the University of Louisville at the Belknap campus June 5-6, 2012. Approximately 12 programs with 200 students and directors are expected to participate. Due to recent budget cuts and limited funding, programs are limited to 10 students each.

The Academically Proficient African American High School Juniors and Seniors Conference will be hosted by Western Kentucky University in Bowling Green June 15-16, 2012. Participation in this conference by students and parents is voluntary. Currently there are approximately 75 students and parents registered for the conference. The majority of the registrants requested an opportunity to stay on campus overnight. The partners for this conference are the Council on Postsecondary Education, Kentucky Department of Education, and Western Kentucky University.

Lumina Foundation Grant - Latino Student Success

The Lumina Foundation awarded the Bluegrass Community and Technical College a grant focusing on Latino Student Success. The grant award will create the Kentucky Latino Education Alliance (K'LEA). This initiative is led by BCTC, with support from the Council, as well as partners from six major sectors (K-12, higher education, workforce, policy, community-based organizations, and Latino- serving organizations). The goal is to increase degree completion among Hispanic/Latino students enrolled in Kentucky's postsecondary education system.

Resolutions

The CEO adopted two resolutions recognizing past CEO members Raoul Cunningham and Abraham Williams for their contributions to the equal opportunity planning process.

Staff preparation by Rana Johnson

Commissioner Terry Holliday's Report
Council on Postsecondary Education
April 20, 2012

Recent News from the Kentucky Department of Education

Communications on the new accountability model including an overview webcast for training purposes (available starting April 16) – Recently, the Kentucky Department of Education staff had a meeting with members of the Kentucky Education Action Team (KEAT) to discuss communication methods for the new accountability model. We are also working with the Kentucky Chamber of Commerce on communication about the new standards and accountability model and the Prichard Committee has done a great deal of work with the ReadyKentucky initiative to communicate with parents and communities.

Over the next several weeks, our KEAT partners will be delivering a common message about the new accountability model. Our first message will be a taped version of me providing an overview of the accountability model via a prerecorded webcast that will be ready beginning April 16. We will make this available to administrators, teachers, parents and communities across Kentucky and they can use the overview for training and communication purposes. Methods to communicate the why, what and how of the accountability model will occur over the coming months prior to the September release of the test data.

Kentucky seeks additional waivers - The U.S. Department of Education is now offering selected states the opportunity to request two additional waivers from the Elementary and Secondary Education Act/No Child Left Behind Act (ESEA/NCLB).

This opportunity is now being provided to states that already have received waivers from ESEA/NCLB. In February, Kentucky was granted a waiver that provided flexibility in many areas related to public school assessment and accountability.

These additional waivers were not included in the original waiver package, but were recognized by the U.S. Department of Education (USED) as necessary to complete the flexibility package. Two additional waivers are being offered (described below), and Kentucky is applying for both.

- Waiver of the requirements that state education agencies (SEAs) and local education agencies (LEAs, or school districts) make AYP determinations -- Performance toward annual measureable objectives (AMOs, or goals) for all student subgroups must still be reported, and that performance must support continuous improvement in Title I schools that are not Reward Schools, Priority Schools or Focus Schools. This waiver will reinforce Kentucky's use of the Unbridled Learning: College/Career Readiness for All accountability system to measure progress, rather than the NCLB model.
- Waiver of ESEA sections 1113(a)(3)-(4) and 1113(c)(1), which require an LEA to select its Title I schools, and allocate Title I, Part A funds to those schools, in rank-order of poverty – This waiver would permit an LEA to serve a Title I-eligible high school with a graduation rate below 60 percent and identified as a Priority School even if that school has a lower poverty rate than other Title I-participating schools in the LEA. This offers more flexibility to school districts in use of Title I, Part A funds as they serve schools designated as Priority Schools to address issues causing low academic performance.

Sequestration: federal budget cuts and impact on Kentucky's local school districts - Federal law requires that there will be an across-the-board cut to all discretionary spending for the federal budget on January 1, 2013. This action is necessary due to the failure of the super-committee to develop budget cuts. What does this mean to Kentucky schools? It means a 9% cut to federal funds. These funds include Title I, Title II, Carl Perkins, IDEA and more. The problem is timing. Congress has shown an inability to act, and many predict no action on the budget until after the fall election. This means there is the likelihood that, as states are developing their 2012-13 budgets and counting on federal dollars similar to 2011-12, there will be a reduction of 9 percent from 2011-12 levels beginning January 1, 2013. Not knowing the outcome of this issue makes planning for school districts very difficult.

I provided this information to local school district superintendents along with a spreadsheet from the American Association of School Administrators that they can use to calculate the impact of these cuts at the local level. My request to superintendents was to complete the spreadsheet and then contact Kentucky's federal legislators with the information.

Update from the April 4, 2012 Kentucky Board of Education Meeting

Final TELL Kentucky Survey Report – Ann Maddock from the New Teacher Center was present at the April 4 board meeting to present highlights of the final report on the TELL Kentucky Survey. The report includes specific findings and recommendations from analysis of the data. The report can be found at the following web address: <http://www.tellkentucky.org/> .

Continued Expansion of Schools Participating in AdvanceKentucky – Joanne Lang, Director of AdvanceKentucky, appeared before the board to apprise them that 16 new high schools have been selected to participate in the program. This successful program includes “content-rich teacher training and extensive support and incentives for students and teachers for achieving qualifying scores on Advanced Placement (AP) exams in math, science and English.” It is funded via a \$13.2 million grant from the National Math and Science Initiative, which is supported by ExxonMobil, Dell and Gates Foundations, Lockheed and others.

The 16 high schools invited to participate in Cohort 5 are: Clinton County, Dawson Springs, Danville, Frankfort, Garrard County, Lincoln County, Logan County, Moore Traditional, Murray, North Hardin, Owensboro, Russell, Russellville, South Floyd, Valley Traditional and Waggener Traditional.

To see the strong progress of those schools that are participating in AdvanceKentucky, go to their website at www.advanceky.com .

Update from the January 31-February 1, 2012 Kentucky Board of Education Meeting

703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs - One of the items that the Kentucky Board of Education took up at the February 1 session was a Statement of Consideration for the regulation dealing with the accommodations issue in the new testing system, 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs. A Statement of Consideration brings forward to the board any comments received on a regulation from the public hearing period and allows further changes to the regulation to be considered.

Many of the comments received on this regulation had to do with removing the accommodation of a reader during the reading comprehension test. Much discussion occurred about this item, and the board recognizes that this is an emotionally-charged issue about which many have great passion. However, board members believe that special education students must be given every incentive and chance to become independent readers, and work needs to begin immediately to make this happen through professional development.

Currently, high numbers of special education students in Kentucky are allowed readers on the reading test. This accommodation stays with the student throughout his or her school years. Since there is great pressure on schools to produce results on the state accountability test, there is a negative incentive to keep a student with a reader accommodation to increase test scores. The goal of special education is to make students independent readers and not keep them dependent on having an adult reader throughout their schooling. By eliminating the reader, there is an incentive to make students independent readers. The intent is to raise expectations for creating independent readers.

Additionally, when an adult reader is allowed to read the passage to a student, and then the student answers questions, the measurement is not a reading test, but a listening comprehension test. Kentucky's new K-PREP reading assessment, aligned with national common core standards, is designed to be a reading test. The construct of the reading test is to measure whether a student can read a passage and then answer questions about the reading. By allowing an adult reader for a student, there is no demonstration that the student is an independent reader.

Another factor impacting the board's decision is that the National Assessment of Educational Progress (NAEP) does not allow a reader on its reading test. Kentucky students who are allowed a reader on the Kentucky tests must be excluded from the NAEP test. The mismatch between Kentucky's current reader rule and the NAEP rule means significant numbers of students are excluded from NAEP. Kentucky's results on the NAEP test are not comparable, and Kentucky is under federal pressure to bring our accommodations in alignment with the national requirements. Forty-one other states do not allow readers on the reading test.

Educators do need to be aware that the board agreed for Kentucky Department of Education staff to add to the regulation a procedure for students with special circumstances to apply for additional accommodations on the reading test, with the understanding that this would be worded to apply to limited circumstances. Additionally, everyone needs to understand that a reader would be eliminated on the reading comprehension test only. Other tests like mathematics, science and social studies may use a reader if that accommodation is specified for a student, since the test is not measuring reading, but is measuring another subject matter.

The timing of the regulatory process will result in accommodation changes contained in this regulation becoming effective for the 2012-13 school year. Thus, this spring's testing will continue to be done under the current rules.

If anyone needs further clarification on this issue or any other issues related to this regulation, they can contact Ken Draut or Rhonda Sims at ken.draut@education.ky.gov or rhonda.sims@education.ky.gov.

