

MINUTES

CPE Meeting

June 10, 2011

AGENDA

Council on Postsecondary Education
Friday, June 10, 2011
9:00 a.m.
William T. Young Campus Center, Gym
Transylvania University, Lexington, Kentucky

Welcome

Roll Call

Approval of Minutes 1

Strategic Agenda Focus Area – Student Success

1. Overview and Update on Student Success Objectives and Strategies..... 11
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BREAK

3. Campus Strategic Agenda Presentations
 - Northern Kentucky University
 - Western Kentucky University
 - Association of Independent Kentucky Colleges and Universities

BREAK/Lunch (Lunch provided for CPE members only.)

4. CPE President’s Report to the Council
5. ACTION: 2011-12 Tuition and Mandatory Fee Recommendations
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Other Business

Next Meeting and 2011 Governor’s Trusteeship Conference, September 22-23, 2011
Marriott Griffin Gate Resort, Lexington, Kentucky

Adjournment

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

- *24th Annual Academically Proficient African-American High School Junior and Senior Conference* - The Council on Postsecondary Education, in conjunction with the Kentucky Department of Education, will co-sponsor the 24th Annual Academically Proficient African-American High School Junior and Senior Conference on the campus of Morehead State University on June 17-18. The conference will acquaint students with a wide range of college planning topics including financial aid and scholarships, selecting a college and career, and developing skills for successful transitions to college. A college fair with campus representatives from across the state will follow.
- *Recent Presentations and Speaking Engagements* – Recent presentations and speaking engagements include:
 - Presentation on college readiness and the implementation of the Common Core State Standards at the James B. Hunt, Jr., Institute for Educational Leadership and Policy in May. Meeting participants included SHEEOs and leaders of national and regional higher education organizations and associations.
 - Spoke at a national symposium in Washington, D.C., sponsored by Marc Tucker’s group, the National Center on Education and the Economy. A new NCEE report, “Standing on the Shoulders of Giants: An American Agenda for Reform,” calls for a new U.S. education reform agenda based on strategies used by the top-performing nations.
 - Interviewed by a reporter from District Administration, a national K-12 publication which is the counterpart to University Business.
 - Presented on “Stronger by Degrees,” the 2011-15 Strategic Agenda for postsecondary and adult education, to the Eastern Kentucky University Board of Regents and the Marion County Industrial Foundation in Lebanon, Kentucky.
- *Lane Report* - The publication featured many of the college access and success initiatives in the *Lane One-On-One*. The *Lane Report* is distributed statewide to business owners, top executives and professionals, state policymakers, and the higher education community.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
EASTERN KENTUCKY
UNIVERSITY

Dr. John Hayek, CPE’s senior vice president for budget, planning and policy, presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Eastern Kentucky University. The ECU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Eastern Kentucky University requested an exception to the nonresident rate floor for its undergraduate, nonresident targeted areas rate. The proposed 2011-12 targeted areas rate is \$11,016, or 1.58 times the resident rate.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for Eastern Kentucky University be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
KENTUCKY
COMMUNITY AND
TECHNICAL COLLEGE
SYSTEM

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the Kentucky Community and Technical College System. The KCTCS proposal submitted to the Council is in compliance with the 4 percent ceiling.

Both KCTCS's nonresident, contiguous county rate and nonresident, other rate comply with the Council's floor for nonresident rates. The Council staff recommends approval of these rates as proposed by KCTCS.

MOTION: Mr. Flanagan moved that the 2011-12 tuition and mandatory fee recommendation for KCTCS be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
KENTUCKY STATE
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Kentucky State University. The KSU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Kentucky State University did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$581 per credit hour, which is 2.4 times the instate rate and exceeds the established floor. Furthermore, the university's proposed nonresident Destiny (targeted states) and nonresident Legacy rates are both two times the instate rate.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for Kentucky State University be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
MOREHEAD STATE
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Morehead State University. The MoSU proposal submitted to the Council is in compliance with the 5 percent ceiling.

Morehead State University did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$645 per credit hour, which is 2.5 times the resident rate and exceeds the established floor.

MOTION: Mr. Price moved that the 2011-12 tuition and mandatory fee recommendation for Morehead State University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
NORTHERN
KENTUCKY
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for Northern Kentucky University. The NKU proposal submitted to the Council is in compliance with the 5 percent ceiling.

In line with what NKU proposed and the Council approved last year (i.e., 2010-11), Northern Kentucky University requested exceptions to the nonresident rate floor for their undergraduate Metropolitan rate and their Program for Adult-Centered Education (PACE) rate. The Council staff recommends approval of these nonresident rates as proposed by the university.

MOTION: Mr. Weis moved that the 2011-12 tuition and mandatory fee recommendation for Northern Kentucky University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
UNIVERSITY OF
KENTUCKY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the University of Kentucky. The UK proposal submitted to the Council is in compliance with the 6 percent ceiling.

The University of Kentucky did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$18,865 (an average of upper- and lower-division nonresident rates), which is two times the resident rate and exceeds the established floor.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee recommendation for the University of Kentucky be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
UNIVERSITY OF
LOUISVILLE

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee proposal for the University of Louisville. The UofL proposal submitted to the Council is in compliance with the 6 percent ceiling.

The University of Louisville did not request any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$21,650, which is 2.4 times the resident rate and exceeds the established floor.

MOTION: Mr. Weis moved that the 2011-12 tuition and mandatory fee recommendation for the University of Louisville be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

2011-12 TUITION
AND MANDATORY
FEE
RECOMMENDATION,
WESTERN KENTUCKY
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve the 2011-12 tuition and mandatory fee rates for Western Kentucky University's Doctorate Nurse Practitioner program.

On April 28, 2011, the Council approved Western Kentucky University's application to begin offering a Doctorate of Nursing Practice degree program in accordance with KRS 164.295(5) adopted by the 2010 General Assembly. At that same meeting, the Council approved WKU's proposed 2011-12 tuition and fee rates. The tuition and fee rate schedule submitted for approval at that meeting did not include charges for the university's new Doctorate Nurse Practitioner program.

A revised tuition and fee schedule that includes rates for the Doctorate Nurse Practitioner program was submitted for Council consideration and action.

MOTION: Ms. Miller moved that the 2011-12 tuition and mandatory fee rates for Western Kentucky University's Doctorate Nurse Practitioner program be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE
EXCEPTION
REQUEST,
MOREHEAD STATE
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception, which would allow a \$5.00 per credit hour student-endorsed fee assessed by Morehead State University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling.

On May 19, 2011, Morehead State University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed project and student endorsed fee information submitted by Morehead State University students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee increase of \$5.00 per credit hour assessed by Morehead State University to exceed the ceiling by 1.9 percentage points.

MOTION: Ms. Miller moved that the student use fee exception request from Morehead State University be approved. Mr. Price seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE
EXCEPTION
REQUEST,
NORTHERN
KENTUCKY
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception, which would allow up to a \$16.00 per credit hour student-endorsed fee (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling, and any similar ceilings the Council may adopt over the subsequent three year period, by up to 1.3 percentage points per year.

On May 18, 2011, Northern Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed renovation/expansion project and student-endorsed fee information submitted by Northern Kentucky University students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, and to any similar ceilings it may adopt over the subsequent three year period, allowing a student endorsed fee of up to \$16.00 per credit hour (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the rate ceilings by up to 1.3 percentage points in each of those years.

Mr. Kevin Golden, NKU's student government association president, provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Mr. Weis moved that the student use fee exception request from Northern Kentucky University be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE
EXCEPTION
REQUEST,
UNIVERSITY OF
LOUISVILLE

Dr. Hayek presented the staff recommendation that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent for resident undergraduates, allowing a student endorsed fee of \$98 per semester for full-time students (prorated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

On May 18, 2011, University of Louisville students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed project and student endorsed fee information submitted by University of Louisville students and administrators and determined that the request meets the Council's policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent, allowing a student endorsed fee of \$98 per semester for full-time students (pro-rated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

Mr. Michael Mardis, UofL's dean of students and SGA advisor, and representatives from the University of Louisville student government association provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Mr. Flanagan moved that the student use fee exception request from the University of Louisville be approved. Ms. Miller seconded the motion.

VOTE: The motion passed.

SPECIAL USE FEE
EXCEPTION
REQUEST, WESTERN
KENTUCKY
UNIVERSITY

Dr. Hayek presented the staff recommendation that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated per credit hour for part-time students) assessed by Western Kentucky University to exceed the ceiling.

On May 6, 2011, Western Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting.

Council staff reviewed the proposed renovation project and student endorsed fee information submitted by Western Kentucky University students and administrators and determined that the request meets Council policy requirements.

The Council staff recommended that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated for part-time students on a per credit hour basis) assessed by Western Kentucky University to exceed the ceiling.

Mr. Colton Jessie, WKU's outgoing student body president, and Mr. Billy Stephens, WKU's incoming student body president, provided comments at the June 10 Council meeting in support of the exception request.

MOTION: Ms. Miller moved that the student use fee exception request from Western Kentucky University be approved. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

NEW AGENDA ITEM -
2011 KENTUCKY/
OHIO TUITION
RECIPROCITY
AGREEMENTS

Dr. Hayek presented a new agenda item for the 2011 Kentucky/Ohio Tuition Reciprocity Agreements. Three Kentucky/Ohio tuition reciprocity agreements are up for renewal, covering the period July 1, 2011, through June 30, 2013. The staff recommended that the Council designate to President King authority to negotiate and enter into Kentucky/Ohio tuition reciprocity agreements on their behalf.

President King will provide copies of signed agreements to the Council chair when completed.

MOTION: Ms. Miller moved that the request to designate to President King authority to negotiate and enter into Kentucky/Ohio tuition reciprocity agreements on their behalf be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

RENOVATE SHIVELY
SPORTS CENTER,
UNIVERSITY OF
KENTUCKY

Mr. Sherron Jackson, CPE's associate vice president for finance, presented the staff recommendation that the Council approve the request of the University of Kentucky to renovate Shively Sports Center using \$950,000 of private funds from the University of Kentucky Athletic Association. The total project cost is \$950,000. The University of Kentucky Board Of Trustees approved the project at its meeting May 3, 2011.

The Shively Sports Center has 25,529 gross square feet. This project will renovate 9,121 square feet of space, modernize the center's locker, shower, restroom, and lounge facilities for men's and women's track and baseball teams. Also, the project will modernize the existing hallways and lighting systems and enhance the overall functionality of the facility. The Shively Sports Center is located on the university's main campus. The project is scheduled to be completed in December 2011.

MOTION: Ms. Miller moved that the request of the University of Kentucky to renovate Shively Sports Center using \$950,000 of private funds from the University of Kentucky Athletic Association be approved. Dr. McKenney seconded the motion.

VOTE: The motion passed.

CONSTRUCT HYDRO
THERAPY TRAINING
ROOM ADDITION,
UNIVERSITY OF
LOUISVILLE

Mr. Sherron Jackson, CPE's associate vice president for finance, presented the staff recommendation that the Council approve the request of the University of Louisville to expand the Trager Indoor Practice Facility to construct a Hydro Therapy Training Room addition with \$1,000,000 of private funds from the University of Louisville Athletic Association.

This project was approved by the University of Louisville board June 9. The University of Louisville proposes to construct a Hydro Therapy Training Room addition using \$1,000,000 of private funds from the University of Louisville Athletic Association (ULAA). The total project cost is \$1,000,000.

The current training room is located in the Trager Indoor Practice Facility which has 94,712 gross square feet. This project will add 1,325 square feet of space for the training facility to facilitate a hydro therapy treadmill pool and two training table areas. The training room addition to the Trager Center will benefit all sports in the Athletic Department with the care and treatment of injuries. The hydro therapy pool will be critical for the rehabilitation of injured student-athletes to enable them to return to good health. The Trager Indoor Practice Facility is located on the university's Belknap campus. The project is scheduled to be completed in August 2011.

MOTION: Mr. Flanagan moved that the request of the University of Louisville to expand the Trager Indoor Practice Facility to construct a Hydro Therapy Training Room addition with \$1,000,000 of private funds from the University of Louisville Athletic Association be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

DOCTORATE OF
NURSING PRACTICE
PROPOSAL, MURRAY
STATE UNIVERSITY

Dr. Thompson presented the staff recommendation that the Council approve the Doctorate of Nursing Practice degree program at Murray State University.

Murray State University proposes a Doctorate of Nursing Practice beginning in fall 2012. The program will have three concentrations: Clinical Nurse Specialist; Family Nurse Practitioner; and Nurse Anesthesia. All curricular concentrations will be full-time and three years in length. The clinical education will begin during the second year of the program. Students in each concentration will complete a minimum of 1,100 clinical hours in the post-BSN cohorts and up to 500 hours in the post-MSN cohorts.

Council staff members reviewed Murray State University's application and recommended it for approval. Implementation of this program is contingent upon approval by the Kentucky Board of Nursing.

MOTION: Ms. Miller moved that the request to approve the Doctorate of Nursing Practice degree program at Murray State University be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

KENTUCKY PUBLIC
POSTSECONDARY
EDUCATION
ADMINISTRATIVE
REGULATION 13:KAR
2:020 REVISION

Dr. Thompson and Dr. Sue Cain, CPE's college readiness and developmental education staff support, presented the staff recommendation that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020.

The Council's Strategic Agenda directed the Council on Postsecondary Education staff to review and revise 13: KAR 2:020 to reflect the change in high school graduation requirements for the class of 2012, revised college readiness indicators, and transfer admission. Upon approval by the Council, it will be filed with the Legislative Research Commission. The revisions to the regulation will take effect fall 2012.

MOTION: Ms. Miller moved that the request to approve the revised Kentucky Administrative Regulation 13: KAR 2:020 be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

EDUCATION
SPECIALIST DEGREE
IN EDUCATIONAL
LEADERSHIP,
NORTHERN
KENTUCKY
UNIVERSITY

Dr. Thompson presented the staff recommendation that the Council approve the specialist degree program in Educational Leadership at Northern Kentucky University.

This program for P-12 principal certification was developed after consultation with Wallace Foundation experts, other institutions in Kentucky, the Kentucky Department of Education, and the Kentucky Education Professional Standards Board. The program is based on the Kentucky Redesigned Principal Preparation Program guidelines found in Kentucky Administrative Regulation 16: KAR 3:050.

The program will focus on the principal as an instructional leader and will replace the current Rank I program. It consists of 30 credit hours at the post-master's level and leads to Level I certification. The program's Advisory Council is comprised of superintendents, assistant superintendents, pupil personnel directors, P-12 principals and assistant principals, and NKU faculty. The Advisory Council co-designed each course, fieldwork assignment, and assessment.

The program requires a capstone experience in which students will conduct a year-long, school-based, action-research project that they will present and defend to a panel composed of faculty and the Advisory Council. Students will also be required to present the highlights of their capstone project to NKU faculty, Site Based Councils, and/or district level administrators.

NKU expects to graduate 40 students annually following the entry of the first cohort in fall 2011.

MOTION: Mr. Denton moved that the request to approve the specialist degree program in Educational Leadership at Northern Kentucky University be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

GENERAL
EDUCATION
TRANSFER POLICY
REVISIONS

Dr. Thompson presented the staff recommendation that the Council approve the revisions to the General Education Transfer Policy.

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 General Education Taskforce comprised of faculty leaders was formed to align the learning outcomes for the statewide general education core transfer component over the past year. In addition, Council staff conducted transcript evaluations of transfer students' records at all 16 community and technical colleges and the eight public universities to better understand how the current General Education Transfer Policy has been implemented. The student learning outcomes and the transcript evaluation findings have resulted in revisions to the statewide General Education Transfer Policy.

MOTION: Ms. Miller moved that the revisions to the General Education Transfer Policy be approved. Ms. Ridings seconded the motion.

VOTE: The motion passed.

2011-15 STRATEGIC
AGENDA
PERFORMANCE
METRICS UPDATE

Dr. Hayek provided an update on the 2011-15 Strategic Agenda performance metrics. Council staff has been working collaboratively with institutional representatives, including presidents, chief academic officers, chief planning officers, and institutional research and effectiveness staff, over the past couple of months to set targets for the various institutional, regional, and state level performance metrics included in the new 2011-15 Strategic Agenda.

Initially, Council staff intended to bring targets to the Council for action at its June 2011 meeting. However, over the past several weeks, Council staff, in discussions with institutional presidents, agreed that the timeline between the April meeting and the June meeting was simply too compressed to provide meaningful discussion and debate on the new 2015 performance targets.

Consequently, Council staff is now working on bringing 2015 targets to the Council for action at the September 2011 Council meeting.

CEO REPORT

Mr. Weis, CEO chair, and Dr. Rana Johnson, CPE's chief diversity officer, reported on the Committee on Equal Opportunities activities and its June 9 meeting.

Institutional Diversity Plan Submission and Review: As required by the policy adopted by the CPE in September 2010, staff used a consensus review process to evaluate proposed plans prior to review by the CEO. In accordance with the policy, the review included acknowledgement of receipt of the plan, preliminary assessment of how well a plan addresses the areas outlined in the diversity policy, identification of revisions (if required), submission of plans to the institutional board for approval, and approval by CEO/CPE. Institutional plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and focused on four areas: student body diversity, student success, workforce diversity, and campus climate. Diversity plans will be brought before the Council for action at its September meeting.

The CEO appointed a committee to review its mission and role for the future in light of going from a diversity policy to a diversity plan. The committee will report back to the CEO at a later meeting. The CEO will report to the Council at its September meeting.

Governor's Minority Student College Preparation Program: The 11th Annual Governor's Minority Student College Preparation Program statewide conference will be hosted by Western Kentucky University, June 13-14, 2011. Morehead State University will host the 24th Annual Academically Proficient African American High School Junior and Senior Conference, June 17-18, 2011.

SREB Doctoral Scholars Program: The Council, the University of Kentucky, and the University of Louisville have reviewed the applications for the SREB Doctoral Scholars Program and identified potential scholars to be awarded a scholarship for fall 2011. Nineteen applications were submitted for the fall 2011 scholarship—eight at the University of Kentucky and 15 at the University of Louisville (several students applied at both UK and UofL). As a result of state agency budget cuts, the Commonwealth will support only three of the 19 scholars that applied, compared to five scholars in previous years.

The 2011 SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 20-23, 2011, in Atlanta, Georgia. All scholars are expected to participate.

As of May 24, 2011, 35 SREB Doctoral Scholars are matriculating at Kentucky institutions. Thirty-one percent of these students are enrolled in the STEM-H areas, and 58 students have graduated from the program.

COMMISSIONER OF
EDUCATION REPORT

Commissioner Holliday was not available to attend the June 10 meeting but did provide a written report included in the agenda book.

EXECUTIVE
COMMITTEE REPORT
– PRESIDENT
EVALUATION

Governor Patton reported on the Executive Committee meeting earlier in the morning. The committee has completed the 2010-11 president evaluation process. Governor Patton provided a summary of the survey responses to the Council. The summary results show that Mr. King has exceeded expectations. Governor Patton thanked Mr. King for his service and outstanding job.

Mr. King thanked the Council for the opportunity to serve Kentucky postsecondary education and its students.

2011-12 CPE WORK
PLAN

Mr. King presented the 2011-12 CPE work plan to the Council.

The work plan provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

Staff will bring the 2011-12 CPE work plan before the Council for action at its September meeting.

RESOLUTION OF
SERVICE

A resolution of service was offered recognizing the service and contributions of Lee T. Todd, University of Kentucky's president.

REPORTS FROM
INSTITUTIONS

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

NEXT MEETING

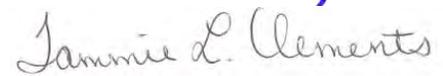
The next Council meeting is September 22 at the Marriott Griffin Gate Resort in Lexington, Kentucky. The Governor's Conference on Postsecondary Education Trusteeship is September 22-23 at the Marriott Griffin Gate Resort in Lexington, Kentucky.

ADJOURNMENT

The meeting adjourned at 3:00 p.m.



Robert L. King
CPE President



Tammie L. Clements
Associate, Executive Relations

**Council on Postsecondary Education
June 10, 2011**

**Overview and Update on
Student Success Objectives and Strategies**

In February, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

The second update of the four focus areas of the Strategic Agenda focuses on Student Success. Improving student success is the highest priority of Kentucky’s postsecondary education system and greatly impacts all other focus areas of the 2011-15 Strategic Agenda.

The Student Success policy objectives will guide and advance the postsecondary system’s work to:

- Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for low-income, underprepared, and underrepresented minority students.
- Decrease financial barriers to college access and completion.

The update will highlight progress on strategies to increase student success and academic productivity in the areas of college readiness and access, student and academic support, adequate postsecondary funding, financial aid, and financial incentives to institutions and students to increase high-quality degree production and completion rates. These strategies will ensure that more Kentuckians complete college with the skills and abilities to be productive and engaged citizens and can meet the state’s current and future workforce needs.

STRONGER by DEGREES



A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education



Focus on Student Success

Presentation to the Council on Postsecondary Education
June 10, 2011

Four Areas of Focus



**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY &
INNOVATION**

Student Success

Policy Objectives

- Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.
- Decrease financial barriers to college access and completion.



Student Success

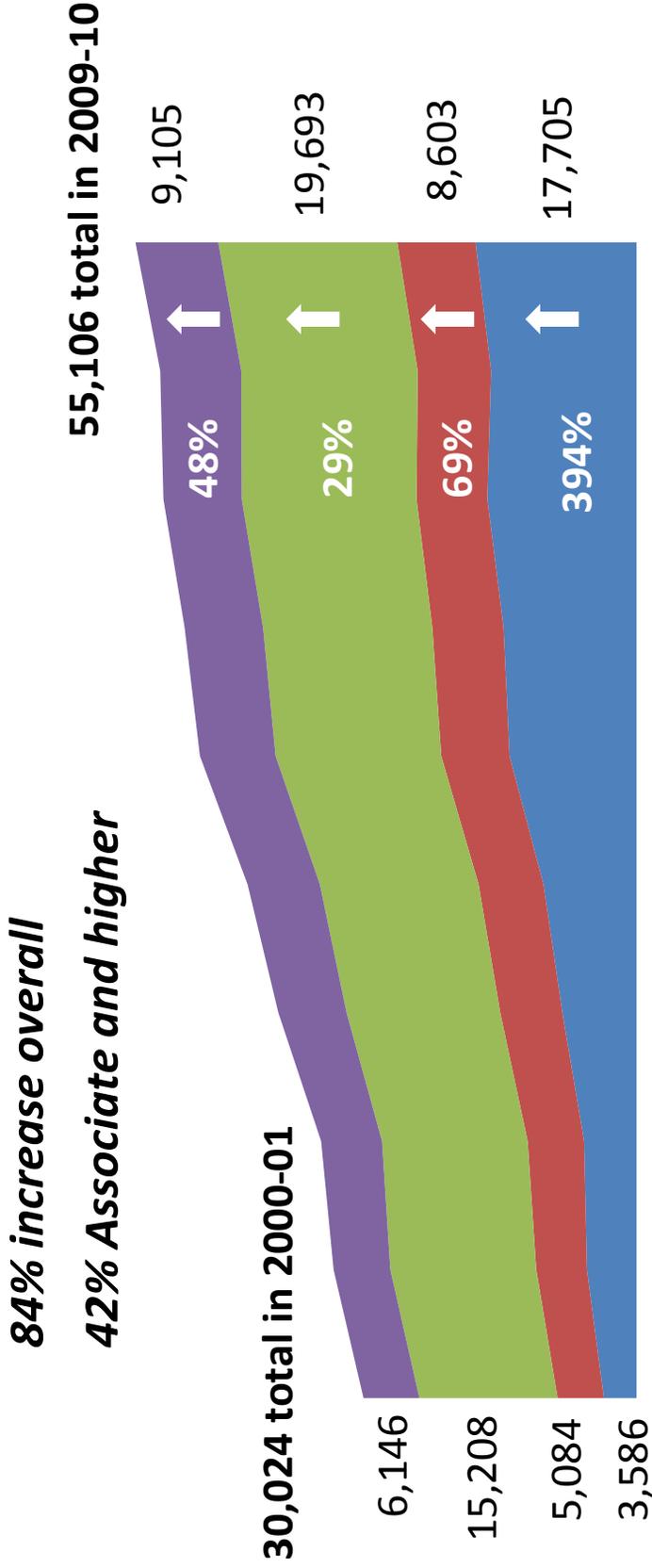
Performance Metrics

- Degrees & Credentials Conferred
- Graduation Rates (Bachelor's and Associate)
- Graduation Rate Gaps of Lower-Income, Underprepared, and Underrepresented Minority Students
- State Appropriations for Public Higher Education
- State Financial Aid Funding Deficit



Statewide Performance Metric

Degrees and Credentials Conferred



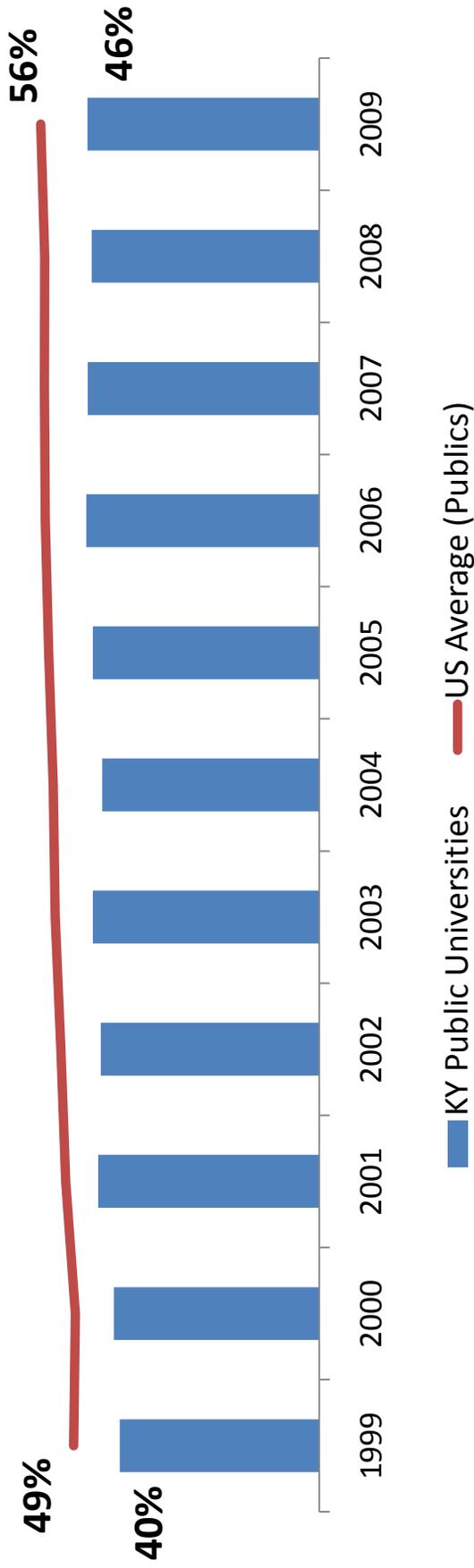
■ Certificates and Diplomas ■ Associate ■ Baccalaureate ■ Graduate

Preliminary 2010-11 degrees report predicts total degrees of 61,118

Statewide Performance Metric

Bachelor's Degree Graduation Rates

Six-year graduation rate (IPEDS)

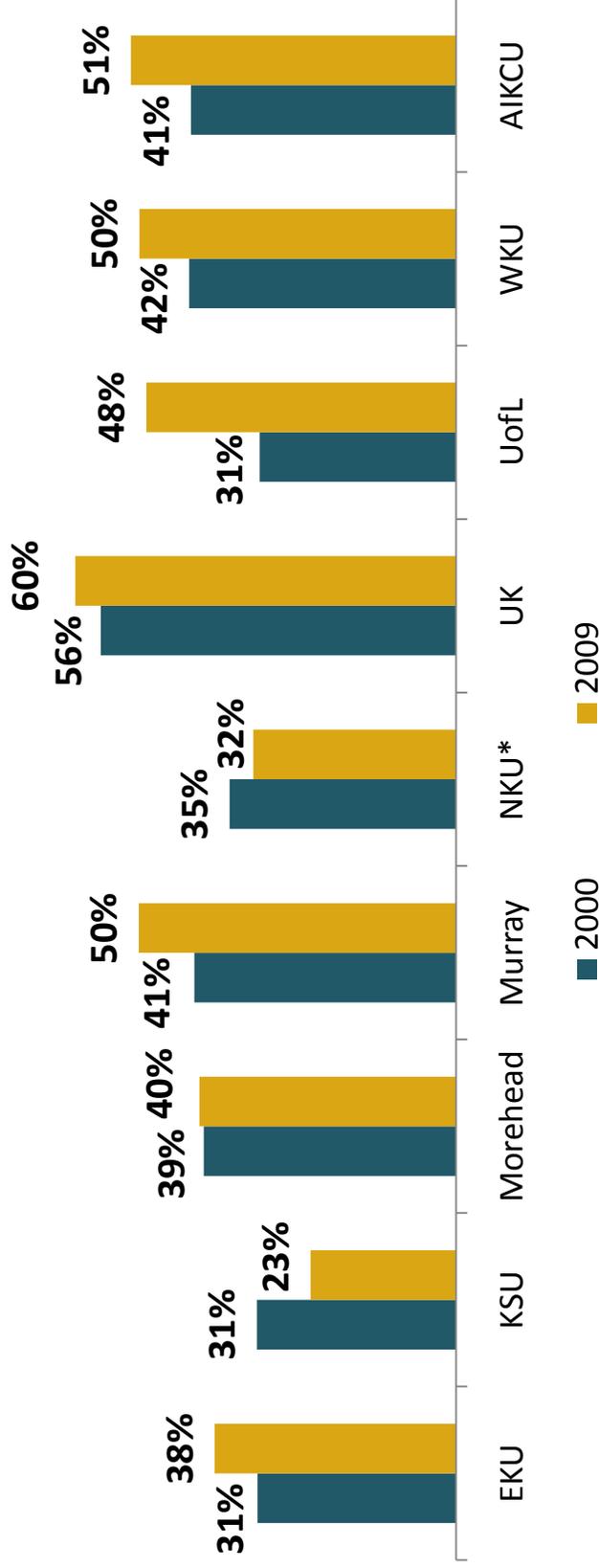


Performance metric includes only first-time, full-time bachelor's degree-seeking students who graduate from their native institution and does not reflect transfers within the system.

Statewide Performance Metric

Bachelor's Degree Graduation Rates

Six-year graduation rate (IPEDS)

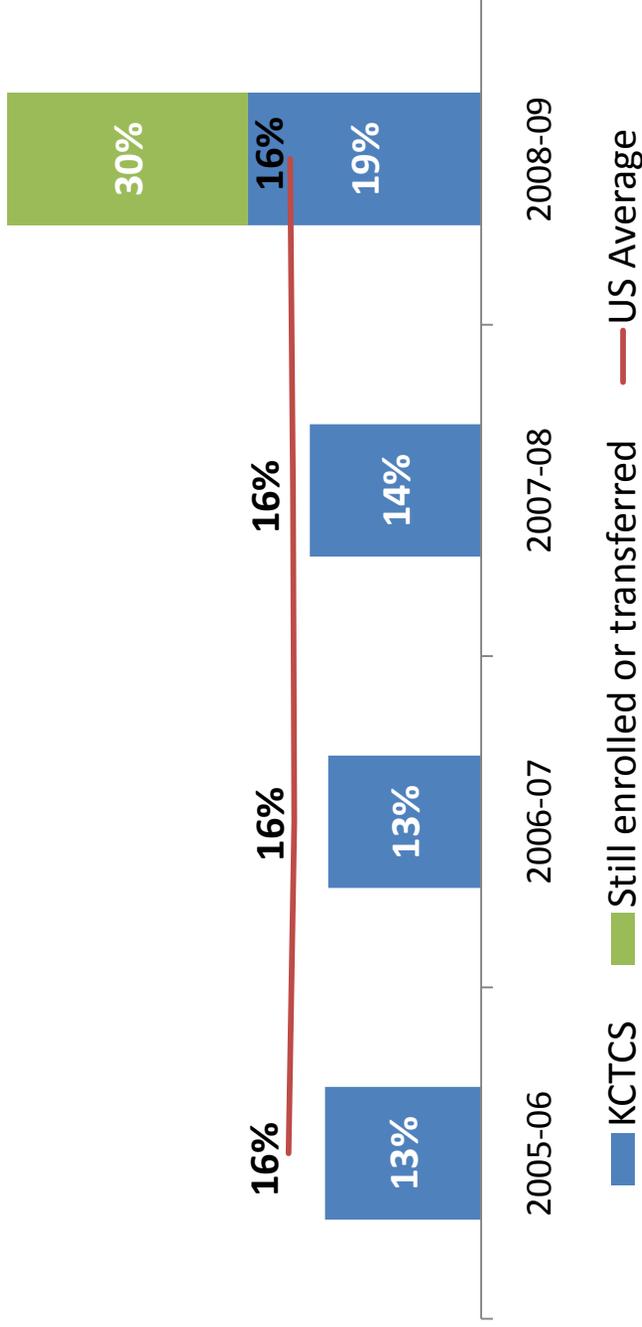


Note: NKU's apparent decline in graduation rates during this period is due to changes in how the entering cohort was identified.

Statewide Performance Metric

Associate Degree Graduation Rates

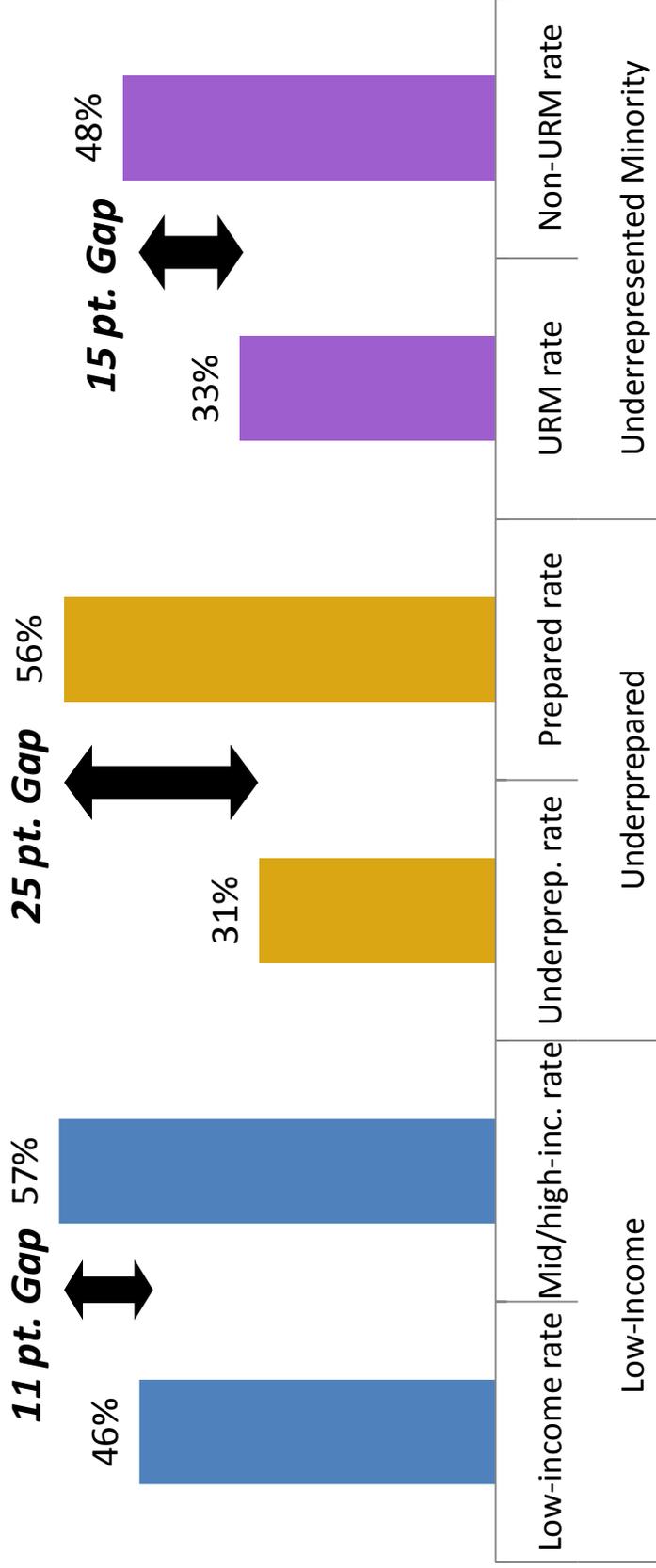
Three-year graduation rate (IPEDS)



Performance metric includes only first-time, full-time Associate degree-seeking students who graduate from their native institution and does not reflect transfers within the system.

Statewide Performance Metric

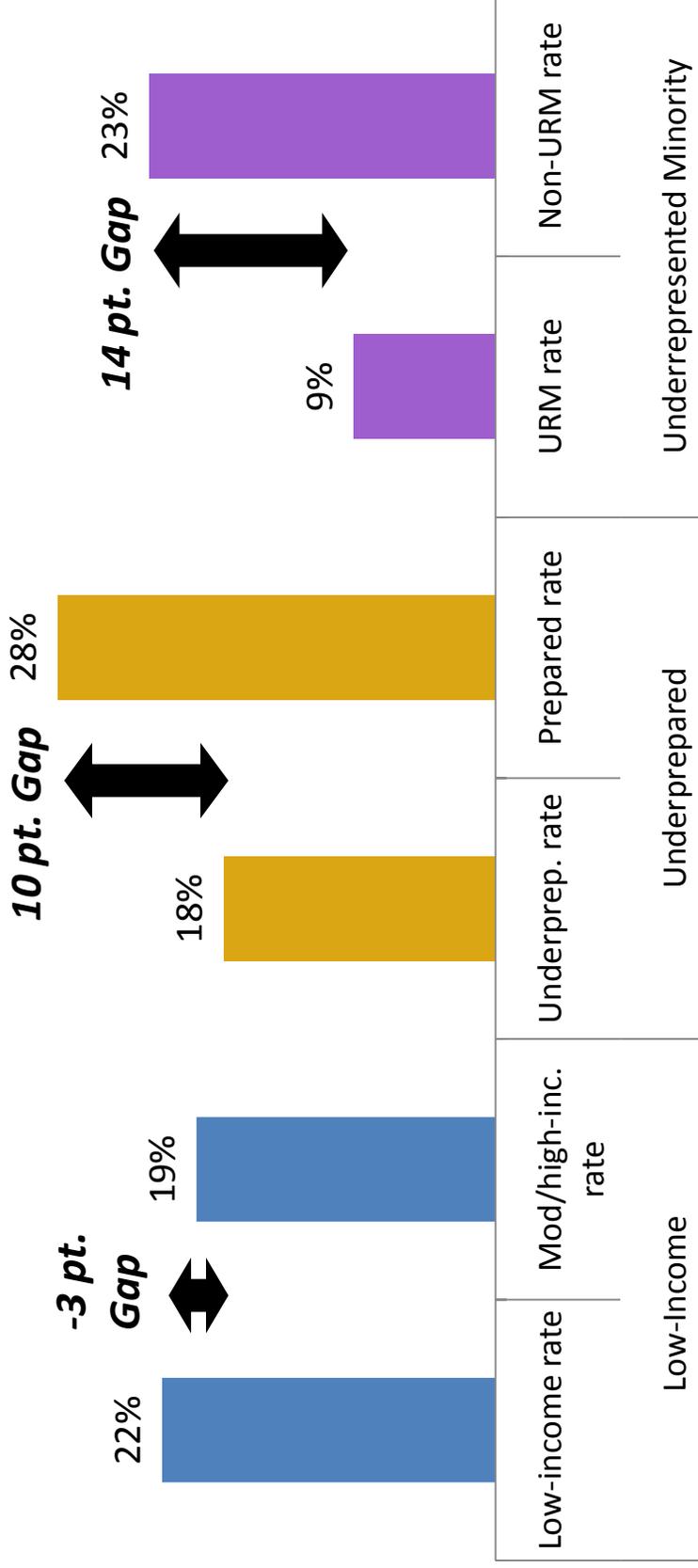
Graduation Rate Gaps – Bachelor's Degrees



Low-income students were Pell eligible at entry; underprepared students did not meet statewide college readiness standards in all subjects; underrepresented minority students include African-Americans, Hispanics, and American Indians.

Statewide Performance Metric

Graduation Rate Gaps – Associate Degrees



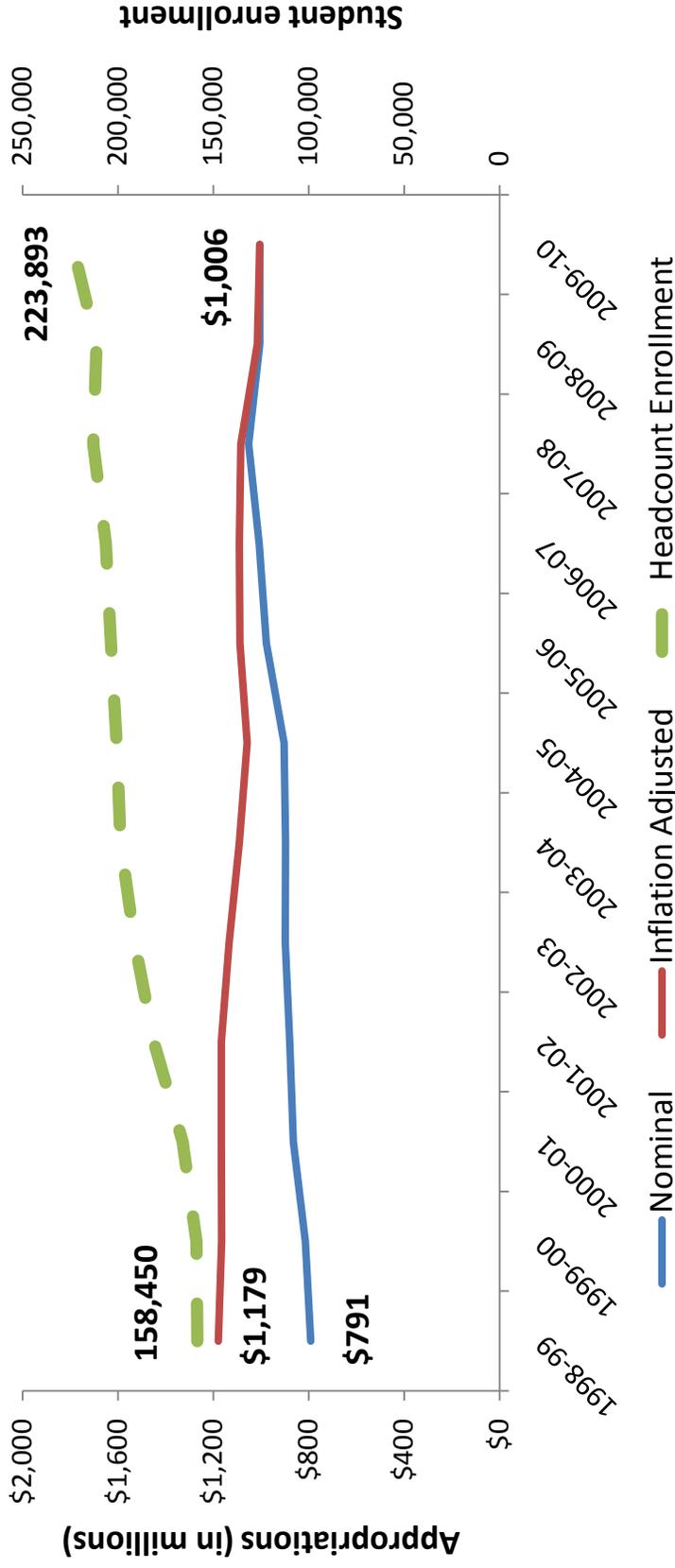
Low-income students were Pell eligible at entry; underprepared students did not meet statewide college readiness standards in all subjects; underrepresented minority students include African-Americans, Hispanics, and American Indians.

Statewide Performance Metric

Net State Appropriations for Public Higher Education Institutions



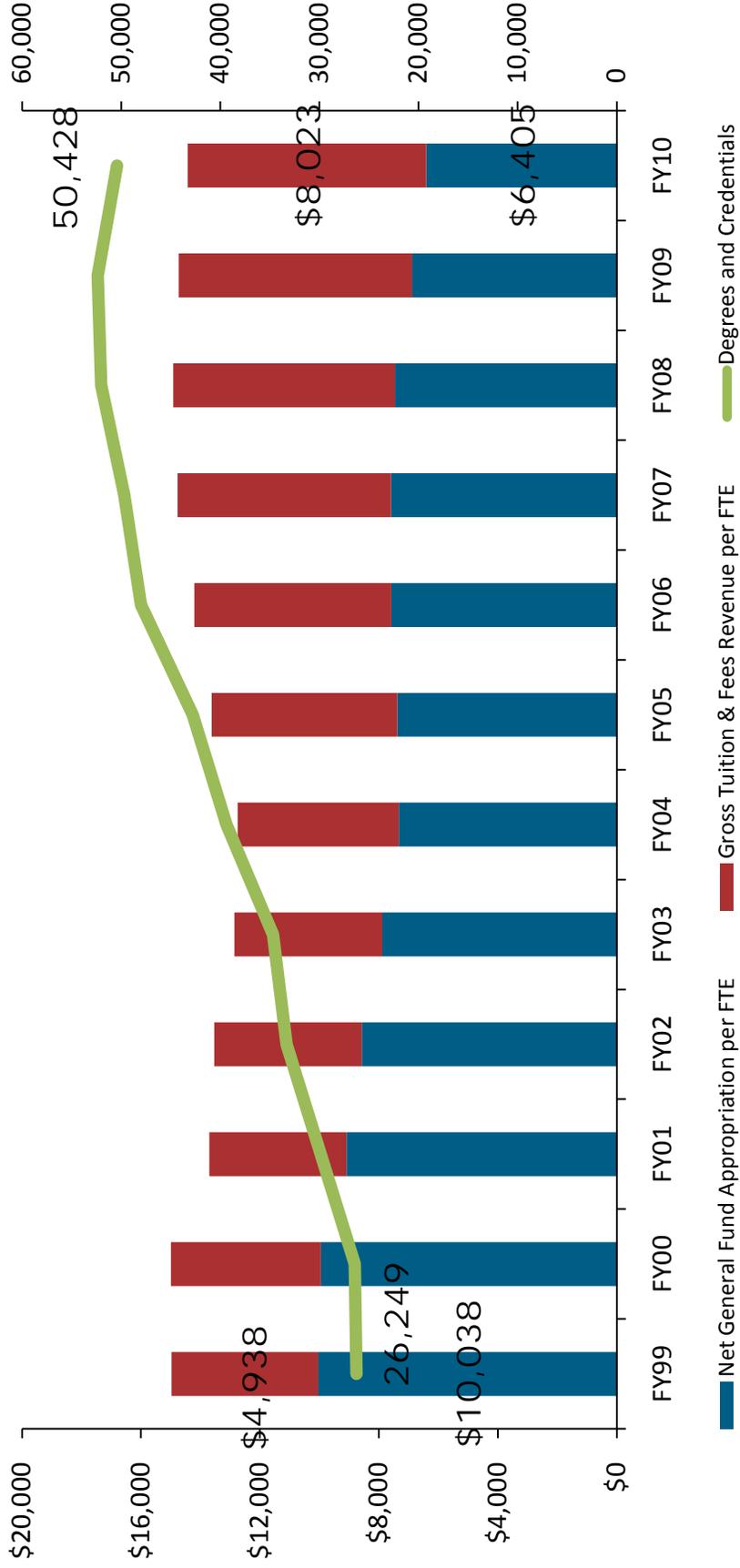
In millions



Amount of state General Fund appropriations (minus debt service and UofL Hospital Contract) to public postsecondary institutions and KCTCS during the state fiscal year (July 1 - June 30).

