FINAL STATUS REPORT

PARTNERSHIP AGREEMENT

COMMONWEALTH OF KENTUCKY AND THE UNITED STATES DEPARTMENT OF EDUCATION' S OFFICE FOR CIVIL RIGHTS

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March 5, 2003

Council on Postsecondary Education
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Partnership Agreement
Final Status Report on Implementation of Commitments

On January 24, 2000, Kentucky entered into a partnership with the U. S. Department of Education's Office for Civil Rights to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964. The Partnership process is a joint, cooperative effort between the Commonwealth, the institutions, and the OCR. As part of the Partnership process, the Commonwealth and the OCR examined the status of African Americans regarding access, enrollment, retention, and graduation at the Commonwealth's public postsecondary institutions and reached agreement on activities that needed to be accomplished in order for Kentucky to fulfill the obligations of the Partnership. In their responses to previous reports, the OCR has acknowledged the Commonwealth's significant progress on a number of the commitments. We are confident that Kentucky is moving toward completion of the Partnership Agreement.

In September 2002, the institutions submitted to the council status reports of their efforts to implement the commitments of the Agreement. For this reporting period the OCR has requested that the council's final status report focus primarily on the commitments that the Commonwealth has not completed. The OCR then will review the report and determine compliance in relation to *Title VI of the Civil Rights Act of 1964* and the *Fordice Standards*.

This status report highlights the Commonwealth's efforts to address the remaining commitments.

I. Enhancement of Kentucky State University

Commitment A (2)(a): By December 31, 1999, the council and the university will develop a plan, with specific timeframes, for the renovation of Carver Hall, Hathaway Hall, and Young Hall, which are estimated to cost, in total, $12.5 million. The council will request that sufficient funding be authorized and these renovations will be under construction by December 31, 2001.

Status: Incomplete. The Council on Postsecondary Education requested authorization and funding but the Commonwealth is presently operating without an approved budget. (*See Attachment A.*) Constitutionally, only the legislature can authorize issuance of debt or the expenditure of state money to complete capital projects. The Phase II renovation of Hathaway Hall ($5.39 million) and authority to issue agency funded debt to renovate Young Hall dormitory ($9.9 million) is on hold until the legislature passes a budget for the 2002-04 biennium. Renovation of Carver Hall and the Phase I renovation of Hathaway Hall are underway. The General Assembly is expected to address the 2002-04 biennial budget during its 2003 session that began February 4, 2003.

Although it is not a commitment of the Partnership, the council's 2002-04 biennial budget recommendations included a request for state funds to complete the federal match required by the Agricultural Research, Extension, and Education Reform Act of 1998.

Background: In its 2000-02 biennial budget recommendation, the council asked the Governor and the General Assembly to authorize and provide funding to renovate Carver and Hathaway Halls. Also, the council recommended that KSU be given authority to issue agency debt to renovate Young Hall dormitory. The 2000 General Assembly authorized sufficient state funds to renovate Carver Hall ($5 million) and to complete Phase I renovation of Hathaway Hall ($3.8 million). Kentucky State University requested that the project to renovate Young Hall be postponed. Phase II of the renovation of Hathaway Hall was the only state funded capital project included in the 2002-04 biennial budget recommendation by the Council on Postsecondary Education.

Commitment A (2)(d): KSU, the University of Kentucky, the University of Louisville, and the council will work collaboratively to enhance and strengthen KSU's education program. Specifically, KSU will work to significantly narrow the gap between the performance rates of its students on the PRAXIS II as compared to Kentucky's statewide performance average.

Status: Complete (with ongoing initiatives). KSU presented a report and revised plan on strengthening the education program to the council's Committee on Equal Opportunities. (*See Attachment B.*) The report included information on recent workshops conducted for students and faculty members and the pass rates of students taking the fall 2001 and spring 2002 PRAXIS exams. The CEO was encouraged by the report, but suggested that more initiatives were needed. The next report of pass rates on the PRAXIS II is expected in March or April 2003.

Background: In April 2002, the Education Professional Standards Board reported on Kentucky's progress in implementing new PRAXIS II standards for teacher certification and performance on the PRAXIS II exam. EPSB reported that 36 percent of KSU's students passed the exam compared to a statewide average of 93 percent. Among Kentucky institutions, KSU students received the lowest scores for the second straight year.