703 KAR 5:222 (now 703 KAR 5:225), Categories for Recognition, Support and Consequences

- For 703 KAR 5:222, the final regulation that provides the requirements of the new testing system, a Statement of Consideration was approved to include language in the regulation to convey the following:

- add wording to require collaboration in the revision of the Commonwealth School Improvement Plan in Focus and Priority Schools prior to approval of the plan by the district
- correct the wording to reflect the required annual measurable objective (AMO) for school levels and districts classified as Needs Improvement to be an increase of the Overall Score by .07 of a standard deviation annually
- remove wording that required school or district accreditation from a recognized accreditation organization as a requirement to be a Kentucky School or District of Distinction
- include wording to align the regulation with Kentucky's ESEA waiver application

Due to completing the legislative committee approval process, this regulation will not become effective until the 2012-13 school year.

For questions on this regulation, contact Susan Allred at (502) 564-5130 or via e-mail at susang.allred@education.ky.gov.

Next Kentucky Board of Education Meeting: June 6, 2012

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

April 2012



1st-Generation Student Joins Ivy Leaguer in APPLE

Only a sophomore at EKU, Jessica Jacobs is already looking ahead to graduate school and a Ph.D. in clinical psychology.

Now this first-generation college student from Leitchfield has a head start on the competition.

Jacobs recently learned she has been accepted into the Access Path to Psychology and Law Experience (APPLE) program. As one of only two APPLE scholars nationally – the other an Ivy Leaguer at Brown University – she will receive up to \$3,000 to support her development in the field of law-psychology through research with Dr. Dustin Wygant of EKU's psychology faculty.

"This program is going to give me an edge in getting into graduate school, and it is allowing me to really start early on getting research experience that a lot of people don't get until they're already in graduate school," said Jacobs, a psychology major with a deviance/criminology minor and a member of EKU's nationally prominent Honors Program.

A panel of reviewers judged each application based on the student's qualifications and commitment to law-psychology, the merit of the proposed research, and the commitment of the faculty member. "Our decision to invite you into the program indicates our belief that you are currently an outstanding student and that you have the potential to become an excellent researcher and/or clinician in the field of law-psychology," a letter from the American Psychology-Law Society (AP-LS) Minority Affairs Committee stated.

Jacobs will work with Wygant on a research project investigating the proposed DSM-5 diagnostic criteria for Antisocial Personality Disorder (APD) in a sample of 300 inmates in a medium-security prison near Danville. The inmates will complete an extensive five-hour battery of clinical interviews. "Jessica will have the opportunity to actively participate in the data collection process for this study (and) an opportunity to attend an extensive training program that will cover neuropsychological test administration and clinical interviewing, in addition to training on how to research psychopathology," Wygant said.

"The project will offer Jessica a tremendous opportunity to learn about psychopathology and research and will serve her well toward applying for graduate school," Wygant added.

Mock Trial Team Among Top 48 in the Nation

The EKU mock trial team can officially consider itself one of the top 48 teams in the nation, or among the top 15 percent.

Winning ballots against Princeton University, Washington and Lee University and Wake Forest University in the opening round of the national championship tournament at Furman University March 23-25, the EKU team received a bid to compete in the final rounds of the championship in Minneapolis April 13-15.

Only 48 teams nationwide will compete in the championship event, out of 650 teams that began the season.

The other schools qualifying from the Greenville tournament were Harvard University, Princeton, Duke University and Furman. The Eastern squad also finished ahead of teams from the University of North Carolina, University of South Carolina, University of Alabama, Elon University, Patrick Henry College and Emory University.

More Than 1,000 Military Veterans, Dependents Now Enrolled

EKU recently passed another milestone, with more than 1,000 military veterans and their dependents now enrolled.

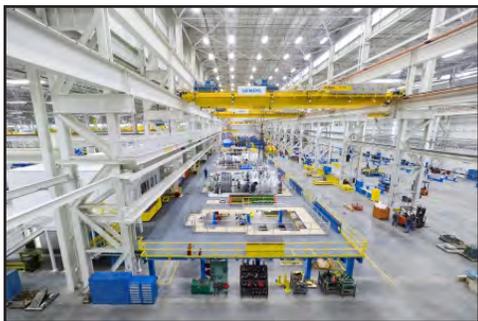
As more and more troops return from Iraq and Afghanistan, Eastern has nearly doubled its number of military veterans and dependents – from 550 just two years ago to 1,018 currently enrolled. The university's total enrollment is approximately 16,000 students.

"The new Post 9-11 GI Bill makes college more affordable for veterans and now their dependents," said Lt. Col. Brett Morris, Ret., interim director of admissions.

Six Grads Worked on Gray Project Touted by Obama

Six EKU graduates – five from the university’s construction management program – played key roles in a job-producing project mentioned by President Barack Obama in his State of the Union speech earlier this year.

The six are employed by Gray Construction, of Lexington, which was selected by Siemens Energy Inc. to construct a 490,000-square-foot gas turbine manufacturing expansion to its existing facility in Charlotte, N.C. At the time of construction, it was the largest project for Siemens worldwide – and the largest project in Charlotte in 30 years. Siemens, which builds and refurbishes gas turbines for U.S. and worldwide customers in the facility, hired an additional 700 workers since announcing the expansion and expects to bring in 400 more by 2014, hence the mention by Obama.



Brett Goode, a 1998 construction management graduate of EKU, served as Gray’s senior project manager for the Siemens expansion. Other Eastern grads involved with the project were Patrick McCowan, project manager; Troy Fraley, project manager; Mark Ruley, field engineer; Clay Turner, field engineer; and Neal Ratterman, safety manager. Ruley and Turner are 2009 graduates of EKU’s construction management program; McCowan, a 2000 graduate, and Fraley, a 1996 graduate. Ratterman is a 1996 safety and loss prevention graduate.

The Siemens project in Charlotte also earned coverage in The Wall Street Journal and New York Times.

Gray, which ranks third among U.S. green contractors in manufacturing plants construction, provided construction management, LEED certification coordination and building commissioning services for the Charlotte project. In all, 25 Eastern graduates are employed by Gray, which frequently hires Eastern students for internships. Goode is one of many interns who went on to full-time employment with the company.

“Every day you read an article ... about the U.S. workforce not having the education or skills that companies need,” Goode said. “For me and for Gray, we have had the good fortune to hire some great graduates from EKU who possess the skills needed to manage and execute a complex project like the Siemens Gas Turbine Project.

“Gray has had great success partnering with EKU students and with the internship program required by the (construction management) program,” he added. “The students generated by EKU are well balanced and are well rounded.”

‘Stars Over Appalachia’ Targets Dropout Rate

EKU is working with the Kentucky Music Hall of Fame to enlist entertainment celebrities in an effort to reduce the high school dropout rate in the university’s service region.

The program calls for the celebrities from all entertainment genres – many with ties to the region – to adopt schools and then work with administrators and teachers to inspire students to stay in school.

“Seeing children living in very rural communities have the opportunity to connect with a celebrity is so uplifting,” said Paula Wilder, one of seven EKU educational extension agents serving the university’s service region, who approached the Hall of Fame with the idea. “It got a very warm reception, and Hall of Fame Executive Director Robert Lawson and I are currently actively working to get this program off the ground.”



Wilder

Most of the celebrities being sought for the program grew up in the region or live in the region today. “We want the celebrities to be able to relate to the students they mentor,” Wilder said. “Hopefully, a project of this nature will intrinsically motivate students to stay in school and give them the courage and inspiration they need to pursue higher educational attainment.”

The Kentucky Music Hall of Fame is located at Renfro Valley.

Pershing Rifles Drill Team Captures National Championship

Title is EKU’s Second in Three Years

EKU’s Company R-1 of the National Society of Pershing Rifles earned another national championship at the Pershing Rifle National Convention and Alumni Reunion competition at the 5th Regiment Armory in Baltimore. The EKU team also received first-place trophies in Platoon Exhibition and Squad Exhibition, a second-place trophy for Platoon Regulation (IDR), and third-place trophies in Squad Regulation (IDR) and Duet Exhibition, won by four-year team members Sam Ratliff and Adam Renn, both of Louisville.



KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

APRIL 2012



"COMMUNITY COLLEGE TO CAREER" BUS TOUR VISITS KCTCS

DR. JILL BIDEN AND LABOR SECRETARY HILDA SOLIS VISIT KCTCS FOR "COMMUNITY COLLEGE TO CAREER" BUS TOUR

Second Lady Jill Biden and Labor Secretary Hilda Solis made a stop at the Leestown Campus of Bluegrass Community and Technical College (BCTC) on February 23 as part of their three-day "Community College to Career" bus tour. The tour highlighted the unique role community colleges play in developing a flexible, highly-skilled 21st-century workforce to meet emerging regional business needs.