Contextual Information

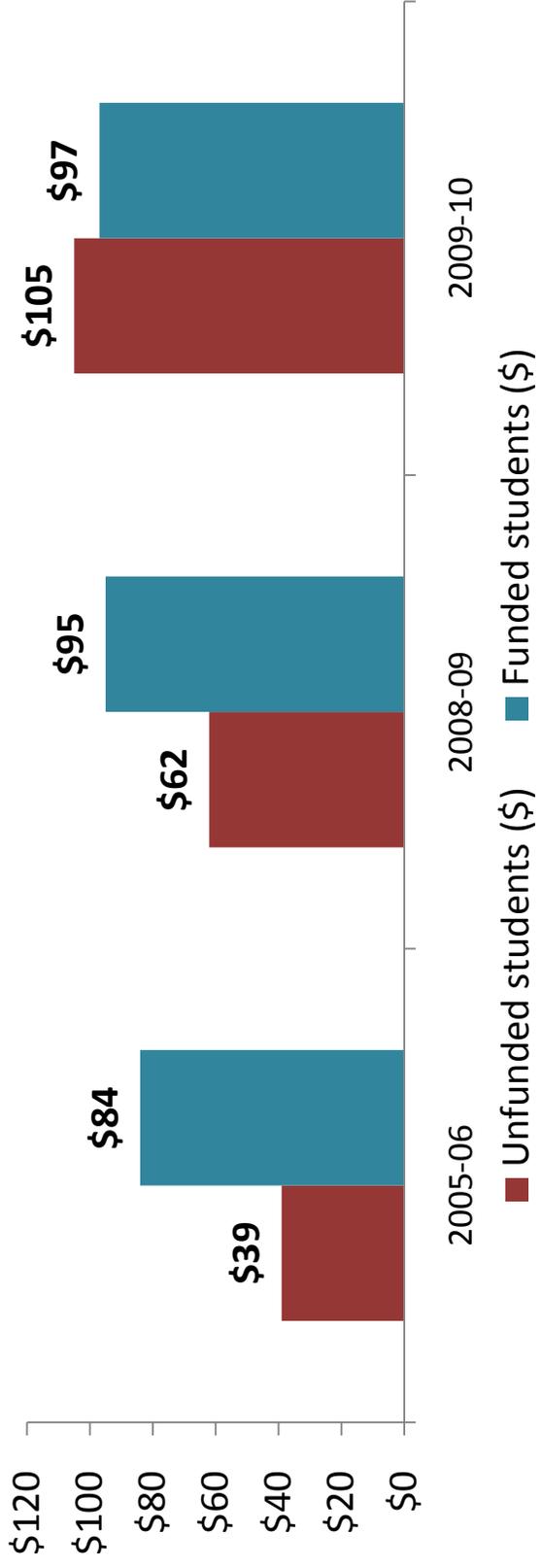
Total Public Funds per FTE (in constant \$) and Degree/Credential Production



Statewide Performance Metric

State Financial Aid Funding Deficit

In millions, not inflation adjusted



	2005-06	2008-09	2009-10
Unfunded students (#)	26,209	38,017	63,321
Funded students (#)	52,510	53,336	53,308

Represents the estimated amount of additional state funds that would be disbursed during the fiscal year through the College Access Program (CAP) and Kentucky Tuition Grant (KTG) state need-based financial aid programs if all eligible students likely to accept and utilize an award had received awards.

Student Success Strategies

Objective 4: Increase degree production and completion rates and close achievement gaps.

Strategies:

- 4.1. Maximize KCTCS's role as a high-quality, low-cost provider of postsecondary education and transfer opportunities.
- 4.2. Provide incentives to increase degree completion.
- 4.3. Increase use of data, information, research, and technology to improve student learning and outcomes.
- 4.4. Support new pathways for adult learners to postsecondary degree completion.



Student Success Strategies

HB 160 & KY Transfer Action Plan (Strategy 4.1.)



Key Revisions to the General Education Transfer Policy:

- Transfer of individual courses
- KCTCS common course numbering system
- Statewide general education course classification system
- Statewide general education common learning outcomes:
 - Written Communication (WC)
 - Oral Communication (OC)
 - Quantitative Reasoning (QR)
 - Arts and Humanities (AH)
 - Natural Sciences (NS)
 - Social and Behavioral Sciences (SB)

Student Success Strategies

HB 160 & KY Transfer Action Plan (Strategy 4.1.)



- Public Web portal “KnowHow2Transfer.org”
- Lumina grant to participate in Tuning USA, a project to define common competencies students should master in specific fields (biology, business, elementary education, nursing, and social work)
- Next Steps:
 - Standardize credit-by-exam equivalencies and common passing scores for national exams
 - Develop transfer student appeals process
 - Priority admission for transfer students

Student Success Strategies

Objective 4: Increase degree production and completion rates and close achievement gaps.

Strategies:

- 4.5. Secure adequate funding to support high-quality faculty and staff, support services, technology enhancements, and other resources to improve student success.
- 4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities.
- 4.7. Implement statewide diversity policy.



Student Success Strategies

Objective 5: Decrease financial barriers to college access and completion.



Strategies:

- 5.1. Increase funding for state need-based financial aid programs to address needs of part-time, transfer and adult learners.
- 5.2. Advocate for sufficient state operating support, financial aid, and efficiencies to reduce pressure on tuition.
- 5.3. Support federal aid initiatives.
- 5.4. Increase understanding of net costs of going to college and availability of aid.

STRONGER by DEGREES



A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education



Focus on Student Success

Presentation to the Council on Postsecondary Education

June 10, 2011



2011-15 Strategic Agenda

Focus on Student Success

Goal: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive and engaged citizens.

Policy Objective #4: Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.

Strategy 4.1: Maximize KCTCS's role as a high quality, low-cost provider of postsecondary education and transfer opportunities encouraging college access and success.

- Implementation of the Kentucky Transfer Action Plan includes the development of uniform data collection and reporting methods, a KCTCS common course numbering system, a statewide transfer technology system, and alignment of general education student learning outcomes for transfer purposes.
- All KCTCS colleges and the public universities have implemented a web-based system for faculty to determine course equivalencies for transfer. Development of "KnowHow2Transfer," a student-centered web site, also is underway. This e-portal will provide students with a unified source for information about general education and transfer equivalencies for courses at Kentucky public institutions.
- Statewide general education student learning outcomes in the broad areas of communication, social and behavioral sciences, arts and humanities, quantitative reasoning, and natural science have been agreed upon by faculty across the state and have been incorporated into Kentucky's General Education Transfer Policy.
- Student learning outcomes are currently being aligned in five high-need transfer majors (biology, business, elementary education, nursing, and social work) to ensure student mobility and success.
- Kentucky has been awarded a grant from the Lumina Foundation to participate in Tuning USA, a faculty-led pilot project to define what students must know and be able to demonstrate after completing each level of degree attainment in a specific field. In addition to aligning the student learning outcomes in five high-need transfer majors, the project will define the knowledge and competencies students should master at each level of degree attainment in these specific majors.

Strategy 4.2: Provide institution and student incentives to increase high-quality degree production and completion rates.

- Discussions are underway regarding the development of a performance funding program to encourage high-quality degree production and increased college completion.



2011-15 Strategic Agenda

Focus on Student Success

Strategy 4.3: Increase the use of data, information, research, and technology to improve student learning and outcomes.

- The Council is partnering with the Educational Delivery Institute (EDI), a national non-profit organization that focuses on implementing large-scale system change in education. EDI promotes an analytics-driven approach to help state leaders maintain the necessary focus to plan and implement ambitious strategic agendas.
- The Council is developing a comprehensive performance monitoring system and web-based dashboard as part of the accountability structure of the new Strategic Agenda. The dashboard will be available to the public September 2011.
- Council staff has developed a resource catalog of state and national best practices and research to increase student success, academic productivity, and efficiency that will be available on the Council's web site.

Strategy 4.4: Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.

- The Council provided funds for all four-year and several KCTCS institutions to administer the Adult Learning Focused Institution (ALFI) Toolkit. The ALFI assesses institutional policies and practices in terms of the needs of adult learners (students over the age of 25). Policy groups were formed to address the issues identified as most important to adult learners – credit for prior learning, flexible academic programming, and financial aid. Institutions then developed plans to address policies, practices, and program issues in each of these areas.
- Consultants from The Council on Adult and Experiential Learning (CAEL) worked with several institutions to maximize their credit for prior learning policies and address the issue of transferability of credit for prior learning. In addition, CAEL conducted workshops on each four-year campus and at three KCTCS campuses on credit for prior learning policies and transferability of credit for prior learning.
- The Council hosted a workshop with presentations by the College Board and the American Council on Education focused on the evaluation of military and corporate credit, as well as the development of College Level Examination Program (CLEP) exams.
- The Council is using consultants from several nationally recognized organizations to help assess ongoing adult learner initiatives and find strategies for their improvement and replication.
- Adults interested in returning to college to complete a bachelor's degree are getting an extra boost through Project Graduate, a statewide, campus-based program designed to recruit and graduate former students with 90 or more credit hours. Through fall 2010, a total of 447 former students had completed a degree with the help of high-touch services and incentives offered through the program.



2011-15 Strategic Agenda Focus on Student Success

- Through its leadership in the development and implementation of Kentucky's P-20 Data Collaborative, the Council has assisted in the creation of a multi-agency data repository that will allow policy-makers to track students from K-12 into postsecondary and the workforce. A primary focus of the collaborative will be outcomes research to provide meaningful feedback back down the educational pipeline at all stages. Council staff will be able to access data in the repository starting in July 2011.

Strategy 4.5: Secure adequate institutional funding to support high-quality faculty and staff, effective student and academic support services, technology enhancements, and other resources to enhance student success.

- The Council has reallocated and targeted funding for faculty and staff professional development to support course redesign and other program innovations of the National Center for Academic Transformation.
- The Council's state-level capital request includes funding to revitalize and enhance the state's virtual library, which serves all public and private colleges and universities in the Commonwealth and many school districts and public libraries. The KYVL saves millions of dollars each year by leveraging the purchasing power of multiple providers. Additional funds are being requested to upgrade and expand the Kentucky Postsecondary Education Network (KPEN).
- The Council, in partnership with KCTCS and supported by other educational organizations, has submitted a \$1 million funding proposal as part of Complete College America's Innovation Challenge. Funds would be used to support virtual advising services for students enrolled in KCTCS's Online Learn on Demand programs.

Strategy 4.6: Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.

- As part of the Council's assessment and accountability efforts, all public institutions participate in the statewide consortium for the National and Community College Survey of Student Engagement (NSSE & CCSSE). Statewide and institutional results are analyzed to identify high-impact opportunities for change that will improve the quality of the student experience.



2011-15 Strategic Agenda Focus on Student Success

Strategy 4.7: Implement a statewide diversity policy that recognizes diversity as a vital component of the state's educational and economic development.

- The Council's Committee on Equal Opportunities (CEO) has received and reviewed institutional diversity plans being mindful of the need to address achievement gaps for underrepresented populations. The CEO review will ensure diversity plans align with the objectives of the 2011-15 Strategic Agenda. These institutional plans will be implemented in fall 2011.
- The Committee on Equal Opportunities will review its mission and role and revise as needed.
- The CEO will audit the institutional self-reviews of diversity plans and evaluate the Council's assessment of the institutional evaluations.



2011-15 Strategic Agenda

Focus on Student Success

Goal: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.

Policy Objective #5: Decrease financial barriers to college access and completion.

Strategy 5.1: Increase funding for the state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult students, as well as traditional students.

- Council staff will continue to work closely with the Kentucky Higher Education Assistance Authority (KHEAA) on student aid policies and advocacy strategies around postsecondary access.
- Support for adequate student aid will continue to be a high priority in the Council's biennial funding request to the legislature. The funding gap in the state's primary need-based financial aid program – the College Access Program – is growing. Last year approximately 60,000 eligible students, out of a total of nearly 100,000, did not receive aid due to lack of funding.
- Kentucky's colleges and universities continue to increase institutional funding for student aid. Over the next year, more analysis will be done to assess the distribution of aid and additional funds required to satisfy unmet need.
- All public postsecondary institutions offer transfer scholarships to improve pathways from two- to four-year campuses. KCTCS also supports student scholarships and transfer services with recurring funding from the Workforce Development Trust Fund.
- The Commonwealth, through KHEAA, developed a program several years ago to assist working adults attending college. The Go Higher Grant program provides some assistance to adults who attend college less than half-time. Non-traditional adult students also have access to other state and federal programs, but because many require more than part-time enrollment, qualifying for adequate aid to meet to meet financial need is often a barrier to college completion.

Strategy 5.2: Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure on tuition.

- Following the recommendations of the Governor's Higher Education Workgroup, the Council hosted the first statewide Higher Education Cost Containment Summit in the fall of 2010. This statewide event brought together education and other professionals to discuss cost containment strategies and efforts to reduce pressure on tuition through efficiencies in both business and academic functions.
- The Council staff is refining CPE's annual Net Cost Analysis to provide a more comprehensive picture of the average cost of college for students in various income categories net of state, federal, and institutional grants and scholarships.



2011-15 Strategic Agenda

Focus on Student Success

Strategy 5.3: Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

- Kentucky is one of five pilot states in a national project that is analyzing the effects of simplifying the FAFSA (Free Application for Student Financial Aid) and other forms of financial aid that students receive. The Council, in partnership with KHEAA, has been working with the College Board for over a year on the project. Results are expected this summer.
- Council staff is monitoring federal action on student aid and other access programs and is working with the State Higher Education Executive Officers (SHEEO), Kentucky's federal relations office in Washington, D.C., and other organizations to urge adequate and sustained support for key federal programs such as Pell and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).
- As of May 31, the Kentucky Education Savings Plan Trust's (KESPT) 12,534 account owners have saved over \$131.1 million for college. Recent KESPT marketing efforts include the statewide "Dream Out Loud" contest for students in grades K-6 (which ran from January to April 2011), as well as the current "Destination College Savings" summer reading program contest in partnership with the Kentucky Department for Libraries and Archives.

Strategy 5.4: Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

- All Kentucky colleges and universities now have net price calculators on their web sites. Net price is what a student actually pays to attend college, after subtracting discounts and aid from the sticker price.
- Kentucky has received a second round of federal funding (\$2 million) through the College Access Challenge Grant program to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. It is a matching program administered by KHEAA.
- Kentucky launched the Kentucky College Coaches Program in 2010, which assigns near-peer mentors in low-income high schools across the Commonwealth. This program, a recommendation of the Governor's Higher Education Workgroup, is administered by the Kentucky Campus Compact and supported through AmeriCorps and partnerships with educational providers and organizations across the state.
- GEAR UP is a federally-funded program administered by the Council on Postsecondary Education that encourages middle and high school students to stay in school, study hard, and take the right courses to go to college. The Council is finalizing its application for a third round of funding, which will be submitted later this summer.
- The Council staff has facilitated several state-level discussions regarding college textbooks to determine state and institutional strategies to lower costs for students. Representatives from public universities and KCTCS, textbook publishers, and others have participated in these conversations.

STRONGER by DEGREES

Institutional Progress Update 2010



Presentation to the Council on Postsecondary Education
Dr. James Votruba, President
Northern Kentucky University
June 10, 2011



NKU: A MODERN, METROPOLITAN UNIVERSITY

	A Decade Ago	Today	Change
Enrollment	12,100	15,748	30%
Degrees/Credentials Conferred	1,685	2,788	65%
Endowment	\$20M	\$68M	240%
Grants/Contracts	\$2.5M	\$7.5M	200%
Faculty/Staff	1,679	2,043	22%
Average Class Size	23	24	4%
Student Faculty Ratio	17:1	17:1	--
Bachelors Programs	52	70	35%
Masters Programs/Certificates	10	49	390%
Professional Doctorates	0	2	--
Juris Doctorate	1	1	--



FALL 2010 INSTITUTIONAL PROFILE

	2000-2001	2010-2011	Change
Commuting Undergraduates*	91%	86%	-5%
Applications*	2,959	7,202	143%
Admitted*	2,910	4,772	64%
Enrolled*	1,788	2,337	30.7%
Incoming students from NKY/Greater Cincinnati region	95%	98%	3%
Incoming first-time, full-time, degree-seeking*	42.5%	55%	12.5%

* CDS, 2010; CDS, 2000



NKU'S PROGRESS

Bachelor's Degrees, Fiscal Year 2000-2010



- 74% increase in number of bachelor's degrees conferred (statewide average = 32%)
- 52% increase in number of STEM bachelor's degrees conferred



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH, &
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS

Performance Metric	Historical (2005-06)	Baseline (2008-09)	Percentage Point Change	2015 Target
New teacher excellence (top 15% nationally)	20.4%	18.2%	-2.2	TBD

New Metric: 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).

Note: 2009-10 PRAXIS II overall pass rate was 98%.



STUDENT SUCCESS

Performance Metric	Historical (2005-06)	Baseline (2009-10)	Change	2015 Target
Total Degrees & Credentials	2,389	2,788	17%	TBD
Bachelor's	1,584	1,988	26%	TBD
Master's	376	461	23%	TBD
Transfers from KCTCS	369*	379	3%	TBD
Net direct cost for low-income students	\$108	\$24*	-\$84	TBD

New Metric-Direct Net Cost: For low-income, in-state students, the cost of tuition, fees and books after all grants and scholarships received. Negative amounts reflect grant money available to pay indirect costs such as room and board.

*Academic year 2008-09



STUDENT SUCCESS

Performance Metric	Historical (2005-06)	2009/10	Change	2015 Target
Graduation rates	31.4%	34%	2.6	TBD
Grad. rate gap of underrepresented minority students	-17.7 13.7%**	-5 29%**	12.7	TBD
Grad. rate gap of underprepared students	-11.8* 19.6%**	-10 24%**	1.8	TBD
Grad. rate gap of low-income students	NA	-10 24%**	NA	TBD

* CPE does not have reliable readiness data prior to the entering class of 2002 to calculate the 2005-06 and 2006-07 graduation rates. Interpret with caution.

** Graduation rate



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metric	Historical (2005-06)	2009-10	Change	2015 Target
Research & Development Funding	\$1.4M	\$1.7M	21%	TBD
Degrees & Credentials in STEM+H Fields	622	707	14%	TBD



EFFICIENCY AND INNOVATION

Performance Metric	Historical (2005-06)	Baseline (2009-10)	Change	2015 Target
Credits Earned by Degree Graduates	143	142	1	TBD
Online Learning	2.4%	9.6%	7.2	TBD

New Metric-Credits Earned by Degree Graduates: Mean number of credits that students earned at the time of graduation, including credit transferred in to the degree-granting institution and developmental/remedial coursework.

New Metric-Online Learning: Of all courses completed in the academic year, the percentage of credit hours completed which were delivered through distance learning.



FOCUSING ON COLLEGE READINESS: A Pipeline Approach

- ✓ Every departmental plan addresses P12 support
- ✓ Early Childhood Education
- ✓ Kentucky Center for Mathematics
- ✓ Testing for College Readiness
 - Kentucky Online Testing project (KYOTE)
- ✓ Strive Partnership
 - Last dollar grant program targeted to urban schools
- ✓ School Based Scholars Program
- ✓ NKY Education Council



NKU EFFORTS TO IMPROVE GRADUATION RATES & STUDENT SUCCESS

- ✓ **General Education Reform**
 - Reduced number of courses offered from 250+ to 100
 - Cut program requirement from 48-51 hours to 37 hours
 - Provided greater flexibility in accepting transfer credits
- ✓ **Four Year Degree Completion**
 - Developing academic road map for every major to allow for degree completion within four years
- ✓ **Alleviating Barriers to Graduation**
 - Reduced requirements for bachelor's degree from 128 to 120 hours in Fall 2009



NKU EFFORTS TO IMPROVE GRADUATION RATES & STUDENT SUCCESS

- ✓ New Diversity Plan
- ✓ Enhanced Advising
- ✓ Foundations of Excellence (FoE)
 - Partnership with the John N. Gardner Institute for Excellence in Undergraduate Education is a two year project that takes an extensive look at the first year experience of NKU students



NKU EFFORTS TO IMPROVE GRADUATION RATES & STUDENT SUCCESS

- ✓ Scholarships, Opportunities, Achievements & Results (SOAR)
 - Aims to graduate financially needy, academically talented students who will enter the workforce or graduate school in a STEM-related discipline



ADJUSTING TO THE “NEW NORMAL” – SUSTAINING OUR MOMENTUM

- ✓ Sharpen our focus
- ✓ Restructure our budget
- ✓ Improve organizational effectiveness and efficiency
 - Huron Consulting Engagement
- ✓ Reinvest:
 - Reallocate \$5.3M internally to high priority areas
 - 10% increase in academic productivity
 - People and programs

STRONGER by DEGREES

Institutional Progress Update 2010



Presentation to the Council on Postsecondary Education
By Gary Ransdell, President, Western Kentucky University
June 10, 2011



INSTITUTIONAL PROFILE

2010

2005

2000

Students:

Total Enrollment	15,516	18,645	20,903
Undergraduate Enrollment	13,272	15,978	17,827
Graduate Enrollment	2,244	2,667	3,076

Completions:

Baccalaureate Degrees	1,753	2,166	2,676
Master's Degrees	514	797	858
Six-Year Graduation Rate	41.7%	45.5%	48.7%

Faculty:

# Full-time Faculty	565	694	747
# Part-time Faculty	407	412	428

Research Expenditures:

Federal	\$3.3 million ⁽²⁰⁰⁷⁾	\$4.9 million	\$8.2 million ⁽²⁰⁰⁷⁾
Total	\$20.9 million	\$27.6 million	\$22.1 million



2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC,
& COMMUNITY
DEVELOPMENT**

**EFFICIENCY &
INNOVATION**



COLLEGE READINESS

Performance Metric	Historical (2005-06)	Baseline (2008-09)	Percentage-Point Change	2015 Target
New teacher excellence (top 15% nationally)	15.7%	14.5%	-1.2	TBD

New Metric: 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).



STUDENT SUCCESS

Performance Metric	Historical (2005-06)	Baseline (2009-10)	Change	2015 Target
Total Degrees & Credentials	3,436	3,906	14%	TBD
Bachelor's	2,313	2,676	16%	TBD
Master's/Doctoral	724	858	19%	TBD
Transfers from KCTCS	1,100*	1,115	1.3%	TBD
Net direct cost for low-income students	-\$143	-\$102*	-\$41	TBD

New Metric-Direct Net Cost: For low-income, in-state students, the cost of tuition, fees and books after all grants and scholarships received. Negative amounts reflect grant money available to pay indirect costs such as room and board.

*Academic year 2008-09.



STUDENT SUCCESS

Performance Metric	Historical (2005-06)	Baseline (2008-09)	Change	2015 Target
Graduation rates	49.1%	49.5%	0.4	TBD
Grad. rate gap of underrepresented minority students	-6.4	-7.3	-0.9	TBD
Grad. rate gap of underprepared students	-16.0*	-16.4	-0.4	TBD
Grad. rate gap of low-income students	NA	-4.0	NA	TBD

**CPE does not have reliable readiness data prior to the entering class of 2002 to calculate the 2005-06 and 2006-07 graduation rates. Interpret with caution.*



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metric	Historical (2005-06)	Baseline (2008-09)	Change	2015 Target
Research & Development Funding	\$8.1M	\$7.6M	-6.2%	TBD
Degrees & Credentials in STEM+H Fields	796	900*	13.1%	TBD

**Current year is 2009-10.*



EFFICIENCY AND INNOVATION

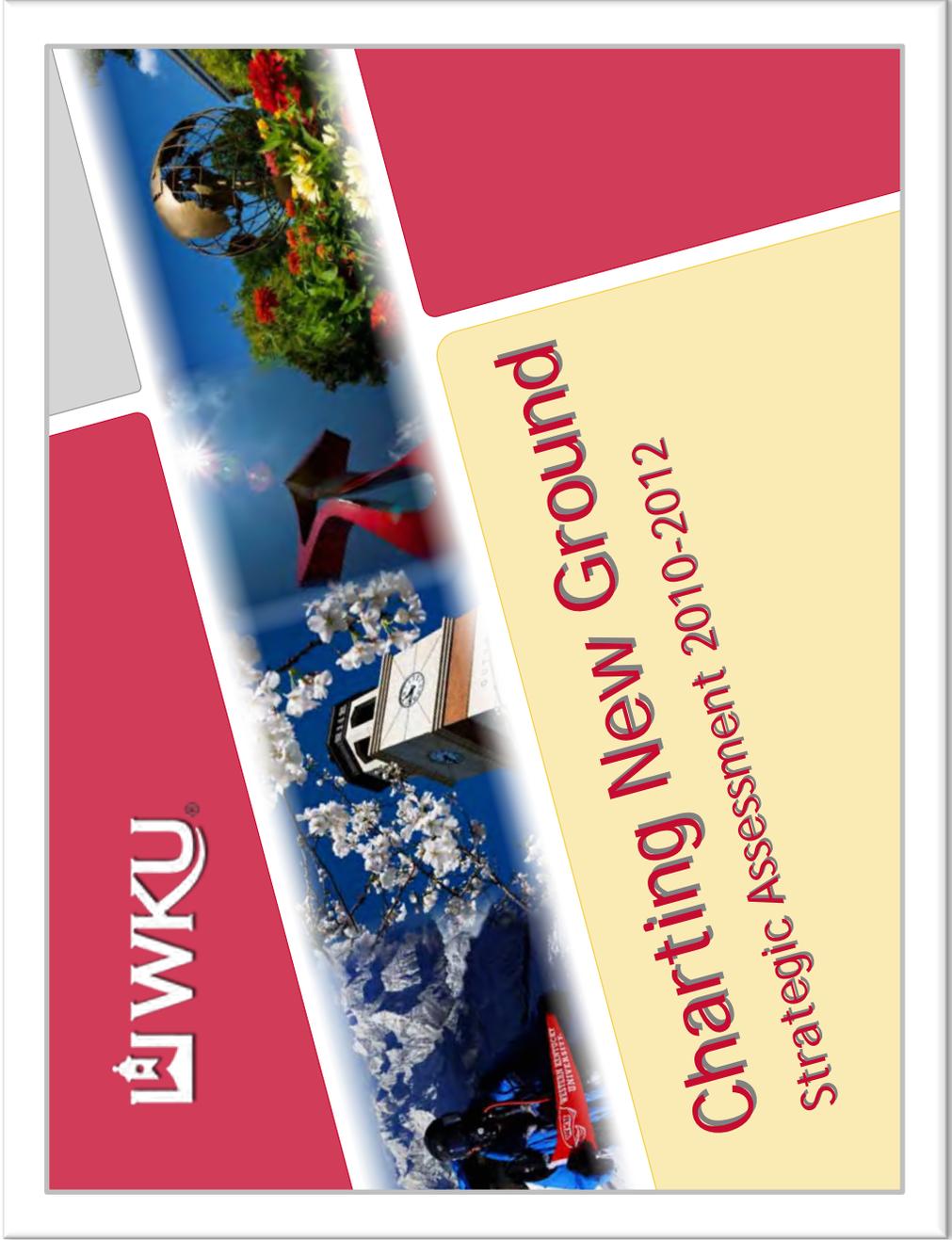
Performance Metric	Historical (2005-06)	Baseline (2009-10)	Change	2015 Target
Credits Earned by Degree Graduates	141	139	-2	TBD
Online Learning	10.1%	16.8%	6.7	TBD

New Metric-Credits Earned by Degree Graduates: Mean number of credits that students earned at the time of graduation, including credit transferred in to the degree-granting institution and developmental/remedial coursework.

New Metric-Online Learning: Of all courses completed in the academic year, the percentage of credit hours completed which were delivered through distance learning.



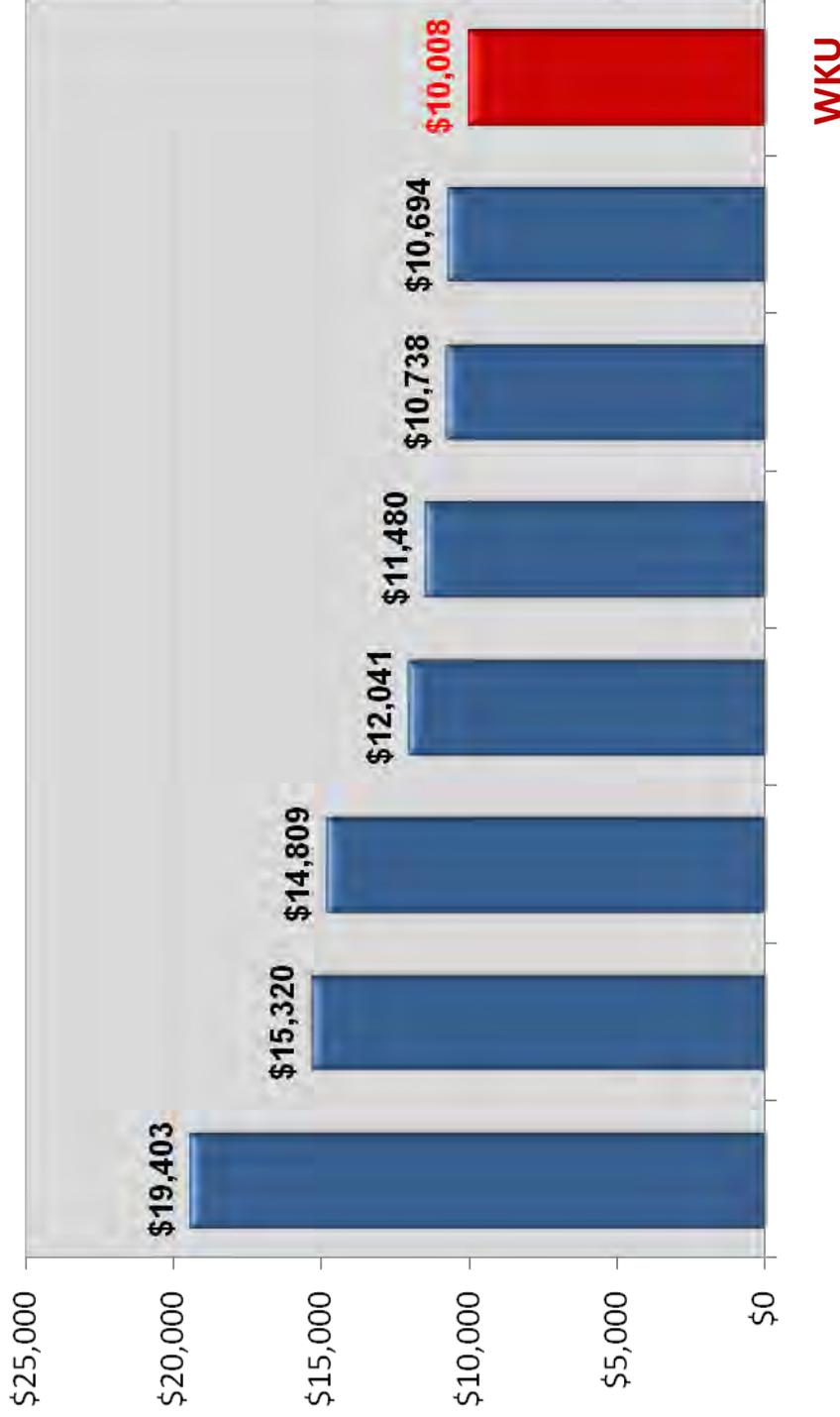
STRATEGIC ASSESSMENT





COST PER STUDENT*

Based on 2008 Graduation Rate Data

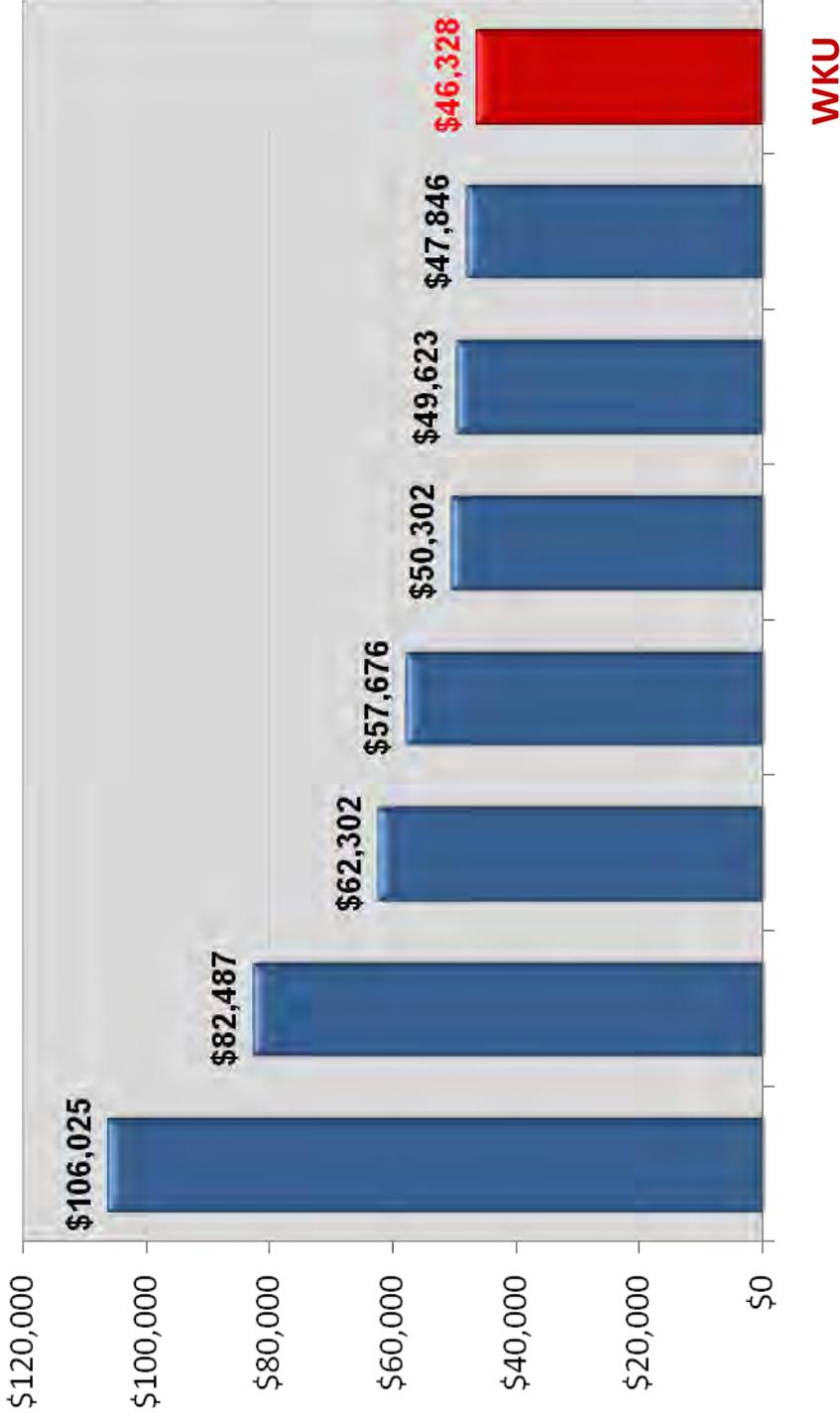


* Cost per student is defined by collegemeasures.org as the total spending on direct educational costs divided by the total full-time-equivalent students.



COST PER DEGREE*

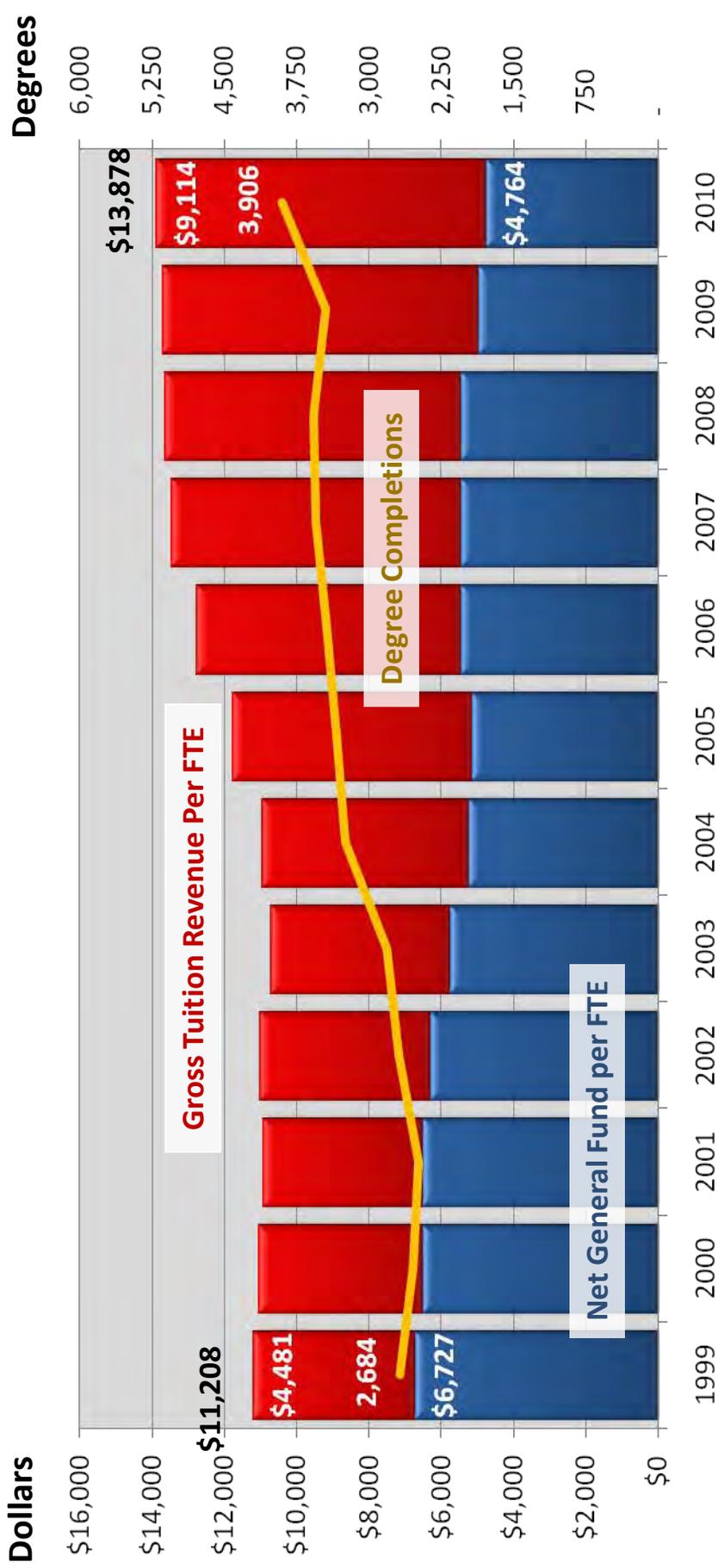
Based on 2008 Graduation Rate Data



*Cost per degree is defined by collegemeasures.org as a measure of spending on direct educational costs per degree. Total education and related expenses for all students are divided by the number of degrees awarded in a given year.



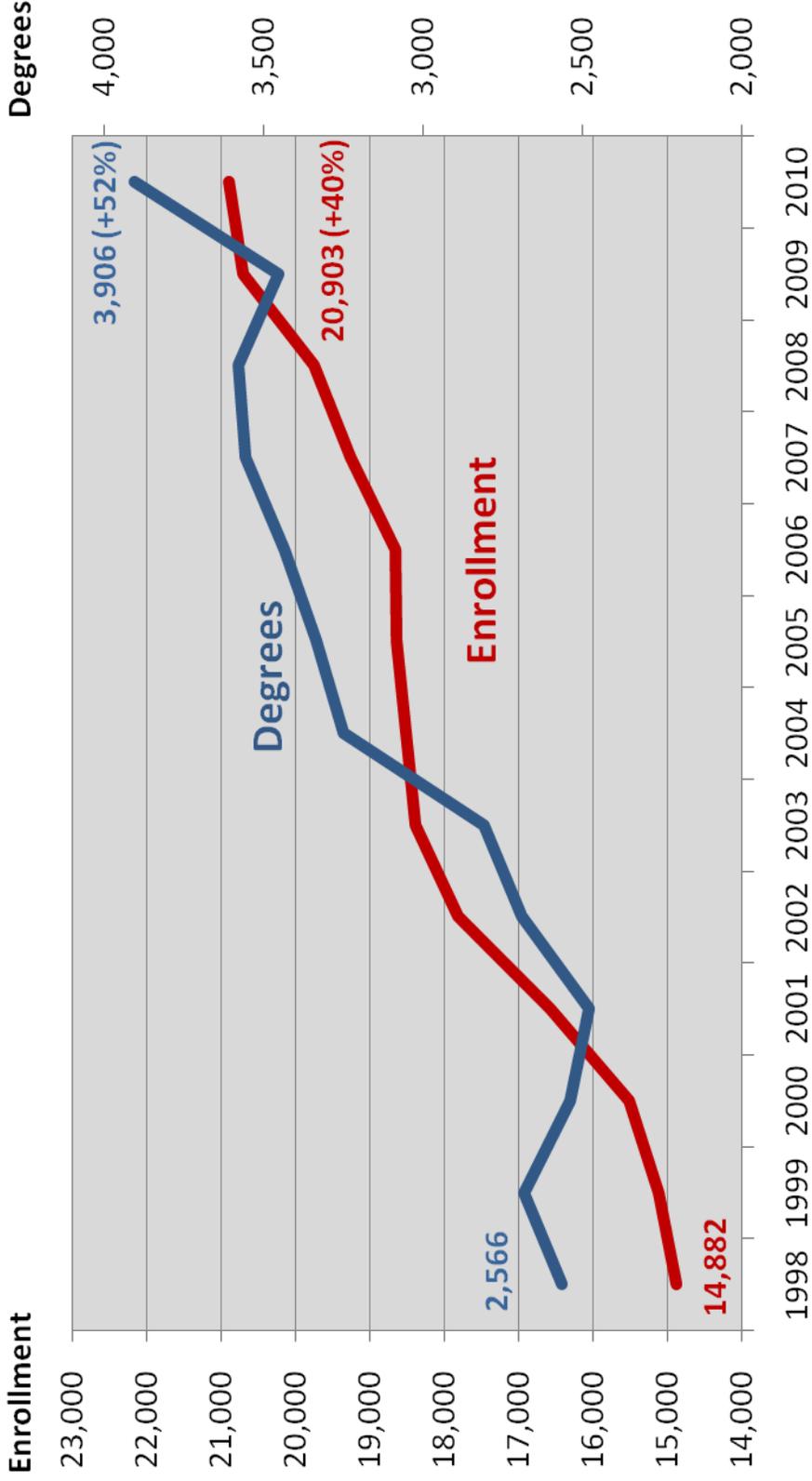
WKU FUNDING PER FTE STUDENT



Constant FY 2010 dollars.



WKU ENROLLMENT/ DEGREES SINCE REFORM





WKU GRADUATE FACTS

National Science Foundation (2000-2009)

**Baccalaureate
Graduates:**

307

went on to pursue a
Doctoral Degree.

WKU ranks

28th

**all U.S. Master's
Level Universities**

Top 5%

of our 727
Carnegie
Institutions

**Master's
Graduates:**

257

went on to pursue a
Doctoral Degree.