KSU continues to work with the Education Professional Standards Board to align the teacher education program curriculum with statewide policy, to identify and implement best practices, and to increase student performance on the PRAXIS II. At its September 2002 meeting, the EPSB accepted KSU's revised plan to strengthen two teacher education programs -- elementary education and physical education. The programs were given emergency review status by the EPSB in June 2002. (*See Attachment B.*)

Also, the council and the EPSB sponsored a workshop titled "An Inquiry into the Role of Colleges and Universities in Effective Teacher Preparation," June 28, 2002. The agenda included best practices to prepare for PRAXIS testing, data base and information management systems and their applicability to the PRAXIS exam, and Title II issues.

KSU has created an internal teacher education committee to study issues related to curriculum, operations, student support, technology, PRAXIS II, and communications and asked that recommendations for improvements be regularly submitted to the president. The first recommendations were to be submitted by December 2002. KSU's most recent status report showed limited collaboration with UK and UofL. A model was furnished by UK that enabled

KSU to improve their plan (The Success Plan) to improve the teacher education program. (*See Attachment B.*)

The elementary education program curriculum has been revised and includes required courses for students needing additional work in basic subjects -- the courses do not count toward degree requirements. Courses include English, math, art, biology, economics, history, culture, physical education, communication, and music. (*See Attachment C.*) Finally, KSU has established accountability and assessment activities for the programs.

Other Actions by the Commonwealth

Comprehensive Assessment: In September 2002, Kentucky State University asked the council to partner with the board to conduct an assessment, within the context of the assigned mission, of the academic programs and an analysis of the use and adequacy of existing institutional resources. The council agreed to partner with the KSU board to complete the assessment.

The council and KSU board established an assessment oversight committee to select a consultant to complete the project and to oversee the assessment. The consultant, Baker and Hostetler, LLP, was selected in November and a contract was approved in December 2002. There are nine members on the review team. The resumes of the team members are included in *Attachment D.* The team began the assessment in December following approval of its contract. Two members of the assessment team visited Frankfort on January 21 and discussed the visit of the full assessment team February 2-4, 2003. Mr. Raymond Pierce, of Baker & Hostetler, attended the February 3 council meeting and gave a status report. The anticipated completion date is February or March 2003. By early March 2003, the consultant will complete the assessment. (*See Attachment D.*)

In July 2002, the Governor appointed two new members to the KSU Board of Regents. Additional information is included as *Attachment E.*

II. Special Strategies to Increase Retention and Graduation Rates

Commitment A(3)(c): The council and the University of Louisville will monitor the proposed Pathways to Success Program and Enrollment Management Program to ensure that these programs do not result in diminished access for African American applicants. If new enrollment of African American students diminishes, the program will be revised to eliminate the negative trend.

Status: Complete. The University of Louisville reported that they are collaborating with Jefferson County Public Schools and Jefferson Community College to improve student preparedness for postsecondary education. These collaborative activities are designed to prevent an erosion of the number of African Americans admitted and enrolling at the UofL. Also, the Freshman Summer Transition Program implemented in 2000 will be expanded to include some students that would normally be referred to the Pathways Program. The program will accommodate up to 100 students each summer. (*See Attachment F.*)

Background: In the 2001 and 2002 reports, the UofL indicated that of the 20 resident African American students that signed contracts for the Pathways Program in fall 2000, 13 were enrolled at Jefferson Community College in fall 2001 and one transferred to UofL. Thirty-eight resident African Americans signed Pathways contracts for fall 2001 and enrolled in classes at JCC. The university provided one advisor to assist the students in the Pathways Program. The university reported that an additional advisor was needed for fall 2002. The 2002 report noted that African American students are not disproportionately referred to the Pathways Program. The following information was offered:

- There were 824 total applicants (671 Kentucky residents) referred to the Pathways Programs in fall 2002. Of the 671 Kentucky residents, 192 (28.6 percent) are African American and 444 (66.2 percent) are white.
- The percentage of all African American applicants referred to the Pathways Program decreased from 27.9 percent in fall 2000 to 27.5 percent in fall 2002.
- Of the 192 Kentucky resident African American applicants referred to the fall 2002 Pathways Program, 38 enrolled at Jefferson Community college, 16 enrolled in other Kentucky colleges, 14 enrolled at an out-of-state-college, one enlisted in the armed forces, six did not respond to the survey, 12 did not enroll, 13 could not be contacted by phone survey, and 92 did not respond to phone calls or letters.
- The number of African American students that transferred from the Pathways Program to UofL increased from three in 2001 to 17 in 2002.
- The university support for the program includes: nine full-time math and reading instructors, office space, computing facilities, instructional equipment and supplies, site coordinator at UofL but employed by JCC/JTC, an academic advisor, tuition for all students taking developmental courses at JCC/JTC, and access to computer/student records.