Dr. Biden, a community college instructor for 18 years, and Secretary Solis, a former community college trustee, began the day at BCTC with a tour of machine technology

ABOVE: KCTCS President Michael B. McCall with U.S. Second Lady Jill Biden and U.S. Secretary of Labor Hilda Solis (center, front row); all 16 KCTCS college presidents and KCTCS Chancellor Jay Box.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM



ABOVE: (Clockwise from Left) Dr. Jill Biden; Secretary Hilda Solis; Hopkinsville Community College Graduate Danny Anderson speaking as Carol Wright, COO, Jackson Energy looks on; Dr. Biden listens as Jeff Watson, Gateway Medical Center Nurse Manager and HCC Graduate speaks; KCTCS workforce partnerships panel and audience.

classes. They later joined KCTCS students and workforce partners in a panel discussion, listening to students share their stories and learning more from businesses about KCTCS’ innovative partnerships.

Five KCTCS colleges participated in the panel discussion, along with their workforce partners and students. Those colleges included: Bluegrass Community and Technical College (Transposagen Biopharmaceuticals; Darah Johnson, student); Hopkinsville Community College (Gateway Medical Center; Danny Lamont Anderson, former student); Jefferson Community and Technical College (Ford Motor Company, Louisville Assembly Plant; Karen Meadows, former student); Somerset Community College (Jackson Energy; Jeremy Raborn, former student); and West Kentucky Community and Technical College (Plumbers & Steamfitters Local 184; Corey Hicks, former student).

The “Community College to Career” bus tour evolved in early February after President Obama announced a new \$8 billion Community College to Career Fund. The Fund is co-administered by the Department of Labor and Department of Education to forge new partnerships between community colleges and businesses to train two million workers with skills that will lead directly to jobs.

The bus tour began February 22 in Columbus, Ohio, and ended on February 24, 2012, in Thomasville, North Carolina. The visit to BCTC was the only stop in Kentucky.





Kentucky State University

www.kysu.edu

April 2012

Kentucky State University And Businesses Donate To Kentucky Farmers Impacted By Tornadoes

It started with farmers wanting to help other farmers locally and around the state. Employees in Kentucky State University's College of Agriculture, Food Science and Sustainable Systems, who are also farmers, wanted to assist farms affected by the tornadoes that ripped through Kentucky in early March.

Trucks carrying donated agricultural fencing and animal feed pulled out from KSU's Research and Demonstration Farm about 9 a.m. March 13, heading to a collection point in West Liberty, Ky. From there, donations were distributed around the state.

"It started with the farm crew," said KSU farm manager Eddie Reed who coordinated the farm-assist effort.

"Most of these folks farm for a living and work here at KSU at the Research and Demonstration Farm," Reed added.

KSU donated surplus supplies along with animal feed donated by area businesses. Heading to eastern Kentucky, the trucks carried agricultural fencing materials, which included barbed wire, T-posts, wooden posts and tread-in posts for poly netting.

Businesses that donated feed included Southern States Cooperative in Frankfort; Bagdad Roller Mills and Bob's Hay Barn in Shelby County; Woodford Feed in Woodford County; and Anderson Farm Supplies in Anderson County. Individuals donating include Sandy Coy of Frankfort and Carla Foster of Shelby County.



KSU Students Help West Liberty Recover



Students and staff gasped as a Kentucky State University bus arrived in West Liberty, Ky., on the morning of March 30, and many of them used cell phones to take pictures from the bus.

Trees had been toppled. Businesses and homes were crumbling. Many structures had been completely demolished.

About 35 KSU students volunteered to help clean up West Liberty in eastern Kentucky after a tornado went through the area in early March. The Student Life Office organized the trip with volunteer coordinators in West Liberty.

KSU students worked at two sites: at a home on Frederick Lane, where they cut and cleared tree limbs and separated debris into piles for pickup, and at the United Methodist Opportunity Store, where students tossed trash from the store into a large dumpster.



As they passed by, a few area residents thanked the students for being there.

Ricardo Cooper, a senior mass communication and community justice major from Washington D.C., volunteered with several of his peers in the Alpha Phi Omega National Service Fraternity.

He said a woman stopped the group of students before they started working and told them God would bless them.

“That just hit home,” Cooper said. “I know we’re doing the right thing.”

Xiaoxue Xeng, an exchange student from the Guangdong University of Foreign Studies, wanted to see a part of Kentucky outside of Frankfort. She knew about the tornado, but Xeng said she was surprised by what she saw for herself.

“It’s just impressive – the damage,” Xeng said.

Student Life Director Leslie Thomas worked alongside the students but praised their efforts, telling the students they had done a tremendous amount of work, before the bus ventured back to Frankfort.

One student said she understood West Liberty’s current struggles and was pleased she could assist the residents in recovery efforts.

The student, Chelsea Hardy, a junior, was in seventh grade in her hometown of Indianapolis, Ind., when a tornado ripped through her city. The tornado hit Hardy’s school while she and her classmates were inside the building.

“I can feel for the victims because I was a victim,” she said.





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

April 2012



Midori in concert on May 5

Internationally acclaimed violinist Midori will present a concert Saturday, May 5, at 7 p.m. at Morehead State University’s Button Auditorium.

Proceeds from this concert will support the Virginia Harpham Scholarship for String Players at MSU and the Rowan County School System’s Lucille Caudill Little Strings Program.

Prater named president of SVA

Dr. Phil Prater, professor of veterinary technology at Morehead State University, was installed as the president of the Kentucky Veterinary Medical Association in Louisville. The KVMA is the largest veterinary organization in the state which maintains a membership of more than 1,000 veterinarians.

Prater was named the Vet of the Year by the KVMA, and also received the Outstanding Senior Teacher Award from the American Association of Colleges of Agriculture and Renewable Resources. In 2008, he was given the University’s Distinguished Teacher Award.



Recreation & Wellness Center named NIRSA Outstanding Sports Facility

MSU’s Recreation and Wellness Center is a recipient of the National Intramural-Recreational Sports Association 2012 Outstanding Sports Facilities (OSF) award.

The center, which opened in August 2011, features a three-court gymnasium and fitness area with cardio and weight machines and free weights. The two-story building includes two racquetball courts, multipurpose rooms, two classrooms, running track, wellness lab, running and cardio balcony, game room and lounge. The aquatics area has a competition-size pool that includes a vortex and zip line and a sun deck. A lighted outdoor sports field is in the front of the building to be used for some intramural and other recreational activities. The grounds feature a custom-designed Outdoor Adventure/Challenge course, which is located on the right hand side of the main drive entrance.

Discussion of the center began in 2005 after President Wayne D. Andrews took office. A poll revealed that MSU students would be willing to pay higher fees to finance such a facility. It was authorized by the General Assembly and approved by Gov. Steve Beshear in early 2006 to be built with agency bonds.

Located on the east side of the valley fronting Eagle Lake, the new facility is environmentally friendly and LEED certified by the U.S. Green Building Council. It is the first LEED certified facility on the MSU campus and the first LEED certified student recreation center in the state.



Italian satellite launched with components made at MSU

The Vega rocket lifted off Wednesday, Feb. 15, from the Guiana Space Center, a South American facility that sits where the Amazon jungle meets the Atlantic Ocean. This is the first launch for the new European launch vehicle. Seven CubeSats were successfully deployed via 3 P-PODs.

On board the lightweight launcher were nine small satellites, including seven ESA-sponsored CubeSats built by teams of students from European universities with a little help from Morehead State University. Among these educational payloads was Unicubesat-GG, the sixth satellite and first cubesat ever designed and built by GAUSS group from Sapienza University of Roma.

The on-board computer was designed and made by GAUSS students and is based on a MSP430 microcontroller. The communication system was designed by GAUSS students in collaboration with MSU and is composed of a UHF radio transceiver made by Astrodev LLC in Morehead.

Solar panels were realized with an innovative method, directly adhering cells on electronic boards. The power management systems and batteries were provided by MSU.

The satellite is operated from both Rome and Morehead ground stations. The satellite will be controlled by students using Earth stations in Morehead and Rome. Two Italian graduate students, Chantal Cappalotti and Riccardo DiRoberto, led the student team. Both are visiting students at Morehead State through the MSU-University of Rome collaboration.



Eagles soar to provide disaster relief through MSUCares

More than 300 students, faculty and staff representing Morehead State University spent their spring breaks in the tornado ravaged areas of Morgan, Magoffin and Menifee counties as part of MSUCares. MSU is planning more volunteer efforts through this semester and into the summer.