WKU ranks

22nd

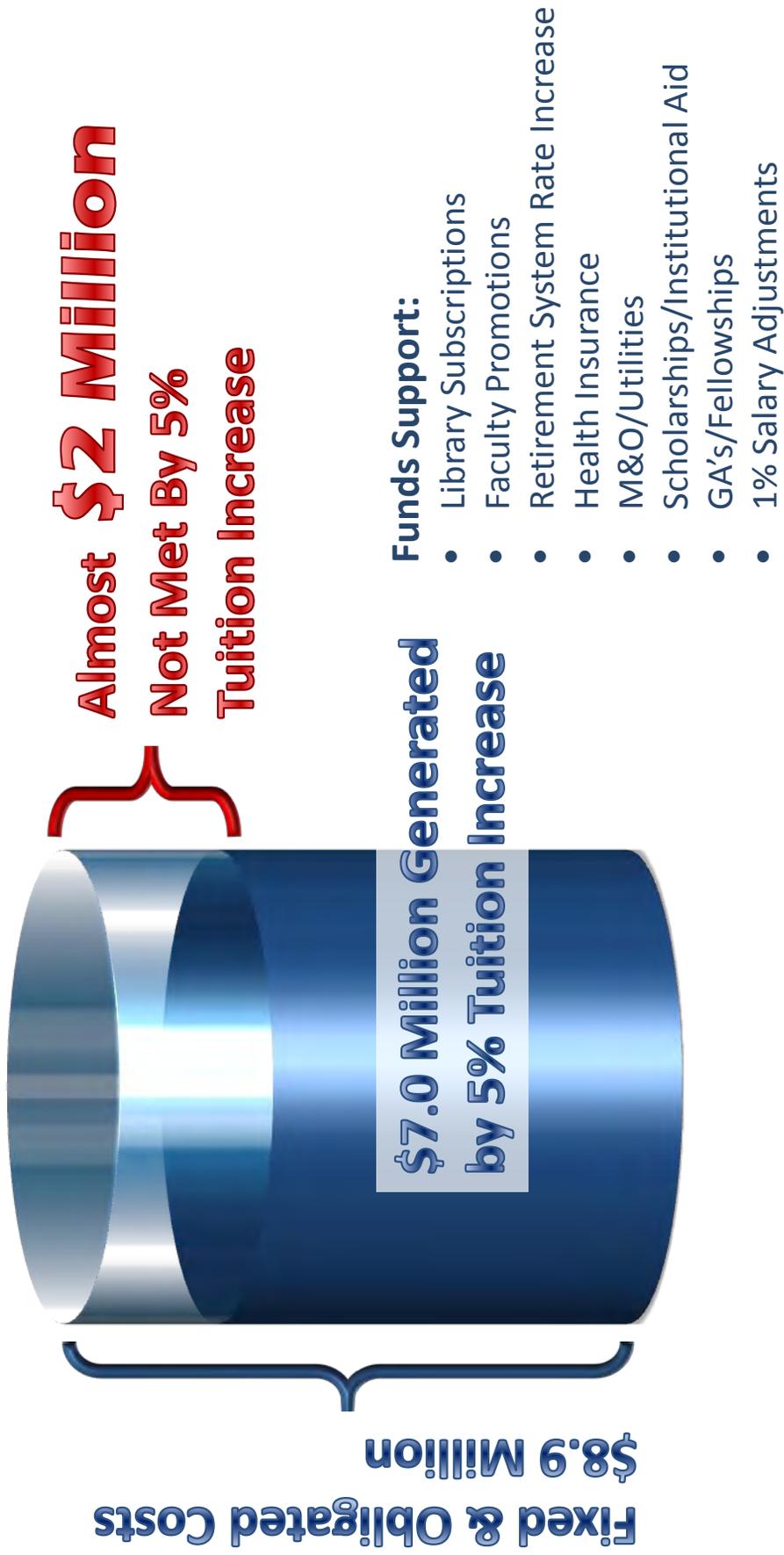
**all U.S. Master's
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SHORTFALL IN WKU 2011/2012 BUDGET



STRONGER by DEGREES

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STRONGER by DEGREES



Institutional Progress Update 2010

Presentation to the Council on Postsecondary Education
By Gary S. Cox, PhD, President
Association of Independent Kentucky Colleges & Universities
June 10, 2011



Kentucky Council on Postsecondary Education

KRS 164:020

[The Council on Postsecondary Education shall]

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



AIKCU PROFILE

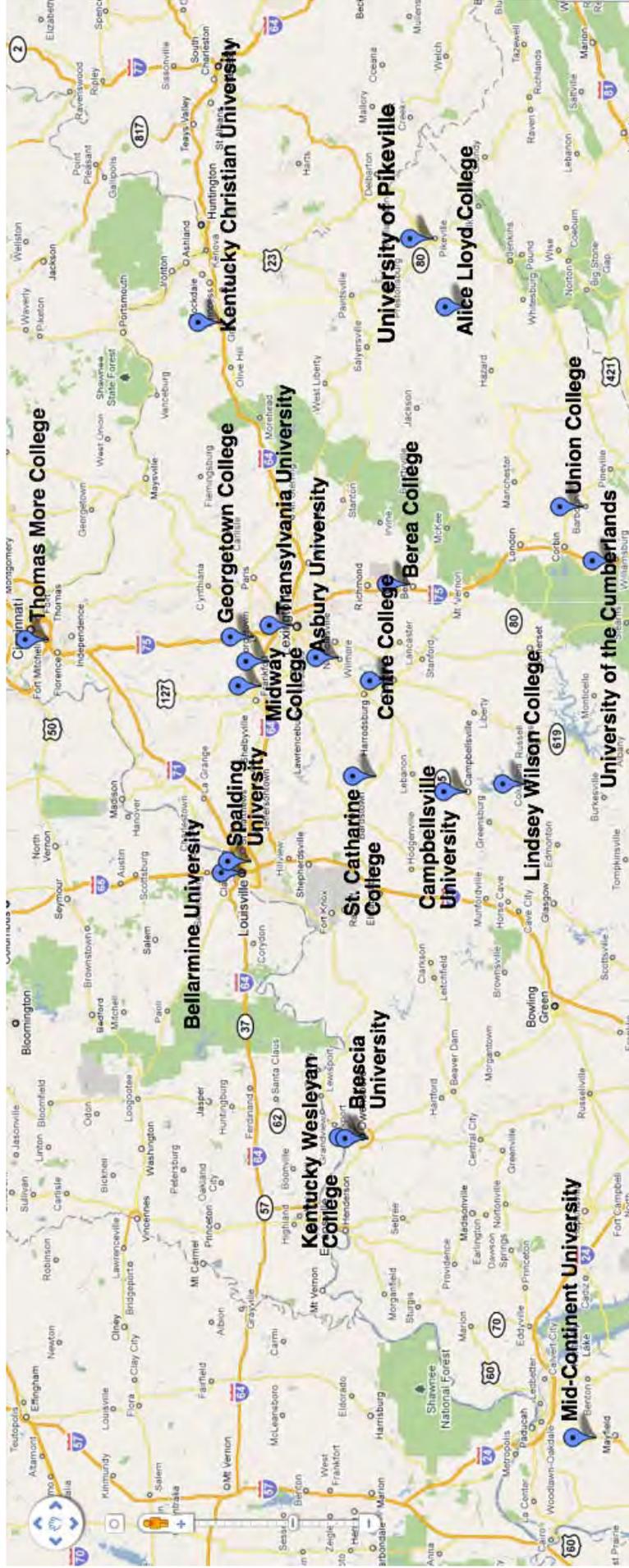
- 20 nonprofit, 4-year private colleges and universities
- Accredited by SACs and licensed by CPE
- 34,000+ total enrollment; 75% Kentucky residents
- <5% of state higher education spending – all directly to students in the form of financial aid
- Voluntarily integrated in CPE data collection, Strategic Agenda and goal setting



Association of Independent
Kentucky Colleges & Universities

20 institutions throughout Kentucky

Diverse locations, missions, and entrance requirements promote choice, opportunity, and access for students





2011-15 STRATEGIC AGENDA

Four Focus Areas

**COLLEGE
READINESS**

**STUDENT
SUCCESS**

**RESEARCH,
ECONOMIC, &
COMMUNITY
DEVELOPMENT**

**EFFICIENCY
&
INNOVATION**



COLLEGE READINESS

Performance Metric	Baseline (2005-06)	Current (2008-09)	Percentage-Point Change	2015 Target
New teacher excellence (top 15% nationally)	18.1%	17.1%	-1.0	TBD

New Metric-New Teacher Excellence: 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).



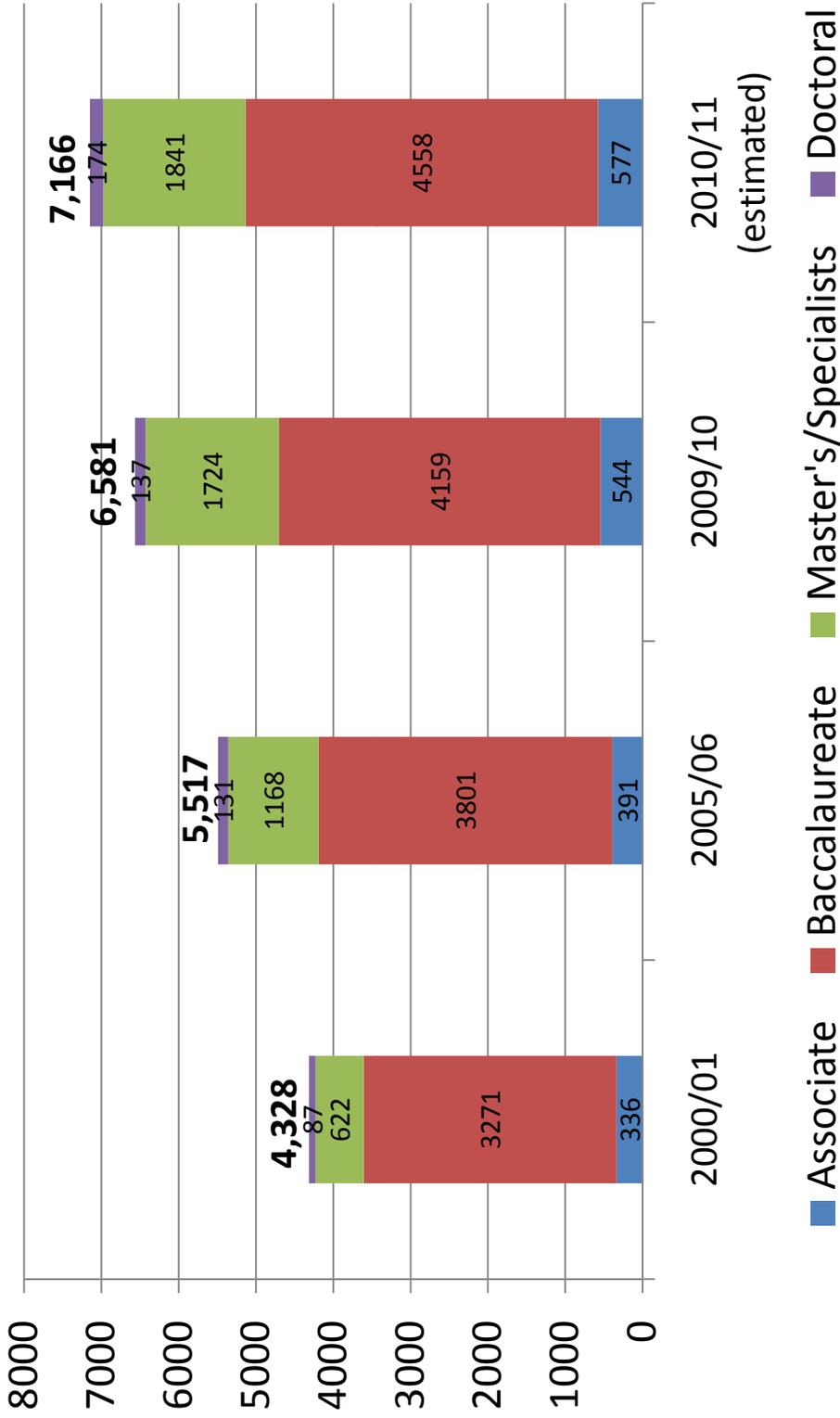
STUDENT SUCCESS

Performance Metric	Baseline (2005-06)	Current (2009-10)	Change	2015 Target
Total Degrees & Credentials	5,517	6,581	19%	TBD
Bachelor's	3,801	4,159	9.4%	TBD
Master's	1,168	1,724	48%	TBD
Transfers from KCTCS	1,114*	1,223	10%	TBD
Net direct cost for low-income students	NA	NA	NA	TBD

New Metric-Direct Net Cost: For low-income, in-state students, the cost of tuition, fees and books after all grants and scholarships received. Negative amounts reflect grant money available to pay indirect costs such as room and board.

*Academic year 2008-09.

AIKCU Total Degrees Awarded by Level



Source: CPE Comprehensive Database

AIKCU awarded 21% of all bachelor's degrees and 23% of Master's/Specialists degrees in 2009/10



STUDENT SUCCESS

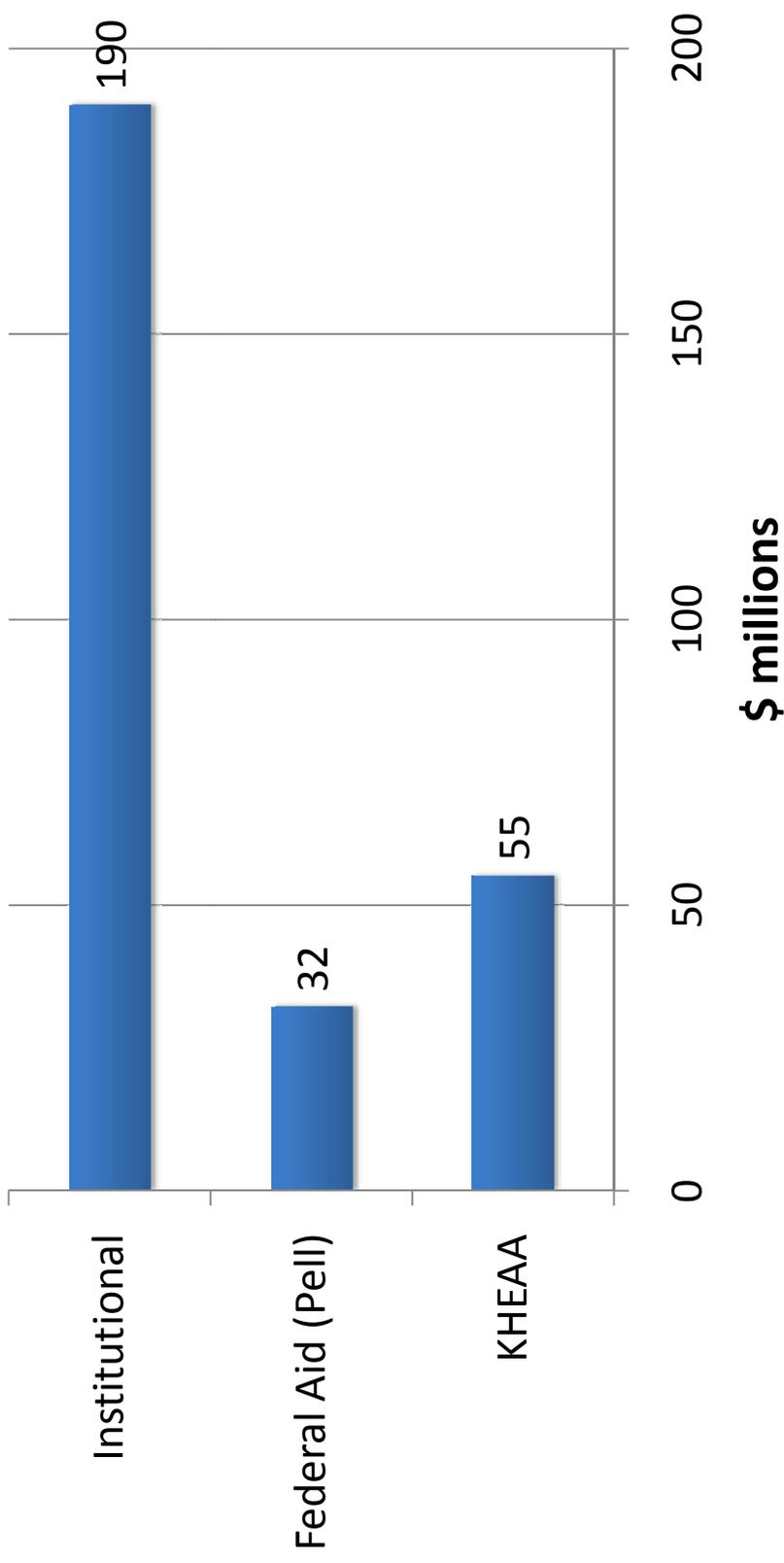
Performance Metric	Baseline (2005-06)	Current (2008-09)	Change	2015 Target
Graduation rates	47.9%	50.8%	2.9	TBD
Grad. rate gap of underrepresented minority students	-16.2	-15.3	0.9	TBD
Grad. rate gap of underprepared students	NA	NA	NA	TBD
Grad. rate gap of low-income students	NA	NA	NA	TBD

AIKCU 4-Yr Graduation Rate = 37%

Committed to affordability, value

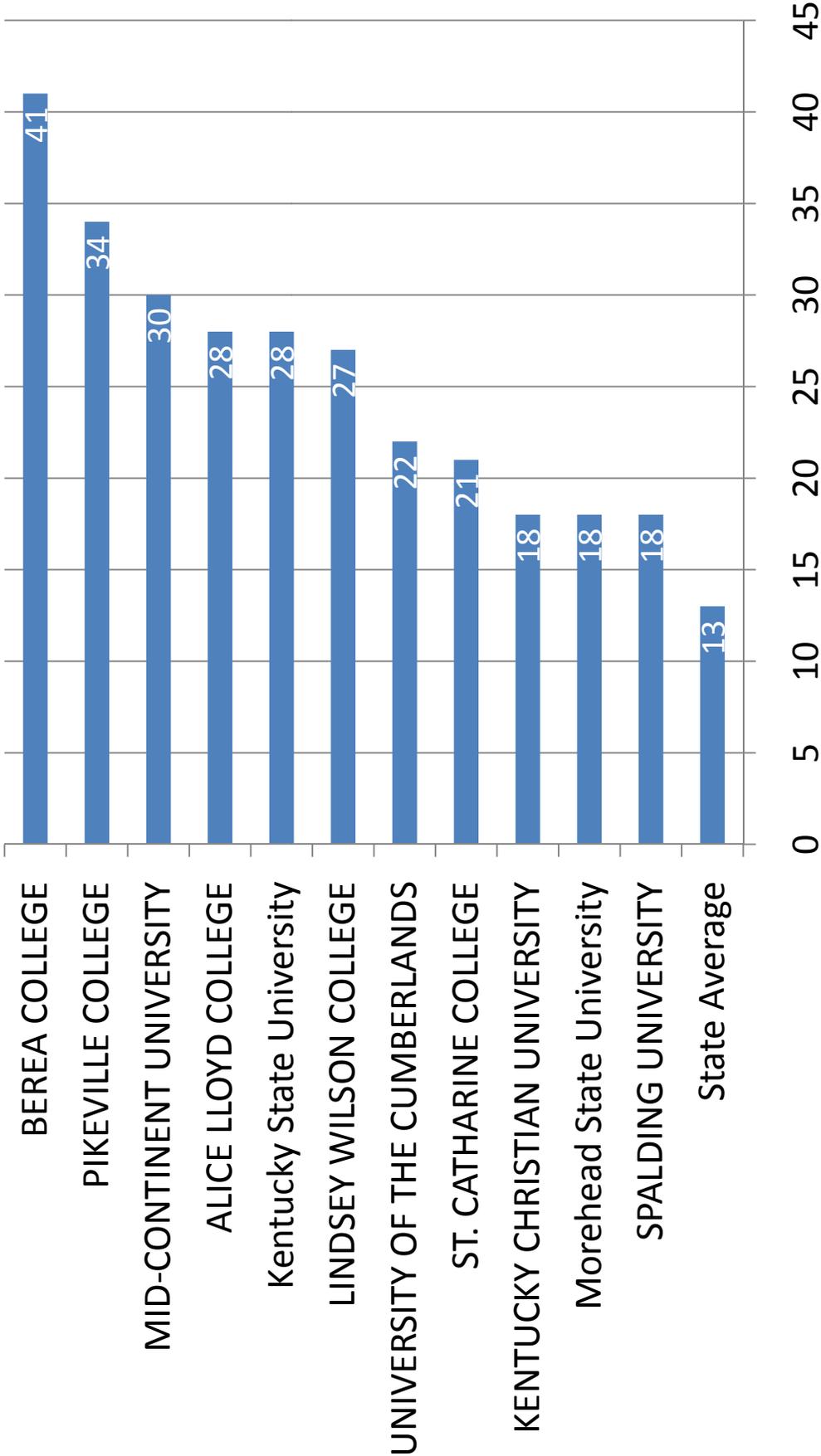
- 2010-11 average tuition =\$19,076
 - 30% less than national, 20% less than Southern private college averages
- Average tuition increase, 2010-11 to 2011-12: 4.9%
- 9 campuses report increases to 2011-12 financial aid budgets of 5-16.5%, average of 9% increase
- Campuses annually provide more than \$190 million in institutional aid (2009), the majority of it need-based
- Average tuition discount (2009): 38%

Financial aid to AIKCU students by source (2008-09)



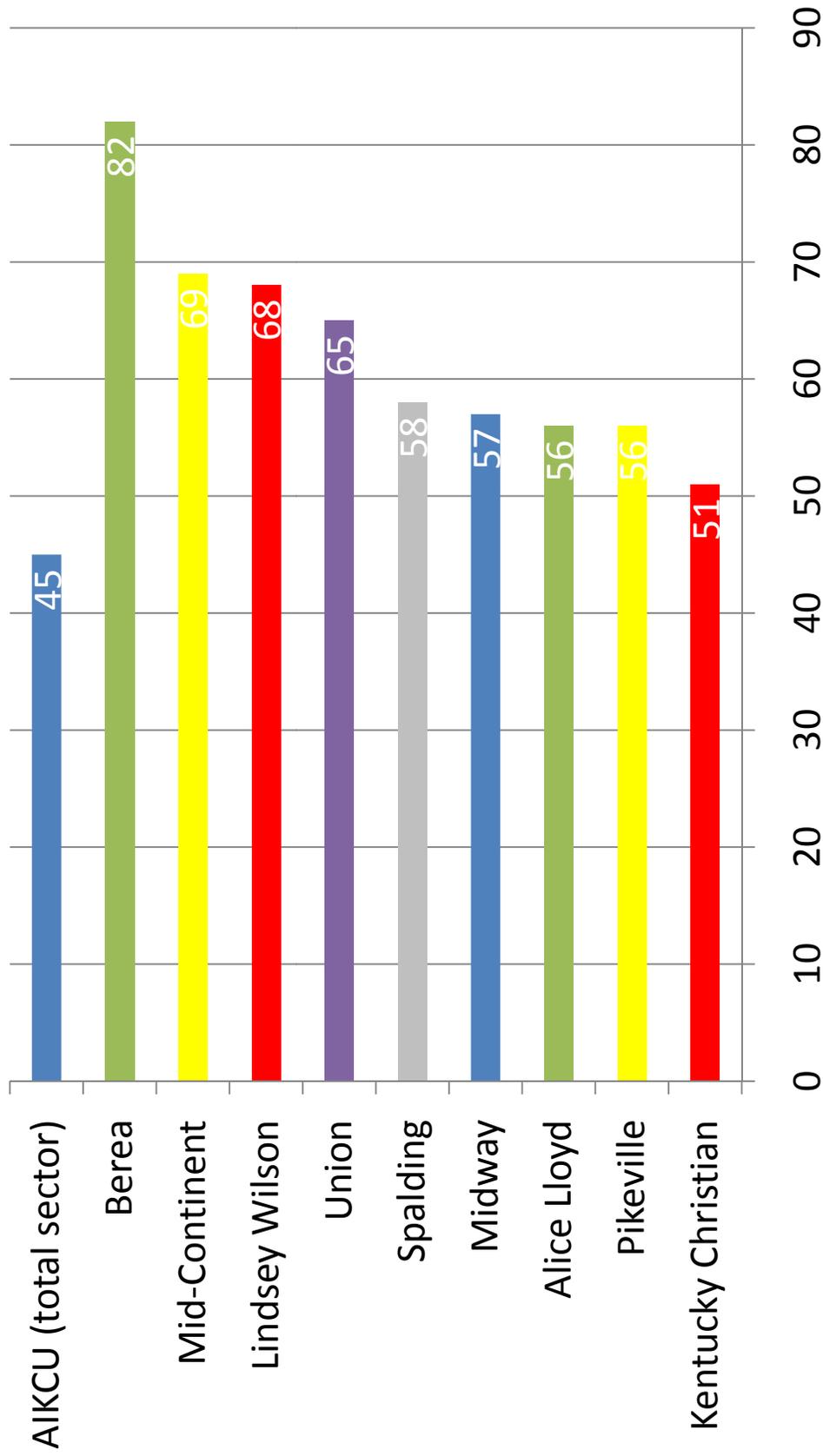
Source: IPEDS, KHEAA, NAICU

Percent of dependent aid applicants from families earning less than \$30,000



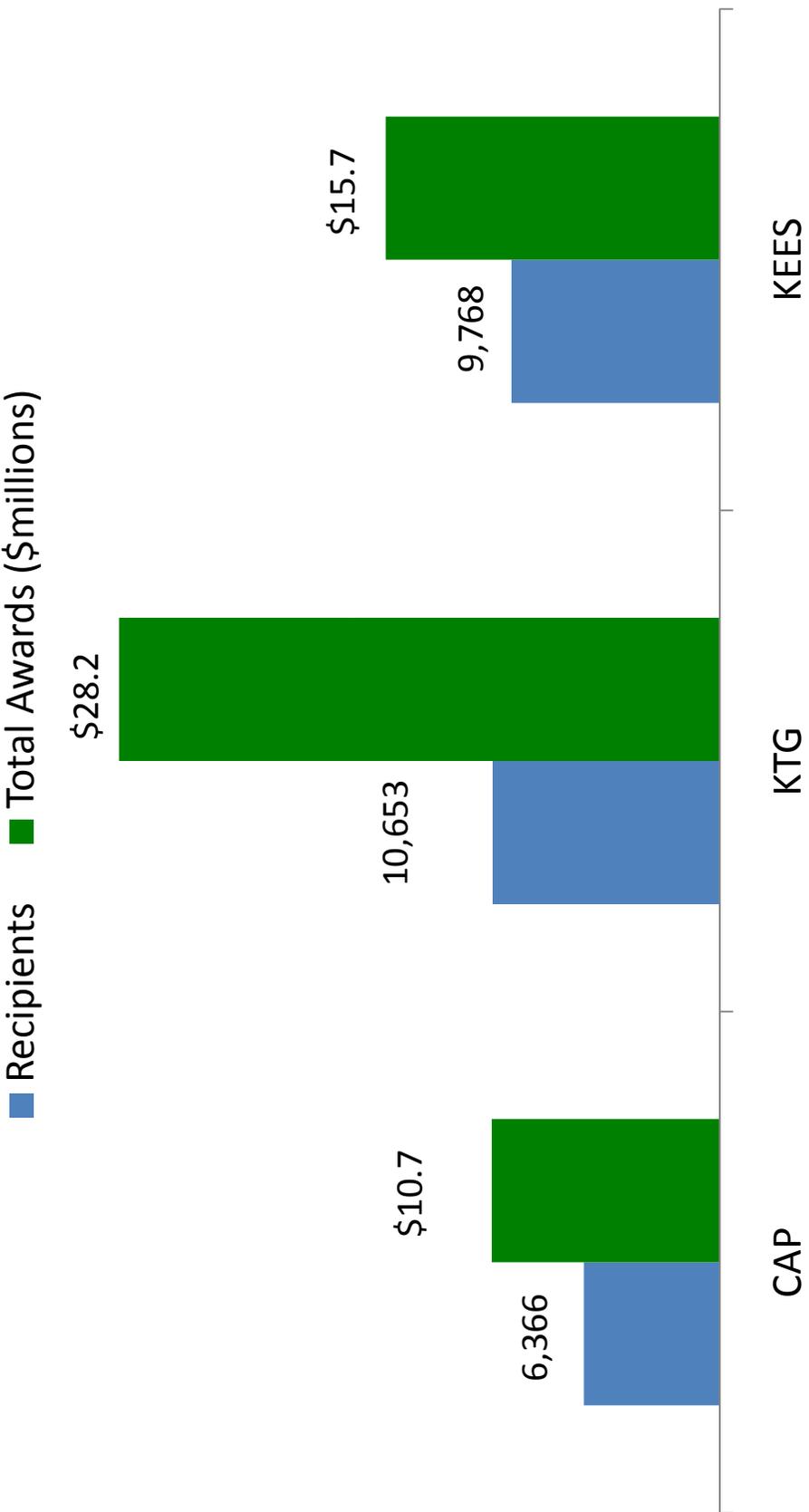
Source: The Institute for College Access & Success, College InSight, <http://www.college-insight.org>

High percentages of Pell grants at AIKCU institutions (2009-10)



Source: Fall 2009 Enrollment Data from CPE; 2010 NAICU Student Aid Reports.

KHEAA aid to AIKCU students, 2009-10



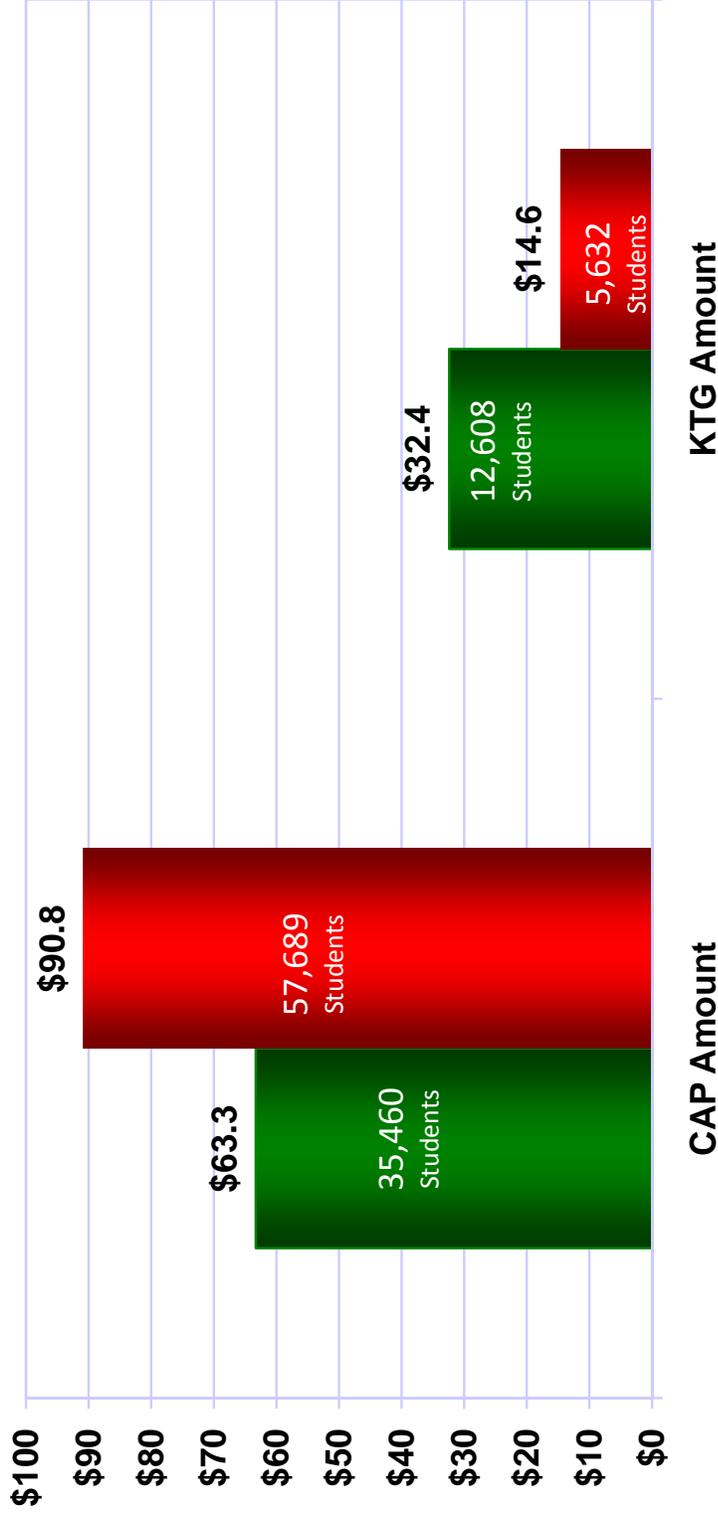
Total KHEAA distributed aid to 14,600 (unduplicated) AIKCU students was \$56.27 million.

Courtesy of KHEAA:

CAP Grant/KTG FY 2010 Disbursements and Unfunded Potential Awards*

- Total Funded Disbursements (\$95 million)
- Total Unfunded Awards (\$106 million)

Millions



* Unfunded Potential Awards represents the number of otherwise eligible applicants denied awards due to exhaustion of funds reduced by the likely utilization of the awards.

Federal financial aid reductions may impact thousands of Kentuckians

- 114,000 Kentuckians received \$408 million in Pell in 2009-10
 - 12,000 AIKCU students received \$47.4 million
- CAP lost \$940,000 in federal funding for 11-12 with elimination of LEAP/SLEAP program
- Potential Federal PELL cuts could further impact CAP recipients.
 - Decrease in maximum award
 - Stricter eligibility requirements (decrease in EFC threshold)

Source: KHEAA, NAICU



RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metric	Baseline (2005-06)	Current (2009-10)	Change	2015 Target
Research & Development Funding	NA	NA	NA	TBD
Degrees & Credentials in STEM+H Fields	1,041	1,249	20%	TBD



EFFICIENCY AND INNOVATION

Performance Metric	Baseline (2005-06)	Current (2009-10)	Change	2015 Target
Credits Earned by Degree Graduates	NA	137	NA	TBD
Online Learning	1.5%	6.6%	5.1	TBD

New Metric-Credits Earned by Degree Graduates: Mean number of credits that students earned at the time of graduation, including credit transferred in to the degree-granting institution and developmental/remedial coursework.

New Metric-Online Learning: Of all courses completed in the academic year, the percentage of credit hours completed which were delivered through distance learning.



WHAT NEXT?

- Continue to find ways to maximize efficiency: AIKCU students receive less than 5% of all Kentucky spending on postsecondary education, all in student financial aid
- Stand for students: Challenges ahead for state and federal financial aid systems
- AIKCU committed to Stronger by Degrees, working with CPE staff to set sector targets
- Ways to support AIKCU's significant contributions to achieving statewide targets?

**Council on Postsecondary Education
June 10, 2011**

The Role of Transfer in Student Success

At the June 2011 meeting of the Kentucky Council on Postsecondary Education, Council members will receive an update on progress toward implementation of House Bill 160 and the Kentucky Transfer Project. The Transfer Project is an action plan developed by the Council of Chief Academic Officers to proactively ensure student mobility across Kentucky's postsecondary educational system.

Staff preparation by Adina O'Hara

President's Report to the Council on Postsecondary Education

Robert L. King – June 10, 2011



Project Graduate - We are pleased to report that the public universities have graduated 492 former students through Project Graduate as of the fall 2010 term. The campus-based program provides former students with 90 or more credit hours special incentives such as free applications, priority enrollment, and academic and career advising. Project Graduate is a good example of the extra efforts our campuses make to raise educational attainment in the Commonwealth. A total of 898 students were in the pipeline in the fall 2010 term, and more than \$5 million in tuition revenue has been generated since inception. You can visit the KnowHowtoGoKY website for more information (<http://knowhow2goky.org>).

CPE Reports All-Time High of 62,700 Graduates in 2010-2011, Up 11% - Our colleges and universities conferred an all-time high of 62,700 degrees and credentials during the 2010-11 academic year, according to the preliminary annual degree report issued last month. That's an 11 percent increase over last year and includes gains across all levels, especially in workforce-oriented certificates, diplomas, and associate and professional-practice doctorate degrees.

24th Annual Academically Proficient African-American High School Junior and Senior Conference - The Council on Postsecondary Education, in conjunction with the Kentucky Department of Education, will co-sponsor the 24th Annual Academically Proficient African-American High School Junior and Senior Conference on the campus of Morehead State University on June 17-18. The conference will acquaint students with a wide range of college planning topics including financial aid and scholarships, selecting a college and career, and developing skills for successful transitions to college. A college fair with campus representatives from across the state will follow.

Recent Presentations and Speaking Engagements - I had the privilege of presenting our good work around college readiness and the implementation of the Common Core State Standards at the James B. Hunt, Jr., Institute for Educational Leadership and Policy in May. Meeting participants included SHEEOs and leaders of national and regional higher education organizations and associations. A couple of weeks ago, I spoke at a national symposium in Washington, D.C. sponsored by Marc Tucker's group, the National Center on Education and the Economy. A new NCEE report, "Standing on the Shoulders of Giants: An American Agenda for Reform," calls for a new U.S. education reform agenda based on strategies used by the top-performing nations. As a follow-up, I was interviewed by a reporter from *District Administration*, a national K-12 publication which is the counterpart to *University Business*. I also made presentations on "Stronger by Degrees," the 2011-15 strategic agenda for postsecondary and adult education, for the Eastern Kentucky University Board of Regents and the Marion County Industrial Foundation in Lebanon, Kentucky.

Lane Report - You should have in front of you the May issue of the *Lane Report*, which focused on education and workforce development. We were pleased that the publication featured many of our college access and success initiatives in the *Lane One-On-One*. The *Lane Report* is distributed statewide to business owners, top executives and professionals, state policymakers, and the higher education community.

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Eastern Kentucky University**

On May 24, 2011, Eastern Kentucky University submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at the April 28 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at EKU during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates and the requested exception to the nonresident rate floor for Eastern Kentucky University.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory 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 table below, the proposal that Eastern Kentucky University submitted to the Council on May 24 is in compliance with the 5 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident ¹	\$6,624	\$6,960	\$336	5.1%
Nonresident	\$18,144	\$19,056	\$912	5.0%
Nonresident Multiple	2.7	2.7		
Graduate				
Resident (Per Credit Hour)	\$398 pch	\$418 pch	\$20	5.0%
Nonresident (Per Credit Hour)	\$797 pch	\$732 pch	-\$65	-8.2%

¹ Annual rate for 12 or more credit hours per semester. Credit hours over 19 permitted with permission.
pch - per credit hour

Attachment A contains additional categories and rates for undergraduate, resident and nonresident part-time students (per credit hour charge), for graduate, resident and nonresident part-time students (per credit hour charge), for undergraduate and graduate students enrolled in online justice and safety programs and other online programs (per credit hour charge), for undergraduate, nonresident students from targeted areas, and for graduate, nonresident students from incentive grant counties. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

EKU officials estimate that their proposed 2011-12 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 \$124.0 million in gross tuition and fee revenue, an increase of about \$11.2 million or 9.9 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$3.9 million in 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

Eastern Kentucky University is requesting an exception to the nonresident rate floor for its undergraduate, nonresident targeted areas rate. The proposed 2011-12 targeted areas rate is \$11,016, or 1.58 times the resident rate. Attachment C contains a brief description of this rate category, as well as the rationale for ECU's exception request. The Council staff recommends approval of this nonresident rate as proposed by the university.

Staff preparation by John Hayek and Bill Payne

Proposed 2011-12 Tuition and Mandatory Fee Charges
Eastern Kentucky University

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
<i>Undergraduate</i>				
Resident				
Full-time (12 credit hours and above)	\$ 3,480	\$ 3,480	\$ 6,960	
Per Credit Hour	290	290		\$ 290
Nonresident				
Full-time (12 credit hours and above)	9,528	9,528	19,056	
Per Credit Hour	794	794		794
Nonresident - Targeted Areas				
Full-time (12 credit hours and above)	5,508	5,508	11,016	
Per Credit Hour	459	459		459
Online Programs				
Justice and Safety Online Courses (per credit hour)	377	377		377
Other Online Courses (per credit hour)	377	377		377
<i>Graduate - Master's</i>				
Resident				
Per Credit Hour	418	418		418
Nonresident				
Per Credit Hour	732	732		732
Online Programs				
Justice and Safety Online Courses (per credit hour)	543	543		543
Doctorate of Nursing Practice (per credit hour)	590	590		590
Other Online Courses (per credit hour)	523	523		523
<i>Graduate - Doctorate (Education and Nursing Practice)</i>				
Resident				
Per Credit Hour	475	475		475
Nonresident				
Per Credit Hour	831	831		831
<i>EKU Now (High School)</i>				
Per credit hour	60	60		60

ATTACHMENT B

**Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
Eastern Kentucky University**

<u>Category</u>	<u>Estimated 2010-11</u>	<u>Estimated 2011-12</u>
<i>Undergraduate(1)</i>		
Resident	\$ 72,225,621	\$ 73,981,844
Nonresident	7,797,847	8,268,381
Targeted	12,877,027	13,291,717
Online	3,891,499	9,784,901
<i>Graduate(2)</i>		
Resident	10,321,823	9,738,013
Nonresident	1,840,983	2,120,853
Online	3,914,072	6,588,950
<i>Doctorate-Professional Practice</i>		
Resident	0	218,018
Nonresident	0	47,482
Total	<u><u>\$ 112,868,872</u></u>	<u><u>\$ 124,040,159</u></u>

- (1) Numbers include revenue generated from College of Justice and Safety online programs. An agreement exists that the College keeps 100% of the revenue generated from these programs. Programs are in CJJS, FSE, Homeland Security, Occupational Safety.
- (2) Numbers include revenue generated from College of Justice and Safety online programs. An agreement exists that the College keeps 100% of the revenue generated from these programs. Programs are SSEM and CJJS.

Eastern Kentucky University
UNDERGRADUATE NON-RESIDENT RATE
Exception Request (Continuation)

Eastern Kentucky University has traditionally offered two types of undergraduate non-resident rates: non-resident and targeted. For the 2011-12 academic year, the rates are proposed as follows:

	<i>Semester</i>	<i>Multiplier</i>
<i>Non Resident Targeted</i>	<i>\$5,508</i>	<i>1.58</i>
<i>Non Resident</i>	<i>\$9,528</i>	<i>2.73</i>

*The non-resident rate is well in line with the current acceptable multiplier of 2.0. EKU requests an exception to the undergraduate nonresident rate multiplier of 2.0 for the **non-resident targeted area**. For a student to qualify for this non-resident targeted tuition, students must meet the criteria for full admission with a minimum of 2.0 GPA on a 4.0 scale (this includes transfer students) and meet at least one of the following three criteria:*

1. Be the child of an EKU graduate who received an associates, bachelors, or masters degree.
2. Be any high ability student who has a cumulative GPA of 3.0 or higher on a 4.0 scale, and a composite ACT score of 25 or higher, with no sub-score below 18 in English, Math, or Reading.
3. Live in a designated/targeted county in a state bordering Kentucky:

In fall 2010, there were 1,332 students that received the non-resident targeted rate.

	<i># of Students</i>
<i>New Freshman</i>	<i>17</i>
<i>New Transfer</i>	<i>8</i>
<i>Continuing</i>	<i>42</i>
<i>Returning/Readmit</i>	<i>1,265</i>
<i>TOTAL TARGETED</i>	<i>1,332</i>

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Kentucky Community and Technical College System**

On May 20, 2011, the Kentucky Community and Technical College System (KCTCS) submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a community or technical college, and that the nonresident rates proposed exceed the nonresident rate floor approved by the Council at its April 28 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KCTCS during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident tuition and mandatory fee ceiling of 4 percent for KCTCS institutions. As can be seen in the table below, the proposal that KCTCS submitted to the Council on May 20 is in compliance with the 4 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Resident				
Per Credit Hour	\$130	\$135	\$5	3.8%
Nonresident - Contiguous Counties				
Per Credit Hour	\$260	\$270	\$10	3.8%
Nonresident Multiple	1.9	2.0		
Nonresident - Other				
Per Credit Hour	\$445	\$465	\$20	4.5%
Nonresident Multiple	3.3	3.4		

Students who were enrolled at a KCTCS college during fall semester 2010 or spring 2011, who subsequently enroll at a KCTCS college during fall semester 2011 or spring 2012 (i.e., returning students), will be assessed the relevant 2010-11 tuition and fees rate. This is the Guaranteed Tuition Program approved by the KCTCS Board of Regents June 17, 2010.

Attachment A contains resident, nonresident - contiguous counties, and nonresident - other per credit hour rates for KCTCS, and shows total semester and annual billable charges for students enrolled at various levels of credit hours taken (e.g., 3 hours, 6 hours, 9 hours, etc.). The Council staff recommends approval of these rates as proposed by KCTCS.

Estimated Tuition Revenue

KCTCS officials estimate that their proposed 2011-12 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time/part-time status) will generate about \$237.7 million in gross tuition and fee revenue, an increase of about \$3.8 million or 1.6 percent over the previous year (see Attachment B). KCTCS officials also estimate that education and general (E&G) fixed costs will grow by about \$7.2 million in 2011-12. This cost increase does not include an anticipated reduction in the system's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

Both KCTCS's nonresident, contiguous county rate and nonresident, other rate comply with the Council's floor for nonresident rates. The Council staff recommends approval of these rates as proposed by KCTCS.

Proposed 2011-12 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
Resident				
Per Credit Hour	\$135 *	\$135 *		\$135
Charge for Students Enrolled with 3 Credit Hours	405	405	810	
Charge for Students Enrolled with 6 Credit Hours	810	810	1,620	
Charge for Students Enrolled with 9 Credit Hours	1,215	1,215	2,430	
Charge for Students Enrolled with 12 Credit Hours	1,620	1,620	3,240	
Charge for Students Enrolled with 15 Credit Hours	2,025	2,025	4,050	
Nonresident - Contiguous Counties				
Per Credit Hour	\$270 *	\$270 *		\$270
Charge for Students Enrolled with 3 Credit Hours	810	810	1,620	
Charge for Students Enrolled with 6 Credit Hours	1,620	1,620	3,240	
Charge for Students Enrolled with 9 Credit Hours	2,430	2,430	4,860	
Charge for Students Enrolled with 12 Credit Hours	3,240	3,240	6,480	
Charge for Students Enrolled with 15 Credit Hours	4,050	4,050	8,100	
Nonresident - Other				
Per Credit Hour	\$465 *	\$465 *		\$465
Charge for Students Enrolled with 3 Credit Hours	1,395	1,395	2,790	
Charge for Students Enrolled with 6 Credit Hours	2,790	2,790	5,580	
Charge for Students Enrolled with 9 Credit Hours	4,185	4,185	8,370	
Charge for Students Enrolled with 12 Credit Hours	5,580	5,580	11,160	
Charge for Students Enrolled with 15 Credit Hours	6,975	6,975	13,950	

* These rates are for students who were not enrolled at a KCTCS college in either fall 2010 or spring 2011. Students enrolled at a KCTCS college in either fall 2010 or spring 2011 who enroll at a KCTCS college in either fall 2011 or spring 2012 will be assessed the relevant 2010-11 tuition rate. This is the KCTCS Guaranteed Tuition Program approved by the KCTCS Board of Regents June 17, 2010.

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
 Kentucky Community and Technical College System

<i>Category</i>	Estimated 2010-11	Estimated 2011-12
<i>Undergraduate</i>		
Resident	\$ 167,974,500	\$ 170,723,584
Nonresident	4,159,100	4,227,168
Online	61,734,300	62,744,648
 <i>Total</i>	\$ 233,867,900	\$ 237,695,400

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Kentucky State University**

On May 20, 2011, Kentucky State University submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at its April 28 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KSU during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates for Kentucky State University.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory 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 table below, the proposed per credit hour rate that Kentucky State University submitted to the Council on May 20 is in compliance with the 5 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate ⁽¹⁾				
Resident	\$230 pch	\$242 pch	\$12	5.2%
Nonresident	\$552 pch	\$581 pch	\$29	5.3%
Nonresident Multiple	2.4	2.4		
Graduate				
Resident	\$352 pch	\$369 pch	\$17	4.8%
Nonresident	\$528 pch	\$554 pch	\$26	4.9%

⁽¹⁾ All full-time undergraduate students will be assessed the listed per credit hour rate for 12 credit hours. Hours enrolled beyond 12 credit hours will be assessed at 50 percent of the appropriate per credit hour rate (e.g., \$121 per credit hour for resident, undergraduate students).

pch - per credit hour

Attachment A contains categories and rates, including the per credit hour charge for undergraduate, resident and nonresident students, the per credit hour charge for graduate, resident and nonresident students, the discounted per credit hour rate that resident and nonresident, undergraduate students pay for credit hours 13 and above (i.e., the per credit hour rate for credit hours 1-12, discounted by 50 percent), the per credit hour rate for undergraduate and graduate students enrolled in online courses, and the per credit hour rate for undergraduate, nonresident Destiny (targeted states) and nonresident Legacy students. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

KSU officials estimate that their proposed 2011-12 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 \$22.2 million in gross tuition and fee revenue, an increase of \$991,709 or 4.7 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$3.3 million in 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

Kentucky State University is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$581 per credit hour, which is 2.4 times the in-state rate and exceeds the established floor. Furthermore, the university's proposed nonresident Destiny (targeted states) and nonresident Legacy rates are both two times the in-state rate.