Also, university administrators reported that:

- They have worked closely with Jefferson County Public Schools and Jefferson Community College in the last year and have increased student preparedness. As a result, they have reduced the number of sections of developmental math and reading courses at UofL. All students enroll in a 100 level English course eliminating the need for developmental writing.
- African Americans are not disproportionately referred to the Pathways Program: approximately 28 percent of Kentucky resident African Americans were referred to the Pathways Program compared to 66 percent white. The percentage of African American referrals has slightly decreased (from 27.9 percent to 27.5 percent).
- UofL will continue to collaborate with JCC to improve communications and receive advice from the newly formed Pathways Advisory Committee. Members of the committee include UofL, JCC, JCPS, the council, and the community.
- The number of African American students that transferred from the Pathways Program to UofL increased by 566 percent: three in 2001 compared to 17 in 2002. Additional increases are anticipated now that the program has been fully implemented.

Students not meeting the minimum admissions criteria to enroll at UofL are sent a letter from the Director of Admissions informing the student that they have not been admitted to the university and also providing information on the Pathways to Success Program. A follow-up letter is sent encouraging them to enroll at Jefferson Community College, along with a packet of application materials for the Pathways Program including three attachments that describe the program,

contact names, information regarding financial aid, housing, and requirements for automatic admission to UofL.

If the university does not receive a response from the student within ten days, a postcard notice is sent reminding the student about the Pathways Program and inviting them to attend an information session. They also receive the name, phone number, and e-mail address of a contact at the institution. If ten additional days pass without the student contacting the institution, a third letter is forwarded to the student notifying them of another information session, along with a postage paid card to indicate their future academic plans. As a final attempt to contact the student, the institution will phone them.

When the student arrives at the information session, they receive a complete package of materials including an application to enroll at JCC, and a PASSPORT (Pathways Activities, Student Strategies, Planner, Orientation, Resources, Transition) booklet informing them of the requirements and responsibilities associated with the program. Should a student enroll at JCC without completing the consent agreement for the Pathways to Success Program, they receive a letter requesting them to complete and return the agreement.

Conclusion

The Commonwealth is pleased with the efforts and progress shown by our public postsecondary institutions. Overall, we believe that the Partnership Agreement has enabled many institutions to implement various strategies, programs, and practices that have positively influenced access for African Americans throughout Kentucky. While we commend the institutions for the progress they made, we recognize that several challenges remain. The Commonwealth is committed to working diligently and cooperatively to meet those challenges.

For more information please contact:

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Attachment A

Revised 10/29/01

Council on Postsecondary Education
November 5, 2001

2002-04 Operating and Capital Budget Recommendations

Action: The staff recommends that the council:

- Approve the 2002-04 Operating and Capital Budget Recommendations as presented herein which total $1,153,549,100 for 2002-03 and $1,250,0520,100 for 2003-04 for the universities, the Kentucky Community and Technical College System, and Lexington Community College; the Strategic Investment and Incentive Trust Funds; and the Council on Postsecondary Education, including the KYVU and KYVL and pass-through programs.
- Establish five priorities for 2002-04:
  Continue to pay for enrollment and retention increases from 1998 to 2001.
  Pay for additional enrollment growth and retention increases that occur in the fall of 2002.
  Continue to create capacity for developing the new economy.
  Support two equal educational opportunity programs.
  Maintain full support for need-based financial aid.

The 2002-04 operating and capital budget recommendation and the eventual appropriations bill will lay the groundwork for postsecondary education reform for the next biennium. The council is responsible for submitting a 2002-04 operating and capital budget recommendation that includes the following four budget components:

- Operating recommendation for the institutions including base adjustments, base increases (benchmark funding), and special funding requests (Attachment A).
- Strategic Investment and Incentive Trust Funds recommendation (Attachment B).
- Capital outlay recommendation for the institutions and the trust funds (Attachment C).
- Operating and capital recommendations for the agency, the KYVU and KYVL, and pass-through programs (Attachment D).

A summary of the council staff's recommended state general fund budget for postsecondary education is inserted in the agenda book (purple card). The postsecondary education budget includes the need-based financial aid programs administered by the Kentucky Higher Education Assistance Authority. But the council is not responsible for KHEAA's funding recommendation.

Given the state's revenue forecast, the staff recommends that the council establish essential funding priorities for 2002-04. To continue reform, council staff recommends five top priorities for the next biennium:

- Fund enrollment growth and retention increases that have occurred since the 1997 reform act.

- Provide enrollment and retention funds for growth.
- Provide funds which continue to create a knowledge-based economy, including the Endowment Match Program and engineering and information technology academic programs.
- Provide recurring funds for two equal educational opportunity programs.
- Maintain full support of need-based financial aid.