For more information, visit www.moreheadstate.edu/msucares.

Veterans Resource Center opens

The Veterans Resource Center, located in 304 Breckinridge Hall, was established to build on the University's continued efforts of providing MSU's military and veteran students with the service, support and assistance they have earned. The goal is to eliminate obstacles and ensure that our veterans transition to college with greater ease.

The center will assist prospective and current student veterans by providing counseling and direction on all educational benefits, enrollment and registration assistance, counseling resources and referrals, academic and career assistance, and by creating a place for student veterans to study or relax and reconnect with their fellow student veterans.



MURRAY
STATE UNIVERSITY

New name for college: "Arthur J. Bauernfeind College of Business"

Murray State University's business college was recently named the Arthur J. Bauernfeind College of Business, honoring a Distinguished Alumnus of the university and one of its most dedicated and generous supporters. Bauernfeind, an investment and portfolio manager, is the largest single donor to the college of business at Murray State and is among the top donors to the university. He has given generously to MSU for many years, both financially and with his time. A 1960 graduate of MSU, Bauernfeind is a member of the MSU Foundation board of trustees and received an honorary doctorate from the university in 1998 in recognition of his success and support of Murray State.



Dr. Sonya Baker recognized as prestigious ACE Fellow

Dr. Sonya Baker, professor of voice and assistant dean of the college of humanities and fine arts at Murray State, has been named an American Council on Education (ACE) Fellow for academic year 2012-13. The ACE Fellows Program, established in 1965, is designed to strengthen institutions and leadership in American higher education by identifying and preparing promising senior faculty and administrators for responsible positions in college and university administration. Fifty-seven Fellows, nominated by the presidents or chancellors of their institutions, were selected this year following a rigorous application process.



Case study finalists prepare for Final Four

Six years of competition. Six Final Four appearances. Three national titles. One Program of Distinction: Murray State University's Telecommunications Systems Management (TSM). A team of four TSM students, selected by the International Telecommunications Education and Research Association (ITERA), competed at the Sixth Annual ITERA National Student Case Study Competition. MSU is the only university to be named a finalist every year since the competition began.

Miller receives one of five grants for GIS application in the classroom

Murray's Dr. Fred Miller is one of five faculty members at universities and colleges to be chosen for \$10,000 grants from Esri to create exemplary higher education course materials and implementations of ArcGIS Online, a web-based system of map resources, spatial analysis tools and learning exercises. The Thomas Hutchens Distinguished Professor of Marketing and Business GIS at MSU, Miller is a noted expert in GIS for business application and has worked steadily to introduce GIS content into business courses and other academic fields as well. The system developed in this project at MSU will be called RacerGISOnline.



MSU receives President's Honor Roll status for third year

MSU was named to the 2012 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service for the third consecutive year. The Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. Murray State was acknowledged for three projects — the "Giving Back Scholars" initiative, a "Hooked on Science" project and the "Dancefest" program.

Clark Analytical Chemistry Laboratory dedicated

The Dr. Howell Clark Analytical Chemistry Laboratory in Jesse D. Jones Hall was dedicated on campus. Clark is a 1986 recipient of the MSU Alumni Association Distinguished Professor Award and was the inaugural recipient of the Max Carman Award in recognition of his outstanding teaching and mentoring of students. He was a professor in the department of chemistry at the university from 1963-86. He and his wife of 53 years, Rebecca, are longtime supporters of the university and have impacted hundreds of students through their generosity.

Student is ranked among top trapshooters in U.S.

Jenna Knott, a junior at Murray, has been ranked fifth in the nation among female trapshooters by the Amateur Trapshooting Association. An agriculture education major from Glasgow, Ky., Knott was named to ATA's 2012 All-American Team.

Professor Emeritus inducted into Hall of Fame

Dr. Robert H. McGaughey III, professor emeritus and retired chairman of Murray State's department of journalism and mass communications, has been selected for the Kentucky Journalism Hall of Fame. He is one of six selected for the 2012 induction. McGaughey retired in 1997 after 30 years of service and 23 as department chairman. He then taught part time and worked with the Bachelor of Independent Studies program in MSU's continuing education unit until December 2010. He received his bachelor's and master's degrees in journalism from Murray State and his doctorate from Ohio University.



BioMaPS brings faculty together with students

The BioMaPS program, created by the department of mathematics and statistics and the department of biological sciences, allows undergraduates majoring in mathematics and biology the opportunity to research environments and perform fieldwork with mathematic and biology faculty mentors. Plans have been finalized this semester for Dr. Claire Fuller, a professor in biological sciences, and Dr. Donald Adongo, a professor in mathematics and statistics, to go to the Virgin Islands this summer to perform experiments on climate modeling on terminates with students Elizabeth Tarter and Alex Earhart. Dr. Chris Mecklin, a professor in mathematics and statistics, and Dr. Xiaoshuang (Kate) He, a professor in biological sciences, will do research in Murray in plant species with students Kyle McClary and Sam Pellock.

Heern invited to present in London and Istanbul

Dr. Zackery Heern, assistant professor of Middle East history at Murray State, was invited to discuss his research at various locations in the United States, Europe and Asia. Most recently, Heern was at Oxford University in London, England, discussing "Origins of the First Shi'i Seminary (Hawza) in Najaf, Iraq." He has also been invited to present at the International Society for Iranian Studies Conference in Istanbul, Turkey, on "The Baha'i Faith and Islamic Messianism in Iran."

Brockway recognized with national award by eSchool Media

Dr. Gary Brockway, the Regents Professor Emeritus of Management, Marketing and Business Administration at MSU, was recognized by *eSchool Media* magazine for his work with Total Course Solution in the basic marketing course (MKT 360) at MSU. Educators at all levels were asked to submit innovative uses of school hardware, software, websites and services. More than 1,400 submissions were received. Brockway's submission was selected as one of the 2012 Readers Choice Awards.

Dean of HSHS awarded for outstanding community service

Dr. Susan Muller, dean of the college of health sciences and human services, was recognized for her service to the Sea Gull Century in Salisbury, Md. The Sea Gull Century is a nationally known cycling event for non-profit organizations including Alzheimer's Association, Habitat for Humanity, The Leukemia and Lymphoma Society's Team In Training, Salisbury University Scholarship Fund and other local nonprofit organizations.

MSU business/innovation agency client receives RIF grant

Wisdom Tree Technologies, a client of the Regional Business and Innovation Center at Murray State University and a resident of the business incubator there, received a \$30,000 Rural Innovation Fund (RIF) grant from the Kentucky Science and Technology Corporation. The company creates tracking methods and mechanisms that the government uses to trace illicit funding sources and also applies its technology to the private sector.





GOLD RUSH

APRIL 2012 NORTHERN KENTUCKY UNIVERSITY



GO FIGURE

3

Number of finalists for the NKU presidency. The NKU Board of Regents hopes to announce the university's fifth president by the end of April.

636

Number of games Nancy Winstel won as NKU women's basketball coach before announcing her retirement last month. Winstel graduated from NKU in 1977 and coached 29 seasons for the Norse, winning two national titles. She was named national coach of the decade by Women's Division II Bulletin in 2009.

100+

Number of simultaneous teeter totters attempting to set a Guinness world record this month at NKU to raise money for solar waste/recycling stations

REPORT OFFERS 101 EXAMPLES OF NKU PUBLIC ENGAGEMENT



A new report released last month offers 101 examples of public engagement initiatives that have made NKU the model of an engaged metropolitan university.

NKU offers more than 50 service learning courses per semester; students volunteer thousands of hours each year; the university has dozens of examples of applied research for community partners; a student philanthropy program has distributed over \$500,000 to nonprofits; there are 35 centers and institutes with public engagement built into their missions; NKU offers a popular public lecture series and regional policy forum; and there are extensive collaborations on P-12 initiatives in the community,

including an intervention process for boosting high-school math skills for at-risk students. The list goes on.

NKU has carefully and systematically constructed a commitment to public engagement into the university's mission, strategic plan and promotion/tenure guidelines. "Public Engagement: The Community is Our Classroom" profiles that commitment.

"What distinguishes NKU is our treatment of public engagement as a core element of our academic mission," NKU President James Votruba writes in the report. "This means every college and every department is involved in this work. In addition, we have made sure that the campus is organizationally aligned to support public engagement work."

To view the report online, visit <http://civicengagement.nku.edu>. You can also find additional examples of public engagement at NKU on the site's "news and events" page.