Staff preparation by John Hayek and Bill Payne

Proposed 2011-12 Tuition and Mandatory Fee Charges
Kentucky State University

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
Undergraduate				
Resident				
Full-time (15 credit hours) ¹	\$ 3,266	\$ 3,266	\$ 6,532	
Per Credit Hour	242	242		\$ 242
Nonresident				
Full-time (15 credit hours)	7,837	7,837	15,674	
Per Credit Hour	581	581		581
Nonresident-Destiny (Targeted States)				
Full-time	6,531	6,531	13,062	
Per Credit Hour	484	484		484
Nonresident-Legacy				
Full-time	6,531	6,531	13,062	
Per Credit Hour	484	484		484
Online Programs				
Per Credit Hour	309	309		309
Graduate				
Resident				
Full-time	3,330	3,330	6,660	
Per Credit Hour	369	369		369
Nonresident				
Full-time	4,983	4,983	9,966	
Per Credit Hour	554	554		554
Online Programs				
Per Credit Hour	386	386		386

(1) All full-time undergraduate students will be assessed at the appropriate per credit hour rate for 12 credit hours. Hours enrolled beyond 12 credit hours will be assessed at 50 percent of the appropriate per credit hour rate (e.g., \$121 per credit hour for resident, undergraduate students).

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
 Kentucky State University

<i>Category</i>	Estimated 2010-11	Estimated 2011-12
<i>Undergraduate</i>		
Resident	\$ 7,013,533	\$ 7,341,284
Nonresident	12,329,258	12,905,418
Online	391,894	410,208
<i>Graduate</i>		
Resident	749,384	784,403
Nonresident	173,229	181,324
Online	564,281	590,650
<i>Total</i>	\$ 21,221,578	\$ 22,213,287

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Morehead State University**

On May 19, 2011, Morehead State University submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at its April 28 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MoSU during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates for Morehead State University.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory 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 table below, the proposed per credit hour rate that Morehead State University submitted to the Council on May 19 is in compliance with the 5 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed³ 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident ¹	\$246 pch	\$258 pch	\$12	4.9%
Nonresident ¹	\$615 pch	\$645 pch	\$30	4.9%
Nonresident Multiple	2.5	2.5		
Graduate				
Resident ²	\$369 pch	\$387 pch	\$18	4.9%
Nonresident ²	\$923 pch	\$968 pch	\$45	4.9%

¹ Per credit hour (pch) charge for 1-12 credit hours. As was the case in 2010-11, a discount rate of 60% for credit hours 13 and above will be applied in 2011-12.

² Per credit hour charge for all levels of enrollment.

³ Proposed rates do not include an additional 2% increase (\$5 pch for resident UG credit hours 1-12, and \$2 pch for hours 13 and above) being requested through the Council's fee exception policy for a student endorsed recreation center fee.

Attachment A contains additional categories and rates, including the discounted per credit hour rate that resident and nonresident, undergraduate students pay for credit hours 13 and above (i.e., the per credit hour rate for credit hours 1 through 12, discounted by 60 percent), the per credit hour rate for undergraduate students enrolled in online courses taking between 1 and 12 credit hours and the discounted rate for those taking 13 or more credit hours, and the per credit hour rate for graduate students enrolled in online programs. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

MoSU officials estimate that their proposed 2011-12 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 \$59.0 million in gross tuition and fee revenue, an increase of about \$3.7 million or 6.6 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$3.0 million in 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

Morehead State University is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$645 per credit hour, which is 2.5 times the resident rate and exceeds the established floor.

Proposed 2011-12 Tuition and Mandatory Fee Charges ²
Morehead State University

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
Undergraduate				
Resident				
Full-time (enrolled with 15 credit hours)	\$ 3,406	\$ 3,406	\$ 6,812	
Per Credit Hour (1 - 12 hours)	258	258		258
Per Credit Hour (hours 13 and above) ¹	103	103		
Nonresident				
Full-time (enrolled with 15 credit hours)	8,514	8,514	17,028	
Per Credit Hour (1 - 12 hours)	645	645		645
Per Credit Hour (hours 13 and above) ¹	258	258		
Nonresident -Targeted Counties				
Full-time (enrolled with 15 credit hours)	4,597	4,597	9,194	
Per Credit Hour (1 - 12 hours)	348	348		348
Per Credit Hour (hours 13 and above) ¹	139	139		
Online Programs				
Per Credit Hour (1 - 12 hours)	348	348		348
Per Credit Hour (hours 13 and above) ¹	139	139		
Graduate				
Resident				
Full-time (enrolled with 12 credit hours)	4,644	4,644	9,288	
Per Credit Hour	387	387		387
Nonresident				
Full-time (enrolled with 12 credit hours)	11,616	11,616	23,232	
Per Credit Hour	968	968		988
Online Programs				
Per Credit Hour	522	522		522

¹ The discount rate of 60% for undergraduate hours 13 and above will remain the same in 2011-12.

² Rates do not include an additional 2% increase (\$5 per credit hour for resident UG credit hours 1-12 or \$2 for resident UG hours 13+) being requested through the tuition exception policy for a student-approved recreation center fee.

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
Morehead State University

<i>Category</i>	Estimated 2010-11	Estimated 2011-12
<i>Undergraduate</i>		
Resident	\$ 36,423,600	\$ 38,565,622
Nonresident	10,993,000	12,148,006
<i>Graduate</i>		
Resident	7,266,200	7,589,630
Nonresident	661,300	691,558
<i>Total</i>	\$ 55,344,100	\$ 58,994,816

Note: Total estimated revenue for 2011-12 does not include revenue that would be generated from an additional 2% increase being requested through the tuition exception policy for a student-approved recreation center fee.

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Northern Kentucky University**

On May 19, 2011, Northern Kentucky University submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at the April 28 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, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at NKU during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates and requested exceptions to the nonresident rate floor for Northern Kentucky University.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory 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 table below, the proposal that Northern Kentucky University submitted to the Council on May 19 is in compliance with the 5 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$ 7,128	\$ 7,488	\$ 360	5.1%
Nonresident	\$ 13,896	\$ 14,976	\$ 1,080	7.8%
Nonresident Multiple	2.0	2.0		
Graduate				
Resident	\$ 403 pch	\$ 423 pch	\$ 20	5.0%
Nonresident	\$ 694 pch	\$ 728 pch	\$ 34	4.9%

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 professional programs. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

NKU officials estimate that their proposed 2011-12 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 \$131.1 million in gross tuition and fee revenue (not including an estimated \$1.7 million in revenue that would be generated by assessing a proposed student endorsed fee), an increase of about \$10.6 million or 8.8 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 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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., 2010-11), 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 Council staff recommends approval of these nonresident rates as proposed by the university.

Staff preparation by John Hayek and Bill Payne

**Proposed 2011-12 Tuition and Mandatory Fee Charges
Northern Kentucky University**

Category-Tuition	Fall 2011	Spring 2012	Annual 2011-12	Summer 2012	Winter 2011
Undergraduate (Note 1)					
Resident					
Full-time (12-16 credit hours)	\$ 3,744	\$ 3,744	\$ 7,488	N/A	N/A
Per Credit Hour	312	312	N/A	\$ 312	\$ 312
Nonresident					
Full-time (12-16 credit hours)	7,488	7,488	14,976	N/A	N/A
Per Credit Hour	624	624	N/A	624	624
Metro					
Full-time (12-16 credit hours)	6,084	6,084	12,168	N/A	N/A
Per Credit Hour	507	507	N/A	507	507
Nonresident & Resident - PACE Program					
Per Credit Hour	337	337	N/A	337	337
Nonresident - Indiana Rate					
Full-time (12-16 credit hours)	4,188	4,188	8,376	N/A	N/A
Per Credit Hour	349	349	N/A	349	349
Resident and Nonresident Online					
Per Credit Hour	347	347	N/A	347	347
Graduate					
Resident					
Per Credit Hour	423	423	N/A	423	423
Nonresident					
Per Credit Hour	728	728	N/A	728	728
Metro - Nonresident					
Per Credit Hour	554	554	N/A	554	554
Nonresident & Resident - Online					
Per Credit Hour	463	463	N/A	463	463
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
School of Health Professions (Nursing Grad Cohort Programs) (Note 2)					
Acute Care					
Per Credit Hour	581	581	N/A	581	N/A
Acute Care - Online					
Per Credit Hour	631	631	N/A	631	N/A
Education, Leadership and Nurse Practitioner					
Per Credit Hour	529	529	N/A	529	N/A
Education, Leadership and Nurse Practitioner - Online					
Per Credit Hour	581	581	N/A	581	N/A
Doctorate of Nurse Practitioner					
Per Credit Hour	515	515	N/A	515	N/A
Executive Leadership & Organizational Change (ELOC) (Note 3)	N/A	N/A	29,450	N/A	N/A
Law (Note 4)					
Resident					
Full-time (1 - 12 credit hours)	7,284	7,284	14,568	N/A	N/A
Per Credit Hour	607	607	N/A	607	607
Nonresident					
Full-time (1 - 12 credit hours)	15,480	15,480	30,960	N/A	N/A
Per Credit Hour	1,290	1,290	N/A	1,290	1,290

**Proposed 2011-12 Tuition and Mandatory Fee Charges
Northern Kentucky University**

Category-Tuition	Fall 2011	Spring 2012	Annual 2011-12	Summer 2012	Winter 2011
Metro - Nonresident					
Full-time (1 - 12 credit hours)	11,772	11,772	23,544	N/A	N/A
Per Credit Hour	981	981	N/A	981	981
Education Doctorate					
Resident	N/A	N/A	11,007	N/A	N/A
Metro	N/A	N/A	13,503	N/A	N/A
Nonresident	N/A	N/A	19,743	N/A	N/A
School Based Scholars (High School Students) (Note 5)	200	200	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 = \$60)	5	5	N/A	5	5

Note 1: For full-time rates, each credit hour 17 and above is charged the per credit hour rate (\$312 for FY 12).

Note 2: All other nursing master's degrees are at the graduate per credit hour rate based on their residency.

Note 3: Cohort rate for two-year program.

Note 4: Chase College of Law students pay the per credit hour rate for credit hours 1 through 13 and for hours 17 and above.

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 \$5 per credit hour up to and including the 12th credit hour (maximum per semester is \$60).

Exception: ELOC Cohort Students are exempt from the special use fee; and School Based Scholars are exempt for FY 2012 and will be charged the special use fee rate starting the fall of FY 2013.

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
Northern Kentucky University

<u>Category - Tuition</u>	<u>Estimated 2010-11</u>	<u>Estimated 2011-12</u>
Undergraduate		
Resident	\$ 57,963,600	\$ 62,940,100
Nonresident	37,441,600	39,435,000
Online	3,106,900	3,498,100
Graduate		
Resident	5,837,700	5,949,800
Nonresident	3,533,700	3,655,500
Online	1,242,300	2,164,000
Doctorate-Professional Practice		
Resident	5,277,100	5,749,000
Nonresident	5,623,300	7,021,100
Doctorate		
Resident	266,800	378,300
Nonresident	211,000	336,800
Total Gross Tuition	<u>\$ 120,504,000</u>	<u>\$ 131,127,700</u>
Category - Mandatory Fee		
Special Use Fee (Campus Rec Fee)	N/A	1,671,200
TOTAL TUITION AND MANDATORY FEES	<u>\$ 120,504,000</u>	<u>\$ 132,798,900</u>

Note: FY 2010-11 estimates are FY 2010-11 original budget figures.
NKU's year end data will be available October 2011 after the close of 2011 books.

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 2,321 students for 2010-11

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 \$1,800 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: 74 students for Fall 2010

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
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
University of Kentucky**

On May 20, 2011, the University of Kentucky submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a research university and with the nonresident, undergraduate rate floor approved by the Council at its April 28 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UK during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates for the University of Kentucky.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory fee ceiling of 6 percent for the research 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 table below, the proposal that the University of Kentucky submitted to the Council on May 20 is in compliance with the 6 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate ¹				
Resident	\$8,735	\$9,260	\$525	6.0%
Nonresident	\$17,796	\$18,865	\$1,069	6.0%
Nonresident Multiple	2.0	2.0		
Graduate				
Resident	\$9,306	\$9,866	\$560	6.0%
Nonresident	\$19,174	\$20,326	\$1,152	6.0%

¹ Average of upper- and lower-division rates.

Attachment A contains additional categories and rates for undergraduate, resident and nonresident part-time students (per credit hour charge), for graduate, resident and nonresident part-time students (per credit hour charge), for master's degree programs in business administration, diplomacy and international commerce, physician assistant studies, radiological medical physics, and health physics, and for graduate programs in law, medicine, dentistry, pharmacy, professional doctoral, MBA, and doctorate of physical therapy. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

UK officials estimate that their proposed 2011-12 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 \$292.7 million in gross tuition and fee revenue, an increase of about \$28.5 million or 10.8 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$14.5 million in 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

The University of Kentucky is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$18,865 (an average of upper- and lower-division nonresident rates), which is two times the resident rate and exceeds the established floor.

Staff preparation by John Hayek and Bill Payne

Proposed 2011-12 Tuition and Mandatory Fee Charges
University of Kentucky

Category	Fall 2011	Spring 2012	Annual 2011-12	Summer 2012
Undergraduate (Lower Division)				
Resident				
Full-time (12 credit hours and above) ¹	\$ 4,564.00	\$ 4,564.00	\$ 9,128.00	
Per Credit Hour	365.00	365.00		\$ 365.00
Nonresident				
Full-time (12 credit hours and above) ¹	9,370.00	9,370.00	18,740.00	
Per Credit Hour	766.00	766.00		766.00
Undergraduate (Upper Division)				
Resident				
Full-time (12 credit hours and above) ¹	4,696.00	4,696.00	9,392.00	
Per Credit Hour	376.00	376.00		376.00
Nonresident				
Full-time (12 credit hours and above) ¹	9,495.00	9,495.00	18,990.00	
Per Credit Hour	776.00	776.00		776.00
Graduate				
Resident				
Full-time	4,933.00	4,933.00	9,866.00	
Per Credit Hour	519.00	519.00		519.00
Nonresident				
Full-time	10,163.00	10,163.00	20,326.00	
Per Credit Hour	1,100.00	1,100.00		1,100.00
Master in Business Administration (MBA)				
<i>Evening and part-time students</i>				
Resident				
Full-time	5,702.00	5,702.00	11,404.00	
Per Credit Hour	605.00	605.00		605.00
Nonresident				
Full-time	12,129.00	12,129.00	24,258.00	
Per Credit Hour	1,319.00	1,319.00		1,319.00
Master of Arts in Diplomacy and International Commerce				
Resident				
Full-time	5,172.00	5,172.00	10,344.00	
Per Credit Hour	546.00	546.00		546.00
Nonresident				
Full-time	10,398.00	10,398.00	20,796.00	
Per Credit Hour	1,127.00	1,127.00		1,127.00
Master of Science in Physician Assistant Studies				
Resident				
Full-time	5,314.00	5,314.00	10,628.00	
Per Credit Hour	562.00	562.00		562.00
Nonresident				
Full-time	10,540.00	10,540.00	21,080.00	
Per Credit Hour	1,143.00	1,143.00		1,143.00
Master of Science in Radiological Medical Physics and Master of Science in Health Physics (College of Health Sciences, Division of Radiation Sciences)				
Resident				
Full-time	5,742.00	5,742.00	11,484.00	
Per Credit Hour	609.00	609.00		609.00
Nonresident				
Full-time	10,937.00	10,937.00	21,874.00	
Per Credit Hour	1,187.00	1,187.00		1,187.00
Law				
Resident				
Full-time	9,153.00	9,153.00	18,306.00	
Per Credit Hour	891.00	891.00		891.00
Nonresident				
Full-time	15,858.00	15,858.00	31,716.00	
Per Credit Hour	1,562.00	1,562.00		1,562.00

**Proposed 2011-12 Tuition and Mandatory Fee Charges
University of Kentucky**

Category	Fall 2011	Spring 2012	Annual 2011-12	Summer 2012
Medicine				
<i>Students - entering classes of fall 2004 and earlier</i>				
Resident				
Nonresident				
<i>Students - entering classes of fall 2005</i>				
Resident	11,728.50	11,728.50	23,457.00	
Nonresident	22,330.00	22,330.00	44,660.00	
<i>Students - entering classes of fall 2006</i>				
Resident	11,802.00	11,802.00	23,604.00	
Nonresident	22,453.50	22,453.50	44,907.00	
<i>Students - entering classes of fall 2007</i>				
Resident	11,876.00	11,876.00	23,752.00	
Nonresident	22,577.50	22,577.50	45,155.00	
<i>Students - entering classes of fall 2008</i>				
Resident	13,172.00	13,172.00	26,344.00	
Nonresident	24,609.50	24,609.50	49,219.00	
<i>Students - entering classes of fall 2009</i>				
Resident	14,616.50	14,616.50	29,233.00	
Nonresident	26,819.50	26,819.50	53,639.00	
<i>Students - entering classes of fall 2010</i>				
Resident	15,055.00	15,055.00	30,110.00	
Nonresident	27,624.00	27,624.00	55,248.00	
<i>Students - entering classes of fall 2011</i>				
Resident	15,953.50	15,953.50	31,907.00	
Nonresident	29,276.50	29,276.50	58,553.00	
Dentistry				
Resident	13,428.50	13,428.50	26,857.00	
Nonresident	27,403.50	27,403.50	54,807.00	
Pharmacy				
Resident				
Full-time	11,118.00	11,118.00	22,236.00	
Per Credit Hour	911.00	911.00		911.00
Nonresident				
Full-time	20,228.00	20,228.00	40,456.00	
Per Credit Hour	1,670.00	1,670.00		1,670.00
Professional Doctoral				
Resident				
Full-time	6,431.00	6,431.00	12,862.00	
Per Credit Hour	686.00	686.00		686.00
Nonresident				
Full-time	14,036.00	14,036.00	28,072.00	
Per Credit Hour	1,531.00	1,531.00		1,531.00
Master in Business Administration (MBA)				
<i>Full-time students in the "Day" Program</i>				
Resident	5,271.50	5,271.50	10,543.00	
Nonresident	10,494.50	10,494.50	20,989.00	
Doctorate of Physical Therapy				
Resident	8,008.00	8,008.00	16,016.00	
Nonresident	17,511.00	17,511.00	35,022.00	

¹ Credit hours over 19 by permission only.

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
University of Kentucky

<i>Category</i>	Budget 2010-11	Estimated 2011-12
<i>Undergraduate</i>		
Resident	\$ 109,285,700	\$ 121,431,000
Nonresident	57,843,300	65,539,900
Online		
<i>Graduate</i>		
Resident	21,620,500	22,988,800
Nonresident	25,277,800	28,500,400
Online		
<i>Doctorate-Professional Practice</i>		
Resident	28,660,200	30,577,500
Nonresident	13,989,700	15,518,300
Mandatory Fees	7,547,300	8,102,300
Total	\$ 264,224,500	\$ 292,658,200

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
University of Louisville**

On May 20, 2011, the University of Louisville submitted its tuition and mandatory fee proposal and tuition revenue estimate to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a research university and with the nonresident, undergraduate rate floor approved by the Council at its April 28 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UofL during fall semester 2011, spring semester 2012, and summer term 2012.

ACTION: The staff recommends that the Council approve the following 2011-12 tuition and mandatory fee rates for the University of Louisville.

Tuition and Mandatory Fees

At the April 28 meeting, Council staff recommended and the Council approved a 2011-12 resident, undergraduate tuition and mandatory fee ceiling of 6 percent for the research 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 table below, the proposal that the University of Louisville submitted to the Council on May 20 is in compliance with the 6 percent ceiling.

<u>Rate Category</u>	<u>Current 2010-11 Tuition & Fees</u>	<u>Proposed 2011-12 Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,424	\$8,930	\$506	6.0%
Nonresident	\$20,424	\$21,650	\$1,226	6.0%
Nonresident Multiple	2.4	2.4		
Graduate				
Resident	\$9,144	\$9,692	\$548	6.0%
Nonresident	\$19,026	\$20,168	\$1,142	6.0%

Attachment A contains additional categories and rates for undergraduate and graduate part-time students (per credit hour rates), undergraduate and graduate distance education students, an education doctorate practitioner program, and business, international business, medicine, dentistry, and law professional programs. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

UofL officials estimate that their proposed 2011-12 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 \$218.3 million in gross tuition and fee revenue, an increase of about \$11.5 million or 5.6 percent over the previous year (see Attachment B). Campus officials also estimate that education and general (E&G) fixed costs will grow by about \$12.5 million in 2011-12. This cost increase does not include an anticipated reduction in the university's 2011-12 net General Fund appropriation, as called for in the enacted 2010 budget bill (HB 1), and does not include unfunded increases in M&O costs for E&G facilities coming online in 2011-12.

Nonresident Rate Exceptions

At its April 28 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2011-12 tuition and fee rates for final Council action.

On May 12, 2011, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions 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.

The University of Louisville is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2011-12 full-time, nonresident rate for undergraduate students is \$21,650, which is 2.4 times the resident rate and exceeds the established floor.

Staff preparation by John Hayek and Bill Payne

Proposed 2011-12 Tuition and Mandatory Fee Charges
University of Louisville

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
Undergraduate				
Resident				
Full-time (12 credit hours and above) ¹	\$ 4,465	\$ 4,465	\$ 8,930	\$ 4,465
Per Credit Hour	373	373		373
Nonresident				
Full-time (12 credit hours and above) ¹	10,825	10,825	21,650	10,825
Per Credit Hour	903	903		903
Military taking courses at Fort Knox				
Per Credit Hour	250	250		250
Intensive English as a Second Language (IESL)				
Full-time Day Program	4,012	4,012	8,024	
Graduate				
Resident				
Full-time	4,846	4,846	9,692	4,846
Per Credit Hour	539	539		539
Nonresident				
Full-time	10,084	10,084	20,168	10,084
Per Credit Hour	1,121	1,121		1,121
Military taking courses at Fort Knox				
Per Credit Hour	250	250		250
Distance Education (per credit hour)				
Undergraduate	460	460		460
Graduate	660	660		660
Graduate - Urban Planning & Public Admin	790	790		790
Law, full-time	1,015	1,015		1,015
Law, part-time	845	845		845
Active Duty Military	250	250		250
Professional MBA Cohort Program				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,167	5,167	15,500	5,167
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,167	5,167	15,500	5,167
Full-time MBA Cohort Program (new Fall 2010)				
Resident - 13 month program				
Full-time	10,333	10,333	31,000	10,334
Nonresident - 13 month program				
Full-time	10,333	10,333	31,000	10,334
IMBA Cohort Program				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,167	5,167	15,500	5,167
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,167	5,167	15,500	5,167
Certificate Program in Accounting (new Fall 2011)				
Resident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	NA
Nonresident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	NA
Ed.D. Practitioner				
Resident - 9 consecutive semesters including summer terms				
Full-time	1,800	1,800	5,400	1,800
Nonresident - 9 consecutive semesters including summer terms				
Full-time	1,800	1,800	5,400	1,800

Proposed 2011-12 Tuition and Mandatory Fee Charges
University of Louisville

<i>Category</i>	Fall 2011	Spring 2012	Annual 2011-12	Summer 2012
<i>Law</i>				
Resident				
Full-time	8,268	8,268	16,536	8,268
Per Credit Hour	827	827		827
Nonresident				
Full-time	15,974	15,974	31,948	15,974
Per Credit Hour	1,598	1,598		1,598
<i>Medicine</i>				
Resident	14,725	14,725	29,450	NA
Nonresident	21,410	21,410	42,820	NA
<i>Dentistry</i>				
Resident	12,351	12,351	24,702	NA
Nonresident	26,938	26,938	53,876	NA

¹ Credit hours over 18 permitted with permission.

ATTACHMENT B

Estimated 2011-12 Gross Tuition and Mandatory Fee Revenue
University of Louisville

<i>Category</i>	Estimated 2010-11	Estimated 2011-12
<i>Undergraduate</i>		
Resident	\$ 98,471,101	\$ 109,322,239
Nonresident	21,322,479	19,679,353
Online	11,079,803	9,792,174
<i>Graduate</i>		
Resident	19,989,999	24,716,022
Nonresident	12,480,846	11,721,357
Online	3,100,716	1,085,589
<i>Doctorate-Professional Practice</i>		
Resident	21,537,345	24,169,946
Nonresident	18,860,970	17,828,821
<i>Total</i>	\$ 206,843,260	\$ 218,315,500

**Council on Postsecondary Education
June 10, 2011**

**2011-12 Tuition and Mandatory Fee Recommendation
Western Kentucky University**

On June 2, 2011, Western Kentucky University submitted for Council consideration and action a revised 2011-12 tuition and fee rate schedule, containing proposed tuition and fee charges for the university's new Doctorate Nurse Practitioner program.

ACTION: The staff recommends that the Council approve 2011-12 tuition and mandatory fee rates for Western Kentucky University's Doctorate Nurse Practitioner program.

On April 28, 2011, the Council approved Western Kentucky University's application to begin offering a Doctorate of Nursing Practice degree program in accordance with KRS 164.295(5) adopted by the 2010 General Assembly. At that same meeting, the Council approved WKU's proposed 2011-12 tuition and fee rates. The tuition and fee rate schedule submitted for approval at that meeting did not include charges for the university's new Doctorate Nurse Practitioner program.

A revised tuition and fee schedule that includes rates for the Doctorate Nurse Practitioner program is submitted for Council consideration and action (see Attachment A, revised June 2, 2011). Tuition and fee rates for other degree-level, residency-status, and program categories are the same as those approved by the Council at the April 28 meeting.

The Council staff recommends approval of WKU's Doctorate Nurse Practitioner tuition and fee rates as proposed by the university.

Staff preparation by John Hayek and Bill Payne

Proposed 2011-12 Tuition and Mandatory Fee Charges
Western Kentucky University

<u>Category</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Annual 2011-12</u>	<u>Summer 2012</u>
Undergraduate				
Resident				
Full-time - Main Campus (12-18 credit hours) ¹	\$3,972	\$3,972	\$7,944	
Part-time - Main Campus (Per Credit Hour)	331	331		\$331
Part-time - Distance Learning (Online Courses)	397	397		397
Nonresident				
Full-time - Main Campus (12-18 credit hours) ¹	9,938	9,938	19,876	
Full-time - Tuition Incentive Program	5,090	5,090	10,180	
Part-time - Main Campus (Per Credit Hour)	828	828		828
Part-time - Tuition Incentive Program (Per Credit Hour)	424	424		424
Part-time - Distance Learning (Online Courses)	397	397		397
Graduate				
Resident				
Per Credit Hour	438	438		438
Distance Learning (Online Courses)	526	526		526
Nonresident				
Domestic Per Credit Hour	482	482		482
International Per Credit Hour	955	955		955
Distance Learning (Online Courses)	526	526		526
Professional MBA, Continuing	4,350	4,350	8,700	
Professional MBA, New	4,566	4,566	9,132	
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	528	528		528
Nonresident (Per Credit Hour)	795	795		795

¹ There is an additional charge of \$331 per credit hour for every hour above 18. Credit hours over 18 are permitted with approval. Students taking more than 18 hours must carry a 3.3 GPA. A waiver is applied for music practicums.

**Council on Postsecondary Education
June 10, 2011**

**Special Use Fee Exception Request
Morehead State University**

On May 19, 2011, Morehead State University students and administrators submitted a special use fee exception request to the Council for its consideration and action. Council staff has reviewed the proposed project and fee information contained in their submission and determined that the request meets most of the requirements of the Special Use Fee Exception Policy adopted by the Council at its April 28, 2011, meeting, with the exception that the university's board has not yet approved the proposed student endorsed fee increase.

ACTION: Contingent on approval by the Morehead State University Board of Regents at its June 9 meeting, the Council staff recommends that the Council approve an exception, which would allow a \$5.00 per credit hour student-endorsed fee assessed by Morehead State University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling.

Background

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. According to the policy:

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the policy is to accommodate desires of students to assess fees on themselves to improve campus activities and services, without institutions having to sacrifice revenue necessary to support E&G operations due to the existence of rate ceilings.

Provided a proposed fee meets eligibility requirements, the Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee.

MoSU Request

On May 19, 2011, Morehead State University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee increase will be \$5.00 per credit hour, discounted by 60 percent for hours 13 and above, beginning fall semester 2011.
- This fee will be in addition to an existing Student Recreation Fee already paid by MoSU students.
- On May 4, 2005, the university's Student Government Association (SGA) unanimously passed a resolution supporting construction of a new Student Recreation Center (SRC) to be financed through assessment of a \$100 per semester student fee (see Attachment A).
- A request to assess a Student Recreation Fee of \$35 per semester (i.e., a portion of the SGA endorsed \$100 fee) was included and approved by the MoSU Board of Regents (BOR) at its June 15, 2006, meeting (see Attachment B).
- This initial \$35 fee was added to the university's base tuition and fee rate in 2006-07, where it has been inflated by annual tuition and fee increases ever since.
- Revenue from the \$35 fee has been used to fund design work and site preparation for the SRC, and to make improvements in existing student recreation facilities and equipment currently available to students.
- The SRC was authorized as a capital project in the 2006-08 Executive Budget of the Commonwealth, but the university's request for bonding authority was vetoed during final budget negotiations, which caused a delay in facility construction.
- In 2008-09, MoSU transitioned to per credit hour pricing. The per credit hour value of the \$35 fee in 2006-07, the year the fee was adopted, would have been \$2.92. As of 2010-11, the fee's per credit hour value, after adjusting for annual tuition and fee increases, is \$3.59.
- Campus officials estimate that the proposed \$5.00 per credit hour increase in the Student Recreation Fee for fall semester 2011 will allow the university to achieve the per credit hour equivalent of the SGA endorsed \$100 per semester fee.
- In terms of impact on total tuition and fees, the proposed \$5.00 per credit hour fee increase equates to a 1.9 percentage point increase above the Council's 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident, undergraduate students.

- All revenue generated from the proposed fee increase will be used to pay debt service on a new \$24.0 million Student Recreation Center (SRC). MoSU will pay the costs of operating the facility.
- The per-credit hour Student Recreation Fee will be eliminated from the base tuition and fee rate when the debt service on the facility has been retired.
- At the time of the initial SGA vote of support, MoSU students were afforded ample opportunity to be informed and voice their opinions regarding construction of a new SRC and the proposed Student Recreation Fee.
- According to campus officials, this project has truly been one that was originated by students and brought forward to the administration, and the students remain very supportive of the project and the fee imposed to pay the debt service.
- The university's BOR is expected to take action on the proposed \$5.00 per credit hour increase in the Student Recreation Fee at their June 9, 2011, meeting (see Attachment C).

The university's complete proposal will be maintained on file at the Council offices and is available upon request.

Staff Recommendation

Council staff has reviewed the proposed SRC project and student endorsed fee information submitted by Morehead State University students and administrators and determined that the request meets most of the Council's policy requirements, with the lone exception being that the university's Board of Regents has not yet approved the proposed \$5.00 per credit hour increase in the Student Recreation Fee.

Contingent on approval by the BOR at their June 9 meeting, the Council staff recommends that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee increase of \$5.00 per credit hour assessed by Morehead State University to exceed the ceiling by 1.9 percentage points.

SGA PROPOSAL # 41

Recreation Transition Proposal

- WHEREAS:** The student body of Morehead State University anticipates and expects better campus wellness and recreation facilities
- WHEREAS:** The Laughlin Facility is 38 years old and is isolated from the Wellness Center
- WHEREAS:** The Laughlin Facility is the oldest recreational facility among all other public universities in the Commonwealth of Kentucky
- WHEREAS:** The Laughlin Building is restricted by academic hours
- WHEREAS:** The Wellness Center lacks a recreational component and is primarily a physiology laboratory.
- WHEREAS:** All students includes part-time, full-time, off-campus and on-campus students, which would be synonymous to Morehead State University's total enrollment.
- BE IT PROPOSED:** That the Morehead State University Student Government Association direct Student President and Student Regent Jason W. Marion to request the Morehead State University Board of Regents finance a new recreation and wellness facility
- BE IT PROPOSED:** That Student Government Association acting as the voice of the Student Association request to increase student fees to finance a \$17 million facility if no other means are available
- BE IT PROPOSED:** That if a fee increase is implemented it would be for the sole purposes of financing and operating the recreation and wellness facility
- BE IT PROPOSED:** That construction of the project shall not begin until the acting Student Government Association has had the ability to review and vote in support of the architectural design and the amenities in the facility
- BE IT PROPOSED:** That the Student Government Association would support a fee increase up to \$100/semester given to all students of Morehead State University to pay for the debt service of the new facility beginning in the Fall Semester of 2005.
- BE IT PROPOSED:** That the Seniors as defined by Morehead State University for the 2005-2006 academic year be exempt from this fee. (ADDED POST-FIRST YEAR GRAD STUDENTS)
- BE IT PROPOSED:** That the Juniors as defined by Morehead State University for the 2005-2006 academic year be granted membership to the recreation and wellness facility for 2 years post-graduation. (ADDED FIRST YEAR GRAD STUDENTS)
- BE IT PROPOSED:** That Morehead State University pay all the operational costs associated with operating the facility.

BE IT PROPOSED: That an advisory committee be established, with membership to be determined by 2005-2006 Student Government Association which would be made up of at least the Intramurals/Campus Recreation Director, Wellness Center Director and where students would constitute at least 75% of the membership.

BE IT PROPOSED: The advisory committee will serve as the body which reviews memberships and fee structure.

BE IT PROPOSED: Any changes recommended by the advisory committee must be approved by a simple majority vote of the Student Government Association.

BE IT ADOPTED: May 4, 2005

Submitted by members of the S.P.O.R.T. Committee,

**SeaHierra Dilley
Freshmen Representative**

**Candace Medors
Freshmen Representative**

**APPROVE THE 2006-2007 OPERATING BUDGET, BOR (VIII-A-12)
FEE SCHEDULE AND PERSONNEL ROSTER June 15, 2006**

Recommendation:

That the Board approve the recommended 2006/2007 Operating Budget, which totals \$109,751,000, the 2006/2007 Personnel Roster, and the 2006/2007 Fee Schedule.

Background:

ASPIRE to Greatness: Morehead State University Strategic Plan 2006-2010 served as a foundation for the development of the 2006/2007 Operating Budget. The proposed budget reflects the University's commitment to improve student financial aid, faculty and staff salaries and the continued advancement of numerous academic and student support initiatives. The budget preparation process was inclusive of campus input and representation and resulted in the proposed \$109.8 million budget that advances the University's mission by focusing on the most important goals and objectives.

The parameters outlining the administration's management responsibilities related to the 2006/2007 Operating Budget and periodic reporting requirements to the Board of Regents are specified in the Budget Adoption Resolution on pages A-8 and A-9 of the separately bound 2006/2007 Operating Budget document.

Analysis – Operating Budget:

The Morehead State University 2006/2007 Operating Budget prioritizes allocation of new revenue generated from student tuition and fees as well as a \$624,800 increase in state appropriations to continue support of the key initiatives defined in the University's Strategic Plan. Revenue from student tuition and fees represents 45.4 percent of the total Education and General revenue budgeted for 2006/2007. The proposed 2006/2007 Operating Budget is built on a fall 2006 headcount enrollment of 9,300 which represents a projected increase in total headcount enrollment of 238 students over fall 2005 actual enrollment. Funds have been allocated in the 2006/2007 Operating Budget to support implementation of enrollment management strategies identified to help increase the number of full-time students served.

Auxiliary revenue from on-campus housing facilities is budgeted at a \$522,600 increase over 2005/2006 budgeted revenue. This revenue increase is attributed in part to a projected increase in the number of first-time-full-time freshmen enrolled on-campus and also to an increase in student residence hall rates. Adjustments in housing policies including expanded visitation hours in selected facilities and opening apartments to upper division students have been implemented to help minimize the number of students who elect to move to off-campus housing in their junior and senior years.

Changes in Revenue Sources

The proposed \$109.8 million Operating Budget reflects a total increase of \$6,043,000 (5.8 percent) from the 2005/2006 Opening Budget. New funds available in the proposed budget are primarily attributed to revenue from a 12.8 percent increase in student tuition and fees. The 2006-2008 Executive Budget of the Commonwealth included a biennial increase of over \$4.8 million for Morehead State University in general operating appropriations. However, distribution of those funds across the biennium allocates \$624,800 in 2006/2007 and \$4.1 million in 2007/2008 creating a challenge for the institution to cover increasing fixed costs and priority expenditure increases identified for 2006/2007. Morehead State University will also received targeted state funding to support regional stewardship in the amount of \$200,000 in 2006/2007. Net changes in major revenues for 2006/2007 are summarized within the following sources:

Tuition and Mandatory Fees	\$ 6,043,000
Residence Halls	\$ 522,600
State Appropriations (Operating)	\$ 624,800
Regional Stewardship Trust Fund	\$ 200,000
Endowment Income	\$ 458,300

Analysis – Fee Schedule:

A comprehensive review of University fees is conducted annually and recommended changes are presented to the Board for approval. The recommended 2006/2007 Fee Schedule is presented on pages C-1 through C-19 of the Operating Budget. A summary of the significant recommended changes follows:

Tuition and Mandatory Fees:

On March 2, 2006, the Morehead State University Board of Regents approved an increase in student tuition and mandatory fees not to exceed 13.8 percent or \$295 for a full-time, undergraduate resident for the 2006/2007 fiscal period. After careful analysis of student affordability data, funding priorities, and consideration of the state operating appropriations enacted in 2006-2008 Executive Budget, the increase to student tuition and mandatory fees is recommended below the previously approved maximum increase of 13.8 percent at 12.8 percent or \$275 for a full-time, undergraduate resident.

In accordance with 13 KAR 2:050, the Council on Postsecondary Education determines tuition for all students enrolled in Kentucky public postsecondary institutions. On March 24, 2006, the Council approved the proposed 12.8 percent increase in the tuition and mandatory fee rate for Morehead State University. The

table below identifies how annual tuition and fee rates at Morehead State University compare with other Kentucky public universities.

Kentucky Public Universities	2006/2007 Annual Tuition and Fee Rates
University of Kentucky (upper division)	\$ 6,698
University of Kentucky (lower division)	\$ 6,510
University of Louisville	\$ 6,252
Western Kentucky University	\$ 5,860
Northern Kentucky University	\$ 5,448
Eastern Kentucky University	\$ 5,192
Kentucky State University	\$ 4,950
Murray State University	\$ 4,998
Morehead State University	\$ 4,870
Average Annual Tuition & Fee Rate	\$ 5,054

Housing:

The 2006/2007 Operating Budget maintains a \$500,000 housing depreciation fund for the continuous upgrade and improvement of residence hall facilities and furnishings. In accordance with recommendations made by Brailsford & Dunlavey in the Comprehensive Housing Master Plan developed in April 2006, an 8 percent increase is recommended for all residence halls in 2006/2007.

Tuition & Fees and Residence Hall Rates:

	Fall 2005	Fall 2006	Inc
Resident Undergraduate Tuition & Fees	\$2,160	\$2,435	\$275
Average Residence Hall Rate	\$1,224	\$1,356	\$132

Student Recreation Fee:

The Morehead State University Student Government Association passed a resolution in spring 2005 supporting the construction of a student recreation center to be funded through assessment of a \$100 per semester student fee. The Student Recreation Center project was included in the 2006-2012 Six Year Capital Plan and the 2006-2008 Capital Budget Request with a total scope of \$17 million. The project was authorized in the 2006-2008 Executive Budget. However, the University’s request for bonding authority was vetoed during final budget negotiations. Request for assessment of a reduced student recreation fee of \$35 is included in the 2006/2007 Fee Schedule. Revenue from this new fee will be used to fund the design work and site preparation for the Student Recreation Center and to make improvements in

existing student recreation facilities and equipment currently available to students. Reconsideration of the University's request to the state for bonding authority to support construction of the Student Recreation Center will be resubmitted during the next legislative session.

Analysis – Faculty and Staff Compensation:

Salary Pool:

Working toward the goal to increase faculty and staff salaries to the 50th percentile of salary averages among the Kentucky regional universities, a 4 percent general salary pool increase totaling \$1,073,600 has been built into the 2006/2007 Operating Budget. However, implementation of the salary increase will be delayed until January 2007 to offset the challenge created by receiving only 13.2 percent of the biennial state appropriation increase in 2006/2007. Salary pool distribution strategies for faculty and staff are summarized below:

Faculty and Librarians:

3 percent Merit (distributed through the existing PBSI process)
1 percent Equity (distributed by Department Chair with Dean/Provost approval)

Non-exempt (Hourly)

2 percent Across-the-board
2 percent Merit (recommended by unit supervisors)

Exempt (Salaried) Staff:

1 percent Across-the-board
3 percent Merit (recommended by unit supervisors)

Employees with an annual salary rate less than \$25,000 will receive a minimum flat rate annual adjustment of \$1,000. Employees in this category received increases averaging 5.23 percent over 2005/2006. In addition to the 4 percent increase to the general salary pool, the 2006/2007 operating budget includes adjustments for faculty promotions, staff reclassifications and career ladder advancements which will become effective at the start of the 2006/2007 fiscal year. In total, the overall average employee salary at Morehead State University increased by 4.58 percent in 2006/2007.

The 2006/2007 Personnel Roster contains a listing of the recommended authorized positions as of July 1, 2006. Funding for each position listed in the roster has been provided for in the proposed 2006/2007 Operating Budget. A total of 1,108 positions are recommended for 2006/2007 with an estimated 1,022 positions contracted to be filled as of July 1, 2006. Total personnel expenditures represent 61.6

Prepared by: Beth Patrick

APPROVE THE 2011/2012 OPERATING BUDGET, BOR (X-a-)
FEE SCHEDULE AND PERSONNEL ROSTER June 9, 2011

Recommendation:

That the Board approve the recommended 2011/2012 Operating Budget, which totals \$135,500,000, the 2011/2012 Personnel Roster, and the 2011/2012 Fee Schedule.

Summary:

The 2011/2012 Operating Budget totals \$135.5 million, an increase of \$6.3 million (4.9 percent) compared to the current fiscal year. The primary source of new revenue is from a 7 percent increase in student tuition and fees. Once again, the University faces reduced state support and increasing fixed costs. The budget demonstrates the University's commitment to doing the most we can with the resources available by including a significant reallocation of existing resources to support strategic needs.

In addition to covering increases in University fixed costs such as utilities and employee health and retirement benefits, the proposed budget includes investment in its employees with a modest pay increase, opening of a new state-of-the-art student recreation center and investments of one-time reserve funds to improve a number of instructional and student support facilities. Additional faculty positions in academic programs experiencing significant growth and identified for enhancement by the faculty in the 2008 Academic Program Review report are also included in the budget.

Background:

The budget reflects the continued commitment to advancement of the University's mission by focusing on the goals and objectives as defined in the *ASPIRE 2010-2014 Strategic Plan*. The budget preparation process was inclusive of campus input and representation and resulted in the proposed \$135.5 million budget.

The parameters outlining the administration's management responsibilities related to the 2011/2012 Operating Budget and periodic reporting requirements to the Board of Regents are specified in the Budget Adoption Resolution on pages A-7 and A-8 of the separately bound 2011/2012 Operating Budget.

A summary of the recommended rate changes for tuition and residence hall occupancy follows:

	Fall 2010	Fall 2011	Increase
TUITION and FEES			
Resident Undergraduate Tuition (15 hours)	\$3,204	\$3,371	\$167
Student Recreation Center Fee	\$43	\$100	\$57
Total Tuition & Fees (Resident Undergrad 15 hours)	\$3,247	\$3,471	\$224
HOUSING			
Average Residence Hall Rate	\$1,741	\$1,897	\$156

Housing:

Recommendations made by Brailsford & Dunlavey in the Comprehensive Housing Master Plan completed for Morehead State University in April 2006 included a 5 percent increase for residence halls and apartment housing for the 2011/2012 academic year. However, due to actual construction costs for housing renovation consistently exceeding projected costs for planned renovations, the rate increase is recommended at 6 percent. A 9 percent increase is recommended for the newly renovated Mignon Tower. In addition, a flat fee of \$50 has been added to all rooms to cover the cost of implementing free laundry services within all residence hall facilities bringing the average weighted cost of a residence hall in 2011/2012 to \$1,897 per semester—an increase of 9.0 percent. In addition to paying for new laundry equipment, revenue generated from the increase in housing rates will be used to cover debt service associated with the ongoing renovation of the housing facilities as identified in the Housing Master Plan.

Tuition and Mandatory Fees:

The recommended 2011/2012 tuition rate schedule includes a 5 percent increase in the undergraduate resident per credit hour rate with a 60 percent discount on undergraduate hours enrolled above 12. Graduate rates have been recommended at 1.5 times the undergraduate per-credit-hour rate. Non-resident rates are recommended at 2.5 times the appropriate undergraduate or graduate resident rate and Internet courses are recommended at 1.35 times the appropriate undergraduate or graduate rate. The proposed rate schedule is within the tuition increase parameters set by the Council on Postsecondary Education for Kentucky Comprehensive Universities for 2011/2012.

In addition, the budget includes a request to complete the assessment of the student-approved \$100 fee to support the construction of the student recreation center which represents an additional 2 percent increase over the current year rate. A portion (\$35) of the student recreation fee was included and approved by the MSU Board of Regents in the 2006/2007 Operating Budget. Revenue from the partial fee was approved to fund the design work and site preparation for the student recreation center and to make improvements in existing student recreation facilities and

Prepared by: Beth Patrick

equipment currently available to students. Though MSU was not under the current per credit hour model in 2006/2007, the per credit hour value of the fee at that time was \$2.92. Annual tuition and fee increases have inflated the student recreation fee portion of the tuition and fee rate from the initial \$35 / \$2.92 per credit hour to \$43 or \$3.59 per credit hour in the 2010/2011. The per credit hour rate for the full \$100 student recreation center fee would be \$8.33 and support a \$4.75 increase over the \$43 / \$3.59 per credit hour rate in 2010/2011. Tuition rates are rounded to the nearest dollar bringing the exception rate requested in 2011/2012 to \$5 per credit hour which equates to an additional 2% increase or \$65 for the undergraduate student enrolled in 15 credit hours after the per credit hour discount rate is applied.