PINPOINTS

UNION



ERIK PEDERSON is a sophomore communication studies major from Union who last month was elected president of NKU's Student Government Association. The 2010 Ryle High School graduate has served in SGA for two years – first as a senator and then as executive vice president. He ran alongside fellow sophomore Allen Hornung, of Louisville, on a platform that focused on enhancing the student experience, continuing campus improvements and NKU advocacy. Pederson is also actively involved in Alpha Phi Omega and Pi Kappa Alpha. He served as an orientation leader last summer. He is the son of Scott and LeAnn Pederson.

COLLEGE CORNER

COLLEGE OF ARTS AND SCIENCES

The NKU Center for Integrative Natural Science and Mathematics (CINSAM) will present a series of camps this summer to engage students in grades 6-12 in science, technology, engineering and mathematics (STEM) disciplines.

Camps will be delivered with a hands-on approach that encourages students to research, ask questions and think outside the box. Middle school and high school students will

work alongside NKU faculty and community professionals.

Examples include topics such as java computer game programming, engineering, residential construction management, network security, astronomy, aeronautics and a Jurassic fossil camp in Utah.

A complete list with descriptions is available at <http://cinsam.nku.edu/Student-and-Parents/K-12/SummerCamps.html>.

NKU AMONG AMERICA'S MOST DISABILITY-FRIENDLY COLLEGES

NKU is named one of America's most disability-friendly colleges in a new book, "College Success for Students with Physical Disabilities," released this spring.

Planning for college can be one of the biggest moments in a teen's life, but for those students with physical disabilities and chronic medical conditions the college experience can be fraught with frustration, uncertainty and lowered self-confidence. This guide, which is published by Prufrock Press Inc., seeks to provide students with the confidence, strategies and guidance they need to effectively choose a college, prepare for university life and make the most of the collegiate experience.

The guide includes the only listing of colleges in the United States that provide accommodations for students with physical disabilities that go beyond the requirements of the Americans with Disabilities Act. NKU is one of only two colleges in Kentucky (the University of Kentucky is the other) to receive the designation.

The book retails for \$18.95. It is available at <http://www.prufrock.com>. ISBN: 978-1-59363-861-0

THE SCOREBOARD



At publication time, the NKU baseball team had rattled off 12 straight wins and was sitting at 19-9, 12-2 in the Great Lakes Valley Conference. The Norse are led by junior catcher Phil Smith, who is hitting .403 with 21 RBI and five home runs. Junior hurler Brett Loeding has posted a 4-1 record with a 1.71 ERA and five saves. The Norse lead the GLVC East with one month to go in the regular season.

BRIEFS

PRESIDENT'S COMMUNITY SERVICE HONOR ROLL

For the third consecutive year, NKU's commitment to community service and public engagement is receiving top honors. This week the Corporation for National and Community Service admitted NKU to the 2011 President's Higher Education Community Service Honor Roll for continuing to engage students, faculty and staff in meaningful service that achieves measurable results. NKU has been named to Honor Roll list five of the six years it has been presented.

MORE: nationalservice.gov

NKU LOW-INCOME TAXPAYER CLINIC

This spring NKU is offering a Low-Income Taxpayer Clinic to provide assistance to those in disputes with the Internal Revenue Service. The clinic provides counsel and advice to qualifying clients and represents their cases before the IRS and in tax court. Services provided will include proving eligibility for the Earned Income Tax Credit, innocent-spouse tax issues and negotiating a tax reduction and/or payment plan.

MORE: tinyurl.com/NKUtaxclinic

FACULTY FOCUS

The NKU Haile/US Bank College of Business has announced that Eileen Weisenbach Keller will serve as the new director of the Fifth Third Bank Entrepreneurship Institute. Dr. Weisenbach Keller earned a bachelor's degree in marketing from Indiana University, an MBA from the University of Chicago and a Ph.D. in strategy from Kent State University, where she was also a faculty member. Before her academic career, she worked in brand management for Mr. Coffee and Flambeau Products Corporation. In addition to teaching and consulting Dr. Weisenbach Keller conducts and publishes research on disruptive technology; nonprofit branding; and strategy, curriculum design and teaching quality in higher education.

NKU HELPING STUDENTS PREPARE FOR HIGH SCHOOL, CAREER

NKU Educational Talent Search recently hosted a workshop designed to prepare local 7th and 8th grade students for high school and subsequent careers. The program included about 90 students from several local middle schools. The day began with a presentation on the transition from middle school to high school and also included career sessions centered around music, informatics, biology, education, law enforcement and business entrepreneurship.

MORE: tinyurl.com/NKUETprogram

CELEBRATION OF STUDENT RESEARCH AND CREATIVITY

Scholarly and creative work produced by NKU students was showcased at the Celebration of Student Research and Creativity earlier this month. Students highlighted their research, artistic and creative projects through more than 150 poster sessions, oral presentations, interactive demonstrations, performances or exhibits in a variety of campus locations. These projects are often critically acclaimed and shown in the broader community.

MORE: <http://tinyurl.com/NKUCSRC>

ALUMNI NEWS



Brenda Mastin finds grace in Togo, West Africa

At the foot of the clouded West African Danyi mountain range, three degrees from the equator, Brenda Mastin ('05) follows her calling in a lush Togolese village dusted with the sands of the Sahara. There is a custom in this village, when guests head home after a visit, for the host to walk beside them along the way, as a sign of love and friendship. When Mastin first witnessed this custom in 1992 she fell in love with the people of Togo, and she has dedicated her life to serving them ever since as a missionary nurse and educator. Today, Mastin trains local nurses to work in a 50-bed hospital. She is also passionate about her HIV/AIDS ministry, traveling to churches and communities to erase the stigma that surrounds HIV and AIDS in Togo.



UK Students Dancing for a Cause

Though March's inclement weather cut DanceBlue, UK's 24 hour dance marathon into a 12 hour event, the spirit of the dancers and the generosity of the community could not be dampened. Just before 8 p.m. on Saturday, March 3, committee members revealed a grand fundraising total of \$834,424.57 at the 7th annual DanceBlue dance marathon to a huge crowd at Memorial Coliseum.

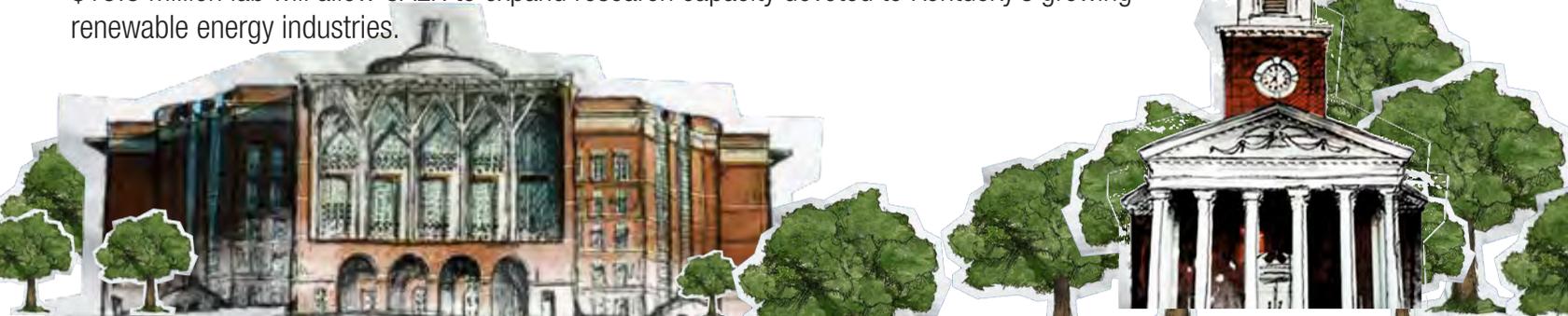
DanceBlue began in 2006 by raising \$123,323.16 and has increased every year since. In total, DanceBlue has donated more than \$3.5 million to pediatric cancer and cancer research since its inception.

All of the money raised at this annual no-sitting, no-sleeping dance marathon goes to the Golden Matrix Fund benefiting children with cancer and their families at the UK Pediatric Oncology Clinic at Kentucky Children's Hospital and cancer research.

Center for Applied Energy Research

As the global energy debate continues, UK's Center for Applied Energy Research (CAER) is finding practical solutions that strengthen the efficacy and sustainability of Kentucky's natural resources. Recently, CAER has undertaken a number of initiatives and projects including:

- A \$1.3 million public/private partnership with East Kentucky Power Cooperative to install algae-based carbon capture technology developed by CAER scientists at the cooperative's power station.
- CAER recently broke ground on a coal/biomass-to-liquid research unit that will lead the development of vehicle fuels made from coal and biomass.
- Construction is currently underway on UK's first LEED-certified research laboratory. The \$19.8 million lab will allow CAER to expand research capacity devoted to Kentucky's growing renewable energy industries.



Breaking Ground on New Honors' Residence Hall

In April, the University of Kentucky broke ground on a new 600-bed, high-tech residence hall that will house an Honors Program living/learning community. The new residence hall, to be completed by August 2013, is the first project of a \$175 million public/private partnership with Education Reality Trust (EdR), a higher education capital development firm.

Among many reasons for moving forward with new residence halls is the impact, President Eli Capilouto said, on student performance in terms of retention and graduation rates. "Quite simply, our students do better -- much better -- when they live on campus, when they can become part of a vibrant university life, and when they are able to more readily reach out to faculty and staff, who can help nurture their progress," he said.

Additionally, the growing competitive environment in student recruitment requires investment in facilities that attract students and families and support student success.

By pursuing a partnership with a private developer, UK gains access to EdR's financial resources to help build new residence halls. Allowing the institution to focus outside resources – generated through innovative programs or philanthropy – on other vital academic and research infrastructure projects.

The capital plan, which will be executed over the next five to seven years, will combine a limited number of existing residence halls with a dramatic construction effort, yielding a 9,000-bed campus.





Stem cell therapy eliminates anti-rejection drugs

Five kidney transplant recipients are now living without anti-rejection medicines, according to Dr. Suzanne Ildstad, director of UofL's Institute of Cellular Therapeutics. She and UofL colleagues are teaming with doctors at

that "tricks" the body into recognizing the donated organ as its own. The findings were published this month in the *Science Translational Medicine* journal. The study is also the first of its kind in which the donor and recipient do not have to be

related and do not have to be immunologically matched.

Thousands of organ recipients take anti-rejection medicines for the

rest of their lives, risking side effects such as high blood pressure, diabetes, infection, heart disease and cancer, as well as direct damaging effects to the organ transplant.

"Being a transplant recipient is not easy," said Ildstad. "This new approach would potentially offer a better quality of life and fewer health risks."

"This is something I have worked for my entire life," added Ildstad, who is known for her discovery of the "facilitating" cell.

"Being a transplant recipient is not easy. This new approach would potentially offer a better quality of life and fewer health risks."

— Dr. Suzanne Ildstad

Chicago's Northwestern University School of Medicine in ongoing research that suggests organ transplant recipients in the future might not require anti-rejection medication thanks to the power of stem cells, which may be manipulated to allow for successful transplantation without immunosuppressive drugs.

In the approach being studied, donors give part of their immune system as well as a kidney. The donor stem cells, referred to as "facilitating" cells, give recipients a combined immune system

A Letter From the President

Dear Friends and Family of UofL,

Wouldn't it be cool if a technology company with roots at UofL uncovered the reason sporadic Alzheimer's disease hits some people but not others? What would the rest of the world think if a UofL researcher was part of a team that found a way to get kidney transplant patients off anti-rejection drugs? Well, those two things are happening.

They're part of the improving research profile of the University of Louisville and two of the three companies with UofL ties that recently received \$500,000 research grants from the state of Kentucky. I was proud to be there when Governor Beshear presented the awards to Advanced Genomic Technologies, LLC and Regenex whose principals include UofL faculty members Eugenia Wang and Suzanne Ildstad, respectively, as well as NaugaNeedles, LLC which was co-founded by UofL graduate Mehdi Yazdanpanah.



These are examples of groundbreaking research being done by UofL faculty members, students and graduates. It's

research that has the potential to change lives, not just in the areas of health but in nano technology, engineering and the arts. Many of these researchers don't get the attention that Dr. Roberto Bolli or Dr. Susie Harkema get for their spectacular efforts, but they're just as important in moving the University of Louisville toward its mandate of becoming a premier, nationally recognized metropolitan research university. We'll keep sharing their stories with you. I hope you'll keep asking the question "I wonder what cool research UofL is working on today?"

UofL joining forces with UK to boost economy



The best collection of technology in the world for additive manufacturing, located in the rapid prototype lab at UofL's Speed School of Engineering, is just one benefit the Bluegrass Economic Advancement

Movement (BEAM) will tout to attract companies to Central Kentucky. BEAM is a venture between the mayors of Louisville and Lexington to foster more research and manufacturing collaborations among the cities, UofL and UK in the hope of attracting more entrepreneurs, companies and jobs to the state.

A recent tour of BEAM officials also made a stop at the clean room in the Shumaker Research Building, where they learned about UofL's ability to produce microscopic items in an ultra-clean environment.

UofL President James Ramsey told the group that, for UofL and UK, "there's a time to compete and a time to collaborate." The two schools are currently collaborating on more than 100 projects to enhance Kentucky's research and economic prospects.



Secretary of Defense Panetta visits UofL

More than 1,200 people, including dozens of Fort Knox soldiers, packed UofL's Brown and Williamson Club March 1 to hear U.S. Secretary of Defense Leon Panetta, the latest high profile guest of UofL's McConnell Center. Panetta joked that such a large crowd might be the result of people thinking they were hearing from "Pitino, not Panetta."

The defense secretary addressed hot-button issues, including:

- ▶ Defense spending cuts that could hurt national security
- ▶ Security prevention for the hundreds of thousands of cyber attacks that could "literally paralyze this country"
- ▶ The possibility that global climate change may result in international unrest as water shortage becomes more pervasive

Before his speech, Panetta met with students from the McConnell Scholars program, discussing a range of topics from leadership and dedication to public service to the "Arab spring" uprisings in Syria, Egypt and Yemen, and the nuclear threat from Iran.

An icon comes home



BEFORE

The first-ever cast of Auguste Rodin's "The Thinker" returned to the 5th step in front of UofL's Grawemeyer Hall Feb. 18, and he is sporting a new look.

After two months, what is among the best-known works of art worldwide has been returned to a dark patina, which accentuates his curled toes, taut muscles and furrowed brow. Conservators removed 60 years of green- and black-streaked corrosion that accumulated as the sculpture kept watch over UofL students, faculty

and staff.

"The Thinker is an iconic symbol for the University of Louisville, as well as scholarly thought and centers of learning everywhere," said UofL President James Ramsey. "The Thinker is public art that anyone can see free of charge every day of the year."



AFTER



Watch the video at <http://louisville.edu/uoftoday/campus-news/thoughts-on-the-thinker>



CHARTING OUR COURSE

The Campaign for Kentucky's Premier Metropolitan Research University

Brown Cancer Center receives \$1 million gift

M. Krista Loyd's courageous battle with cancer and her memory will be honored forever with the recent dedication of the Cancer Resource Center at UofL's James Graham Brown Cancer Center. Raymond and Eleanor Loyd of Louisville honored their late daughter with a gift of \$1 million to UofL.



The Loyds are also both cancer survivors and former patients at the Brown Cancer Center.

"The Loyds graciously provided funding so the M. Krista Loyd Cancer Resource Center continues to serve patients with cancer and their families can become knowledgeable about their disease, relax in a comfortable setting and augment their treatment with emotional and mental healing. They know what it means to have cancer or to have a loved one with it, and how to fight it," UofL President James R. Ramsey said in the dedication ceremony.

VetStart means business

UofL's College of Business has launched VetStart, a 10-week pilot program to help military veterans start their own businesses.

The 10 veterans who go through the course this year will receive a one-year mentorship through the Kauffman FastTrac program and get up to \$2,500 for business start-up expenses.

The Kentucky Veterans Program Trust Fund provided a \$50,000 grant for the program.

UofL has ramped up services for its nearly 800 military and veteran students, opening an office to serve them in 2009, and articulating formal cooperative agreements with Fort Knox and the Kentucky National Guard.



Go from veteran to entrepreneur...



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Western Kentucky University news for the Council on Postsecondary Education, April 2012

For more WKU news, visit <http://wkunews.wordpress.com/> or www.wku.edu.

2012 spring enrollment up at WKU

Enrollment for the 2012 spring semester at WKU is up over 2011.

In figures submitted to the Kentucky Council on Postsecondary Education, enrollment at WKU for the 2012 spring semester is 19,640, up 60. Those figures include the 2012 winter term.

WKU President Gary Ransdell attributed the increase in part to hard work and personal attention by staff members to keep students enrolled.

“The staffs from Enrollment Management and Student Financial Assistance worked hard in recent weeks to help students who would otherwise be dropped because of financial problems,” Dr. Ransdell said. “They helped countless students achieve a payment plan or a financial aid package so that they could continue their education.”

WKU had increases in African-American students (36), seniors (100), master’s degree students (28), doctoral students (24) and high school students enrolled in dual-credit programs (203). Enrollment was up 54 students at the undergraduate level and six students at the graduate level. See

<http://wkunews.wordpress.com/2012/04/02/2012-spring-enrollment/>.