	Full-time Rate*	Per Credit Hour	Rate Increase	Rec Fee Total	Rec Fee (PCH)	Rec Fee (PCH) Increase
2005-06	\$ 2,160	\$ 180		\$ -	\$ -	
2006-07	\$ 2,400	\$ 200	11.1%			
Rec Fee	\$ 35	\$ 3	1.7%	\$ 35	\$ 2.92	
	\$ 2,435	\$ 203	12.8%			
2007-08	\$ 2,640	\$ 220	7.3%	\$ 38	\$ 3.13	\$ 0.21
2008-09*	\$ 2,835	\$ 225	5.0%	\$ 39	\$ 3.29	\$ 0.16
2009-10	\$ 3,018	\$ 234	4.0%	\$ 41	\$ 3.42	\$ 0.13
2010-11	\$ 3,246	\$ 246	5.0%	\$ 43	\$ 3.59	\$ 0.17
2011-12	\$ 3,406	\$ 258	5.0%			
Rec Fee	\$ 65	\$ 5	2.0%	\$ 100	\$ 8.33	\$ 4.74
	\$ 3,471	\$ 263	7.0%			
*Implemented the per-credit-hour model in 2008-09 with a discount for hours enrolled above 12. Full-time rate based on student enrolled in 15 credit hours						

In future years, the \$8.33 per credit hour student recreation fee rate will not be included in the per credit hour base rate for purposes of calculating annual adjustments to tuition. This will avoid inflation of the student recreation fee rate above the approved \$100 per semester rate.

Annual revenue that will be generated from the student recreation fee is estimated at \$1.66 million (\$8.33 per credit hour at 200,000 student credit hours generated per year). These resources will be used toward the annual debt service payment for the facility which is \$1.76 million for a period of 20 years. The \$8.33 per credit hour student recreation fee will be eliminated from the base rate when the debt service on the facility has been retired. The following is the recommended 2011/2012 tuition rate schedule:

Prepared by: Beth Patrick

**Morehead State University
2011-2012 Tuition and Mandatory Fee Schedule
Effective Fall Semester 2011**

Tuition & Mandatory Fees	Rate	Per Credit Hour Rate		Full-Time Comparison Rate ¹
		Hours 1-12	Hours 13+	
Undergraduate				15 Credit Hours
Resident and Reciprocity	\$263	\$263	\$105	\$3,471
Non-Resident	\$658	\$658	\$263	\$8,685
Non-Resident Scholarship (Net Rate) ⁴	\$355	\$355	\$142	\$4,686
Internet or Hybrid Delivery	\$355	\$355	\$142	\$4,686
Graduate				
Resident	\$395			
Internet or Hybrid Delivery ²	\$533			
Non-Resident	\$988			

Notes:

1. Full-time status is achieved for undergraduate students when enrolled for 12 hours. Full-time comparison rates are shown for an undergraduate at 15 credit hours which is the average hours needed each fall/spring semester to complete a baccalaureate degree program in four years.
2. Internet or hybrid delivery rates are assessed for courses delivered with at least 50% of the instruction online. Internet and hybrid courses will be assessed prior to non-Internet courses for identifying the first 12 hours.
3. Non-resident students enrolled exclusively at a regional campus center will be assessed tuition and fees at the applicable in-state rate.
4. Non-resident students who qualify for the Non-Resident Scholarship program will be billed at the full non-resident rate. Rates shown on this schedule are net of applied scholarship which equates to 1.35 times the resident rate.
5. Discount rate for undergraduate hours enrolled above 12 not available in summer.

Analysis – Personnel Roster:

Salary and Benefit Increase:

Included in the 2011/2012 Operating Budget is funding to support contractual obligations for salary increases associated with faculty promotion and tenure policies, staff reclassifications, education attainment policies, career ladders or other policy or employment agreements at a cost of \$633,614. In addition, a 2 percent salary increase for faculty and staff totaling \$1,325,649 is recommended and included in the salary amounts listed in the 2011/2012 Personnel Roster. The 2 percent increase will be applied to all non-probationary full-time employees with a minimum

Prepared by: Beth Patrick

**Council on Postsecondary Education
June 10, 2011**

**Special Use Fee Exception Request
Northern Kentucky University**

On May 18, 2011, Northern Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action. Council staff has reviewed the proposed project and fee information contained in their submission and determined that the request meets the requirements of the Special Use Fee Exception Policy adopted by the Council at its April 28, 2011, meeting.

ACTION: The Council staff recommends that the Council approve an exception, which would allow up to a \$16.00 per credit hour student-endorsed fee (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the 2011-12 comprehensive university tuition and fee rate ceiling, and any similar ceilings the Council may adopt over the subsequent three year period, by up to 1.3 percentage points per year.

Background

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. According to the policy:

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the policy is to accommodate desires of students to assess fees on themselves to improve campus activities and services, without institutions having to sacrifice revenue necessary to support E&G operations due to the existence of rate ceilings.

Provided a proposed fee meets eligibility requirements, the Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee.

NKU Request

On May 18, 2011, Northern Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting (see Attachment A). Important features of their proposal are summarized below.

- The amount of the proposed fee will be up to \$16.00 per credit hour, phased in over four years and capped at 12 credit hours per semester for full-time students.
- In terms of impact on total tuition and fees, the proposed fee equates to a 1.3 percentage point increase above the Council's 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, and will continue to be exempted from any rate ceiling the Council may adopt for three more years by up to 1.3 percentage points per year.
- The fee will support a \$45.4 million project to renovate and double in size (i.e., about 110,000 gross square feet will be added) NKU's existing Campus Recreation Center (CRC) and construct two lighted turf intramural fields.
- Fee revenue will be used to pay debt service on a 20-year construction bond, Maintenance and Operating (M&O) costs on the additional CRC space and two intramural fields, and capital renewal and replacement costs on existing CRC space and equipment.
- When the debt service on the CRC construction bond is fully paid, the fee will end.
- NKU students were afforded ample opportunity to be informed and voice their opinions regarding the recreation center project and proposed fee, prior to a Student Government Association (SGA) vote.
- As can be seen in the university's proposal, fee details were publicized in campus newspaper articles and pamphlets, and discussed in open forums and open space meetings.
- On April 18, 2011, the university's SGA passed a resolution endorsing the fee by a 23-1-1 vote (see Attachment A). Twenty-five SGA representatives, out of a total membership of 32, voted at that meeting, representing a participation rate of 78 percent.
- The NKU Board of Regents approved the CRC renovation/expansion project and fee proposal at their May 4, 2011, meeting (see Attachment B).

The university's complete proposal will be maintained on file at the Council offices and is available upon request.

Staff Recommendation

Council staff has reviewed the proposed CRC renovation/expansion project and student endorsed fee information submitted by Northern Kentucky University students and administrators and determined that the request meets the Council's policy requirements.

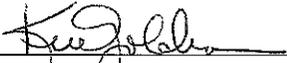
The Council staff recommends that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, and to any similar ceilings it may adopt over the subsequent three year period, allowing a student endorsed fee of up to \$16.00 per credit hour (capped at 12 credit hours per semester and phased in over four years) assessed by Northern Kentucky University to exceed the rate ceilings by up to 1.3 percentage points in each of those years.

Staff preparation by John Hayek and Bill Payne

A RESOLUTION OF THE STUDENT GOVERNMENT ASSOCIATION OF NORTHERN KENTUCKY UNIVERSITY, HIGHLAND HEIGHTS, KY, APPROVING THE PROPOSED STUDENT FEE FOR THE RENOVATION AND EXPANSION OF THE CAMPUS RECREATION CENTER.

- WHEREAS: The current Campus Recreation Center (CRC), housed in the A.D. Albright Health Center, was constructed in 1984 when University enrollment was approximately 8,879 students, and
- WHEREAS: Student enrollment for Northern Kentucky University for the 2011-2012 school year is anticipated to be over 16,000 students and maintain approximate two percent growth over proceeding years, and
- WHEREAS: There have been 98,757 visits to the CRC since the start of the 2010-2011 school year, an increase of 8.9% over the same time period in the 2009-2010 school year, and
- WHEREAS: According to the National Intramural Recreational Sports Association document titled, *Planning Principles for College and University Recreation Facilities*, "Student involvement in recreation sports programs, facilities, and services plays a significant role in recruiting new students, supporting the learning environment, integrating students into the social community on campus, affiliating them with the institution and enhancing a number of student educational and development outcomes...those outcomes include enhanced recruitment and retention of students, faculty, and staff," and
- WHEREAS: The Student Government Association requested a feasibility study to be performed in regards to the, "expansion or building of a new Campus Recreation Center," in SGA Resolution 2010-2011.001, and
- WHEREAS: The feasibility study group, with student representation by Senator Michelle Forlenza, presented their results to SGA at the March 14, 2011 regular meeting with favorable reception, and
- WHEREAS: SGA supports the proposed student fee and phase-in plan of \$5/credit hour with a maximum of 12 credit hours being assessed for each semester in 2011-2012, a \$5/credit hour increase with a maximum of 12 credit hours being assessed for each semester in 2012-2013 and up to a \$6/credit hour increase with a maximum of 12 credit hours being assessed from 2013-2014 until the bond has been retired, and
- WHEREAS: A proposal must be presented to SGA regarding the future plans of the CRC and its goals of receiving student input during the design phase, and
- WHEREAS: SGA will continue to educate and inform the Student Body about the future of the CRC.

BE IT THEREFORE RESOLVED, on this 18th day of April 2011, the Student Government Association approves the implementation of the proposed student fee and recommends approval by the Board of Regents and Council on Postsecondary Education.

Signed: 
Kevin Golden, President

Attest: 
Michelle Forlenza, University Improvements Chair

NKU Board of Regents Meeting
May 4, 2011

- j. Plaza Renovation: Near Lucas Administrative Center and University Center
- k. Plaza Renovation: Near Corbett Theater
- l. University Drive Garage Renovation
- m. Sustainability

2. Quarterly Financial Report: (Vice President Ken Ramey)

The Quarterly Financial Report depicts the financial activity of the University during the period of July 1, 2010, through March 31, 2011, compared to the annual budget and the prior year's activity.

3. Fundraising Report: (Vice President Gerard St. Amand)

This report provides a summary of fundraising resources committed from July 1, 2010 through February 28, 2011 totaling **\$1,873,946**.

4. Research/Grants/Contracts Report: (Provost Gail Wells)

This report lists the grants awarded, with the amount awarded for each grant, for NKU faculty and staff from February 1, 2011 through March 31, 2011. During this period, 12 grants were awarded with a total award amount of **\$1,092,788**. From July 1, 2010 through March 31, 2011, the cumulative total number of grants awarded is 78 totaling **\$9,609,399**.

5. Organizational Changes Report: (Vice President Sue Hodges Moore)

This report lists the organizational changes that have received approval from the President but do not require approval from the Board of Regents prior to implementation, according to Governing Regulation, Part IV.

- a. Center for Innovation and Technology in Education

Special Use Fee Recommendation:

Regent Chuck H. Brown seconded Regent Kevin Golden's motion that the Board of Regents approve a fee with the awareness that the fee will be accessed in addition to the pending approval tuition increases to expand and renovate the Campus Recreation Center in accordance with the resolution passed by the Student Government Association in April 2011 and the Council on Postsecondary Education's policy on special purpose fees. **(Motion carried)**

C. Presidential Recommendations:

Consent Agenda Items: Regent Eric M. Brose seconded Regent Brenda L. Wilson's motion to approve the following Presidential Recommendations as listed: *C-1 through C-15*. **(Motion carried)**

1. Academic Affairs Personnel Actions:

a. Administrative Appointments:

Michele Hall, from Interim Registrar to Registrar, effective March 7, 2011

D. Kent Johnson, Director of General Education and Lecturer (non-tenure track renewable), effective April 15, 2011

**Council on Postsecondary Education
June 10, 2011**

**Special Use Fee Exception Request
University of Louisville**

On May 18, 2011, University of Louisville students and administrators submitted a special use fee exception request to the Council for its consideration and action. Council staff reviewed the proposed project and fee information contained in their submission and determined that the request meets most of the requirements of the Special Use Fee Exception Policy adopted by the Council at its April 28, 2011, meeting, with the lone exception being that the university's full board has not yet approved the proposed student endorsed fee.

ACTION: Contingent on approval by the University of Louisville Board of Trustees at its June 9 meeting, the Council staff recommends that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent for resident undergraduates, allowing a student endorsed fee of \$98 per semester for full-time students (prorated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

Background

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. According to the policy:

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the policy is to accommodate desires of students to assess fees on themselves to improve campus activities and services, without institutions having to sacrifice revenue necessary to support E&G operations due to the existence of rate ceilings.

Provided a proposed fee meets eligibility requirements, the Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee.

UofL Request

On May 18, 2011, University of Louisville students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee will be \$98 per student per semester for new, full-time students (i.e., \$196 annually) and will be prorated per credit hour for new, part-time students, beginning fall semester 2011.
- In terms of impact on total tuition and fees, the proposed \$98 fee equates to a 2.3 percentage point increase above the Council's 2011-12 research university tuition and fee rate ceiling of 6 percent for resident, undergraduate students.
- Fee revenue will be used to pay architectural and engineering costs, long-term debt amortization, and ongoing Maintenance and Operations (M&O) expenses on a newly constructed \$37.6 million Student Recreation Center (SRC) located near new student housing on the Belknap campus.
- Once the bond amortization payments for the SRC are completed, the fee will be reduced to \$48.50 per student per semester to cover ongoing programmatic costs not associated with debt service (i.e., supervision and operation, equipment M&O, long-term equipment maintenance, and facility M&O).
- UofL students were afforded ample opportunity to be informed and voice their opinions regarding the recreation center project and proposed fee, prior to a Student Government Association (SGA) vote.
- As can be seen in the university's proposal, fee details were publicized in campus newspaper articles and editorials, discussed in open senate meetings and town hall forums, and student opinions were solicited via SGA distributed surveys.
- On April 12, 2011, the university's SGA Executive Board reviewed and unanimously approved an SRC proposal containing the corresponding recreation fee. Thirty-seven out of a total SGA board membership of 49 voted at that meeting, or a participation rate of 76 percent (see Attachment A).
- The UofL Board of Trustees finance committee unanimously approved the student recreation fee at their May 12, 2011, meeting (see Attachment B). The full board is expected to take action on the fee at their June 9, 2011, meeting.

The university's complete proposal will be maintained on file at the Council offices and is available upon request.

Staff Recommendation

Council staff has reviewed the proposed SRC project and student endorsed fee information submitted by University of Louisville students and administrators and determined that the request meets most of the Council's policy requirements, with the lone exception being that the university's full board has not yet approved the proposed fee.

Contingent on approval by the full board at their June 9 meeting, the Council staff recommends that the Council approve an exception to its 2011-12 research university tuition and fee rate ceiling of 6 percent, allowing a student endorsed fee of \$98 per semester for full-time students (pro-rated per credit hour for part-time students) assessed by the University of Louisville to exceed the ceiling.

Staff preparation by John Hayek and Bill Payne

APPENDIX J

April 19, 2011 SGA Senate Minutes (abbreviated to include only the action related to the SRC)



**Student Senate Meeting
April 19, 2011
7:00pm Strickler 102
Meeting Agenda**

Call Meeting to Order

Meeting called to order at 7:03 pm

Roll Call

- Performed roll call and RSVP for the banquet

Executive Cabinet Reports**Old Business**

Student Recreation Center Fees

- Presented by EVP.
- There have been some changes since the previous Senate meeting.
- He discussed the fee procedures.
- At Eboard there were some stipulations discussed for the approval of this.
- To improve safety, a second DPS shack will be added.
- A recommendation was made to add parking that could be considered for blue or red permits near the center.
- Also it was recommended that for each semester a student pays the fee when the center was still being constructed, the student would receive 6 months of use after completion.
- Senator Schoen recommended a change that would prevent students from having to pay the fee if the building was no longer used for the Student Recreation Center.
- Senator Smithson suggested a friendly amendment to clarify some of the wording.
- Senator Hatfield asked how this would apply to Speed School students during the summer.
- EVP clarified that they will have to pay the fee.
- Senator Schoen asked how it would apply during the summer for students who are not enrolled.
- Mr. Dale Ramsey explained that for all students who are enrolled in the fall will pay an extra \$20 fee for the summer.
- If a student is not full-time during the summer, they will pay an extra fee. This is the same as the current system.
- Senator Hunter asked how this will work for students who are on co-op, i.e. Speed School. It was explained that all full time students will pay this fee, even if they are on co-op. She suggested a change to this further along once the building is completed.

- Senator Hatfield explained that he will not vote for this because his constituency is disadvantaged by this. They will be forced to financially carry too much of a burden in this.
- EVP Aggarwal explained that for students of a different college to attain the same accreditation as the Speed School students do, they would have more years which should even it out.
- Senator Mick suggested a friendly amendment to add a portion changing the fees for Speed School students.
- Senator Smith explained that this change could be further taken changed. For example, with the College of Education students who are in their student teaching.
- President Abhari suggested that for all students who are not technically on the Belknap campus will have an extra semester upon graduation.
- Senator Mick disagreed because many times students do not stay in Louisville after graduation.
- It is no longer a friendly amendment.
- This was seconded.
- Senator Hunter stated that this is a multi-million dollar project which the university has worked towards for a long time. We are just sweating the small stuff with these details.
- Senator Mick agreed with Allison but reiterated his point.
- Senator Schoen explained that this is an extra \$150 for Speed School students which they never get to use because many students do leave Louisville after graduation. He suggested there be a change so that the same distance policy that is applied for students who have been exempted from the meal plan.
- Dean Mardis stated that when Speed School students are on co-op they may not be required to pay.
- Even part-time students can use the current recreation center.
- Senator Mick echoed what Dean Mardis stated and explained that he felt it was very reasonable so as to prevent students from having to pay fees when they are not here to use it. He suggested this also apply to study abroad programs.
- Senator Hunter motioned to move to the vote; seconded.
- Vote to move to the vote: approved
- Vote to approve the amendment as it reads: indiscernible; call for division; the vote was taken by roll call.
- The vote as approved by roll call determined that the amendment was approved.
- Senator Hunter moved to vote on the document; seconded.
- Vote to vote on the document: approved.
- Vote to approve the document: approved!

Adjourn

Motion to adjourn; seconded

Meeting adjourned at 9:10 pm.

RECOMMENDATION TO THE BOARD OF TRUSTEES
REGARDING STUDENT RECREATION FEE

Finance Committee – May 12, 2011
Board of Trustees – June 9, 2011

RECOMMENDATION:

The President recommends that the Board of Trustees approve a \$98 per semester student recreation fee to be applied to all new students (including graduate and professional students) and pro-rated, per credit hour for less than full-time students beginning fall 2011. The fee shall be used for construction, debt service, operations, maintenance, furniture, equipment, property, facility management and other expenses related to student recreation. Once the bond amortization payments for the Student Recreation Center (SRC) are completed, the fee would be \$48.50. The \$48.50 fee would last throughout the life of the building, as long as the building is used as a student recreational facility, to cover any programmatic costs not associated with debt service. If the function of this building strategically changes, this fee will cease. Any student who is off campus for an educational experience such as co-op in Speed School, studying abroad, or an internship will be exempt from the \$48.50 fee as long as he or she is off campus. All students who pay the fee, prior to the completion of the construction of the facility, are entitled to six months of free access per every semester the fee is paid, without access to the facility. This entitlement commences with graduation, and cannot be postponed if the student does not live in the area.

COMMITTEE ACTION:

Passed ✓
Did Not Pass
Other

BOARD ACTION:

Passed
Did Not Pass
Other

Katalin M. Smith
Assistant Secretary

Assistant Secretary

**Council on Postsecondary Education
June 10, 2011**

**Special Use Fee Exception Request
Western Kentucky University**

On May 6, 2011, Western Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action. Council staff reviewed the proposed project and fee information contained in their submission and determined that the request meets requirements of the Special Use Fee Exception Policy adopted by the Council at its April 28, 2011, meeting.

ACTION: The Council staff recommends that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated per credit hour for part-time students) assessed by Western Kentucky University to exceed the ceiling.

Background

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. According to the policy:

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the policy is to accommodate desires of students to assess fees on themselves to improve campus activities and services, without institutions having to sacrifice revenue necessary to support E&G operations due to the existence of rate ceilings.

Provided a proposed fee meets eligibility requirements, the Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee.

WKU Request

On May 6, 2011, Western Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action at the June 10 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee increase will be \$70 per semester for full-time students (i.e., \$140 annually), and will be prorated per credit hour for part-time students, effective fall semester 2011.
- This fee will be in addition to a current Student Centers Fee already paid by WKU students.
- In terms of impact on total tuition and fees, the proposed \$70 fee equates to a 1.9 percentage point increase above the Council's 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident, undergraduate students.
- All revenue generated from the proposed fee increase will be used to pay debt service on a \$49.1 million renovation of the Downing University Center (DUC).
- The 40-year-old DUC is a main hub and one of the most used buildings on the WKU campus on a daily basis.
- When the debt service has been fully paid, the fee will terminate. It is projected that debt service for the project will be paid off in 20 years.
- WKU students were afforded ample opportunity to be informed and voice their opinions regarding the DUC project and proposed fee, prior to a Student Government Association (SGA) vote.
- As can be seen in the attached proposal, the SGA used social media, public forums, information tables, and the campus newspaper to widely disseminate and engage students about the proposed increase for the DUC renovation fee.
- On February 22, 2011, WKU's SGA unanimously passed a resolution to support the DUC renovation project and proposed fee increase by a 33-0 vote (see Attachment A). The university's total SGA membership is normally 35 positions, but two positions were vacant at the time of the vote, so the participation rate was 100 percent.
- At an April 29, 2011, meeting, WKU's Board of Regents approved an increase in the mandatory Student Centers Fee in the amount of \$70 per semester for full-time students, prorated for part-time students, to support debt service payments for the DUC renovation project (see Attachment B).

The university's complete proposal will be maintained on file at the Council offices and is available upon request.

Staff Recommendation

Council staff has reviewed the proposed DUC renovation project and student endorsed fee information submitted by Western Kentucky University students and administrators and determined that the request meets Council policy requirements.

The Council staff recommends that the Council approve an exception to its 2011-12 comprehensive university tuition and fee rate ceiling of 5 percent for resident undergraduates, allowing a student endorsed fee of \$70 per semester for full-time students (prorated for part-time students on a per credit hour basis) assessed by Western Kentucky University to exceed the ceiling.

First Reading: February 15, 2011
 Second Reading: February 22, 2011
 Pass: Passed 33-0
 Fail: _____
 Other: _____

Resolution 02-11-S Student Government Association to support the Downing University Center Renovation Project.

PURPOSE: For the Student Government Association of Western Kentucky University to formally support the Downing University Center Renovation Project.

WHEREAS: The Downing University Center Renovation Project will create a new student fee beginning Fall 2011 of no more than \$70.00 a semester until the project has been paid off entirely, and

WHEREAS: The \$70.00 is the price ceiling for the student fee, and

WHEREAS: There is a possibility of it being lower if project costs are less than what was projected, and

WHEREAS: This fee will not affect the student's tuition, it is a fixed fee that is separate from tuition, and

WHEREAS: This fee will be an addition to the current University Centers fee already paid by the students, and

WHEREAS: The Downing University Center Renovation Project will be managed by WKU Planning, Design, and Construction Department, and

WHEREAS: The project costs has been capped at \$49,128,545 and it is projected that the project will be paid off in 20 years, and

WHEREAS: The draft of the WKU Debt Service Calculation estimates as of October 26, 2010 states that the university will fund \$1,500,000 of the project broken down into \$900,000 coming from University Central, \$400,000 coming from Student Centers, and \$200,000 coming from Campus Services per year, and

WHEREAS: The draft of the WKU Debt Service Calculation estimates that \$2,188,000 per year will be generated from the Student Fee at \$70.00 or less per semester, and

WHEREAS: The amount would total \$3,688,000 per year, which with the project calculations at 7.5% and at approximately 3.75% interest at 20 years totals \$49,173,333, and

WHEREAS: All funding generated from this fee will go towards paying off the debt service of the Downing University Center renovation, and

WHEREAS: Once the debt of the Downing University Center renovation is paid off, the \$70.00 student fee will be removed from the University Centers fee, and

WHEREAS: It is best to start the Downing University Center renovation project as soon as possible because interest rates are low, and because it will only get more expensive the longer this project is put off, and

WHEREAS: This is going to be a Student Government Association project and it has been thoroughly encouraged that it is student led, keeping the students as involved as possible through the entire project, and

WHEREAS: Ross Tarrant Architects and Mackey Mitchell Architects will help The Western Kentucky Student Government Association to gauge student opinion on what they would like to see in the blueprints by setting up a stand in Downing University Center of different photos of other student centers to vote on what they like and do not like, and

WHEREAS: The Student Government Association of Western Kentucky University will establish a committee of 6 students, graduate and undergraduate, as well as 5 representatives from administration which will decided which renovations are done, and

WHEREAS: By supporting the Downing University Center Renovation Project, The Student Government Association of Western Kentucky University would like assurance that a 24 hour study space will be included in the programming for the building due to such high demand from the students, and

WHEREAS: As it currently stands, student organizations have the option of reserving a room in Downing University Center for free to meet. The Student Government Association would like assurance that this will not change, and

WHEREAS: The Downing University Center Renovation Project will cater to as many of the students realistic requests as applicable, and as the budget allows.

THEREFORE: Be it resolved that The Student Government Association of Western Kentucky University formally supports the establishment of a student fee not to exceed \$70.00 per semester for the next 20 years in order to fund the Down-University Center Renovation Project. 193

AUTHOR: Kaylee Egerer

SPONSORS: Campus Improvements Committee

CONTACTS: Bryan Russell
Charley Pride
Dan Chaney
Gary Meszaros
Dr. Gary Ransdell
Howard Bailey

Jeff Stivers
John Osborne
Billy Stephens
Charlie Harris
Colton Jessie
Wade Pierce



Student Body President

Hankin W. Bryan

Executive Vice President

Hester B. Winger → Speaker of the Senate

Daylen Egerer → CAMPUS IMPROVEMENTS CHAIRPERSON
AUTHOR

**DOWNING UNIVERSITY CENTER RENOVATION
MANDATORY STUDENT FEE**

REQUEST:

Recommendation that the Board, in accordance with a Resolution passed by the WKU Student Government Association on February 22, 2011, approve an increase in the mandatory Student Centers Fee, in the amount of \$70.00 per semester for full-time students (pro-rated to part-time students), effective with the fall 2011 semester.

FACTS:

On February 22, 2011, the WKU Student Government Association approved a Resolution calling for establishment of a mandatory student fee in the amount of \$70.00 per semester, and that all funding generated from this fee be dedicated to paying off the debt service of the Downing University Center renovation. At such time as the debt related to the Downing University Center renovation project is paid off, the \$70.00 student fee will be discontinued. A copy of the Resolution is attached to this agenda item, and its content incorporated herein by reference.

BUDGETARY IMPLICATIONS:

The Downing University Center renovation project costs are estimated to be \$49,129,000. The University expects to sell bonds in FY 2012 with the debt being retired in 20 years. The debt service calculation shows a projected annual debt payment of \$3,688,000 though the final numbers won't be known until the bonds are sold. The funding sources for the debt payment include the following: \$900,000 reallocated from current budgeted debt service, \$400,000 reallocated from Student Centers, \$200,000 from Campus Services, and \$2,188,000 generated by the increase in the Student Centers Fee per year. All funding generated from this fee increase will go towards paying off the debt service of the Downing University Center renovation project.

Accounting records will separately identify the amount of revenue generated from the fee increase and the actual annual debt payments.

RECOMMENDATION:

President Gary A. Ransdell recommends that the Board, in accordance with a Resolution passed by the WKU Student Government Association on February 22, 2011, approve an increase in the mandatory Student Centers Fee, in the amount of \$70.00 per semester for full-time students (pro-rated to part-time students), effective with the fall 2011 semester, and to continue said fee until such time as the debt service of the Downing University Center renovation has been fully paid.

MOTION:

That the Board, in accordance with a Resolution passed by the WKU Student Government Association on February 22, 2011, approve an increase in the mandatory Student Centers Fee, in the amount of \$70.00 per semester for full-time students (prorated to part-time students), effective with the fall 2011 semester, and to continue said fee until such time as the debt service of the Downing University Center renovation has been fully paid.

The passing of this motion will allow WKU to complete the Downing University Center renovation which began through funds available by the University Centers and Auxiliaries; it will be a 40-60% split between auxiliaries and student fees.

CERTIFICATION

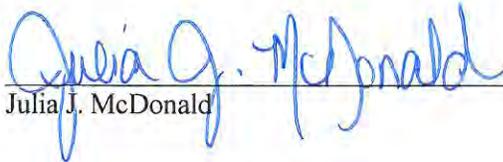
Comes Julia J. McDonald, Senior Administrative Assistant to the Western Kentucky University Board of Regents, and after being duly sworn, hereby states a follows:

1. The attached records are a true and accurate copy of an agenda item requesting an increase in the mandatory Student Centers Fee, in the amount of \$70.00 per semester for full-time students (pro-rated to part-time students), effective with the fall 2011 semester, and to continue said fee until such time as the debt service of the Downing University Center renovation has been fully paid.

This agenda item appeared on the April 29, 2011 meeting agenda for the Board of Regents of WKU;

2. A motion and second to approve the agenda item passed with majority of votes.

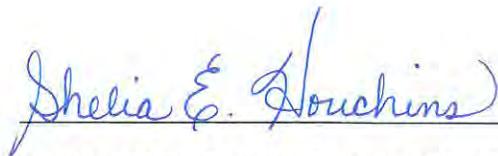
This 5th day of May, 2011.



 Julia J. McDonald

COMMONWEALTH OF KENTUCKY)
 COUNTY OF WARREN)

Personally appeared before me, the undersigned Notary Public in and for said County and State, the within named Julia J. McDonald, with whom I am personally acquainted or proved to me on the basis of satisfactory evidence, and who upon oath acknowledged that she executed the within named will instrument for the purposes therein contained, this the 5th day of May, 2011.



NOTARY PUBLIC-STATE AT LARGE

My commission expires: 3/11/2013

**Council on Postsecondary Education
June 10, 2011**

2011 Kentucky/Ohio Tuition Reciprocity Agreements

Three Kentucky/Ohio tuition reciprocity agreements are up for renewal, covering the period July 1, 2011, through June 30, 2013.

ACTION: The staff recommends that the Council designate to President Robert King authority to negotiate and enter into Kentucky/Ohio tuition reciprocity agreements on their behalf.

Every two years, the president of the Council on Postsecondary Education and the presidents of Morehead State University, Northern Kentucky University, and the Kentucky Community and Technical College System enter into tuition reciprocity agreements with the Chancellor of the Ohio Board of Regents and the presidents of several Ohio colleges and universities.

At this time, three agreements are up for renewal, covering the period July 1, 2011, through June 30, 2013. There are no substantive changes to two of the three agreements, other than to change effective dates and some of the signatures. In the third agreement, Clark State Community College in Ohio has requested to be included in the agreement with Northern Kentucky University to offer one program it currently offers at an AWE institute in the Cincinnati area.

The Council staff recommends that the Council designate to President Robert King authority to negotiate and enter into 2011 Kentucky/Ohio tuition reciprocity agreements on their behalf. President King will provide copies of signed agreements to the Council chair when completed.

Staff preparation by John Hayek and Bill Payne

**Council on Postsecondary Education
June 10, 2011**

**Renovate Shively Sports Center
University of Kentucky**

ACTION: The staff recommends that the Council approve the request of the University of Kentucky to renovate Shively Sports Center with \$950,000 of private funds from the UK Athletic Association. The project scope is \$950,000.

The University of Kentucky proposes to renovate the Shively Sports Center using \$950,000 of private funds from the University of Kentucky Athletic Association. The total project cost is \$950,000. The University of Kentucky Board Of Trustees approved the project at its meeting May 3, 2011.

The Shively Sports Center has 25,529 gross square feet. This project will renovate 9,121 square feet of space, modernize the center's locker, shower, restroom, and lounge facilities for men's and women's track and baseball teams. Also, the project will modernize the existing hallways and lighting systems and enhance the overall functionality of the facility. The Shively Sports Center is located on the university's main campus. The project is scheduled to be completed in December 2011.

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. Since the estimated cost of this project exceeds the threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under KRS 45.760 (5), (7) and KRS 45.763. The project meets the requirement of KRS 45.760 (5), (7) that the source of funds be at least 50 percent federal or private.

The project requires interim authorization because the private funds have all come forward after the request/recommendation period for the 2010-12 budgetary process was completed and to allow the university to properly design the construction project, go through the project bid process, award a contract, and complete the work by December 2011. This is a prevailing wage project in accordance with state statute. 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 Kentucky confirms that funding for the project comes from private sources within the UK Athletic Association. Because this is a renovation project and not an expansion of space, the project will not result in additional requests from the General Fund for maintenance and operating funds.

The project meets the requirement of KRS 45.760(7) that the source of funds be at least 50 percent federal or private. The university does not anticipate debt financing any portion of this project, thus the provisions of KRS 45.763 do not apply. The University of Kentucky's Capital Project Management Division will implement the project.

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

Staff preparation by Sherron Jackson

**Council on Postsecondary Education
June 10, 2011**

**Construct Hydro Therapy Training Room Addition
University of Louisville**

ACTION: The staff recommends that the Council approve the University of Louisville's request to expand the Trager Indoor Practice Facility to construct a Hydro Therapy Training Room addition with \$1,000,000 of private funds from the University of Louisville Athletic Association. The project scope is \$1,000,000.

This project was approved by the University of Louisville board June 9. The University of Louisville proposes to construct a Hydro Therapy Training Room addition using \$1,000,000 of private funds from the University of Louisville Athletic Association (ULAA). The total project cost is \$1,000,000.

The current training room is located in the Trager Indoor Practice Facility which has 94,712 gross square feet. This project will add 1,325 square feet of space for the training facility to facilitate a hydro therapy treadmill pool and two training table areas. The training room addition to the Trager Center will benefit all sports in the Athletic Department with the care and treatment of injuries. The hydro therapy pool will be critical for the rehabilitation of injured student-athletes to enable them to return to good health. The Trager Indoor Practice Facility is located on the university's Belknap campus. The project is scheduled to be completed in August 2011.

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. Since the estimated cost of this project exceeds the threshold, the Council and the Capital Projects and Bond Oversight Committee must approve the project before it is initiated. During the interim, capital projects are evaluated under KRS 45.760 (5), (7) and KRS 45.763. The project meets the requirement of KRS 45.760 (5), (7) that the source of funds be at least 50 percent federal or private.

The project requires interim authorization because the private funds have all come forward after the request/recommendation period for the 2010-12 budgetary process was completed and to allow the university to properly design the construction project, go through the project bid process, award a contract, and complete the work by August 2011. This is a prevailing wage project in accordance with state statute. 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 funding for the project comes from private sources within the University of Louisville Athletic Association. The project will not result in additional requests from the General Fund for maintenance and operating funds. The impact on the operating budget is expected to be minimal and will be covered by ULAA revenue.

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 Secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

Staff preparation by Sherron Jackson

**Council on Postsecondary Education
June 10, 2011**

**Doctorate of Nursing Practice Proposal
Murray State University**

ACTION: The staff recommends that the Council approve the Doctorate of Nursing Practice degree program at Murray State University.

The 2010 Kentucky General Assembly approved Kentucky's comprehensive universities to offer advanced practice doctorate degrees [KRS 164.295(5)]. The Kentucky Board of Nursing revised 201 KAR 20:60 to allow Kentucky's public regional universities to offer Doctorate of Nursing Practice (DNP) degree programs. In accordance with the 2010 legislation, Council staff worked in concert with the Kentucky Board of Nursing to develop a joint application process for those institutions wishing to implement DNP degree programs.

Murray State University proposes a Doctorate of Nursing Practice beginning in fall 2012. The program will have three concentrations: Clinical Nurse Specialist; Family Nurse Practitioner; and Nurse Anesthesia. All curricular concentrations will be full-time and three years in length. The clinical education will begin during the second year of the program. Students in each concentration will complete a minimum of 1,100 clinical hours in the post-BSN cohorts and up to 500 hours in the post-MSN cohorts.

Council staff members have reviewed Murray State University's application and recommend it for approval. Implementation of this program is contingent upon approval by the Kentucky Board of Nursing.

The Kentucky Board of Nursing also recommends a detailed review of these programs in three years, which will include a review of efficiencies comparing actual costs to proposed costs, revenues, and enrollment and graduation rates, along with evidences of collaboration with other institutions, the sharing of content through The Learning Depot, analysis of availability of clinical experiences, and updated data on employment opportunities within the universities' service regions. Other review metrics may be established in consultation with the institutions and the Kentucky Board of Nursing.

Staff preparation by Melissa Bell

Council on Postsecondary Education
June 10, 2011

Kentucky Public Postsecondary Education Admission Regulation
13:KAR 2:020 Revision

The Council's Strategic Agenda directed the Council on Postsecondary Education staff to review and revise 13: KAR 2:020 to reflect the change in high school graduation requirements for the class of 2012, revised college readiness indicators, and transfer admission. Upon approval by the Council, it will be filed with the Legislative Research Commission. If approved, the revisions to the regulation will take effect fall 2012.

ACTION: The staff recommends that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020, Guidelines for Admission to the State-supported Postsecondary Education Institutions in Kentucky.

High school graduation requirements for the graduating class of 2012 were revised by the Kentucky Department of Education in 2008 to include mathematics every year a student is in high school, including algebra I and II and geometry. Based on these changes, staff proposes that the state's precollege curriculum requirements in the Council's Admissions Regulation be simplified to align with the new graduation requirements.

Additionally, in 2011, the Council convened statewide content work teams representing the Kentucky Community and Technical College System, all public universities, and the Kentucky Department of Education to develop a set of college readiness indicators and learning outcomes for readiness programming that all public postsecondary institutions have agreed to use. The common set of college readiness indicators allow for a unified statement about college readiness based on test scores that are transferable from one campus to another. These indicators also allow for the full implementation of the SB 1 Unified Strategy for College and Career Readiness intervention programming in high school and for intervention programming through adult education programs.

The college and career readiness content standards, incorporated into the learning outcomes for developmental, transitional, and supplemental coursework, allow students to transfer that coursework from one public postsecondary institution to another without the need for additional testing or remediation, saving students time and costs in earning a degree.

Finally, the revision includes a statement from the transfer statute, KRS164.2951 Section 2, directing public universities to give priority admission to in-state associate of arts and associate of science transfer students meeting university admission criteria over out-of-state student applicants. The revised regulation incorporates the recommended changes.

Staff preparation by Sue Cain

College Readiness Indicators ^{1,2}

Beginning fall 2012, all public postsecondary institutions in Kentucky will use the following benchmarks as college readiness indicators. Upon admission to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Readiness Score Area	ACT Score	SAT Score	COMPASS	KYOTE
English (Writing)	English 18 or higher	Writing 430 or higher	Writing 74 or higher ^{3,4}	6 or higher ⁵
Reading	Reading 20 or higher	Critical Reading 470 or higher	Reading 85 or higher ⁶	20 or higher
Mathematics (General Education, Liberal Arts Courses)	Mathematics 19 or higher	Mathematics 460 or higher	Algebra Domain 36 or higher ⁷	College Readiness Mathematics 22 or higher
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	Algebra Domain 50 or higher ⁸	College Algebra 14 or higher ⁹
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	NA ¹⁰	Calculus TBA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or a general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. A COMPASS or KYOTE placement test score will be guaranteed as an indicator of college readiness for 12 months from the date the placement exam is administered.
3. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
4. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
5. A common rubric will be used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a general education course, typically in the social sciences.
8. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.
9. For the 2011-12 school year a KYOTE College Readiness Mathematics Placement score of 27 or higher will be used to indicate readiness for College Algebra. For the 2012-13 and beyond, only the KYOTE College Algebra placement test score of 14 or higher will be used to indicate readiness for College Algebra.
10. There is not a COMPASS or Asset indicator for Calculus readiness.

By fall 2012, the following learning outcomes will be included in developmental, transitional, and supplemental coursework and intervention programming supporting college readiness.

WRITING

Transitional, developmental, and supplemental education writing courses objectives:

1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience.
4. Develop and strengthen writing through the recursive processes of planning, drafting, revising, editing, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences.

Courses from public postsecondary institutions that meet the writing readiness learning outcomes:

KCTCS—ENC 091

Eastern Kentucky University—ENG 095

Kentucky State University—ENG 099

Morehead State University—ENG 099

Murray State University—ENG 100

Northern Kentucky University—ENGD 090

Western Kentucky University—DENG 055

University of Kentucky

University of Louisville

READING

Transitional, developmental, and supplemental education reading courses objectives:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Read and comprehend texts independently and proficiently.

Courses from public postsecondary institutions that meet the reading readiness learning outcomes:

KCTCS—RDG 030 or CMS 185 or RDG 041
Eastern Kentucky University—ENR 095 or ENR 116
Kentucky State University—ENG 103
Morehead State University—EDEL 097
Murray State University—REA 100
Northern Kentucky University—RDG 091 or RDG 110
Western Kentucky University—DRDG 080 or LTCY 199
University of Kentucky
University of Louisville—GEN 105

MATHEMATICS FOR THE LIBERAL ARTS

Transitional, developmental, and supplemental education mathematics courses objectives for a liberal arts mathematics course:

1. Perform exact arithmetic calculations involving fractions, decimals and percents.
2. Simplify and evaluate algebraic expressions using the order of operations.
3. Use the properties of integer exponents and rational exponents of the form $1/n$.
4. Calculate and solve applied problems of the perimeter, circumference, area, volume, and surface area.
5. Solve proportions.
6. Determine the slope of a line given two points, its graph, or its equation; determine an equation of a line given two points or a point and slope.
7. Solve and graph linear equations and inequalities in one and two variables.
8. Simplify square roots of algebraic and numerical expressions.
9. Solve systems of two linear equations in two variables.
10. Graph parabolas on the rectangular coordinate system.
11. Solve quadratic equations.
12. Factor the greatest common factor from a quadratic; factor simple trinomial of the form $ax^2 + bx + c$.
13. Add, subtract, and multiply polynomials with one or more variables.
14. Solve applied problems using the above competencies.
15. Recommendation for inclusion: Apply the concepts in the course to model and solve applications based on linear and quadratic functions.

Students successfully completing the liberal arts mathematics course may need to complete an additional transitional course to prepare for college algebra.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for a liberal arts mathematics course:

KCTCS—MAT 120

Eastern Kentucky University—MAT 095

Kentucky State University—MAT 096

Morehead State University—MATH 091

Murray State University—MAT 100

Northern Kentucky University—MAHD 095

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

COLLEGE ALGEBRA

Transitional, developmental, and supplemental education mathematics courses objectives for college algebra:

1. Add, subtract, multiply, and divide polynomials.
2. Factor polynomials including finding the greatest common factor, using grouping, recognizing special products, and factoring general trinomials.
3. Use the properties of rational exponents.
4. Add, subtract, multiply, and divide rational expressions.
5. Solve quadratic equations using factoring, completing the square, and the quadratic formula.
6. Solve polynomial and rational equations.
7. Solve systems of linear equations in two unknowns.
8. Solve absolute value equations and solve and graph absolute value inequalities.
9. Solve and graph linear equations and inequalities in one or two variables.
10. Solve equations with radicals.
11. Introduce complex numbers.
12. Evaluate real numbers raised to rational exponents and simplify expressions containing rational exponents.
13. Convert expressions with rational exponents to radical form and vice versa.
14. Understand the concept of slope, how it relates to graphs, and its relation to parallel and perpendicular lines.
15. Determine an equation of a line given two points, a point, and slope, a point and a parallel or perpendicular line.
16. Determine whether a given correspondence or graph represents a function.
17. Evaluate functions and find the domains of polynomial, rational, and square root functions.
18. Graph parabolas by finding the vertex and axis of symmetry and plotting points.
19. Apply the concepts in the course to model and solve applications based on linear, quadratic, and exponential functions.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for college algebra:

KCTCS—MAT 120

Eastern Kentucky University—MAT 097 or MAT 098

Kentucky State University—MAT 097

Morehead State University—MATH 093

Murray State University—MAT 105

Northern Kentucky University—MAHD 099

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

8	An "8 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and clarifying elaboration/examples. Clear organization is apparent through paragraphs and transition signals with strong topic sentences and a strong closing passage. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates an advanced vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure. verb and pronoun use, punctuation. spelling, and capitalization), are minimal and do not hamper communication.
7	A "7 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and fairly helpful elaboration/examples. Clear organization is apparent through paragraphs and transition signals. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates a strong vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure. verb and pronoun use, punctuation. spelling, and capitalization), are minimal and do not hamper communication.
6	A "6 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details. Clear organization is apparent through paragraphs and transition signals. Sentence structure is overall fluent and coherent. Word choice is mostly accurate and demonstrates an appropriate vocabulary. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
5	A "5 paper" offers clear, approach to the assigned topic and supports the approach with details of varying quality. Organization is apparent through paragraphs and transition signals. Sentence structure is fairly fluent and coherent. Word choice is mostly accurate. Word choice is mostly accurate. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
4	A "4 paper" offers a somewhat clear approach to the assigned topic and moderately supports the approach. Organization is mostly apparent through paragraphs and some transition signals. Sentence structure is fairly fluent and coherent. Word choice is sometimes vague. There are likely to be proofreading mistakes and occasional errors in standard written English, but these, while noticeable, do not significantly hamper communication.
3	A "3 paper" offers an approach to the topic, but support may be inadequate or weakly organized. Sentence structure may have lapses from coherence and fluency. Word choice is sometimes vague. There are likely to be proofreading mistakes and some errors in standard written English, but these, while noticeable, do not significantly hamper communication.
2	A "2 paper" may lack a clear approach to the topic, or it may offer inadequate or unorganized support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that may interfere with communication.
1	A "1 paper" may appear to lack an understanding of the topic or may fail to approach the topic with relevant support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that are likely to interfere with communication.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 **13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions**
4 **in Kentucky.**

5 RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, [~~164.011,~~] 164.020[~~(3),~~] (5), (8),
6 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to set the
9 minimum qualifications for admission to the state-supported postsecondary education institutions. It is the
10 intent of the council that all prospective students have available to them an opportunity for postsecondary
11 education appropriate to their interests and abilities. This administrative regulation establishes the
12 minimum qualifications related to admission at state-supported postsecondary education institutions. [~~The~~
13 ~~college readiness standards established in this administrative regulation shall not release institutions from~~
14 ~~the requirements contained in 13 KAR 2:060, degree program approval; equal opportunity goals.]~~

15 Section 1. Definitions. (1) "Adult learner [~~student~~]" means a student who is twenty-one (21) years of
16 age or older.

1 (2) "Certified, nonpublic school" means a Kentucky non-public school that has voluntarily agreed to
2 comply with the Kentucky Board of Education curriculum and textbook standards, received accreditation
3 by an agency approved by the Kentucky Board of Education, been recommended for certification by the
4 Kentucky Non-Public School Commission, and had the recommended certification approved by the
5 Kentucky Board of Education.

6 (3) "Council" is defined by KRS 164.001(8).

7 (4) [(3)] "Developmental course" means a college or university class or section that prepares a student
8 for college-level study and does not award credit toward a degree.