Ebony Marshman

Student’s portrait of journalist Anthony Shadid captures the attention of his widow

When Ebony Marshman heard about the death of foreign correspondent Anthony Shadid in February through Twitter, she was surprised how moved she was at the news. So the senior visual arts student decided to paint a watercolor portrait of Shadid.

“I remember this time last year he was kidnapped in Libya,” she said. “I paint portraits anyway and I knew there was a show coming up, so I chose to do a portrait of him. I worked from a mix of photos, not just one.”

When she completed her portrait, Marshman posted a copy on Twitter. Through a series of retweets, the image

found its way to Nada Bakri, Shadid’s widow. Bakri then tweeted Marshman and asked for a hard copy of the portrait. “I remember looking at the tweet and getting teary eyed because I was surprised that she saw it and that she wanted it,” Marshman said. “I told her I would be honored to send her the original.”

Marshman said she was surprised and moved by the attention.

“I feel like all my portraits are personal,” she said. “I feel like its purpose is served if someone was able to appreciate it and be moved by it, especially her of all people.” The title, *Portrait of a Man with Kind Eyes*, comes from the warmth evident in the two-time Pulitzer Prize winner’s coverage of the Middle East, most recently for the New York Times and Washington Post, she said.

Bakri lives in Lebanon but is currently in the U.S. promoting *House of Stone: A Memoir of Home, Family, and a Lost Middle East*, a book Shadid wrote about his restoration of his great-grandfather’s home in Lebanon. Shadid died at 43 in Syria of an apparent asthma attack before the book was published.

Marshman hopes that Bakri’s tour will bring her close enough for them to meet. See

<http://wkunews.wordpress.com/2012/03/21/marshman-art/>.

WKU wins 4th consecutive Hearst photojournalism title

For the fourth consecutive year and 20th time in 23 years, WKU has won the Hearst Journalism Awards Program’s Intercollegiate Photojournalism Competition.

WKU’s School of Journalism & Broadcasting won the Intercollegiate Photojournalism Competition with the highest accumulated student points in the two photo competitions and will receive a \$10,000 award. See <http://wkunews.wordpress.com/2012/03/26/hearst-photo-2012/>.

Arbor Day Foundation names WKU a Tree Campus USA for 2nd consecutive year



For the second consecutive year, the Arbor Day Foundation has named WKU a Tree Campus USA in honor of its commitment to effective community forestry management.

WKU achieved the 2011 designation by meeting the required five core standards for sustainable campus forestry: a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and the sponsorship of student service-learning projects.

Tree Campus USA, a national program launched in 2008 by the Arbor Day Foundation, honors colleges and universities and their leaders for promoting healthy trees and engaging students and staff in the spirit of conservation. Tree Campus USA is supported by a generous grant from Toyota.

“The WKU campus is known for its architectural and natural beauty,” Helen Siewers, WKU’s landscape architect, said. “Trees add immensely to the campus environment with springtime flowers, summertime shade, fall color, winter beauty and wildlife habit all year long.”

Siewers said WKU has planted more than 800 trees over the past four years. See <http://wkunews.wordpress.com/2012/03/30/2012-tree-campus-usa/>.

Entrepreneurship students working to revitalize downtown businesses

WKU’s entrepreneurship program is taking to the streets in an effort to revitalize downtown businesses on Bowling Green’s Fountain Square.

Students in Entrepreneurship 496: Small Business Analysis & Strategy have formed nine consulting groups to work with nine businesses that are part of the Fountain Square Business Association.

“The students will be developing strategic plans for each business and will be compiling a comprehensive study and report for the business owners,” said Dr. Wil Clouse, Executive Director of the Center for Entrepreneurship and Innovation and the Mattie Newman Ford Professor of Entrepreneurship in the Gordon Ford College of Business.

“As an applied college of business,” Dean Jeff Katz said, “providing real-world learning opportunities for our students is an important part of our mission. We are delighted to have local business owners interacting with our students. Through their collaboration, we hope to enhance the economic well-being of our region and the Commonwealth of Kentucky.”

In mid-March, the students visited each store to get an idea of its products, culture and service, then began developing a plan for an in-depth study of the business. Their work is based on “The Santa Fe Effect,” an entrepreneurial case study co-authored by Dr. Clouse that examines efforts to revitalize downtown areas in cities that have seen businesses move to interstate areas.

“The goal is to come up with a plan on how to drive more business downtown to support small companies,” Dr. Clouse said. “We want students to know what is downtown and to understand what it takes to grow businesses downtown.” See <http://wkunews.wordpress.com/2012/03/28/business-downtownstudy/>.

WKU’s ICSR authors report to launch statewide civic health initiative

On March 1, Kentucky Secretary of State Alison Lundergan Grimes hosted the release of the 2011 Kentucky Civic Health Index, a report that measures Kentucky’s overall civic health.

The report was authored by WKU’s Institute for Citizenship and Social Responsibility, in partnership with the National Conference on Citizenship and with support from the Secretary of State’s office, the McConnell Center at the University of Louisville and Kentucky Advocates for Civic Education.

The report examines various aspects of civic health including political participation, community involvement, and the ability of Kentucky citizens to work together to solve common problems.

Paul Markham, co-director of the ICSR, said, “Our goal at the ICSR is to strengthen the civic mission of higher education and that means we care about things beyond our campus. We want to see stronger communities and more people working together to solve problems.”

“The Kentucky Civic Health Index provides an excellent platform to not only understand the ways that Kentuckians are engaged, but to develop sustainable civic strategies that will ensure all residents are actively involved in shaping the communities in which they want to live,” NCoC Board Member Phil Duncan said. See <http://wkunews.wordpress.com/2012/03/01/icsr-civichealth/>.





News from the Association of Independent Kentucky Colleges & Universities April 2012

Transylvania wins 4th straight AIKCU “Battle of the Bumpers”

Transylvania University has retained its title as the reigning AIKCU “Battle of the Bumpers” champion. This is Transy’s fourth straight title in the annual contest that pits AIKCU’s 20 members against each other to see which college’s supporters can put the most institutionally-branded license plates on Kentucky highways.



Since \$10 from the sale of each plate goes back to the school’s general scholarship fund, the Battle of the Bumpers is also a competition to see which institution can raise the most money for students. Transylvania plate sales raised \$8,520 for student scholarships in 2011. Overall, sales of Kentucky Independent Higher Education license plates generated more than \$45,000 in scholarships last year. The plates have generated more than \$300,000 for student scholarships since their inception 2002.

Seven AIKCU members named to President’s Higher Education Community Service Honor Roll

The Corporation for National and Community Service has named **Bellarmino University, Berea College, Campbellsville University, Centre College, Georgetown College, Lindsey Wilson College,** and the **University of the Cumberlands** to the **2012 President’s Higher Education Community Service Honor Roll**. The Honor Roll, first published in 2006, highlights the important role that colleges and universities play in solving community problems and developing civically engaged students.

More than 200 students participate in annual Spotlight job fair

AIKCU’s annual Spotlight career, internship and graduate school fair brought more than 200 students from AIKCU campuses across the state to meet with prospective employers in Lexington on Tuesday, February 28.

Spotlight began in 1985 to connect seniors from Kentucky’s small liberal arts colleges and sister institution Hanover College (Indiana) with employers. In recent years, the collaborative career fair has expanded to include graduate schools and employers offering internships. This year’s Spotlight featured more than 60 employers and schools. More:

<http://www.aikcu.org/2012/03/06/spotlight-connects-students-aikcu-students-with-prospective-employers/>

St. Catharine College releases multi-year economic impact study

St. Catharine College has released a new multi-year study touting the rural Catholic college's economic impact on its surrounding region. The study was completed by Dr. Thomas Lambert, Assistant Professor of Public Administration at Northern Kentucky University.

While traditional college economic impact studies tend to focus on a single year, the St. Catharine report looks at the cumulative impact the college had on the region from 2005-2011. The study places a special focus on St. Catharine's local impact in the college's primary tri-county service area (Marion, Washington, and Nelson counties) as well as its impact in the Louisville metropolitan region.

The report deviates from traditional studies in that it also focuses on human capital and quantifies the economic benefits that the degrees produced by St. Catharine have added to the region. For more on the study, see <http://www.aikcu.org/2012/03/22/st-catharine-college-releases-multi-year-economic-impact-study/>

Midway College names Dr. Robert Vogel interim president

Midway College has named Dr. Robert Vogel as interim president, following the resignation of Dr. William B. Drake, Jr. Dr. Vogel served for 18 years as president of Wartburg College in Iowa. He has served several institutions in an interim capacity since his retirement in 1998. See the full announcement from Midway at <http://www.midway.edu/news-events/board-of-trustees-dr-robert-vogel>

AIKCU teams advance to national semifinals

While one big matchup garnered most of the press, there were more than two basketball teams from the Commonwealth that made it to the national semifinals in their respective basketball postseason tournaments.