9 (5) [(4)] "Institution" [~~or "institutions"~~] means a state-supported postsecondary education institution as
10 defined in KRS 164.001(12).

11 (6) [(5)] "KCTCS" means the Kentucky Community and Technical College System as defined in KRS
12 164.001(13).

13 (7) "Pre-college curriculum" means the Kentucky high school graduation requirements or other
14 approved course of study established in 704 KAR 3:303, and two units of a single world language.

15 (8) "Student eligible to pursue a GED®" means a student who has met the federal ability to benefit
16 guidelines.

17 (9) "Supplemental course or program" means a college or university class, additional class hours,
18 tutoring, or mentoring beyond that required for a student who meets the system-wide standards for
19 readiness.

1 ~~(10)~~ [(6)] "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English,
2 nineteen (19) in mathematics, or twenty (20) in reading.

3 Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-
4 supported University [~~Students~~]. (1)(a) Except as provided by paragraph (b) of this subsection, an
5 applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported
6 university [~~seeking to enter a community and technical college~~] shall have fulfilled the minimum
7 requirements for admission to a baccalaureate degree program [~~degree program established by the~~
8 ~~Kentucky Community and Technical College System consistent with this administrative regulation~~] if the
9 applicant has met the admission criteria established by the institution and:

10 [~~1. Graduated from a public high school or a certified nonpublic high school; or~~

11 ~~2. Earned a high school general equivalency diploma (GED).~~

12 ~~(b) The Kentucky Community and Technical College System may choose to exempt students who are~~
13 ~~eligible to pursue a GED from the requirements of paragraph (a) of this subsection if the KCTCS~~
14 ~~publishes the exemption policy in the student catalog.~~

15 ~~(c) An applicant to a community college type program at a university shall:~~

16 ~~1. Satisfy the minimum requirements for admission to a two (2) year degree program established by~~
17 ~~the admitting institution consistent with this administrative regulation; and~~

18 ~~2. Take the ACT Assessment.~~

1 ~~(2)(a) Except as provided in paragraph (b) of this subsection, an applicant shall have fulfilled the~~
2 ~~minimum requirements for admission to a baccalaureate program at a university if the applicant has:]~~

- 3 1. Graduated from a public high school or a certified non-public high school;
- 4 2. Completed the pre-college curriculum ~~[established in Section 3 of this administrative regulation];~~
- 5 and
- 6 3. Taken the ACT Assessment.

7 (b) An applicant who has earned a high school general equivalency diploma (GED®) ~~[(GED)]~~ or who
8 is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall
9 have fulfilled the requirements for admission ~~[may be admitted]~~ to a baccalaureate program ~~[at a~~
10 ~~university]~~ by meeting the admission criteria established by a university, in writing, and by taking the
11 ACT Assessment and by scoring at levels established by the university.

12 (c) ~~[(3)]~~ Notwithstanding the provisions of paragraphs (a) and (b) of subsection[s] (1) [and (2)] of this
13 section, a university may substitute the SAT for the ACT Assessment. A university may substitute the
14 ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or
15 ACCUPLACER Testing Program ~~[may be substituted]~~ for the ACT Assessment requirement for an adult
16 learner~~[student]~~.

17 (d) Provide that KCTCS graduates of approved associate of arts and associates of science programs
18 shall receive priority for admission to a state public university over out-of-state students if they meet the
19 same admission criteria (KRS 164.2951, Section 2).

1 ~~[(4) An institution shall establish a written policy for admitting a student if an applicant has attended a~~
2 ~~noncertified or nonpublic high school and completed a course of study. Noncertified nonpublic schools~~
3 ~~shall include a home school.]~~

4 (2) [(5)] A non-resident ~~[seeking admission to a baccalaureate degree program at a university]~~ shall
5 have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university
6 if the applicant has met the admission criteria established by the institution and [complete]:

7 (a) ~~[The ACT recommended college core courses for the precollege curriculum which are listed in the~~
8 ~~Benefits of a High School Core Curriculum, ACT 2006; or~~

9 ~~(b)]~~ Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum;
10 and

11 (b) Taken the ACT Assessment or the SAT Assessment [established in Section 3 of this administrative
12 regulation].

13 (3) [(6)](a) A university may ~~[, under extenuating circumstances,]~~ admit a student who has not met the
14 testing requirements of subsection (1) [(2)](a)3 or (2)(b) of this section if the university has a written
15 policy defining the [extenuating] circumstances that require the testing be delayed.

16 (b) ~~[If]~~ A university admitting a student under paragraph (a) of this subsection, ~~[the student]~~ shall
17 satisfy the provisions of subsection (1) [(2)](a)3 or (2)(b) of this section during the first semester of
18 enrollment.

19 (4) The requirement to complete the pre-college curriculum shall apply to:

1 (a) A first-time university student pursuing a baccalaureate degree with or without a declared
2 major;

3 (b) A university student who is already enrolled and who is converting from non-degree status to
4 baccalaureate degree status;

5 (c) A student changing from certificate or associate degree status to baccalaureate degree status; or

6 (d) A student transferring from another institution who has been admitted to baccalaureate degree
7 status by a state-supported university.

8 (5) A university shall accept a waiver of a pre-college curriculum course if:

9 (a) A student is unable to complete the course because of a physical handicap;

10 (b) The school district superintendent or designee verifies that a student's handicapping condition
11 prevents the student from completing the course in question; and

12 (c) The student completes a course substituted by the local school in accordance with 704 KAR
13 3:305, Section 3(2).

14 (6) The requirement to complete the pre-college curriculum as set forth in Section 2(1)(a)2. shall
15 not apply to:

16 (a) An adult student;

1 (b) A student entering baccalaureate degree status with twenty-four (24) or more semester
2 credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a
3 4.00 scale;

4 (c) Active duty military personnel, their spouses, and their dependents;

5 (d) A student enrolled in a community or technical college or a community college type program
6 at a university;

7 (e) A non-resident student subject to the provisions of subsection (2) of this section; or

8 (f) An international student.

9 (7) A university may establish, in writing, additional admission criteria to supplement these
10 minimum requirements.

11 (8) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
12 ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early
13 admission shall be exempt from the requirement of meeting the pre-college curriculum as set forth in
14 subsection (2)(a)2.

15 (9) A university may admit a person who does not meet the entrance requirements established in
16 this section, for the purpose of enrolling in a college course or courses as a non-degree student.

17 (10) A state-supported university who admits a student in an associate or baccalaureate degree
18 program and who does not meet the system-wide readiness standards for English, mathematics, and
19 reading shall use a placement exam to place a student in the proper course. If a student scores below the

1 system-wide standard of readiness in English, mathematics, and reading as outlined in the College
2 Readiness Indicators document incorporated by reference, a university shall place the student in an:

3 (a) Appropriate developmental course in the relevant discipline within two semesters following a
4 student's initial enrollment; or

5 (b) Appropriate entry-level college course within two semesters following a student's initial
6 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
7 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
8 entry-level course.

9 (11)(a) A student shall not be required to enroll in a developmental or supplemental course in
10 English if the student has:

11 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

12 2. Met an English benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Successfully completed a high school English transitional course or intervention program and
15 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

16 4. Successfully completed a developmental or supplemental English course at a public
17 postsecondary education institution where the course meets the system-wide learning outcomes identified
18 in the College Readiness Indicators document.

1 (b) A student shall not be required to enroll in a developmental or supplemental mathematics
2 course if the student is enrolling in a liberal arts mathematics course, and has:

3 1. A sub-score on the ACT Assessment of nineteen (19) or higher;

4 2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness
5 Indicators document;

6 3. Successfully completed a high school mathematics transitional course or intervention program
7 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course
8 outlined in the College Readiness Indicators document; or

9 4. Successfully completed a developmental or supplemental mathematics course at a state-
10 supported postsecondary education institution that meets the system-wide learning outcomes identified in
11 the College Readiness Indicators document.

12 (c) A student shall not be required to enroll in a developmental or supplemental course in college
13 algebra if the student has:

14 1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

15 2. Met a college algebra mathematics benchmark placement score outlined in the College
16 Readiness Indicators document;

17 3. Successfully completed a developmental or supplemental mathematics course at a state-
18 supported postsecondary education institution that meets the system-wide learning outcomes for college
19 algebra identified in the College Readiness Indicators document.

1 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
2 if the student has:

3 1. A sub-score on the ACT Assessment of twenty (20) or higher;

4 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
5 document;

6 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
7 institution;

8 4. Successfully completed a high school reading transitional course or intervention program and
9 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
10 document; or

11 5. Successfully completed a developmental or supplemental reading course at a state-supported
12 postsecondary education institution that meets the system-wide learning outcomes identified in the
13 College Readiness Indicators document.

14 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
15 be permitted to enroll in a credit-bearing calculus course.

16 (f) A student who demonstrates a level of competence by achieving the standards established in
17 the College Readiness Indicators document, and by achieving the scores contained in sub-section (11) (a)
18 through (e) shall be guaranteed placement in credit-bearing course work.

1 (12) An adult student who has been admitted without taking the ACT Assessment or the SAT
2 may be placed into an appropriate course based on the following tests:

3 (a) The ACT Residual Test

4 (b) The ASSET Testing Program;

5 (c) The COMPASS Testing Program;

6 (d) The KYOTE Testing Program;

7 (e) The ACCUPLACER Testing Program; or

8 (f) An institutional placement test.

9 (13) An institution shall be responsible for determining the remediation required including the
10 number of developmental courses required.

11 (14) An institution shall enroll a student who scores below the state-wide readiness standards in
12 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
13 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
14 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
15 appropriate course requiring college-level reading skills.

16 (15) A university shall report to the Council data that monitors the performance of first-time
17 students in developmental and entry-level courses. The core elements of the first-time student
18 performance monitoring system shall include:

- 1 (a) ACT or SAT scores;
- 2 (b) institutional placement exam results;
- 3 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
4 supplementary academic support provided; and
- 5 (d) Trades in developmental entry-level courses.

6 Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the
7 Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b)
8 of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community
9 and technical college degree program established by the Kentucky Community and Technical College
10 System if the applicant has:

- 11 (a) Graduated from a public high school or certified non-public high school; or
 - 12 (b) Earned a general equivalency diploma (GED®)
- 13 (2) An applicant who has earned a high school general equivalency diploma (GED®) or who is a
14 graduate of a Kentucky based non-certified non-public high school, including a home school, shall have
15 fulfilled the requirements for admission to a community or technical college by meeting the admission
16 criteria established by KCTCS, in writing.
- 17 (3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b)
18 pursuant to a written policy published by KCTCS.

1 (4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
2 ACT Assessment score, and social maturity, may be granted early admission without meeting the
3 requirements of subsection (1)(a) and (b).

4 (5) KCTCS may admit a person who does not meet the entrance requirements established in this
5 section, for the purpose of enrolling in a college course or courses as a non-degree student.

6 (6) KCTCS, in admitting a student to a degree program who does not meet the system-wide
7 readiness standards for English, mathematics, and reading, shall use a placement exam to place a student
8 in the proper course. If a student scores below the system-wide standard of readiness in English,
9 mathematics, and reading as outlined in the College Readiness Indicators document incorporated by
10 reference, the institution shall place the student in an:

11 (a) Appropriate developmental course or adult education course of study in the relevant discipline
12 within two semesters following a student's initial enrollment; or

13 (b) Appropriate entry-level college course within two semesters following a student's initial
14 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
15 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
16 entry-level course.

17 (7)(a) A student shall not be required to enroll in a developmental or supplemental course in
18 English if the student has:

19 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

1 2. Met an English benchmark placement score outlined in the College Readiness Indicators
2 document;

3 3. Successfully completed a high school English transitional course or intervention program and
4 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

5 4. Successfully completed a developmental or supplemental English course at a state-supported
6 postsecondary education institution where the course meets the system-wide learning outcomes identified
7 in the College Readiness Indicators document.

8 (b) A student shall not be required to enroll in a developmental or supplemental mathematics
9 course if the student is enrolling in a liberal arts mathematics course, and has:

10 1. A sub-score on the ACT Assessment of nineteen (19) or higher;

11 2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness
12 Indicators document;

13 3. Successfully completed a high school mathematics transitional course or intervention program
14 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course
15 outlined in the College Readiness Indicators document; or

16 4. Successfully completed a developmental or supplemental mathematics course at a state-
17 supported postsecondary education institution that meets the system-wide learning outcomes identified in
18 the College Readiness Indicators document.

1 (c) A student shall not be required to enroll in a developmental or supplemental course in college
2 algebra if the student has:

3 1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

4 2. Met a college algebra mathematics benchmark placement score outlined in the College
5 Readiness Indicators document;

6 3. Successfully completed a developmental or supplemental mathematics course at a state-
7 supported postsecondary education institution that meets the system-wide learning outcomes for college
8 algebra identified in the College Readiness Indicators document.

9 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
10 if the student has:

11 1. A sub-score on the ACT Assessment of twenty (20) or higher;

12 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
15 institution;

16 4. Successfully completed a high school reading transitional course or intervention program and
17 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
18 document; or

1 5. Successfully completed a developmental or supplemental reading course at a state-supported
2 postsecondary education institution that meets the system-wide learning outcomes identified in the
3 College Readiness Indicators document.

4 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
5 be permitted to enroll in a credit-bearing calculus course.

6 (f) A student who demonstrates a level of competence by achieving the standards established in
7 the College Readiness Indicators document, and by achieving the scores contained in sub-section (7) (a)
8 through (d) shall be guaranteed placement in credit-bearing course work.

9 (8) An adult student who has been admitted without taking the ACT Assessment or the SAT may
10 be placed into an appropriate course based on the following tests:

11 (a) The ACT Residual Test;

12 (b) The ASSET Testing Program;

13 (c) The COMPASS Testing Program;

14 (d) The KYOTE Testing Program;

15 (e) The ACCUPLACER Testing Program; or

16 (f) An institutional placement test.

17 (9) An institution shall be responsible for determining the remediation required including the
18 number of developmental courses required.

1 (10) An institution shall enroll a student who scores below the state-wide readiness standards in
2 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
3 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
4 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
5 appropriate course requiring college-level reading skills.

6 (11) KCTCS may exempt students enrolled in selected certificate and diploma programs from an
7 assessment and placement in English, mathematics, and reading. The list of certificate and diploma
8 programs that exempt students from the required assessment and placement shall be published by KCTCS
9 in the student catalog.

10 (12) KCTCS shall report to the Council data that monitors the performance of first-time students
11 in developmental and entry-level courses. The core elements of the first-time student performance
12 monitoring system shall include:

13 (a) ACT or SAT scores;

14 (b) Institutional placement exam results;

15 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
16 supplementary academic support provided; and

17 (d) Trades in developmental entry-level courses.

18 ~~[Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an institution shall~~
19 ~~complete twenty-two (22) or more approved high school units including the following courses in the~~

1 ~~precollege curriculum. The precollege curriculum established in this section shall include the following~~
2 ~~categories and courses of study:~~

3 ~~(a) Four (4) units of high school study in English/language arts, specifically including English I,~~
4 ~~English II, English III, and English IV or AP English;~~

5 ~~(b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high school~~
6 ~~study in mathematics, including Algebra I, Algebra II, and Geometry.~~

7 ~~1. An integrated, applied, interdisciplinary, or technical/occupational course may be substituted for a~~
8 ~~traditional Algebra I, Geometry, or Algebra II course if the course meets the appropriate content standards~~
9 ~~described in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

10 ~~2. A mathematics course whose content is more rigorous than Algebra I shall be accepted as a~~
11 ~~substitute for Algebra I.~~

12 ~~3. An Algebra I course taken prior to high school shall be counted as a required mathematics course if~~
13 ~~the academic content of the course is at least as rigorous as the appropriate high school algebraic thinking~~
14 ~~standards outlined in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

15 ~~(c) Three (3) units of high school study in science, to include physical science, life science, and earth~~
16 ~~and space science. At least one (1) unit shall be a laboratory course;~~

17 ~~(d) Three (3) units of high school study in social studies, from the following content areas: United~~
18 ~~States history, economics, government, world geography, and world civilization;~~

19 ~~(e) One half (1/2) unit in health education;~~

- 1 ~~(f) One half (1/2) unit in physical education;~~
- 2 ~~(g) One (1) unit in history and appreciation of visual and performing arts; and~~
- 3 ~~(h) Two (2) units in the same foreign language unless:~~
- 4 ~~1. The applicant's local school has diagnosed the student as having a learning disability as set forth in~~
- 5 ~~KRS 157.200 and 707 KAR 1:310; and~~
- 6 ~~2. Either:~~
- 7 ~~a. The school has determined that the learning disability precludes the student from successfully~~
- 8 ~~completing a foreign language course; or~~
- 9 ~~b. The applicant demonstrates linguistic competence and awareness of a foreign language at least~~
- 10 ~~equivalent to two (2) years of high school language.~~
- 11 ~~(2) In addition to the requirements of subsection (1) of this section, a student shall take five (5)~~
- 12 ~~electives. Three (3) of the five (5) electives shall be courses with academic content that is at least as~~
- 13 ~~rigorous as that required in the minimum high school graduation requirements and shall be in the~~
- 14 ~~following areas of study:~~
- 15 ~~(a) Social studies;~~
- 16 ~~(b) Science;~~
- 17 ~~(c) Mathematics;~~
- 18 ~~(d) English/language arts;~~

1 ~~(e) Arts and humanities;~~

2 ~~(f) Physical education and health. A student shall be limited to one half (1/2) unit as an elective in~~
3 ~~physical education and to one half (1/2) unit in health;~~

4 ~~(g) Foreign language; or~~

5 ~~(h) Agriculture, industrial technology education, business education, marketing education, family and~~
6 ~~consumer sciences, health sciences, technology education and career pathways.~~

7 ~~(3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for a course~~
8 ~~listed in subsections (1) or (2) of this section, if the substituted course offers the same or greater academic~~
9 ~~rigor and the course covers or exceeds the minimum required content.~~

10 ~~(b) Integrated mathematics courses shall be taken as a sequence. A student shall choose either the~~
11 ~~algebra/geometry sequence or the integrated mathematics sequence.~~

12 ~~(c) An approved substitute course may include an honors course, advanced placement course, dual~~
13 ~~credit course, or a course taken at an institution.~~

14 ~~(4) An institution may establish additional requirements to supplement this minimum academic~~
15 ~~preparation.~~

16 ~~(5)(a) An institution shall accept a waiver of a required precollege curriculum course if:~~

17 ~~1. A student is unable to complete a course because of a physical handicap; and~~

1 ~~2. The school district superintendent or designee verifies that a student's handicapping condition~~
2 ~~prevents the student from completing the course in question.~~

3 ~~(b) Following a determination that a student is unable to complete a course based upon paragraph (a)~~
4 ~~of this subsection, a local school may substitute another course in accordance with 704 KAR 3:305,~~
5 ~~Section 3(2).~~

6 ~~(6) An institution shall determine whether an applicant has met these minimum academic preparation~~
7 ~~requirements.~~

8 ~~(7) The precollege curriculum requirement shall apply to:~~

9 ~~(a) A first-time student pursuing a baccalaureate degree with or without a declared major;~~

10 ~~(b) A student converting from nondegree status to baccalaureate degree status;~~

11 ~~(c) A student changing from certificate or associate degree level to baccalaureate degree level; or~~

12 ~~(d) A student who, transferring from another institution, has been admitted to baccalaureate degree~~
13 ~~status by the receiving institution.~~

14 ~~(8) The following shall be exempted from the requirements of the precollege curriculum:~~

15 ~~(a) An adult student;~~

16 ~~(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours~~
17 ~~applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00 scale;~~

18 ~~(c) Active duty military personnel, their spouses, and their dependents;~~

1 ~~(d) A student enrolled in a community or technical college or a community college type program at a~~
2 ~~university;~~

3 ~~(e) A nonresident student because he or she is subject to the provisions of Section 2(5) of this~~
4 ~~administrative regulation; or~~

5 ~~(f) An international student.~~

6 ~~Section 4. Conditional Admissions Qualifications. (1) A university shall have the option of admitting~~
7 ~~conditionally a first time student applicant to a baccalaureate degree program who has not met the~~
8 ~~requirements of Section 3 of this administrative regulation. A first time student admitted conditionally~~
9 ~~shall remove or otherwise satisfy academic deficiencies in a manner and time period established by the~~
10 ~~enrolling institution.~~

11 ~~(2) An institution enrolling students in a baccalaureate degree program under the conditional~~
12 ~~admission provisions in subsection (1) of this section shall admit conditionally each academic term not~~
13 ~~more than five (5) percent of a base figure. The base figure shall be the average number of students~~
14 ~~reported as enrolled with baccalaureate degree status over the preceding four (4) years.~~

15 ~~(3) Although not subject to the precollege curriculum for admission purposes, the precollege~~
16 ~~curriculum status of students enrolled in a community college type program in a university shall be~~
17 ~~assessed and reported to the Council on Postsecondary Education.~~

18 ~~(4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high~~
19 ~~ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early~~

1 admission by an institution shall be exempt from the provisions of Sections 2 and 3 of this administrative
2 regulation.

3 ~~(5) At the discretion of the institution, a person who does not meet college entrance requirements,
4 including high school students, may enroll in a college course as a nondegree student.]~~

5 Section (4) ~~[5]~~. Transfer Students. (1) The council's General Education Transfer Policy and
6 Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the
7 acceptance of transfer credits.

8 (2) An institution shall assure that a transferring student receives academic counseling concerning the
9 transfer of credit among institutions.

10 (3) A university or the KCTCS ~~[An institution]~~, consistent with the provisions of subsection (1) of
11 this section, shall accept a student's college credit earned when a course is taken both for high school
12 credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as
13 credit earned in any other college course.

14 ~~[Section 6. Assessment and Placement of Students. (1) The Kentucky Statewide Public Postsecondary
15 Placement Policy in English and Mathematics shall apply to:~~

16 ~~(a) A first time student enrolled in an associate or baccalaureate degree program or a certificate or
17 diploma program at an institution;~~

18 ~~(b) A student who transfers from a degree program at one (1) institution into a degree program at
19 another institution and who has not taken and successfully passed college level courses in mathematics
20 and English;~~

1 ~~(c) A student who transfers from a certificate or diploma program into a degree program and who has~~
2 ~~not taken and successfully passed college level courses in mathematics and English; or~~

3 ~~(d) A student converting from nondegree status to degree status who has not taken and successfully~~
4 ~~passed college level courses in mathematics and English.~~

5 ~~(2) A nondegree seeking student shall be exempt from systemwide mandatory assessment and~~
6 ~~placement policies.~~

7 ~~(3) Except as provided in subsection (11) of this section, an institution shall use the ACT Assessment~~
8 ~~to evaluate student competencies in mathematics, English, and reading. An institution may accept scores~~
9 ~~on the SAT in lieu of the ACT Assessment for placement in college level courses.~~

10 ~~(4) If a student is determined to have not met the systemwide standards for readiness, an institution~~
11 ~~shall use a placement exam to help place the student in the proper course.~~

12 ~~(5) An institution shall place a student who scores below the systemwide standard in mathematics,~~
13 ~~English, or reading in an:~~

14 ~~(a) Appropriate developmental course in the relevant discipline; or~~

15 ~~(b) Entry level college course, if the course offers supplementary academic support, such as extra~~
16 ~~class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually~~
17 ~~associated with an entry level course.~~

1 ~~(6) Effective with the fall semester of 2010, an institution shall satisfy the provisions of subsection (5)~~
2 ~~of this section by placing a student in the appropriate developmental course or entry level college course~~
3 ~~within the first two (2) academic terms that a student is enrolled.~~

4 ~~(7)(a) A student shall not be required to enroll in a developmental course in English if the student has~~
5 ~~a sub score on the ACT Assessment of eighteen (18) or higher in English. The student shall be permitted~~
6 ~~to enroll in a credit bearing writing course.~~

7 ~~(b) A student shall not be required to enroll in a developmental course in Mathematics if the student~~
8 ~~has a subscore on the ACT Assessment of nineteen (19) or higher in Mathematics.~~

9 ~~1. A student who scores between nineteen (19) and twenty one (21) shall be permitted to enroll in a~~
10 ~~credit bearing mathematics course.~~

11 ~~2. A student who scores twenty two (22) through twenty six (26) on the ACT Assessment in~~
12 ~~Mathematics shall be permitted to enroll in a credit bearing algebra course.~~

13 ~~3. A student who scores twenty seven (27) or higher on the ACT Assessment in Mathematics shall be~~
14 ~~permitted to enroll in a credit bearing calculus course.~~

15 ~~(c) A student who has been admitted to an institution and who demonstrates a level of competence by~~
16 ~~achieving the standards established in the Kentucky Statewide Public Postsecondary Placement Policy in~~
17 ~~English and Mathematics, which is incorporated by reference, and by achieving the scores contained in~~
18 ~~paragraph (a) or (b) of this subsection shall be guaranteed placement in credit bearing coursework.~~

19 ~~(8) An adult student who has been admitted without the ACT Assessment test or the SAT may be~~
20 ~~placed into an appropriate course using:~~

1 ~~(a) The ACT Residual Test;~~

2 ~~(b) The ASSET Testing Program;~~

3 ~~(c) The COMPASS Testing Program;~~

4 ~~(d) The ACCUPLACER Testing Program; or~~

5 ~~(e) An institutional placement test.~~

6 ~~(9) An institution shall be responsible for determining the remediation required including the number~~
7 ~~of developmental courses required, if necessary.~~

8 ~~(10) Effective with the fall semester of 2010, an institution shall enroll a student who scores below the~~
9 ~~statewide standards in an appropriate developmental or entry level course until readiness for credit-~~
10 ~~bearing courses has been demonstrated. An institution shall ensure that a student who completes a~~
11 ~~developmental or supplemental course shall enroll in a credit bearing course in that subject or discipline,~~
12 ~~or in the case of reading, appropriate course work requiring college level reading skills.~~

13 ~~(11)(a) KCTCS shall select campus placement tests for the community and technical colleges that~~
14 ~~assess mathematics, English, and reading skills.~~

15 ~~(b) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appropriate~~
16 ~~developmental course.~~

17 ~~(12) KCTCS shall place a degree-seeking student who scores below the systemwide standard in~~
18 ~~mathematics, English, or reading in an:~~

1 ~~(a) Appropriate developmental course in the relevant discipline; or~~

2 ~~(b) Entry level college course if the course offers supplementary academic support, such as extra class~~
3 ~~sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually~~
4 ~~associated with an entry level course.~~

5 ~~(13) KCTCS may exempt students enrolled in selected certificate and diploma programs from an~~
6 ~~assessment and placement in mathematics, English, and reading. The list of certificate and diploma~~
7 ~~programs that exempt students from the required assessment and placement in mathematics, English, and~~
8 ~~reading shall be published by KCTCS in the student catalog.~~

9 ~~(14) an institution shall report to the council data that monitors the performance of first time students~~
10 ~~in developmental and entry level courses. The core elements of the first time students performance~~
11 ~~monitoring system shall include, as appropriate:~~

12 ~~(a) ACT or SAT scores;~~

13 ~~(b) Institutional placement exam results;~~

14 ~~(c) Information that identifies whether a course is developmental, entry level, or entry level with~~
15 ~~supplementary academic support provided; and~~

16 ~~(d) Grades in developmental and entry level courses.]~~

17 Section 4 [7]. Incorporation by Reference. (1) The following material is incorporated by reference:

18 (a) "General Education Transfer Policy and Implementation Guidelines", 2004, Council on
19 Postsecondary Education;

1 (b) College Readiness Indicators, 2010~~["Benefits of a High School Core Curriculum", 2006, ACT;~~
2 ~~and~~

3 ~~(c) "Kentucky Statewide Public Postsecondary Placement Policy in English and Mathematics", 2004.]~~

4 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the
5 Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky,
6 Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 26 at 10:00 a.m. local time at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until August 1, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Dr. Sue Cain, Coordinator
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 320
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 254
Fax: 502.573.1535
Email: sue.cain@ky.gov

**Council on Postsecondary Education
June 10, 2011**

**Education Specialist Degree in Educational Leadership
Northern Kentucky University**

ACTION: The staff recommends that the Council approve the specialist degree program in Educational Leadership at Northern Kentucky University.

This program for P-12 principal certification was developed after consultation with Wallace Foundation experts, other institutions in Kentucky, the Kentucky Department of Education, and the Kentucky Education Professional Standards Board. The program is based on the Kentucky Redesigned Principal Preparation Program guidelines 16 KAR 3:050.

The program will focus on the principal as an instructional leader and will replace the current Rank I program. It consists of 30 credit hours at the post-master's level and leads to Level I certification. The program's Advisory Council is comprised of superintendents, assistant superintendents, pupil personnel directors, P-12 principals and assistant principals, and NKU faculty. The Advisory Council co-designed each course, fieldwork assignment, and assessment.

The program requires a capstone experience in which students will conduct a year-long, school-based, action-research project that they will present and defend to a panel composed of faculty and the Advisory Council. Students will also be required to present the highlights of their capstone project to NKU faculty, Site Based Councils, and/or district level administrators.

NKU expects to graduate 40 students annually following the entry of the first cohort in fall 2011.

Staff preparation by Melissa Bell

**Council on Postsecondary Education
June 10, 2011**

General Education Transfer Policy Revisions

ACTION: The staff recommends that the Council approve the revisions to the General Education Transfer Policy.

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 General Education Taskforce comprised of faculty leaders was formed to align the learning outcomes for the statewide general education core transfer component over the past year. In addition, Council staff conducted transcript evaluations of transfer students' records at all 16 community and technical colleges and the eight public universities to better understand how the current General Education Transfer Policy has been implemented. The student learning outcomes and the transcript evaluation findings have resulted in revisions to the statewide General Education Transfer Policy (see attached).

The Statewide Transfer Committee and staff of the Kentucky Council on Postsecondary Education performed a review of state policy and implementation guidelines facilitating the transfer of credits between public colleges and universities in the Commonwealth. Revisions to the General Education Transfer Policy will be presented to the Council.

Staff preparation by Adina O'Hara

THE GENERAL EDUCATION TRANSFER POLICY AND IMPLEMENTATION GUIDELINES

**Eastern Kentucky University
Kentucky Community and Technical College System
Kentucky State University
Morehead State University
Murray State University
Northern Kentucky University
University of Kentucky
University of Louisville
Western Kentucky University**

Kentucky Council on Postsecondary Education

Revised June 2011
Effective Fall Semester 2012

The General Education Transfer Policy and Implementation Guidelines ~ Revised Policy 2012 ~

Introduction

The Statewide Transfer Committee and staff of the Kentucky Council on Postsecondary Education performed a review of state policy and implementation guidelines facilitating the transfer of credits between public colleges and universities in the Commonwealth. Through this process a series of recommendations for improvement of the statewide transfer policy and implementation guidelines were developed. The Council of Chief Academic Officers met April 2011 to discuss the policy, and they support these recommendations. Upon approval by the Council on Postsecondary Education (June 2011), the policy will take effect fall semester 2012. The Statewide Transfer Committee and the Statewide General Education Taskforce are charged with the implementation and annual review of the revised policy.

The following guidelines reflect approved updates to the General Education Transfer Policy and Implementation Guidelines (2004). The spirit of the original policy – emphasizing the professional integrity of all public institutions in the acceptance of general education coursework between institutions – remains a key element of the revised policy. The updated General Education Transfer Policy and Implementation Guidelines (2012) will be in effect for all students admitted for the fall semester 2012.

General Education Transfer Policy

KRS 164.2951(2) states, The Council on Postsecondary Education, in collaboration with the public universities and community and technical colleges, shall:

- (a) Facilitate the development and implementation of a statewide agreement for alignment of Kentucky Community and Technical College lower-division associate of arts and associate of science coursework that shall be accepted and fully credited to related bachelors degree programs by all public universities. The agreement shall specify the general education learning outcomes and program-specific prerequisite learning outcomes of the coursework. Where applicable curricula shall be reviewed to determine comparability of core content standards required under KRS164.302. The agreement shall direct that the associate of arts and associate of science coursework meeting the learning outcomes specified shall be accepted for transfer and degree credit, whether earned as individual courses or within block programs;*

- (h) Guarantee that, upon admission to a public university, graduates of an associate of arts or an associate of science degree program approved by the council in consultation with the public universities shall be deemed to have met all general education requirements;*

The General Education Transfer Policy outlines the purpose and guidelines for the transfer of general education across Kentucky's public postsecondary institutions. The purpose of the Kentucky General Education Transfer Policy is to:

- Emphasize aspects of general education requirements that are common among public institutions in Kentucky and encourages completion of approved AA/AS transfer programs.
- Promote the acceptability of general education credits as students transfer from one public institution to another.
- Enhance cooperation among institutions with respect to academic advising for undergraduates who plan to transfer from one public institution to another.

The policy requires a minimum of 30 unduplicated semester credit hours or the equivalent (may include a SACS justification for fewer hours) to meet the general education component of a baccalaureate degree. The core components of the policy include communication, arts and humanities, quantitative reasoning, natural sciences, and social and behavioral sciences, as outlined within the Statewide General Education Core.

Basic Assumptions and Principles

1. The transfer of general education credits is predicated on the acquisition of competencies in broad academic areas, rather than on a comparison of individual courses taken at one institution or another. The issue is not how particular general education courses at the sending institution match up with general education courses at the receiving institution, but how the competencies and student learning outcomes in various general education programs are similar to one another.
2. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education program.
3. Universities will recognize the completion of AA/AS transfer degrees (meeting all required transfer components) by admitting students to junior level standing and accepting the corresponding general education credits as meeting institution-wide lower-division general education requirements at the receiving institution. Students are encouraged to complete an AA/AS prior to transferring.
4. The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students should be aware of the admission requirements of the institution into which they intend to transfer.
5. The General Education Transfer Policy applies to students who transfer from one Kentucky public higher education institution to another Kentucky public higher education institution with the intention of completing their educational program at the receiving institution. Students who intend to transfer credits back to their home (degree-granting) institution may be required to obtain prior written approval from their home institution.

6. The general education requirements covered in this policy are not intended to fulfill general education requirements for particular majors. Requirements of a specific major will not be set aside by this policy. This is a most important distinction and should be noted by students and their advisors.
7. The transfer system at all institutions will include an audit process through which the sending institution will certify to the receiving institution the general education certification levels that have been completed by the student.
8. Close cooperation and communication among colleges and universities is essential for facilitating the transfer process for students and to enable the participating institutions to maintain timely and comprehensive information. Particular attention will be paid to academic advising on each campus and to interaction among campuses in order to inform students about the nuances of general education requirements at the various institutions.
9. Each receiving institution will provide a process for students to appeal decisions related to the transfer of general education credits.

Certification of General Education Blocks

There are three levels of general education certification. Each level is based on the number and category of courses taken (see Statewide General Education Core). Students can complete general education courses in categories (also referred to as blocks), as a core component, and as a complete general education program. Each level of certification is identified below.

1. **General Education Category Certified.** Students who have completed some but not all of the five categories in the Core Component will be “Category Certified” for purposes of transfer. Individuals in this situation must fulfill all of the remaining general education requirements of the receiving institution that have not been satisfied through “Category” certification.
2. **General Education Core Certified.** Students who have completed all of the categories – the core component – with a minimum of 30 unduplicated credit hours will be “Core Certified” for purposes of transfer. Individuals in this category must fulfill the remaining general education requirements of the receiving institution that have not been satisfied through the core component.
3. **General Education Fully Certified.** Students who have completed a general education program, with a minimum of 30 unduplicated semester credit hours or the equivalent (may include a SACS justification for fewer hours) which includes the core component and all additional institutional-specific general education courses, will be “General Education Fully Certified” for purposes of transfer. If the receiving institution’s general education program requires a sum of hours that is less than the total the student has taken at the sending institution, the excess hours will be accepted for transfer by the receiving institution and evaluated for application toward degree requirements. There may be graduation requirements beyond general education requirements that a student will need to complete (e.g., senior year capstone experiences).

STATEWIDE GENERAL EDUCATION CORE

(Effective Fall Semester 2012)

Pursuant to the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC) *Principles of Accreditation* Core Requirement, this policy requires a minimum of 30 unduplicated semester credit hours or the equivalent (may include a SACS justification for fewer hours) to meet the general education component of a baccalaureate degree. All student-learning outcomes in each category must be met through courses identified within each category.

Communications – 6-9 hours

Written Communications (WC)

Oral Communications (OC)

Each written or oral communication course must meet multiple student-learning outcomes,* including the student-learning outcome specific to written or oral communication.

Quantitative Reasoning (QR) – 3-6 hours

Each quantitative reasoning course must meet all the student-learning outcomes,* which reflect the possibility of courses from mathematics and/or statistics.

Arts and Humanities (AH) – 6-9 hours

Each of the Arts and Humanities courses must meet multiple student-learning outcomes.*

Natural Sciences (NS) – 3-7 hours

Each natural science course must meet all the student-learning outcomes.* At least one course must include a hands-on project using scientific principles whether offered in a lecture or laboratory setting (SL).

Social and Behavioral Sciences (SB) – 6-9 hours

At least two courses from different disciplines must be taken to meet all of the student-learning outcomes.*

CERTIFICATION LEVELS for FALL 2011:

General Education Category Certification:

Completed at least one but not ALL of the categories listed above.

General Education Core Certification:

Completed ALL of the categories listed above.

General Education Full Certification:

Completed ALL of the categories listed above PLUS any additional general requirements(s) of the sending institution.

* Student-learning outcomes are listed and described in the *Appendix*.

Institutional Responsibility

Preparing Students for Transfer

Advising. Advising at both sending and receiving institutions and an inter-institutional network are essential to the successful implementation of this transfer policy. Academic advisors and other institutional staff concerned with transfer should enforce and strengthen, if necessary, policies and procedures and should establish an inter-institutional communications link (e.g., through a statewide Web presence for easier communication among institutional staff addressing similar issues).

Sending and receiving institutions are to advise transferring students that general education certification does not set aside specific major or programmatic requirements where coursework may be used to satisfy both a general education requirement and another specific degree requirement (e.g., a course serves as satisfying both a general education requirement and a supporting course requirement). *13KAR2:020(5)(2)*

Publicity. The general education transfer policy and the courses that meet general education requirements should be easily accessible to students. The transfer policy should be included in each institution's catalog for easy reference. The general education transfer policy and the courses designated for completion of general education requirements will be reviewed annually by a subcommittee of the Statewide Transfer Committee and institutional representatives.

Certification of Transcripts. The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Fully Certified, Core Certified, Category Certified in general education, or if they have completed any of the coded general education courses (e.g., WC, OC, AH, QR, NS, SL, and SB) at their institution. If general education coursework has been earned at more than one public Kentucky institution, will conduct a comprehensive review for certification and must include certifications received from previous institutions. Transfer certifications will be processed for all students requesting a transcript to be sent to a Kentucky public postsecondary institution (excluding students requesting transcripts for application to master's, doctorate, or professional degree programs).

- a. If a public sending institution endorses the use of credits earned from a regionally accredited public or independent college or university for satisfying a general education requirement (category, core, or fully certified, or coded course), the receiving institution will accept this decision.
- b. If a public sending institution endorses the use of credits from a non-regionally accredited institution for satisfying a general education requirement (category, core, fully certified, or coded course), the certifying institution must have a policy stated in the undergraduate catalog regarding the acceptance of coursework in accordance with SACS standards and a process of assessment to ensure that certified coursework demonstrates that student learning outcomes for the statewide general education category have been met.

- c. The sending institution will indicate, either on the transcript or as an attachment to the transcript, whether the student is Fully Certified, Core Certified, Category Certified in general education or if they have completed any of the coded general education courses (e.g., WC, OC, AH, QR, NS, SL, and SB) at their institution.
- d. The sending institution will certify courses with satisfactory national exam scores listed in the “Kentucky Standard Acceptable Scores for National Exams” Table. *KRS 164.2951(2)(e)*

Receiving Transfer Students

Transfer Certification. Transfer certification from any KCTCS college or Kentucky public university will be accepted as documented and analyzed according to transfer policies. The receiving institution must review the transcript and notify the student of their remaining requirements within one semester of their admittance. This does not preclude an institution from evaluating the transcript for administrative errors.

- a. The receiving institution will accept the coded course (e.g., WC, OC, AH, QR, NS, SL, and SB) as meeting part of the requirement for the general education category associated with the code, unless the course has been determined to be equivalent and has a direct articulation to a course that fulfills a requirement in a different category of general education at the receiving institution. The category of the sending institution will be honored unless it is to the advantage of the student to award a different category.
- b. If the sending institution certifies standardized credit by exams (e.g., College Level Examination Program, Advanced Placement, or other accepted examinations) for application to its general education requirements, the receiving institution will recognize these requirements as having been fulfilled. *(KRS 164.2951(2)(e))*

Applying Credit. The general education transfer component and additional transfer articulations already in place should be supplemented by an institutional commitment that, to the extent possible, the transfer of any remaining credit hours beyond the general education transfer component to the receiving institution will be treated as liberally as possible to maximize the transferability of credit toward meeting degree requirements.

Transfer Student Grades. Receiving institutions will treat transfer students’ grades in the same way they treat native student grades. Specifically, an institution that accepts “D” grades for native students will accept “D” grades for transfer students. While a “D” grade will be accepted as a course transferred, program requirements may prohibit a “D” grade from being accepted toward specific academic program requirements of the receiving institution. The treatment of transfer student grades also applies to students receiving pass/fail grades.

Student Appeals. A student appeals process will be in place on each institution’s campus. It will provide for institutional review of transfer decisions governed by institutional policies and the Statewide Transfer Committee. A second state-level review will be available for transfer decisions governed by the Statewide Transfer Committee. *(KRS 164.2951(2)(m))*

General Education Assessment

All Kentucky public universities and KCTCS colleges are expected to assess, in accordance with SACS-COC *Principles of Accreditation* and based upon nationally accepted standards, the student learning outcomes associated with their general education programs, indicate the relationship to the faculty-generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle. (*KRS 164.2951(2)(c)*)

Student Responsibility and Access to Transfer Information

Students are encouraged to complete their lower division general education requirements study prior to transfer. Students are responsible for planning their transfer by working with their advisor, reviewing institutional catalogs, and using the statewide transfer website to determine how their coursework will transfer.

The General Education Transfer Policy applies to students who are accepted for admission into one of Kentucky's public higher education institutions. Students planning to transfer should be aware of the admission requirements of the institution into which they intend to transfer. General education certifications noted on a student's transcript will be applicable upon admission into the receiving institution.

Since the provisions of this policy address only institution-wide lower division general education requirements, students are advised to be aware of the general education requirements of the college or school within the university and the general education requirements of the degree program to which they plan to transfer.

Additional Questions Related to Transfer

Will information about the completion of transfer credits at one institution be automatically sent to another institution or must students request this service?

Recent changes to institutional practices include the documentation of transcript certification on ALL transcripts requested by students wishing to transfer to one of Kentucky's public postsecondary institutions. Some institutions have the capability to include general education certification on the transcript by using an automated process. Other institutions do not. Students should confirm with the registrar that a general education audit will be performed via their transcript request.

Who will receive the documentation certifying general education transfer?

A central office on each campus will receive the transfer information. Normally, the admissions office would handle this task.

Does this policy affect general education requirements for specific majors?

No. The General Education Transfer Policy does not add to, subtract from, or change any general education courses required for a major. Students need to work closely with their advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major. This is a most important issue and should be carefully noted.

What appeal do students have in the case of misunderstandings or disagreements?

Each institution has a process for appeals related to the General Education Transfer Policy. Also, each institution will appoint a person to serve as the official institutional liaison with respect to the policy. Students in need of assistance should contact that individual.

Who are considered transfer students?

Transfer students are those who transfer from one public higher education institution (sending institution) to another public higher education institution (receiving institution) with the intention of completing their educational program at the receiving institution.

Who are transient (or visiting) students?

Transient students are students in good standing in any recognized institution who enroll in another institution with the intention of transferring the credits earned to their home institution.

Does the transfer policy allow students to receive duplicate credit by taking courses at one institution and repeating equivalent or similar courses at another institution?

No. The General Education Transfer Policy does not impact the policies of the respective institutions with regard to duplicate course credit. Students should work closely with their academic advisors to make appropriate course selections before and after transferring from one institution to another.

How will college credit earned through high school dual enrollment be evaluated for meeting general education requirements?

Students earning college credit while completing secondary school requirements will have those credits evaluated to determine whether they meet the statewide general education learning outcomes.

Appendix

Statewide General Education Student Learning Outcomes (SLOs) (*KRS 164.2951(2)(a)*)

All of the student-learning outcomes in each category must be met through courses identified within each category.

Written (WC) and Oral (OC) Communication

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. (LEAP A, B, C and D)*
2. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. (LEAP B, C and D)*
3. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. (LEAP B and D)*
4. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. (LEAP B, C and D)*
5. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. (LEAP B and D)*

WC courses must meet the first SLO and *OC* courses must meet the second SLO, with both types of courses meeting at least two of the remaining three SLOs.

Quantitative Reasoning (QR)

1. Interpret information presented in mathematical and/or statistical forms. (LEAP B)*
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically. (LEAP A, B and C)*
3. Determine when computations are needed and to execute the appropriate computations. (LEAP B)*
4. Apply an appropriate model to the problem to be solved (LEAP A, C and D)*
5. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis. (LEAP B, C and D)*

QR courses should meet all five SLOs.

Arts and Humanities (AH)

1. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. (LEAP A and B)*
2. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. (LEAP B)*
3. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. (LEAP A and B)*
4. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. (LEAP A, B and C)*
5. Evaluate enduring and contemporary issues of human experience. (LEAP A and D)*

Foreign Language: Demonstrate competency in a foreign language. Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

At least two **AH** courses must be taken to meet all of the student-learning outcomes. Each **AH** courses should meet at least three of the five SLOs.

Natural Sciences (NS)

Conduct a hands-on project using scientific principles (category experience).

1. Demonstrate an understanding of the methods of science inquiry. (LEAP A and B)*
2. Explain basic concepts and principles in one or more of the sciences. (LEAP A and B)*
3. Apply scientific principles to interpret and make predictions in one or more of the sciences. (LEAP A, B and D)*
4. Explain how scientific principles relate to issues of personal and/or public importance. (LEAP A, B, C and D)*

NS courses should meet the four SLOs. Each institution's general education natural science block must meet the category experience.

Social and Behavioral Sciences (SB)

1. Demonstrate knowledge of at least one area of the social and behavioral sciences. (LEAP A and D)*
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. (LEAP A, B, C and D)*

3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. (LEAP A, B, C and D)*
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. (LEAP A, B, C and D)*
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. (LEAP A and D)*

At least two **SB** courses from different disciplines must be taken to meet all of the student-learning outcomes.

- * Kentucky's Statewide General Education Student Learning Outcomes are mapped to the American Association of Colleges and Universities' (AAC&U) Liberal Education for America's Promise (LEAP) Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century.

Council on Postsecondary Education
June 10, 2011

2011-15 Strategic Agenda Performance Metrics Update

Target Setting

Council staff has been working collaboratively with institutional representatives, including presidents, chief academic officers, chief planning officers, and institutional research and effectiveness staff, over the past couple of months to set targets for the various institutional, regional, and state level performance metrics included in the new 2011-15 Strategic Agenda.

Initially, Council staff intended to bring targets to the Council for action at its June 2011 meeting. However, over the past several weeks, Council staff, in discussions with institutional presidents, agreed that the timeline between the April meeting and the June meeting was simply too compressed to provide meaningful discussion and debate on the new 2015 performance targets.

Consequently, Council staff is now working on bringing 2015 targets to the Council for action at the September 2011 Council meeting. The Council's September meeting coincides with the Governor's Trusteeship Conference and will allow the institutional, regional, and state performance targets to be prominently featured in various presentations to key policy leaders around the state.

The additional time is beneficial because it:

- Allows the target setting process to better align with the performance funding development process, both of which are critical components to effective implementation of the Council's new Strategic Agenda.
- Provides additional time for institutional, regional, and state level analyses to estimate "stretch achievable" goals that will increase Kentucky's educational attainment levels to those called for in HB 1 (1997).
- Provides opportunity to make sure new performance targets are aligned with Kentucky's commitments to the Complete College America, a national initiative to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations.
- Allows for additional free consulting with the Education Delivery Institute (EDI), which is an innovative nonprofit organization that focuses on implementing large-scale system change in public education.

Revised Timeline

Highlighted below are some important dates in the revised timeline for performance metric target setting.

- | | |
|-----------|---|
| June | Review statewide data from first round of institutional target setting with institutional presidents. |
| | Complete additional institutional, regional, and state target setting analyses. |
| | Facilitate EDI/institutional workshop #1 on target setting and trajectories. |
| July 11 | EDI/Sir Michael Barber presents to institutional presidents and the institutional chief academic officers the effectiveness of public system goals. |
| August | Facilitate EDI/institutional workshop #2 on delivery planning and effective implementation strategies. |
| | Make necessary revisions to final institutional, regional, and state targets. |
| September | Council takes action on 2015 performance targets in conjunction with the Governor's Trusteeship Conference. |

Performance Metrics Dashboard

Council staff will provide an update and working draft of the performance metrics dashboard during a lunch session on June 10, 2011. The performance metrics dashboard is being designed using Business Objects software.

The performance metrics dashboard is intended to be a user-friendly data and information portal and provide a quick status of progress being made in Kentucky's postsecondary education system on the Council approved institutional, regional, and state metrics, as well as provide a rich source of policy data related to the main focus areas of the new Strategic Agenda.



STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Statewide Performance Metrics

College Readiness

Progress

- Readiness of Kentucky high school graduates who enter college
- GED® graduates
- New teacher excellence (top 15% nationally)

Student Success

Progress

- Degrees and credentials conferred
- Graduation rates (bachelor's and associate)
- Graduation rate gaps of lower-income, underprepared, and underrepresented minority students
- State appropriations for public higher education
- Low-income students without grants

Research, Economic, and Community Development

Progress

- Research and development funding
- Degrees and credentials in science, technology, engineering, mathematics, and health-related fields
- Educational attainment at the associate or higher degree level, ages 25-44

Efficiency and Innovation

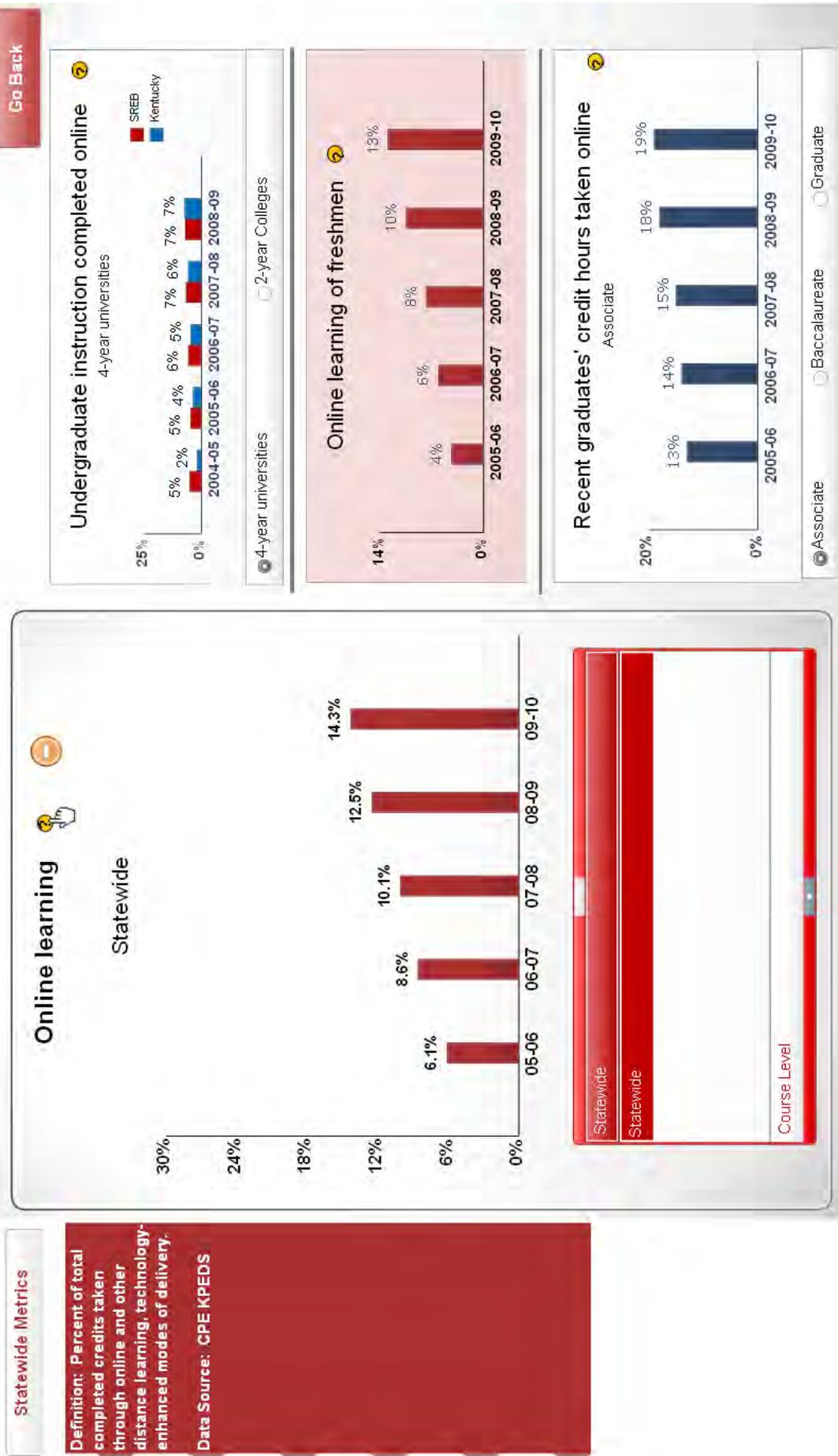
Progress

- Online learning
- Degree productivity

Efficiency and Innovation

Statewide Metrics	Objective 8: Increase academic productivity through program innovations.	Strategies						
Institutional Metrics	<p>PM12: Online learning 🟡 ⚠️</p> <table border="1"> <caption>PM12: Online learning</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>09-10</td> <td>14.3%</td> </tr> <tr> <td>14-15 Target</td> <td>18.0%</td> </tr> </tbody> </table>	Year	Value	09-10	14.3%	14-15 Target	18.0%	Strategies
Year	Value							
09-10	14.3%							
14-15 Target	18.0%							
Regional Metrics								
Scorecards								
Technical Guide	<p>Objective 9: Maximize the use of postsecondary and adult education.</p> <p>PM13: Degree productivity relative to education and related expenditures 🟡 ⚠️</p> <table border="1"> <caption>PM13: Degree productivity relative to education and related expenditures</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>08-09</td> <td>2.0</td> </tr> <tr> <td>13-14 Target</td> <td>2.2</td> </tr> </tbody> </table>	Year	Value	08-09	2.0	13-14 Target	2.2	Strategies
Year	Value							
08-09	2.0							
13-14 Target	2.2							
Strategies								
Questions?								

Efficiency and Innovation



Efficiency and Innovation

Statewide Metrics

Definition: Number of degrees and credentials conferred for every \$100K in expenditures at public colleges and universities.

Data Source:
CPE Comprehensive Database
U.S. Census Bureau, American Community Survey
IPEDS

Degree productivity

Kentucky

Year	Degree Productivity
2005	2.09
2009	1.97

National degree productivity

Year	Best state	Kentucky	US
2005	2.68	2.09	1.87
2009	2.69	1.97	1.78

Education spending per FTE

Year	Best state	Kentucky	US
2005	\$7,885	\$9,351	\$10,076
2009	\$7,500	\$8,487	\$11,725

Classroom space utilization

Year	Average Weekly Hours	Percent of space used
Fall 2005	25	25
Fall 2006	25	25
Fall 2007	25	25
Fall 2008	24	24
Fall 2009	21	21

Kentucky

Kentucky

Sector

Average Weekly Hours
 Percent of space used

Efficiency and Innovation

Select Institution : Morehead State University

Objective 8: Increase academic productivity through program innovations.

Statewide Metrics
 Definition: Mean number of credits that students earned at the time of graduation, including credit transferred to the degree-granting institution and developmental/remedial coursework. Includes Bachelor's degree graduates at public universities and AKCU institutions during the academic year; and Associates degree graduates at KCTCS colleges. Data Source: CPE KPEDS

Online learning ? - **Credits earned by degree graduates** ? -



Objective 9: Maximize the use of postsecondary and adult education.

No Institutional Metrics have been adopted under Objective 9.

**Council on Postsecondary Education
June 10, 2011**

Committee on Equal Opportunities Report

The Committee on Equal Opportunities will meet Thursday, June 9, 2011, at Transylvania University, Lexington, Kentucky. A full report of the discussion and action of that meeting will be shared by CEO Chair Joe Weis at the June 10 Council on Postsecondary Education meeting. Following is the status of ongoing initiatives and activities since the last CEO meeting.

Institutional Diversity Plan Submission and Review

As required by the policy adopted by the CPE in September 2010, staff used a consensus review process to evaluate proposed plans prior to review by the CEO. In accordance with the policy, the review included acknowledgement of receipt of the plan, preliminary assessment of how well a plan addresses the areas outlined in the diversity policy, identification of revisions (if required), submission of plans to the institutional board for approval, and approval by CEO/CPE. Institutional plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and focused on four areas:

- Student Body Diversity
- Student Success
- Workforce Diversity
- Campus Climate

Plans were submitted by all institutions and were reviewed in accordance with the consensus review process. Revisions were suggested for all plans, and revised plans have been received from all except two institutions. Summary reports for the institutions that submitted revised plans will be reviewed at the June 9 CEO meeting.

The next steps in the process include:

- CEO review of Institutional Diversity Plans and recommendation to the CPE.
- Kentucky Community and Technical College and university boards of regents or trustees approval of institutional plans.
- CPE review and action on the institutional diversity plans.
- Approval of revised Kentucky Administrative Regulation.
- Implementation of the institutional diversity plans.

Governor's Minority Student College Preparation Program

The 11th Annual Governor's Minority Student College Preparation Program statewide conference will be hosted by Western Kentucky University, June 13-14, 2011. Morehead State University will host the 24th Annual Academically Proficient African American High School Junior and Senior Conference, June 17-18, 2011. More than 200 students are expected to participate at each conference.

SREB Doctoral Scholars Program

The Council, the University of Kentucky, and the University of Louisville have reviewed the applications for the SREB Doctoral Scholars Program and identified potential scholars to be awarded a scholarship for fall 2011. Nineteen applications were submitted for the fall 2011 scholarship—eight at the University of Kentucky and 15 at the University of Louisville (several students applied at both UK and UofL). As a result of state agency budget cuts, the Commonwealth will support only three of the 19 scholars that applied, compared to five scholars in previous years.

The 2011 SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 20-23, 2011, in Atlanta, Georgia. All scholars are expected to participate.

As of May 24, 2011, 35 SREB Doctoral Scholars are matriculating at Kentucky institutions. Thirty-one percent of these students are enrolled in the STEM-H areas, and 58 students have graduated from the program.

Staff preparation by Rana Johnson

**UPDATE FROM COMMISSIONER TERRY HOLLIDAY
FOR THE
JUNE 10, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING**

Upcoming items for the June 7-8, 2011 Kentucky Board of Education meeting are as follows:

TELL KY SURVEY RESULTS NOW AVAILABLE AND TO BE DISCUSSED AT JUNE BOARD MEETING

As you know, the TELL KY Survey results are now available for anyone to view at www.tellkentucky.org/reports. What you may not be aware of, however, is that multiple tools for district and school leaders are available describing and breaking down how to most effectively use the TELL Kentucky data. These tools for schools and districts are available at http://www.tellkentucky.org/Using_Your_Data.

The Kentucky Board of Education will be hearing a presentation from Kentucky Department of Education staff and staff from the New Teacher Center, the national organization that assists in administering and interpreting the survey, at the June 7 session to consider possible policy implications that arise from the data analysis. Additionally, the board will be receiving recommendations from the Kentucky Teacher and Leader Working Conditions Coalition, a group of stakeholders formed to provide oversight and guidance to the design, development and deployment of the TELL Kentucky Survey, based on the survey results.

For more information on this topic, contact Michael Dailey at (502) 564-1479 or via e-mail at Michael.dailey@education.ky.gov.

DEFINITION OF CAREER READINESS TO BE DISCUSSED

At the April 2011 Kentucky Board of Education meeting, the board approved 703 KAR 5:200, Next-Generation Learners, as the first component of the state's new accountability system. This regulation establishes three major indicators of readiness for Kentucky graduates that combine to generate a college/career readiness percentage. The regulation specifies that the indicators of readiness shall include students meeting:

- The Kentucky Council on Postsecondary Education's System-wide Benchmarks on the ACT in reading, English and math; or
- The Kentucky Council on Postsecondary Education's College Placement Test Benchmarks; or
- The Career Measures as defined by the Kentucky Board of Education.

The board will hear two proposals on the definition for career readiness, one from Dr. Ken Talley of the Kentucky Association of Career and Technical Education and one from Kentucky Department of Education staff. Discussion will occur on both proposals and then the agenda item will come back to the board in August for a final decision on what the definition for career readiness will be.

Information on both proposals can be found by typing in the following link on the Kentucky Department of Education website into your web browser:
<http://www.education.ky.gov/KDE/Administrative+Resources/Kentucky+Board+of+Education/June+7+8+2011+Kentucky+Board+of+Education+Meeting+Agenda+and+Agenda+Book+Documents.htm>.

For more information on this agenda item, contact Ken Draut at (502) 564-2256 or via e-mail at ken.draut@education.ky.gov.

Other items of interest from Commissioner Holliday are as follows:

UPDATE ON TEACHER EFFECTIVENESS WORK

The teacher and principal steering committees are continuing their work to fulfill their charge to create a fair and equitable professional growth and evaluation system. The system must include a comprehensive/holistic approach including multiple measures. The first step was to create a foundation rubric, as the first component, and then prepare for field testing beginning fall of 2011. We are close to the beginning of a field testing process with volunteer districts.

To clarify where we are to date, the following information will cover the work that has occurred from March to present:

- The Teacher Steering Committee reviewed the latest version of the teacher effectiveness rubric on March 22nd. The rubric was revised based on recommendations from the steering committee (March 22nd – March 27th). Dr. James Stronge reviewed the revised rubric and based a workshop on it that he conducted for the steering committee and pilot districts on April 13-14. The committee will meet again in mid-June to continue its work.
- The Principal Steering Committee reviewed the latest draft of the principal effectiveness rubric on March 23rd. The revisions are underway and we anticipate sending a revised version to the steering committee next week. The committee will meet again in mid-June to continue its work.

For more information on the teacher effectiveness work, contact Michael Dailey at (502) 564-1479 or e-mail him at Michael.Dailey@education.ky.gov.

WINKLER HIRED TO PROVIDE BETTER ALIGNMENT TO CAREER AND TECHNICAL EDUCATION

A joint staff meeting was held the week of May 16 between the Education and Workforce Development Cabinet's Office of Career and Technical Education (OCTE) and the Kentucky Department of Education (KDE) College and Career Readiness Branch staff. At that meeting Secretary of Education Joe Meyer, Deputy Commissioner Beth Brinly, and Commissioner of Education Terry Holliday announced that Dale Winkler will serve as the new executive director of OCTE as well as the director of the KDE College and Career Readiness Branch. This will promote better alignment and communication between these two entities that both have an important role in the implementation of career and technical education. Dr. Winkler will also serve as the lead staff to the Career and Technical Education Steering Committee that will be studying how to best carry out the recommendations from the Governor's Transforming Education in Kentucky Task Force Report. Dr. Winkler will begin his new position effective June 16, 2011.

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

Next Meeting: June 7-8, 2011, Frankfort

**Council on Postsecondary Education
June 10, 2011**

2011-12 CPE Work Plan

The CPE President's Plan of Work provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The President Evaluation Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

The work plan will be provided to the Council prior to its June 10 meeting.

CPE President's Plan of Work Priority Activities – July 2011 through July 2012

1. Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.
2. Finalize state, regional, and institutional performance metrics, and coordinate implementation of the 2011-15 Strategic Agenda for Postsecondary Education in partnership with campuses and adult education providers.
3. Work with campus leaders to finalize and develop consensus on a unified funding request (operating and capital) and distribution process for 2012-14 that: (a) supports the educational mission of each institution; (b) enhances quality and access; (c) encourages innovation and collaboration; (d) promotes degree production; and (e) utilizes results from the VFA study to focus policy attention on asset preservation and space utilization. Advocate aggressively for the funding proposal during the 2012 legislative session.
4. With campus and state leaders, set tuition parameters for the 2012-13 academic year that balance the needs of campuses with the interests of students and policymakers.
5. Improve college readiness:
 - a. With KDE and EPSB, continue to coordinate SB1 (2009) implementation, including execution of remediation reduction plan, adoption of common core standards, and improvements in teacher preparation and professional development.
 - b. Advocate for continued state support for SB1 implementation during the 2012 legislative session.
 - c. Produce more GED graduates who are college/career ready through implementation of managed program models and initiatives like Skill Up, increase the effectiveness of KYAE educators, and transition more KYAE students on to postsecondary education with the implementation of curricula aligned with the new common core standards.
 - d. Submit new federal GEAR UP grant proposal, and work with campuses and other state partners to enhance programs like: (a) KY College Coaches; (b) Advance Kentucky; and (c) Project Lead the Way, which are designed to improve college readiness and ease transitions from high school to college.
6. Strengthen college access and student success:
 - a. Continue implementation of HB 160 (2010) to streamline and improve student transfer, support KCTCS efforts to expand high quality associate degree programs, and launch new web-based transfer resource for students to facilitate the transitions to four-year campuses.
 - b. Work with campuses to enhance participation and success for all students and close achievement gaps.
 - c. Promote diversity within the campus communities.
 - d. Work with campuses to develop policies and programs that support increased educational opportunities and innovative approaches to program delivery for working adults.
 - e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through increased state resources and financial aid and to encourage more rational use of institutional aid.
 - f. Increase the use of data and information to improve student learning and outcomes through new performance dashboard system, expanded analysis of key policy issues, and implementation of Educational Delivery Institute (EDI) strategies to improve performance outcomes.
7. Promote campus-based research and strategies to improve economic competitiveness:
 - a. In partnership with campuses, advance and implement funding programs to expand the state's research capacity.
 - b. Reengage business community in supporting/advocating postsecondary education reform agenda.
 - c. Work with presidents, business community, and other leaders to develop strategies to increase degrees in STEM related fields, including creation of specific scholarships and other incentives to encourage degree completion.
8. Support innovation and efficiency:
 - a. Finalize revisions to academic program approval process and program productivity review process to minimize duplication, increase quality, and encourage increased productivity.
 - b. Building on the work of the 2010 Cost Containment Summit, facilitate administrative and academic collaborations that result in greater institutional efficiencies.
 - c. Ensure CPE operates efficiently and professionally and is fully responsive to its statutory obligations and to the needs of its constituencies.

Council on Postsecondary Education Presidential Evaluation 2010-11

Summary of the Methodology

Survey forms were mailed to:

The Governor and three other members of his staff involved with Postsecondary and Adult Education policy development;

13 leaders of the General Assembly involved with Postsecondary and Adult Education policy development;

8 university presidents, the president of KCTCS, and the president of the Kentucky Association of Independent Kentucky Colleges and Universities;

16 members of the Council on Postsecondary Education;

Ten senior members of the staff of the Council on Postsecondary Education; and

Six state policy leaders interested in postsecondary and adult education.

The individuals requested to evaluate President King's performance were supplied with a plain white envelope and a postage paid heavy brown envelope addressed to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

The evaluators were advised that all submissions would be open records of the Council and they did not need to sign the submission. They were invited but not required to add comments about each individual question.

The evaluators were instructed to place the evaluation in the white envelope and seal it, then place the white envelope in the brown envelope and mail it to Blue & Co., LLC, the Council's independent certified public accounting agency, 301 East Main Street, Suite 100, Lexington, KY, 40507.

On June 8, the five members of the Council's Executive Committee met at the offices of Blue & Co., LLC, and opened the submission and recorded the results.

This document was prepared by Paul Patton.

Scoring system

5	4	3	2	1
Exceptional	Exceeds Expectations	Meets Expectations	Improvement Needed	Unsatisfactory

Executive summary of results

Average rating by 15 members of the Council on Postsecondary Education	4.4
Average rating by 7 university or college presidents	4.0
Average rating by 5 senior members of the Council on Postsecondary Education staff	4.4
Average rating by 1 member of the Governor's Office staff	3.3
Average rating by 4 members of the General Assembly	2.3
Average rating by 4 state policy leaders	4.9
Average overall rating giving equal weight to all 6 groups	3.9
Average overall rating giving equal weight to all who responded to the request to evaluate	4.1

CPE Members

Number of requests for evaluation, 16	Number of Respondents	15
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(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	5	5	5	4	4	5	3	5	5	5	4	4	4.5

6 Excellent. I appreciate his patience and willingness to consider Kentucky's entire educational platform.

8 I am constantly impressed with his knowledge and experience from his previous jobs and his ability to apply what he has learned to our specific, very challenging situations in Kentucky.

10 Bob is good at getting things accomplished

12 Dr .King's focus on goals, execution & achievement is exceptional. I'm extremely pleased with the new focus on performance funding. Thank you.

(2) Does President King work effectively with the CPE members, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	4	5	4	4	5	5	4	5	5	5	4	4	4.5

2 I especially appreciate the monthly personal phone calls. If there is an issue I have President King clarify that issue and nothing comes as a surprise at our board meetings.

4 His monthly calls, always conducted in a professional manner, keep us apprised of all developments and allow time for questions. I appreciate his "as-needed" emails.

6 While Bob is exceeding expectations around this category, I believe communication could be improved if he would give more consideration to input from the Board.

8 Dr. King is outstanding in his ability to communicate effectively and work very diplomatically with all his constituencies; faculty, legislators, and CPE members. He listens carefully and responds thoughtfully to the varied viewpoints and concerns of CPE members.

10 Keeps members informed

12 Dr. King's demeanor is extraordinary. I particularly appreciate his phone calls, updates and desire to keep CPE informed

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	2	5	4	5	4	5	5	4	5	5	4	4	5	4.5

1 President King's travels across the state to the community college campuses have been extraordinarily beneficial.

2 Yes he has done a wonderful job developing relationships among all groups. There may be some relationships that become stressed, but that comes with the territory.

4 I have only heard positive comments from those people I know who have worked with him.

8 My impression is that Dr. King is highly respected and very effective in his dealings with all the key players in higher education in Kentucky. I especially appreciate his frequent meetings with faculty reps. In CSFL. I think faculty perceptions of the CPE have greatly improved since Dr. King became its President.

9 Tremendous partnership with KDE

10 I hear only positive comments

12 My political colleagues tell me they appreciate Dr. King and his professionalism & knowledge. I believe the Presidents respect him as well. It would be nice to see more involvement from the independent- we really need it-not just Gary who is terrific- but we need the Presidents involvement on many fronts.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	2	4	5	5	3	5	5	4	5	5	4	5	4	4.4

Comments 2 Yes he has and from what I have seen the response quickly to mitigate difficult situations.

4 Budget issues and related cuts/limitations have been handled well. His openness but positive attitude in addressing issues/challenges has been well received according to press reports of his travels across the state.

8 I was especially impressed with Dr. King's assisting in drafting of legislation (I believe it was for the Doctor of Nursing Practice degree). He had to leave in the middle of a CPE meeting to go to the Legislature. This indicated to me that he is flexible, resourceful, and very well regarded by legislators.

12 Dr. King has demonstrated tremendous ability to deal with very difficult budgetary times.

(5) Has President King accomplished the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work-July 2009 through July 2010)?

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
Response	5	5	3	4	4	5	3	5	5	3	5	5	4	4	4	4.3

Comments 4 He was & is the right person for this job at this time.

8 He is making excellent progress in all areas covered by his objectives.

12 # 1 still work in progress but Dr. King's guidance is exceptional. #2-6 excellent, # 7 still work in progress, # 8 still work in progress, # 9 ongoing & excellent.

Over-all evaluation by CPE Members

4.4

5 We have, I think, a collegial & candid relationship among us.

6 Yes, he's very patient, but straight forward with presidents.

7 President King is willing to engage in discussion, especially where all parties are not in agreement. The communication lines are good and collegial.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	6	7	Average
Response	4	2	4	5	5	4	5	4.1

Comments

Respondent 2 There is still debate among many as to whether or not Kentucky actually needs a coordination board. I think some, even in the General Assembly, would argue that dealing directly with the institutions would provide more and better information, or Kentucky should take the big step and move all the way to a governing board concept.

3 Yes. While there have been times when Bob (or the CPE) may have taken a stronger position with members of the General Assembly, he has generally maintained effective communication. He has forged a strong bond with the P. 12 community.

4 He is an accomplished public policy leader and has a keen political sense.

5 He has worked well w each of these areas. A real strength is the relationship he has forged between CPE, KDEI & EPSB.

6 Yes

7 He has worked hard t establish and continue to build good relationships with the diverse stakeholder groups. He keeps them informed but more importantly, dialogues regularly with them.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	6	7	Average
Response	4	3	5	4	4	3	5	4.0

Comments

Respondent 2 Bob tries to balance the political pressures he receives from the executive and legislative branches with campus issues-having a better understanding of the campuses would allow him to better defend what is going on and to tout the progress. No question that more needs to be done but higher education has often been "put down" as an easy alternative to making the hard policy decisions that would allow us to move forward.

- 3 Yes, as far as I can observe. Perhaps the most visible demonstration was the balanced positions Bob took in the practice-based doctorate discussion during the 2011 Legislative session. He handled the institutional politics well, and when they spilled over into party politics, he was equally objective.
- 4 He has a strong understanding of the various stakeholders. He has a strong capacity to adapt when necessary.
- 5 Bob's measured approach and systematic problem solving serve him very well.
- 6 Generally yes but at times is too committed to a point of view. Also, at times needs to be a little more aggressive in defending CPE position.
- 7 President King has and continues to respond well in difficult or unanticipated circumstances. There has been much improvement here.

(5) Has President King accomplished the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work-July 2009 through July 2010)?

Respondent	1	2	3	4	5	6	7	Average
Response	4		4	4	4	4	3	3.3

Comments

Respondent 2 The CPE can better answer this than I.

3 Yes, for the most part. The Strategic Agenda is complete. The funding request is nearing completion. The tuition parameters have been set for Fall 2011, although the sooner we address them for the 2012-2014 biennium the better. Bob has also been effective in interacting with institutional boards in appropriate way-and more effectively than has been the case in the past.

5 Some are complete (1,4,) others in progress (3, *8), others are by their nature things that are continuing (2, 5, 6, 7, 8), #9 is the areas where care must be taken not to undermine the President-regent/trustee relationship

6 Generally yes.

7 Most of the goals have been met or are in the process of being achieved. Not as much has been achieved on improving campus-base research at all campuses.

(6) Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

Respondent	1	2	3	4	5	6	7	Average
Response	4	2	5	4	5	4	4	4.0

Comments

Respondent 2 We need a strong ally in Frankfort; an honest but strong ally. Someone who can deal with the universities on tough issues (take tough stands on expanding doctoral degrees, to protect the research missions of the research universities, etc.) and then promote this agenda with the Governor and General Assembly.

- 3 Yes. Bob has objectively tried to understand individual campus needs and circumstances, and advocated for each as needed. He has represented the collection of institutions when needed as well He has treated me and my institution fairly.
- 4 I view him as a very strong advocate for the entire system and has treated our campus fairly. I don't believe that the CPE has differentiated the role of the campuses. Instead, we are treated in an essentially undifferentiated manner. I don't believe the politics of the system allow for anything else.
- 5 This is an area which is a real strength. He is the most outspoken and articulate advocate to serve in this role. He also advocates within and among the institutions such as the way he handled and is handling the advanced practice doctorate issue.
- 6 Generally yes. Concluding comment; Bob has performed well under challenging political conditions.
- 7 President King is indeed an ally and advocate for the entire system of postsecondary education. I believe he has worked hard to treat all institutions fairly and is open to discussion and can be moved to change his mind if the data is strong.

Over-all evaluation by Presidents

4.0

CPE Staff

Number of requests for evaluation, 10

Number of Respondents

5

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	5	Average
Response	5	4	4	3	5	4.2

Comments

3 President King clearly understands the goals of postsecondary reform, and the critical role of Kentucky Adult Education in helping raise the overall educational attainment level of the state. Early on he realized that for higher education to achieve the goals of reform Kentucky had to raise the quality of the K-12 system. He also realized that higher education would play a central role in those improvements. He has spent a significant amount of time and energy on the implementation of SB1, developing strong, positive relationships with K-12 leaders, and promoting increased action from the colleges and universities in the areas of teacher education and outreach to our K-12 partners. He's been a primary bridge-builder between K-12 and higher education during a critical time, and I anticipate Kentucky will benefit from his work in this particular area for generations to come.

5 He has! The reorganization of CPE shows that. Bringing a strong academic focus to reform while communicating the need for reform is his strong suit.

(2) Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	5	Average
Response	5	4	5	4	5	4.6

3 President King is a strong but approachable and effective leader. He leads by example and engages staff-particularly senior staff-in decision making that affects every aspect of the agency. While he won't hesitate to make an executive decision, he allows his leadership team ample flexibility to manage projects and handle issues as they arise.

5 Bob's presence at CPE provides the kind of leadership that was needed to allow the staff to excel.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Respondent	1	2	3	4	5	Average
Response	5	5	5	4	4	4.6

3 I believe President King has established an extraordinarily positive, professional reputation in the state, and has built effective relationships with key constituents, including the Governor and members of the General Assembly. The CPE President-by nature of the position-often walks a delicate tightrope trying to balance the needs of the state with those of the institutions (and often to find a balance among the competing needs of the institutions). How effective the CPE president is depends largely on the interpersonal skills he or she brings to the table. While there are always going to be challenges depending on the issue or personalities involved, President King's skills in this area are excellent.

4 Bob has done an excellent job of communication with leadership and to the extent possible promote postsecondary Ed accomplishments and accountability. His efforts have been well received.

5 Bob has the kind of relationship with the campuses where he can tell the truth and at least be respected for it if not appreciated. He needs to spend more time with political leaders.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	5	Average
Response	5	4	5	4	4	4.4

Comments 3 I believe President King has responded well to difficult situations and the challenges of the position, largely because he is sensitive and responsive to the needs and challenges of campus leaders, policy leaders and other key constituents. He doesn't make knee jerk decisions, is open to a range of opinions, and keeps the needs of Kentucky's students foremost in his approach to problem solving and policy development.
5 The position is ever changing! However, Bob has risen to the challenge.

(5) Has President King accomplished the objectives and priorities set by the CPE members for the performance period (see attached Plan of Work-July 2009 through July 2010)?

Respondent	1	2	3	4	5	Average
Response	5	4	4	4	5	4.4

Comments 3 President King has accomplished, or is in the process of accomplishing the priorities set by the board last summer. I think he would agree that there is more work to be done in all areas, but significant progress is being made, and with the adoption of the new strategic agenda, clear priorities and strategies have been established to accomplish the agency's larger goals.
4 Bob has made significant progress on the goals. He actively pursues the initiatives and find common ground with stakeholders to allow the agenda to continue moving forward. Good!
5 Bob has done a great job. He has place excellent people around him which is a great sign for sustainability.

Over-all evaluation by CPE senior leadership staff 4.4

Governor's Office Staff

Number of requests for evaluation, 4	Number of Respondents	1
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(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform and has he translated that understanding into progress and achievement?

Respondent	1	Average
Response	3	3.0

Comments

(2) Does President King work effectively with Governor and his staff, maintaining good communication and a collegial, professional environment?

Respondent	1	Average
Response	4	4.0

Comments

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, members of the General Assembly, and other key policy leaders?

Respondent	1	Average
Response	3	3.0

Comments

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	Average
Response	3	3.0

Comments

Over-all evaluation by Governor's Office Staff 3.3

General Assembly

Number of requests for evaluation, 13	Number of Respondents 4
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(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25

Comments 1 No

4 No

(2) Does President King work effectively with the members of the General Assembly, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	Average
Response	1	4	3	2	2.5

Comments 1 No

4 CPE needs to be abolished

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff and other key policy leaders?

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25
Comments	1 No				
	4 No				

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	Average
Response	1	4	2	2	2.25
Comments	1 No Needs to go. Paid too much				
	4 Hasn't done anything worth mentioning to date				

Over-all evaluation by the members of the Legislature 2.3

State Policy Leaders

Number of requests for evaluation, 6 Number of Respondents 4

(1) Does President King have a clear understanding of the goals of postsecondary and adult education reform and has he translated that understanding into progress and achievement?

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0
Comments	1 He is able to articulate the needs well but I am not familiar enough with actual work on the ground to know if progress has been make.				
	2 Yes. He has also made sure that CPE decisions are driven by hard data rather than by ***** evidence. He *****data to in/or the CPE of the direction in which to move. He is also very **** in to national data, national experts and national trends.				
	3 Bob not only has a clear understanding of PS goals he is instrumental in expanding the role of CPE into supporting K-12. He understands that K-12 & PS are really one system.				

(2) Does President King work effectively with key policy leaders, maintaining good communication and a collegial, professional environment?

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0

- Comments
- 1 He has been proactive in reaching out to us around Senate Bill 1 and the new common core standards. He's been very collegial, has thoughtful ideas and is good when it comes to working together.
 - 2 He work well with the legislature and his staff and he work well with the provosts. He has been very open & **** with all groups, and he presents the same ***** & policies to all groups
 - 3 I have worked with four CPE presidents (including interims) and Bob is by far the most effective communicator and clearly the most visionary.
 - 4 He has been very engaged with the business community and has opened lines of communication with business leaders.

(3) To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and members of his staff, and members of the General Assembly?

Respondent	1	2	3	4	Average
Response	5	5	5	5	5.0

- Comments
- 1 From my perspective he is developing good work relationships.
 - 2 Yes, he and staff have worked hard to establish positive relationships with legislators and CPE members. There is not always acceptance of the role of CPE in setting tuition caps on the part of the campuses but this should be expected.
 - 3 I believe Bob has been effective in making key contacts and he leads his staff to do the same.
 - 4 I'm impressed with his ability to navigate difficult political waters in higher ed and in Frankfort political circles.

(4) Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Respondent	1	2	3	4	Average
Response	4	5	5	4	4.5

- Comments
- 1 In one situation he suggested a new and good strategy for getting around a challenging circumstance. I expect there are other examples but I'm not aware of them. I appreciate the breadth of his experience and perspective of education at all levels
 - 2 He has dealt well with the legislature, by ***** and supplying data. He makes decisions in a reasoned, thoughtful way and he does not rush decisions but seeks relevant input from stakeholders.
 - 3 Bob has a difficult job but he demonstrates class and professionalism even in difficult situations.
 - 4 I don't have personal knowledge of specific situations but I think I would be aware of any major problems in this area.

Over-all evaluation by State Policy Leaders

4.9

EKU Report

Eastern Kentucky University News for the Council on Postsecondary Education

June 2011

Presidential Debate Commission Visits Campus

A three-member delegation of the Commission on Presidential Debates visited EKU on May 26.

Eastern, which submitted a bid earlier this year to host a debate, is one of 12 colleges and universities nationwide competing to host four debates in 2012 – three presidential debates and one vice presidential debate. It is expected that the site selections will be announced late this fall.

The delegation visited several University facilities that would serve as event venues, including EKU's 2,012-seat Center for the Arts. Now under construction, the Center is scheduled to open in September of this year.

While on the Richmond campus, members of the delegation also interviewed University officials responsible for debate logistics, particularly in the areas of facilities, security, transportation and telecommunications.

"We welcomed this opportunity to show the visiting team from the Commission on Presidential Debates the facilities and human resources we described in our debate application," EKU President Doug Whitlock said. "I believe they left here with a sense of our commitment to and enthusiasm for the opportunity to serve the nation in such a significant way. We remain very excited about the prospect of hosting a presidential debate, particularly for the remarkable educational benefits for our students.

"Madison County, Richmond, and Berea have played important roles in American history," Whitlock added, "and the possibility we may do so again has generated a high level of community interest and support. We have also been encouraged by the support that has been shown from other communities, including Lexington and Fayette County."



Faculty Honored for Instilling Critical Thinking Skills

Ten EKU faculty members were presented the University's first Critical Thinking Teacher of the Year awards during a May 3 ceremony.

The awards program, developed by the Office of Quality Enhancement Programs, recognizes outstanding faculty members who have had an effect on developing their students' critical and creative thinking skills.

"The award recognizes the hard work of faculty members who have adopted EKU's QEP mission of developing 'informed, critical/creative thinkers who communicate effectively' into their classrooms," said Kate Williams, director of Quality Enhancement Programs. "These faculty members have made it apparent to their students that they are indeed helping them develop their critical thinking skills to further aid them in the future."

Noel Studio Earns National Attention

National recognition has come again to EKU's Noel Studio for Academic Creativity.

The Noel Studio was spotlighted in the cover story of the May 2011 issue of *University Business* magazine. The five-page article, entitled "Collaboration Station," focuses on effective and innovative group study spaces at several colleges and universities nationwide. Authored by Managing Editor Melissa Ezarik, the article quotes Studio Director Dr. Rusty Carpenter and includes a photo by University Photographer Chris Radcliffe. The photo is also prominent on the issue's cover.

The Noel Studio embodies the University's Quality Enhancement Plan, which calls for the University to develop informed, critical and creative thinkers who communicate effectively.



Chunbo Li, center, chairman and CEO of Zhejiang Medicine Corporation in China, received one of three honorary doctoral degrees awarded by EKU at spring commencement ceremonies. Li, who received an honorary doctor of laws degree, delivered his commencement address in his native language, a first in EKU history, with his niece, an Eastern graduate, translating. Zhejiang and EKU enjoy an exchange agreement. At left is President Whitlock; at right is Provost Dr. Janna Vice. At the University's other two ceremonies, honorary doctor of humanities degrees went to Ralph Hacker, retired broadcasting executive and sportscaster; and Bonnie Gray, retired director of EKU's Honors Program.



EKU, School District Team to Offer Middle College

EKU and Madison County Schools have joined forces to become the first local school district and four-year university in the Commonwealth to offer a Middle College to help high school juniors and seniors who are academically capable but at risk of dropping out of school.

The Middle College, a concept that has gained increasing national attention in recent years, allows high school juniors and seniors to complete a high-quality high school education while concurrently receiving direct access to college courses. The Middle College will be located on EKU's Richmond campus.

Officials noted that many high school students fail to reach their full potential because of various barriers in their lives, often dropping out.

"Along with our partners – EKU and the Kentucky Department of Education – we believe our Middle College is an important investment in an identified population of students who deserve our best efforts," said Tommy Floyd, Superintendent of Madison County Schools. "While we are now navigating in waters new to the Commonwealth, we believe this effort places our school district in a position to truly see that every one of our students count."

Noting that two of EKU's primary mission focuses are student success and regional stewardship, EKU President Doug Whitlock said the Middle College "sits right at the intersection of these two objectives. As a state, we are committed to college and career readiness and to increasing the level of educational attainment in our population. I am excited about the opportunity to test the role of the middle college as a tool to better serve young people and meet those worthy objectives."

Sixty high school juniors in the Madison County School District will participate in the Middle College in 2011-12. In each subsequent year, 60 juniors and 60 seniors will participate. Once accepted into the Middle College, participants will be enrolled in both high school and EKU classes.

USA Today Recognizes Operation Veteran Success

EKU's Operation Veteran Success recently drew kudos from USA Today.

The daily newspaper mentioned the University's "transition to college" course for military veterans and that the veterans were given the opportunity to discuss their military experiences through poetry, prose and art.

The result was "The Journal of Military Experience," a compilation of 29 stories, poems and artwork from 19 EKU students who have served in the military. Several EKU faculty members assisted in the publication of the 135-page book, which USA Today called "emotion-packed."

Last fall, Military Times EDGE magazine ranked EKU highest among the nation's top 100 colleges and universities in its "Best for Vets: Colleges" issue. Eastern has also been named a Military Friendly School the past two years by GI Jobs magazine.

Operation Veteran Success consists of several initiatives designed to help veterans complete their college degree.

Student Receives NSF Research Fellowship

A May 2011 graduate of EKU has received a National Science Foundation Graduate Research Fellowship.



Jessica Pulliam, who received a bachelor's degree in sociology and was recognized as an Honors Scholar, will pursue a doctoral degree in sociology at Florida International University in Miami, beginning this fall.

Prestigious fellowships are nothing new for Pulliam. In 2009, she received only one of 20 Environmental Protection Agency (EPA) Fellowships awarded nationally.

Pulliam gave much of the credit to her academic advisor, Dr. Stephanie McSpirit, a professor in EKU's Department of Anthropology, Sociology and Social Work.

"She has encouraged me and given me many opportunities for research and publication as an undergraduate," Pulliam said. "Those experiences are what helped to make my application strong. I was competing with current graduate students in addition to recent graduates of undergraduate institutions."

Athletics Ranks Highly in NCAA Academic Report

The EKU Department of Athletics boasted numerous quality rankings in the 2009-10 Academic Progress Rate (APR) report released on May 24 by the NCAA.

Eight EKU programs – men's basketball, men's cross country, football, men's golf, softball, men's tennis, men's indoor track & field, and men's outdoor track & field – either met or exceeded the national average in the multi-year APR, two more than last year. Meanwhile, men's cross country (1,000) as well as men's outdoor track & field (982) multi-year APR scores were the highest among all Division I institutions in the Commonwealth of Kentucky and the Ohio Valley Conference. The multi-year report is based on data submitted by every NCAA Division I institution for the 2006-07, 2007-08, 2008-09 and 2009-10 academic years.

Ten programs received perfect scores of 1,000 on the APR for the 2009-10 academic year. The Colonel's men's tennis team has recorded perfect scores for three straight years.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

JUNE 2011



PROMISING PARTNERSHIP

KCTCS, JCTC AND ROTARY CLUB OF LOUISVILLE PARTNERSHIP CREATES SCHOLARSHIP PROGRAM

KCTCS President Michael B. McCall addressed the Rotary Club of Louisville on May 19 to formally celebrate an ambitious scholarship effort designed to provide Jefferson Community and Technical College (JCTC) scholarships for all qualifying students from targeted at-risk Louisville high schools.

The Louisville Rotary Promise Scholarship program will focus on at least four Jefferson County public high schools with low college going rates. In order to qualify, students must earn a minimum 2.5 GPA by graduation, achieve a 90 percent or better high school attendance, and have no major disciplinary issues. The scholarship will pay for 60 credit hours at JCTC—enough to earn an associate degree.

The partnership between KCTCS, JCTC and the Rotary Club was formally launched in fall 2010, and was created to commemorate the service organization's 100th anniversary, to be celebrated in 2012. Equally important, the program supports Louisville's 55,000 Degrees

Initiative to increase college attainment rates in the region. "The program is designed to address the affordability gap faced by many families and to motivate students to be successful in high school and college," said Henry V. Heuser, Jr., president of the Rotary Club of Louisville. "We have too many bright, ambitious students who think college is not an option for them. The scholarship takes away one critical barrier—affordability."

Fund raising efforts are currently underway by the Rotary Club of Louisville. If fund raising efforts reach a \$2 million goal in time, the program will begin with freshmen in the Class of 2016.

The Rotary Club of Louisville presented a check for \$250,000 to KCTCS following remarks by KCTCS President Michael B. McCall. **ABOVE, LEFT TO RIGHT:** Dennis Goff, chair, JCTC Board of Directors; JCTC President Tony Newberry; Woody Northup, Rotary district president; Henry V. Heuser, Jr., president of Louisville Rotary; Dr. McCall and Tim Burcham, KCTCS vice president.



KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

JUNE 2011

KCTCS HONORS 2011 ALL-AMERICAN TEAM



Thirty-two of Kentucky's top college students were honored as members of the Kentucky Community and Technical College System's 2011 All-Academic Team during the 10th annual KCTCS Student Academic Achievement Luncheon May 16 at the Lexington Convention Center.

Students from each of the 16 KCTCS colleges were chosen for the All-Academic Team based on their academic performance and campus involvement. Each member of the All-Academic Team received a \$500 gift from their college as well as scholarship opportunities to continue their education at one of 15 Kentucky public and private universities. Together, the scholarships are valued at more than \$500,000. The 2011 KCTCS All-Academic Team Scholars are part of a national program sponsored by national honor society Phi Theta Kappa, *USA Today*, and the American Association of Community Colleges.

In addition, Natalie "Chris" Garland was the recipient of the KCTCS Martha C. Johnson Scholarship for \$2,500. Garland graduated from Somerset Community College (SCC) with an AAS in physical therapist assistant (PTA). In 2010, she was named the recipient of the James H. Anderson Award, a peer-selected award based upon the expectation that the recipient will make a significant and lasting impact upon the physical therapy profession. Earlier this year, she was named the recipient of the Total Rehab Award for Outstanding Second-Year PTA Student.

ABOVE: Somerset Community College graduate and KCTCS Martha C. Johnson Scholarship recipient Natalie "Chris" Garland delivered an inspirational message to the honorees at the 2011 Student Academic Achievement Luncheon.