The **Kentucky Christian University** women's basketball team won its **6th consecutive National Christian College Athletic Association (NCCAA) DII national championship**.

Defending national champion **Bellarmino University** made it back to the **NCAA Division II Final Four** before falling in the semifinal.

The **Georgetown College** women advanced to the **NAIA semifinal** held in Frankfort.

Several other AIKCU teams made runs into NCAA Division II and III and NAIA tournaments. We celebrate all of these student-athletes for their efforts on the court as well as in the classroom.

Directions and Parking Information

UK Contact: Amy Hisel
Office of the President
University of Kentucky
859.257.1704 (Phone)
859.983.2225 (Cell)
akhisel@uky.edu

April 19

Directions to the University of Kentucky Boone Center – 500 Rose Street – Bldg #14 on Map
(Shuttle Departs at 3:15 for the 3:30 Information Session and Tour)

From I-75/64

Take Exit 115, KY-922/Airport/Newtown Pike
Merge right onto Newtown Pike

*** For those of you staying at the Marriott Griffin Gate, it is half a block on left after you merge onto Newtown Pike

Go 3 miles to West Main Street, turn left onto West Main (also KY 421)

Follow Main Street as it changes to Vine Street (.4 mile)

Turn Right onto South Broadway (Hyatt Regency is on the corner)

Turn Left at 2nd cross street onto West Maxwell Street (.2 mi)

Go .6 mi to Rose Street

Turn right onto Rose

Go .5 mi to Columbia Avenue

Turn Left - the Boone Center is on the corner of Rose and Columbia

Parking is behind, turn in lot on right

Go through gate and park

From US 60

Follow US 60 through Versailles, past Blue Grass Parkway, the Castle, into Lexington

Versailles Road becomes one way at West High Street

West High turns into West Maxwell Street as you cross South Broadway

Follow West Maxwell .6 mi to Rose Street

Go .6 mi to Rose Street

Turn right onto Rose

Go .5 mi to Columbia Avenue

Turn Left - the Boone Center is on the corner of Rose and Columbia

Parking is behind, turn in lot on right

Go through gate and park

For late arrivals – After the 3:15 Shuttle Departure – Park at the UK Chandler Hospital Structure #8 - #601 on Map – Pavilion A #602 on Map

Continue on Rose Street an additional .25 mi to KY Clinic Drive/Huguelet Drive

Turn Right onto KY Clinic Drive

Proceed to South Limestone

Turn Left

Proceed .25 mi to Parking Structure #8, corner of South Limestone

Walk across the street to new Hospital entrance, through revolving doors

Pavilion A Auditorium is down the hall to the right, past the snack bar

*There is a charge for parking - \$.75 per hour. Keep receipt for reimbursement.

From the UK Chandler Hospital parking to the UK Boone Center parking – 500 Rose Street – Bldg #14 on Map

Turn left (or right) out of the parking structure onto Transcript or Conn Terrace – proceed back to South Limestone

Turn left back toward town onto South Limestone

Proceed back up Limestone to 2nd/3rd traffic signal, turn right onto Huguélet Drive

Proceed to Rose Street, turn left

Boone Center is .25 miles on right

Turn right on Columbia, park in rear of Boone Center

UK Boone Center to Marriott Griffin Gate/Newtown Pike

Rose St toward Columbia Ave

Turn left onto Avenue of Champions/E Euclid Ave

Avenue of Champions is just past Rose Lane - Blimpie Subs & Salads is on the corner

Turn right onto S Limestone

S Limestone is just past Blazer Dr - Jersey Mike's Subs is on the corner

Turn left onto W Main St/US-60-BR W/US-25-BR N/US-421-BR N

Continue to follow W Main St/US-25-BR N/US-421-BR N

W Main St is just past Water St

Turn right onto Newtown Pike/US-25-BR/KY-922

April 20 CPE Meetings - Directions and Parking Information

Parking at Structure #5 – Bldg #202 on Map – CPE Meeting at the Patterson Office Tower – Bldg #27 on Map

From Marriott Griffin Gate – Newtown Pike

Go left toward town 3 miles to West Main Street, turn left onto West Main (also KY 421)

Follow Main Street as it changes to Vine Street (.6 mile)

Turn Right on South Upper Street

Follow South Upper to entrance into Structure #5, just past Fazolis

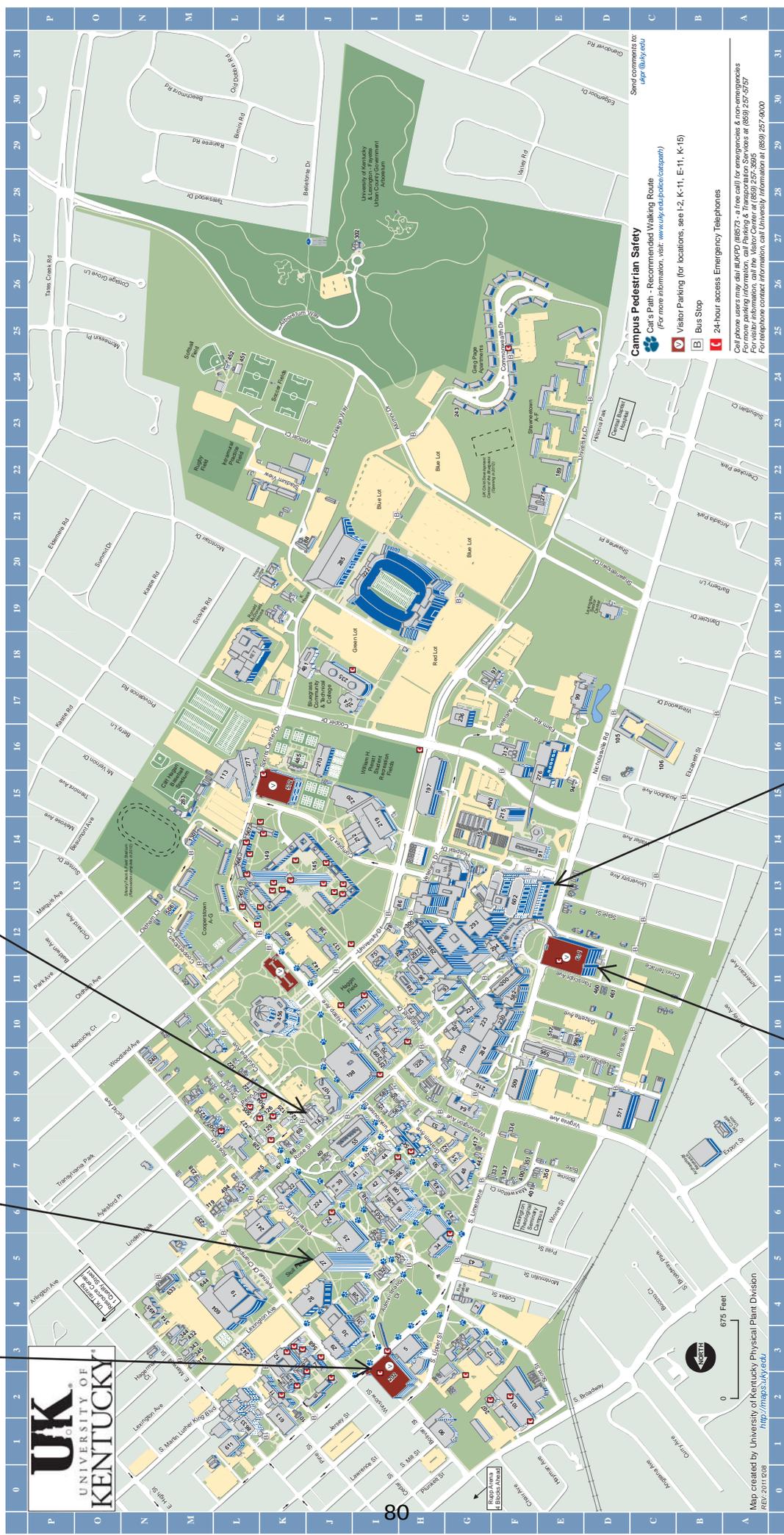
Park and take pedway bridge across South Limestone

Patterson Office Tower is the tall 18 story building up the hill – Bldg #27 on Map

Structure #5 Parking - Bldg #202

Patterson Office Tower - Bldg #27

UK Boone Center - Bldg #14



Structure #8 Parking - Bldg #601

UK Chandler Hospital Pavilion A - Bldg #602