The list of the All-Academic Scholars include:

ASHLAND COMMUNITY & TECHNICAL COLLEGE

Cheryl Cook and Kenneth Cline

BIG SANDY COMMUNITY & TECHNICAL COLLEGE

Chelsea Lafferty and Lisa Rutherford

BLUEGRASS COMMUNITY & TECHNICAL COLLEGE

Iwona Alford and Rachel Mack

BOWLING GREEN TECHNICAL COLLEGE

Jacquelyn Plested and Kimberly Reasoner

ELIZABETHTOWN COMMUNITY & TECHNICAL COLLEGE

Paula Walls and Richard Distler

GATEWAY COMMUNITY & TECHNICAL COLLEGE

Robert Dennis and Teresa Meyer

HAZARD COMMUNITY & TECHNICAL COLLEGE

Kristen Coots and Mattie Lykins

HENDERSON COMMUNITY COLLEGE

Heather Fulkerson and Nicole Blair

HOPKINSVILLE COMMUNITY COLLEGE

Danielle Aguillard and Dawn Kramer

JEFFERSON COMMUNITY & TECHNICAL COLLEGE

Allison Hickey and Jennifer Ellis

MADISONVILLE COMMUNITY COLLEGE

Brandi Bloodworth and Justin Lewis

MAYSVILLE COMMUNITY & TECHNICAL COLLEGE

Chris McKenzie and Lisa Harmon

OWENSBORO COMMUNITY & TECHNICAL COLLEGE

Donna Pedley and Nicole Shelton

SOMERSET COMMUNITY COLLEGE

Cecil West and Natalie Garland

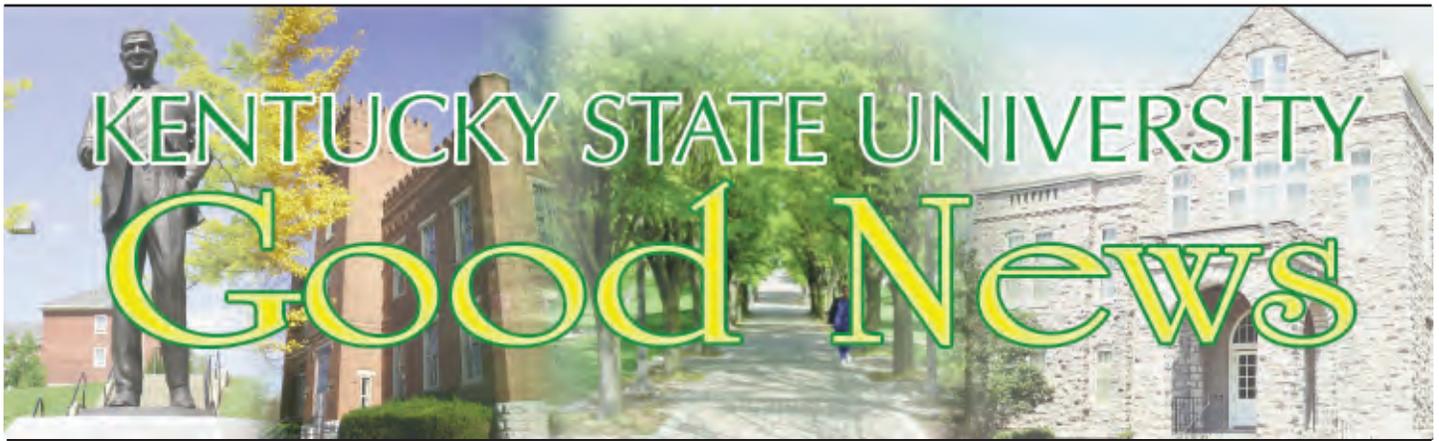
SOUTHEAST KENTUCKY COMMUNITY & TECHNICAL COLLEGE

James Harris and Michele Becerra

WEST KENTUCKY COMMUNITY & TECHNICAL COLLEGE

Kerrie Peck and Mathew Petersen





Record Number Of Graduates Participate In Commencement Convocation



It was an exciting commencement season at Kentucky State University as it celebrated its 125th anniversary with a record number of graduates on May 14. Also, President Mary Evans Sias announced during the Nursing Pinning Ceremony that the university was working toward offering a doctorate in nursing practice.

Soon after the students participating in the 122nd Commencement Convocation at the Frankfort Convention Center settled into their seats, Sias stepped to the lectern and said they were the university's largest graduating class at 393 people.

The group applauded and Sias continued with her welcome and introduction of the commencement speaker Dr. Lezli Baskerville, president and chief executive officer of the National Association for Equal Opportunity in Higher Education.

NAFEO is the only national membership, advocacy and capacity-building association for the nation's 105 historically black colleges and universities and 75 predominantly black institutions.

She asked the graduates to think about the people who paved the way for them to get an education and the people who helped them overcome obstacles while attending KSU.

"Someone carried you through ... now you must acknowledge those others," she said.

Baskerville said it was time for the graduates to repay the debt to those who helped them succeed. She challenged them to fix national and international problems, create businesses and jobs and train the unemployed. She asked them if they would stand for freedom and justice.

Two honorary degree recipients also shared words of encouragement as well as their passion for Kentucky State University.

"I will always be committed to the university's vision and mission," said Ollie M. Knight, who has served as interim CEO of the Human Resources Development Institute, one of the nation's leading behavioral health and human services organizations.

Boyce Courtney Williams, who has served as vice president of the National Council for Accreditation of Teacher Education since October 1997, told the students to continue learning after graduation even though KSU would no longer be their classroom.

"After today, the classroom will be everywhere," she said.

Deniz Martinez, of Izmir, Turkey, who received an associate degree in nursing, described the day and ceremony as wonderful.

"I loved it," she said.

Martinez had joined dozens of other students the night before at the Pinning Ceremony for nursing students in the Bradford Hall Auditorium.

In her remarks to the graduates, Sias said the ceremony was one of her favorites. The students, clad in all white, carried lit candles during the processional. They cheered when Sias shared news that the university was working to elevate from a Level 3 institution to a Level 5 institution "with the goal of offering a doctorate in nursing practice."



NEW GRADUATE SPOTLIGHT

Math And Science Graduate Wants To Help Developing Countries

As a child, Haddijatou Bayo wondered who made sure the water people used for drinking and bathing was clean. Bayo, a native of Gambia who graduated from Kentucky State University this spring, later realized many developing countries don't have the resources to ensure clean water for its citizens.

"It's always been in the back of my mind," Bayo said, seated on a stool in the cafeteria of the Carl M. Hill Student Center just days before graduation.

Bayo wants to eventually use her education to help those countries get clean water.

Bayo majored in math and chemistry and minored in physics. She graduated summa cum laude from KSU on April 14, receiving her bachelor's degree. She also received the Academic Achievement in Chemistry Award, the Academic Achievement in Mathematics Award and the Outstanding Major in Mathematics Award during Honors Convocation on April 7.

Bayo said she remained focused, and was never interested in attending parties, while studying at KSU. She smiled when asked about the numerous accolades she received before graduation.

"I've been given a very unique opportunity," Bayo said. "A lot of people back home would love to be here and get an education."

Bayo said she had the best professors and would walk away from KSU with fond memories.



Haddijatou Bayo

She plans to attend graduate school at the University of Kentucky and study environmental engineering. Bayo said she thinks her background in math and science will help her in the engineering program.

"I think it will help because I have a strong foundation in the basics," Bayo said. "It will be difficult at first."

Dr. Fariba Bigdeli-Jahed, department chair for the Division of Mathematics and Science, said Bayo might find herself better prepared than other engineering students who have not taken a broad array of math and science courses.

Bayo said she could see herself working for a non-governmental organization, helping to create systems developing countries can use for water purification, or for the U.S. Environmental Protection Agency.

"People just don't have the resources to be able to clean it up," Bayo said.

She also said she would like to make traveling a component of her career.

Bigdeli-Jahed was confident Bayo would do well in her future endeavors. She said Bayo has good work ethics and does not hesitate to share her knowledge with others.

Bayo said students should not be afraid of math and science classes, and more African Americans are needed in these fields. Bayo has been a tutor for a program that helps high school students become interested in science and a tutor at KSU's Academic Center for Excellence on campus.

"I wish that more people would opt to take these classes," Bayo said. "I feel like most people might like it, but they think they can't do it."

Vocal Students Study In Bahamas

Two Kentucky State University choir students went to the Bahamas on May 17 to participate in a leadership and vocal program with more than 100 students from historically black colleges and universities.

Dr. Carl H. Smith, the university's choir director, joined students Arielle Crosby, a senior from Detroit, and DeMeeshia Marshall, a freshman from Columbus, Ohio, on the trip for the Leadership Academy-Vocal International Development program in Nassau, Bahamas.

Crosby and Marshall participated in leadership and vocal classes and rehearsed for a group performance on May 21. There was also time for recreation and sight-seeing.

"These are students who have excelled," Smith said. "They're good vocal students and they're good academic students."

The students in the program would also become, if they were not already, part of the 105 Voices of History, an HBCU national concert choir that meets in Washington, D.C., each year.

"I'm looking forward to learning things I can bring back to the choir," Marshall said.

Smith was one of the featured conductors during the One Voice: U.S.-Bahamian Music Gala on May 21 at the Christ Church Cathedral in Nassau. The program was titled

"Celebrating Linkages of Cultures, Leadership, Legacies, Tradition and Talent."

Other conductors came from Winston Salem State University, Hampton University, College of the Bahamas and the Bahamian National Youth Choir.



*Arielle Crosby, Dr. Carl H. Smith
and DeMeeshia Marshall*



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

June 2011



Space Science Center's Electromagnetic Anechoic Chamber now online

MSU's Space Science Center has opened a new laboratory facility--the Electromagnetic (EM) Anechoic Chamber. The anechoic chamber is an experimental laboratory that simulates the electromagnetic environment of space to allow testing and measurement of satellite systems, antennas and antenna components.

The new chamber is essentially an experimental room lined with RF absorbent material and contains an antenna positioner and controller that allows for a variety of empirical measurements of antenna performance. The chamber facilitates the Space Science Center's spacecraft verification program, allowing staff and students to characterize the RF performance of space-based and ground-based (Earth station) antenna systems.

The anechoic chamber facilitates empirical measurements of antenna parameters such as radiation patterns, gain, system temperature profiles, cross-polarization, and effective isotropically radiated power (EIRP), and transceiver system stability.

Measurements of critical characteristics of communications systems can be made (antenna gain and radiation patterns, system EIRP, etc.). Additional measurements for CubeLab payloads are made in the chamber including: RF leakage, RF susceptibility, etc.

The EM Anechoic Chamber Lockheed is valued at more than \$1 million. It was a gift from the Lockheed Martin Aerospace Company and was originally installed in Clarksburg, Md.



Spring Commencement recognizes nearly 1,150 degree candidates

MSU honored nearly 1,150 degree candidates at its two spring commencement ceremonies on Saturday, May 14, at the Academic-Athletic Center.

There were smiles, cheers and lots of photographs taken as the newest alumni took the ceremonial walk across the stage. President Wayne D. Andrews offered a congratulatory handshake to each of those completing graduate and undergraduate degree requirements.

Candidates from the College of Science and Technology and College of Business and Public Affairs participated in the first program Saturday morning, while the College of Education and Caudill College of Arts, Humanities and Social Sciences took part in the afternoon program.

Medina Whitney Jackson was the student speaker for the morning program. A graduate of Knox Central High School in Barboursville, she is the daughter of Nicia D. and Robert W. Jackson of Flat Lick.

An honorary Doctor of Education degree was presented to MSU alumnus Elmer Smith of Atlanta. He is president of Interactive College of Technology (ICT) .

Kevin Callihan was the student speaker for the afternoon program. A Raceland native, he is the son of Sherry Callihan and a 2007 graduate of Russell High School.

ROTC students were commissioned as part of each program by Brig. Gen. Jeffery L. Underhill, the first MSU alumnus to be promoted to this rank.

Following each ceremony, the newest alumni were inducted into the MSU Alumni Association Inc. by its president, Clyde James of Morehead.



MSPR wins state AP awards

Five Morehead State Public Radio students have been recognized for their work in the newsroom as they received honors at the annual Kentucky Associated Press Awards.

Matthew Rand of Georgetown, Ohio, won “Best College Audio” while Tyler Smith of Williamsburg took second place in the “Best Sports Reporting.”

Tanner Hesterberg of Morehead captured an honorable mention for “Best Sports Feature/Special.” Hesterberg did a feature on Morehead State alumnus Josh Teater, who is a pro golfer.

Shayla Menville, an MSU graduate of Morehead, finished second in “Best Radio Reporter” category. Chuck Mraz finished first for “Best Newscast,” “Best Sports Reporting,” and “Best Radio Anchor.”

MSPR finished second place in “Best Web Site.” Greg Jenkins, operations director, is the webmaster.

Also receiving honorable mention for “Best Public Affairs” was Health Matters with Dr. Tony Weaver and Rick Phillips for the show “Vertical Sleeve Gastrectomy.” Student Brandon McCleese of Vanceburg was producer.

Space Movie Film Festival hosted by MSU

MSU’s College of Education’s 21st Century Education Enterprise, collaborated with the faculty of the College of Science and Technology, Space Science Center and Kentucky DataSeam, Thursday, May 19, to enable area high schools to show off their talents as documentary makers.

A total of 43 students and nine teachers from eight schools attended the Space Movie Film Festival. The student-created science films were showcased on the Digital Star Theater, a 100-seat, multi-function, state-of-the-art, digital classroom, in MSU’s Space Science Center.

The project was supported with funding from DataSeam and the MSU Center for Regional Engagement.

Members of the 2011-12 class of the President’s Leadership announced

Members of the 2011-12 class of the President’s Leadership Academy at Morehead State University were introduced at a reception on May 10.

“Our people are our most important assets, and it is always important to build our leadership capacity,” said MSU President Wayne D. Andrews, who welcomed incoming members at the event.

Leadership Academy class members are: Jolann Baldwin, associate director of housing; Michelle Barber, assistant director first year programs; Regina Beach, director of testing; Hans Chapman, assistant professor of Applied Engineering and Technology; Aaron Gay, database research analyst I; Misty Hanks, coordinator instructional design; Julia Hypes, associate professor of sports management; Jill McBride, nontraditional and commuter coordinator; Ann Rathbun, associate professor of health education; Robert Royar, associate professor of English; Wesley White, professor of psychology; and Stacy Wistuba, aquatics director.

Academy members were named after a competitive nomination and selection process that included interviews conducted by groups of community leaders.

The President’s Leadership Academy provides quality professional development, mentorship and internships to selected faculty and staff who show potential to become more effective leaders.



Brown named Coach of the Year

MSU Eagle men’s bowling coach Bobby Brown was named Kerm Helmer Coach of the Year Wednesday during the Night of Champions banquet in conjunction with the 2011 United States Bowling Congress Intercollegiate Team Championships (ITC).

Brown has been coaching MSU since 1999. In 2003, he coached the Eagles to their highest finish ever, as they placed second in the nation. Under his leadership, the men have several national third place finishes as recently as 2006.

He attended Morehead State from 1994-99 and earned the Bachelor of Business Administration and the Master of Business Administration degrees. As a member of the MSU Bowling Team, he has bowled a 300 game (one of 11 in his career), a high series of 826 (one of three career 800 series) and achieved a high average of 249.



MURRAY
STATE UNIVERSITY



Photo courtesy Kyser Lough/Murray Ledger & Times

Satellite campus in Paducah

The Paducah City Commission, McCracken County Fiscal Court, the Greater Paducah Area Economic Development Council and Murray State University reached an agreement concerning the new MSU Paducah campus to be constructed on land purchased in April 2009 along Interstate 24 across from West Kentucky Community and Technical College. A delegation from the Paducah entities attended the most recent board of regents meeting on the Murray campus at which the board voted approval for the measure.

MSU alum and professor in *USA Today*

Murray State alumnus Navy Capt. Mark Lyles and Dr. Harry Fannin, MSU chemistry professor, were interviewed on toxins in microscopic dust particles that soldiers inhale during tours of service in the Middle East. Lyles is the chair of medical sciences and biotechnology at the Center for Naval Warfare Studies at the Naval War College in Newport, R.I. *USA Today* featured Lyles and Fannin in a front-page article, "Could dust be the cause of war vets' ailments?."

YNL program recognized nationally, becomes newest major at Murray

The Youth and Nonprofit Leadership (YNL) program at Murray State leads the nation in student enrollment with 670 students, a national record, and certifies more students to work in non-profits than any other campus program. The YNL program has led the nation in student enrollment for 20 consecutive years. Building on that strength, YNL faculty, staff and MSU administrators have added a major in YNL.

Murray professor's research noted in *Shape* magazine

The research of Dr. Ian Norris, assistant professor of psychology, on wanting more than you have and its consequences for wellbeing and happiness is noted in an article, "Wanting more than you have" by *Shape*.



AdaptiVolt™ goes live at MSU

Murray State finished the commissioning of PCS UtiliData's AdaptiVolt™ Volt/VAR Optimization system,



which saves energy by increasing the efficiency of MSU's campus-wide electric distribution network. With the successful commissioning, MSU becomes the first university in the United States to gain the benefits of the AdaptiVolt™ Volt/VAR Optimization technology. The AdaptiVolt™ system gives Murray State the power to monitor and automatically adjust voltage levels throughout the electric distribution system, thereby conserving energy and reducing power losses.

"Race to Give" for flood victims in the region

The university communications office at Murray State sponsored a "Race To Give" initiative to aid flood victims in the region. The



Paducah Power System (PPS), in conjunction with WKYQ, sponsored a "Stuff a Truck" project. The American Red Cross distributed the collected and much-needed cleaning supplies to flood victims throughout the area. A collection period of two days netted enough supplies to completely fill two Chevrolet Suburbans. The supplies were dropped off at PPS for an effort that stuffed three semi-trucks.

Arkov is first at MSU to receive CAREER award from NSF

Dr. Alexey Arkov, assistant professor of biological sciences, has been selected to receive an NSF CAREER award based on a rigorous review of the scientific, technical and educational merits of Arkov's research proposal. It will be funded over a period of approximately five years. This is the first CAREER award issued to an MSU faculty member.

MSU Outstanding Senior Woman selected for Fulbright program

Murray State University had more than 1,300 undergraduate and graduate students as May 2011 degree candidates. Commencement was held on Saturday, May 14, in the CFSB Center on campus. Outstanding Seniors were Ashley Winkler and Cameron Gish. Winkler is the recipient of a Fulbright English Teaching Assistantship in Spain for the 2011-12 year — Murray State's first Fulbright student.



Generous donor funds creation of Racer Oral Communication Center

With speaking in public noted as one of the worst fears Americans have, it is understandable that students struggle with presentations and speeches. Thanks to a generous donation by Dr. Jesse D. Jones, Murray State University will establish a center in Waterfield Library to provide assistance with developing oral communication and presentation skills. The center will open in fall semester 2011. The goal of the Racer Oral Communication Center will be to educate and train MSU students to enable them to become proficient and competent public speakers.

Hutson School of Agriculture dedicated

A formal dedication took place for the university's Hutson School of Agriculture in recognition of the Hutson family's support of and contributions to agriculture in western Kentucky and the surrounding region, and for the Hutsons' substantial financial support of the university and, specifically, its school of agriculture. Cumulative gifts from the Hutson family total \$3 million.

Murray State students receive honors at AAF student competition

Murray students Sarah Wang and Libby Files received honors at the Fifth District American Advertising Federation (AAF) student competition in Lexington. Wang received the Rick Roth District 5 AAF \$1,000 scholarship while Files was named the top student presenter in the competition.

Jim Carter keynote at Nashville Association of Talent Directors meeting

Jim Carter, vice president for institutional advancement at Murray State University, was invited to speak at the May meeting of the Nashville Association of Talent Directors (NATD). He shared a recap of the NATD College of Knowledge program held in Murray for MSU students and interested individuals April 27.

Distinguished Professor and Researcher selected

The MSU Alumni Association chose Dr. Ricky Cox, MSU chemistry professor, as the 2011 Distinguished Professor in recognition of his outstanding work in both research and the classroom. MSU biology professor, Dr. Robert A. Martin, was selected by the alumni association for the 2011 Distinguished Researcher Award, specifically in recognition of his research and publishing.

MSU receives FEMA grants for Public Safety and WKMS generators

Murray State's Public Safety and Emergency Management Department and WKMS-FM are among award-ees of a \$48 million FEMA Hazard Mitigation Grant for entities across Kentucky affected by the 2009 ice storm. Both units of the university are receiving funding for permanent emergency generators. WKMS is being awarded a total of \$73,365; Public Safety and Emergency Management will receive a total amount of \$81,391. Funding comes from both federal and non-federal sources. Public Safety's generator will provide a back-up power source for its department to ensure that vital communication can take place between first responders in an emergency situation, which will benefit an estimated 36,000 residents of Calloway County. The WKMS generator will provide a back-up power source for all communication equipment on the MSU/WKMS tower without loss of service during a power outage for a region of approximately 400,000 residents.





NKU Admitted to President's Community Service Honor Roll

As colleges across the country honor graduates this commencement season, the Corporation for National and Community Service (CNCS) has honored NKU as a national leader for its support of volunteering, service-learning and civic engagement.

NKU has been admitted to the 2010 President's Higher Education Community Service Honor Roll for engaging its students, faculty and staff in meaningful service that achieves measurable community results.

One of the projects that was key to NKU's designation was the Northern Kentucky Forum, a three-year-old collaboration between the university's Scripps Howard Center for Civic Engagement and two community partners, Vision 2015 and Legacy.

The Forum has produced 20 events and drawn nearly 2,000 to public dialogues around

a range of topics including science education, anti-smoking regulations, government structure at the county level, urban innovation, economic development and health-care quality. Forum events are free and open to the public.

Two other initiatives at NKU that helped secure this year's designation on the honor roll were the Mayerson Student Philanthropy Project and the Center for Environmental Education (CEE). The Mayerson Project began in 1999 and in the years since has distributed over \$566,000 to local nonprofits. It is designed to incorporate the teaching of philanthropy and community stewardship into college courses across disciplines. Through the CEE, NKU undergraduate and graduate students learn to

use "teaching trunks" to teach specialty topics to other colleagues, P-12 students and the community.

The Honor Roll recognition also celebrates NKU's overall commitment to service, including over 100 service-learning classes each academic year that partner with area nonprofits and thousands of NKU students who, during the course of the semester, volunteer in the community.

"Congratulations to NKU and its students for their dedication to service and commitment to improving their local communities," said Patrick A. Corvington, chief executive officer of CNCS. "We salute all the Honor Roll awardees for embracing their civic mission and providing opportunities for their students to tackle tough national challenges through service."

NKU Earns Best of Kentucky Technology Awards

NKU was honored this spring at the 2011 Best of Kentucky Technology Awards sponsored by the Commonwealth Office of Technology.

NKU received the "Most Innovative Use of Technology" honor for an NKU Center for Applied Informatics (CAI) fire department app and Vice President for Academic Affairs and Provost Gail Wells received the "Visionary Award."

The innovation award is given to individuals and/or organizations that have demonstrated a creative, unique and resourceful use of technology in government.

Users of the Fire Department App can view active incidents and current response status of dispatched units and pinpoint those incidents on an interactive map. Users can

choose to be notified of incidents in specific categories and listen in on live emergency radio traffic. The app can also be used by the fire department to notify users who are trained in CPR of a citizen in distress if they are in a public place and can notify them of the nearest location of a portable defibrillator.

The "Visionary Award" is given to a government manager or official who has demonstrated vision, leadership and support of technology initiatives.

Dr. Wells provides leadership across the full breadth of NKU's academic mission, including curriculum, instruction, research and scholarly activity, public engagement, information technology and library services.

Northern Confers First Ed.D. Degrees

NKU conferred its first Doctorate of Education degrees during post-graduate commencement ceremonies May 6.

Northern started its Doctor of Education (Ed.D.) in Educational Leadership Program in 2008 to enhance leadership skills for school administrators and teachers with five or more years of professional experience.

In addition to attending doctoral classes, the degree recipients had to complete two unique components of the program – a civic engagement project with their cohorts and an individual action-research dissertation.

NKU awarded 2,800 undergraduate, graduate and law degrees in 2010-11, the most in school history.

DID YOU KNOW?

Since 2006, the Kentucky Center for Mathematics, in partnership with the Council on Postsecondary Education, Kentucky Department of Education and the state's public universities, has worked in 110 of Kentucky's 120 counties to increase student achievement in math. The KCM, housed at NKU, provides tools and resources for P-12 teachers and adult educators.

Dr. Eli Capilouto selected as 12th President of the University of Kentucky

On May 3, 2012 the University of Kentucky Board of Trustees unanimously selected University of Alabama-Birmingham (UAB) Provost Eli Capilouto to be UK's 12th president. The vote followed a series of meetings for Dr. Capilouto with faculty, staff and students on May 2. Dr. Capilouto will officially take office July 1, succeeding President Lee T. Todd, Jr. who is retiring after 10 years as President.

"I have admired the University of Kentucky for a long time, and I am honored and grateful for the opportunity to lead this great institution to further success," Capilouto said. "I was attracted to the Top 20 aspirations because I believe that you can't have big successes if you don't have big dreams."

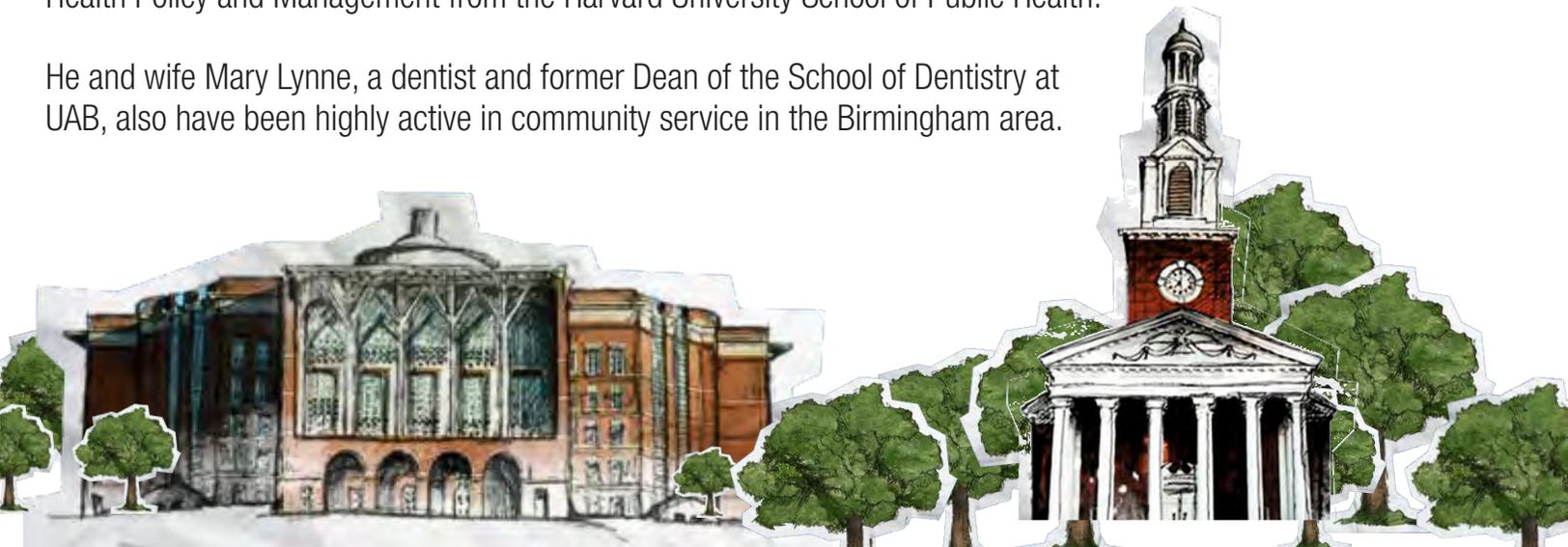


UK Board of Trustees Chairman Britt Brockman said, "Eli Capilouto has demonstrated the perfect combination of outstanding experience, keen intellect and innovative leadership. I look forward to working with him to move UK and the Commonwealth of Kentucky forward."

As Provost at UAB, Dr. Capilouto served as the chief academic officer for a university with 11 schools and colleges, 17,543 students and some \$460 million in annual external research. During his tenure, he has helped lead the adoption of the university's strategic plan, an integrated and more transparent budgeting system, and continued increases in research funding for an institution that is one of the nation's leading public medical and health sciences' campuses.

Dr. Capilouto previously served as Dean of the School of Public Health at UAB. He holds a bachelor's degree from the University of Alabama, a Doctorate of Dentistry and Master's of Public Health from UAB, and a Doctorate in Health Policy and Management from the Harvard University School of Public Health.

He and wife Mary Lynne, a dentist and former Dean of the School of Dentistry at UAB, also have been highly active in community service in the Birmingham area.



UK Opens New 12-Story Patient Care Pavilion

On May 15, the University of Kentucky's new 12-story patient care pavilion at UK Albert B. Chandler Hospital was dedicated and unveiled to the public.

U.S. Rep. Ben Chandler, Gov. Steve Beshear, state Senate President David L. Williams, state Rep. Bob Damron, and Lexington Mayor Jim Gray joined UK

President Lee T. Todd Jr., UK Executive Vice President for Health Affairs Dr. Michael Karpf, and UK Chandler Hospital Chief Administrative Officer Ann Smith in a ribbon-cutting ceremony attended by several hundred faculty, staff, and community members.

"Today marks a significant achievement for the University of Kentucky in our mission to improve people's lives through excellence in education, research, service, and health care," Todd said. "This magnificent, state-of-the-art medical facility provides an environment and the momentum to continue to raise the bar in providing high-quality patient care."

Two patient care floors with 128 intensive care and acute care beds began serving patients May 22. Also now open are many common public spaces including an atrium, chapel, surgical waiting room and a 305-seat auditorium, which will host the Lucille Caudill Little Performing Arts in Healthcare Program.

Groundbreaking was held in 2007 for the new pavilion and has resulted in more than 2.5 million paid work hours, equivalent to employing 300+ full-time people, during the duration of the construction project.

The facility also means continued expansion of health-care-related job opportunities in Central Kentucky. The number of full-time employees at UK HealthCare, including Chandler Hospital and the UK College of Medicine, has increased by more than 2,100 people in the past seven years.

The entire new facility, scheduled to be completed in phases over the next 10 years, will eventually replace the original UK Chandler Hospital and is paramount in UK's plan to become a premier regional medical center concentrating on cancer, trauma, neurosciences, organ transplantation, and pediatric subspecialties.

The next phase of construction for the pavilion has already started and is set to open in early 2012 with the addition of eight state-of-the-art operating rooms and one of the country's largest hybrid operating rooms which will combine the most advanced and high-quality imaging technology with surgical operative capabilities.

UK Ranked 6th Top Social Media University

Media consumption is constantly changing and our most adept users, enrolled and prospective students, are engaging in a number of different ways. Therefore, a major part of the University of Kentucky's "see blue." campaign was increasing our social media platform.

The University of Kentucky recently ranked 6th on the Top Social media Colleges list by StudentAdvisor.com. Over a one-month period, StudentAdvisor.com followed 6,000 colleges and universities with over 500 Facebook fans to collect information on the institution's effectiveness in engaging audiences through Facebook, Twitter, and YouTube.

Other institutions in the Top-10 include, Harvard University, Johns Hopkins University, Carnegie Mellon, Stanford University, and the University of Florida.



The President's Report

SPECIAL
Student Excellence Issue

Issue 23 May 2011



PREPARED FOR
TAKE OFF

Cardinal Graduates 'Go Higher' With Degrees and Accomplishment

With inspiration and great expectations in the air, UofL graduates at all levels and specialties have reached a milestone in their academic careers. Each year, the University of Louisville graduates thousands of students from all over the state and nation. This year is no different. More than 2,600 students graduated – some to go into the workforce while others will continue their education in specialized fields. Our graduation rate has increased 60% in the past decade, which leads all Kentucky state institutions. But being number one in Kentucky is not enough. To meet our goal of becoming a premier metropolitan research university we must do more.

UofL's academic achievements continue to prove "It's Happening Here" ▶

#1

Among Kentucky public universities in 8 academic measures 1999-2009

58

Number of 2010 high school valedictorians who are now students at UofL

TOP 20

World ranking for Entrepreneurship Research Productivity for UofL College of Business Faculty

#1

Ranked Business School in Kentucky

TOP 20

Best Value Law School – the *National Jurist* magazine

#20

National ranking for number of Fulbright Scholars

#6

Largest increase in graduation rate for public research institutions (2003-'08)

#2

Percent increase in Federal Research Funds 2001-'08 – National Science Foundation

#11

School of Dentistry's Research ranking - Funding from National Institute of Dental and Craniofacial Research

#2

World Ranking for UofL's choral group, The Cardinal Singers

TOP 15%

Military Friendly School – *G.I. Jobs* magazine

#16

Business School's Graduate Entrepreneurship program – *Entrepreneur* magazine

UofL Students Win "Super Bowl" of Business Competitions

A team of entrepreneurship students from the University of Louisville's College of Business has earned the grand prize in the Venture Labs Investment Competition May 8 in Austin, TX. The students received a \$135,000 cash prize and will get to ring the opening bell at the NASDAQ stock market June 3.



TNG reached the Venture Labs contest finals by outcompeting teams from The Ohio State University, Carnegie Mellon and the University of Arkansas in the semifinal round. The team's winnings now total \$800,000, which includes prize money from first-place finishes in contests at the University of Cincinnati, University of Nebraska and Rice University. Students have set a College of Business record by winning nearly \$900,000 over the past academic year in business contests across the nation.

Team members Larry Horn, Cory Long, Jenny Corbin, Terry Tate and Max Brudner created a business plan for FlyVax, a vaccine to control cattle horn flies, an agricultural pest that costs farmers more than \$1 billion a year. The team is licensing the patented vaccine, which was developed by scientists at Auburn University.

A Letter From the President

Dear Friends,

My right hand is still a little sore. But that gentle pain in my grip is a wonderful reminder of the great day I had on Saturday, May 14. I shook the hand of more than 1,600 proud graduates of the University of Louisville as they walked across the stage at the KFC Yum! Center in downtown Louisville. It was truly a moving experience to see the smiles of so many bright young men and women as they reached for my hand.



Commencement is the best time of the year to be president of the University of Louisville. It renews the love I have for my job and it's the culmination of the hard work our faculty and staff put in all year long, encouraging and mentoring our students toward a college degree. As you know, and students know, the college degree is their path to a brighter future and a better future for our state. Those with college degrees earn more, are healthier and contribute more to the schools, charities and arts in their communities. The college degree is a worthwhile investment for the students, the taxpayers of Kentucky, UofL and our supporters.

So we'll continue to recruit and graduate the best students in Kentucky in increasing numbers, even if it leaves me with a sore hand.

Sincerely,

James R. Ramsey

UNIVERSITY OF LOUISVILLE
It's Happening Here.



The University of Louisville is an equal opportunity institution. The delivery of this publication is carbon neutral. It is printed on 100% post-consumer waste recycled paper. It was produced by the University of Louisville and printed using nonstate funds. 204363 - 05/11



Missy Sullivan

UofL Post-Bacc Pre-Med Program Aims to Solve Physician Shortage

One of the first students to enroll in a program at the University of Louisville to help address Kentucky's acute shortage of physicians has completed the program, putting her one step closer to her goal of becoming a physician. Melissa "Missy" Sullivan of Louisville enrolled in the Post-Baccalaureate Pre-Med Program (PBPM) at UofL in its inaugural semester, Spring 2009. She will start classes at the UofL School of Medicine in August.

The PBPM program enables post-bac students who have minimal pre-med science backgrounds to complete

coursework necessary to qualify for medical school admission. It was implemented to help increase the health care workforce in Kentucky. It is jointly administered by the School of Medicine and the College of Arts and Sciences.

"The Commonwealth of Kentucky needs more physicians to practice in medically underserved areas," V. Faye Jones, M.D., Ph.D., associate dean and head of the Office of Minority and Rural Affairs, said. "Today, 80 of Kentucky's 120 counties are federally designated as Health Professional

Shortage Areas. Our program exists to serve as a potential remedy to this problem by helping more students earn medical degrees."

"I have a good life and feel compelled to give back," Sullivan said. "I also have looked back on my decision to not pursue medicine as a career with regret. This program and the support of my family enabled me to return to school."

For information on the Post-Baccalaureate Pre-Med Program, visit louisville.edu/medschool/postbacpremed.

Parting Thoughts From UofL Commencement Speakers



Daniel Cameron

"The question is — what will we do with those talents and those skills? Some will go to grad schools. Some will go to the workforce. Some will go overseas with Fulbright awards and things like that. That's the question. Do you settle for mediocrity? No. Do you try to rise to the occasion every time? Yes."

Football Player, Top Scholar Defies Stereotypes

Daniel Cameron played football for UofL and, while working toward his law degree, earned a long list of academic accolades. Selected as one of the outstanding students who spoke at commencement (at the 10 a.m. ceremony), his message to his classmates was to defy mediocrity and seize opportunity.



CHARTING OUR COURSE

The Campaign for Kentucky's Premier Metropolitan Research University

In 1997, the Kentucky General Assembly gave higher education institutions a mandate — a public agenda to increase economic opportunity and the quality of life for the people in our communities.

Now we are seeking the resources necessary to shape our own destiny, to fulfill our public mission, to achieve true distinction and to transform the course of learning and inquiry. We are steadfast in our belief that investing in higher education produces important and demonstrable returns for both the public and private sectors.

To become a premier metropolitan research university, the University of Louisville has initiated a bold campaign to raise an unprecedented \$750 million in private support by 2013.



Campaign Progress:

\$484,975,823

Visit ChartingOurCourse.org to learn more.



Tracey Walterbusch

"I was really excited to come here for the College of Education, the program and the faculty. But I was more excited once I came down here to see the city and see how unique it was. All of the different restaurants and different cultures really excited me. I think Louisville is one of those best-kept secrets in the state of Kentucky."

Commencement Speaker Tracey Walterbusch Plans Career in Higher Ed

It took only a campus visit for Tracey Walterbusch to know she wanted to attend the University of Louisville for her master's education. The Dayton, OH, native had earned her undergraduate degree in economics at The Ohio State University. Walterbusch excelled as a master's student at the College of Education and Human Development.

She served as the president of the College of Education and Human Development Graduate Student Association, as first-year representative for the Graduate and Professional Student Assembly, staff representative of the Division of Student Affairs' Professional Development Committee and as the graduate representative for the College Personnel Association of Kentucky.

UofL Savings Calculator

\$135,000,000
in cost savings and avoidances since 2001



How'd We Do It?

- Energy Savings Performance Contract for Belknap Campus through Siemens Building Technologies: **\$2.3 million per year over the life of the contract — 13.5 years**
- Reorganized digital printing and imaging services: **\$50,000**

- Recycling electronics through Global Environmental Services (GES). GES sorts and reuses/repurposes useable equipment. Revenues cover the responsible disposal of CRTs, initiative reduces materials to the landfill and does not ship materials overseas: **\$600**
- Dental School has revised student recruitment and orientation strategies to reduce costs. Increased use of technology including Skype, electronic promotional packages, and online payment processes: **Saved \$17,525**
- Converting University Tower Apartments from family housing to undergraduate housing opens up additional housing options for our students and provides a revenue source: **\$50,000**
- The Risk Management Department increased limits of liability and decreased the annual premium for the Commercial General Liability Package Policy. The new rate went into effect July 2010: **Saved \$161,194**

Western Kentucky University news for the Council on Postsecondary Education, June 2011



Chao receives honorary doctorate

During the President's Circle Gala on May 20, WKU President Gary Ransdell presented an honorary doctor of public service degree to Elaine Chao, a former U.S. Secretary of Labor under President George W. Bush. Chao is the first American woman of Asian descent, and the first Kentuckian since 1945, to be appointed to the president's cabinet. She is now a distinguished fellow at The Heritage Foundation. In addition to recognizing major gift donors, The President's Circle Gala also celebrated the first anniversary of the Confucius Institute at WKU and the grand opening of the Chinese Learning Center.

WKU opens Confucius Institute Chinese Learning Center

Led by traditional Chinese Lion Dancers to summon luck and fortune, several hundred people entered Helm Library on May 20 to participate in the new Confucius Institute Chinese Learning Center at WKU. The Chinese Learning Center, located on the first floor of the Helm Library, contains artwork, multimedia exhibits and 3,000 volumes in space designed to look like a traditional Chinese setting. WKU President Gary Ransdell said the location was selected because the library is the centerpiece for learning on a university campus.

"We put this right in the front door so that every student who goes in our library has to go through China to get there," he said. "There are so many dimensions to our Chinese Learning Center that will add to the richness of learning on this campus." He added that by becoming home to the first Confucius Institute in Kentucky, WKU strives to help the university and the community be better prepared for the world economy.

Wei-Ping Pan, Director of the CI at WKU, said that during the past year, the CI placed 11 volunteer teachers in elementary, middle and high schools and offered community Chinese language classes for youth and adults. This summer, Dr. Pan said an additional 18 teachers will arrive from China to be placed in 21 schools.



A lion dancer leads the way during the opening ceremony of the Chinese Learning Center.

Gatton Academy again ranked among The Public Elites by Washington Post

The Carol Martin Gatton Academy of Mathematics and Science in Kentucky at WKU has been named to The Washington Post's list of top-performing schools with elite students. Executive Director Julia Roberts said the Academy is the only Kentucky high school to have been recognized as a Public Elite.

The Post's recognition drew attention to the strategic partnership between the Gatton Academy and WKU, which facilitates all coursework for academy students. As part of the rigorous curriculum, students earn more than 60 hours of college credit during their four semesters in the program while also earning a high school diploma. Since the program's inception in 2007, students have been admitted from 103 of Kentucky's 120 counties. In all, students from more than 100 public high schools across the state have enrolled in the program.

SKyTeach program celebrates funding match, first graduates

WKU's program to prepare teachers in the STEM disciplines celebrated two milestones this spring: a gift that has triggered an additional \$1 million from the National Math and Science Initiative and the first graduates of the program.

In 2007, WKU received \$1.4 million from the NMSI for SKyTeach, modeled after a highly successful program at the University of Texas at Austin. By raising \$1 million in private support for the program, capped by a \$50,000 gift from John and Carolyn Ridley of Bowling Green, WKU will now receive an additional \$1 million from NMSI. The SKyTeach curriculum includes a strong science/math focus and is structured as a double major in science and mathematics education and science or math. SKyTeach is the certification route for middle grades and secondary math and science teacher education candidates at WKU.

The first five graduates of the SKyTeach program were recognized at spring commencement. Approximately 205 students were enrolled in the program this spring.

First education doctorates awarded at WKU

The first five graduates of WKU's first independent doctoral degree were hooded during the graduate commencement ceremony at Diddle Arena in May.

WKU's Doctor of Education (Ed.D.) in Educational Leadership was approved in February 2008 by the CPE with the first cohort of students admitted in July 2008. The program's seventh cohort will begin classes this fall bringing the total number of students to 128.

The interdisciplinary program develops "practitioner scholars" in four specialty areas – P-12 Administrative Leadership, Teacher Leadership, Postsecondary Leadership and Organizational Leadership — equipped

to assume leadership roles in the multiple venues where education takes place and to work with educational partners to improve academic performance and increase learning at all levels.

Using blended delivery methods, including traditional face-to-face classroom settings, distance-learning formats, online platforms and on-site practicum settings, the WKU program makes it possible for students to remain in their current professional positions while completing the doctoral degree.

Students earn prestigious honors

Several WKU students have earned prestigious national and international academic honors.

Chris Colonna of Elizabethtown, a spring graduate from the Honors College at WKU with degrees in Biology and Chemistry, will spend a year teaching English at Mae Fah Luang University in Chiang Rai, Thailand, after receiving a fellowship from Princeton-in-Asia.

Sarah Schrader, a student at the Carol Martin Gattton Academy of Mathematics and Science in Kentucky at WKU, is among 141 high school seniors named 2011 U.S. Presidential Scholars. Schrader becomes the first Gattton Academy student to be named a U.S. Presidential Scholar and will be the first to attend WKU.

Three other Gattton students have been selected for the National Security Language Initiative for Youth scholarship for the summer. Brandon Kerr of Edmonton and Victoria Allen of Auburn, both studying with the Chinese Flagship program at WKU, were awarded the NSLI-Y scholarship for summer 2011 to study Mandarin for six weeks at Shanghai Normal University. Charlotte Humes of Bardstown, who is studying Arabic, will spend her summer in Morocco immersed in Arabic culture.

Two WKU seniors have been accepted to the Royal Veterinary College in London and will begin their postgraduate study in England this fall. Natosha Mulholland of Hartford and Mary Williamson of Louisville have been selected for study at the oldest veterinary school in the United Kingdom and the first to be accredited by the American Veterinary Medical Association.



The first five graduates of WKU's Educational Leadership Doctoral Program were recognized at the Board of Regents meeting on April 29. From left are Edwin Craft, Matthew Constant, Kelly Scott Davis, Angela Gunter and John Baker. "When the next history of WKU is written, the five of you will be included as our first doctoral graduates," President Gary Ransdell said.

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

A RESOLUTION HONORING AND COMMENDING

Lee T. Todd, Jr.

for his service to the University of Kentucky

WHEREAS, Lee T. Todd, Jr., has spent the past 10 years in service as president of the University of Kentucky where he focused his efforts and energies on helping his alma mater achieve a greater level of national prominence; and

WHEREAS, Dr. Todd has dedicated countless hours to his work for the University of Kentucky in Frankfort and across the state, nation, and abroad participating in public forums, meetings, and other activities; and

WHEREAS, under his leadership, the University of Kentucky has received numerous state and national awards and has received grant funding in the millions; and

WHEREAS, Dr. Todd has been a tireless advocate for economic development through improvements in education and by addressing the "Kentucky uglies" of low college attainment and low literacy levels; and

WHEREAS, he co-founded the Kentucky Science and Technology Corporation and co-authored the proposal that resulted in Kentucky's selection as an EPSCoR state, is a member of the National Academies' Committee on Research Universities, serves as chair of the Advisory Board for the National Science Foundation's Directorate for Education and Human Resources Committee, is immediate past chair of the Board of Directors for the Association of Public and Land-Grant Universities and is presently chair of the APLU Science Math Teacher Imperative, represents the Southeastern Conference as a member of the NCAA Division I Board of Directors, and is a member of the Executive Committee of the Business Higher Education Forum; and

WHEREAS, Dr. Todd was among the initial gubernatorial appointees to the newly-created Council on Postsecondary Education in 1997, serving in a number of leadership capacities including the chair of the Council's Distance Learning Advisory Committee and later, while president of UK, chair of the Kentucky STEM Task Force; and

WHEREAS, he has served as a tireless advocate for higher education before several Kentucky governors, the Kentucky General Assembly, and before several U.S. presidents and the Congress of the United States;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution June 10, 2011, for Lee T. Todd, Jr., congratulating him on his achievements, thanking him for his dedication and service, and wishing him luck and good fortune as he embraces new personal and professional challenges.


Paul E. Patton, Chair


Robert L. King, President