These priorities are highlighted on the summary schedule.

The staff's specific recommendations include the following:

- A state appropriation recommendation to the Governor and the 2002 General Assembly which totals $1,045,761,100 in 2002-03 and $1,081,649,000 in 2003-04 for the universities, the Kentucky Community and Technical College System, and Lexington Community College. (See Attachment A.)
- A state appropriation recommendation of $87,056,700 in 2002-03 and $147,245,900 in 2003-04 for the eight existing incentive trust funds and two new trust funds, enrollment growth and retention, and teacher quality. (See Attachment B.)
- The 2002-04 Trust Fund Guidelines presented in Attachment B.
- $30 million in state bonds for a capital renewal and maintenance pool with a required match from the institutions of $24 million. (See Attachment C.)
- A $5,937,000 capital renovation project for Kentucky State University. (See Attachment C.)
- Council endorsement of 16 capital projects, which total $346,368,000 million, including a systemwide equipment replacement pool. (See Table C-2.)
- 2002-04 authorization for an agency-funded capital bond pool and for agency-funded equipment and capital projects. (See Tables C-4 and C-5.)
- 2001-02 authorization for two agency-funded projects for Western Kentucky University including the renovation of the E.A. Diddle Arena and completion of an energy efficiency project.
- A state appropriations request of $20,731,300 in 2002-03 and $21,157,200 in 2003-04 for Council on Postsecondary Education operations, the KYVU and KYVL, and pass-through programs. (See Attachment D.)

The total operating recommendation represents a net increase of $43.3 million, or 3.9 percent, in 2002-03 and $96.5 million, or 8.4 percent, in 2003-04 (excluding need-based financial aid which is administered by KHEAA).

Staff preparation by Angela S. Martin

Attachment A
Revised 10/29/01

Council on Postsecondary Education
November 5, 2001

2002-04 Operating Recommendation

The council staff recommends a state appropriation operating request for the public institutions of $1,045.8 million in FY 2002-03 and $1,081.6 million in FY 2003-04. Each institution's funding recommendation is shown on Table A-1. The recommendation includes $35.9 million in FY 2002-03 and $34.7 million in FY 2003-04 of expansion funds for the institutions. The expansion funds are for benchmark funding (or inflationary increases) and special requests. The operating recommendation includes:

- Benchmark funding and inflationary increases of $34.6 million in FY 2002-03 and an additional $34.7 million in FY 2003-04.
- Transfer of $23.6 million from the trust funds to the institutions' base appropriations for enrollment growth and retention, action agenda, workforce training, and faculty development programs.
- Funds for the maintenance and operation of new facilities coming on-line in the 2002-04 biennium ($2.5 million for FY 2002-03 and $3.4 million for FY 2003-04).
- Other base adjustments including changes in state-supported debt service and the University of Louisville hospital contract.
- $1,313,500 in FY 2002-03 and an additional $28,800 in FY 2003-04 for two special funding requests.

Each of these components is described below.

Benchmark Funding
The council, in cooperation with the institutions and the executive and legislative branches, developed a benchmark funding model for the 2000-02 operating recommendation. The following benchmark funding components were changed to calculate the 2002-04 funding recommendation.

Debt Service and Mandated Programs. State funds for debt service and mandated public service and research programs having no student enrollment or instructional function have been deducted from the state support amounts at the benchmark and Kentucky institutions. The deductions were obtained through a survey of the benchmark and Kentucky institutions conducted by MGT of America, Inc. A copy of the report is provided as a separately bound document.

Funding Objective. A measure of central tendency (defined as an average of a set of observations such as a mean, median, or percentile) was used to determine the 2002-04 funding objective for each institution. At its September 2001 meeting, the council approved the average of the 50th, 55th, and 60th percentiles as the funding objective.

Tuition and Fees Revenue Standard Deduction. At its May 2001 meeting, the council established a standard tuition and fees revenue deduction of 37 percent for the public universities, excluding Kentucky State University. For the KCTCS, KSU, and Lexington Community College the standard deduction is 30 percent. The standard or budgeted tuition and fees revenue, whichever was lower, was deducted from the public funds amount to determine the 2002-04 state appropriation objective. A summary of the 2002-04 tuition and fees revenue deduction is provided in Table A-2.

Enrollment. Due to the recent and projected increases in enrollment, the council staff and institutional representatives agreed to use estimated fall 2001 full-time equivalent student enrollments to calculate the 2002-04 funding needs. A summary of each institution's fall 1998 and fall 2001 enrollments are shown in Table A-3.

Phase-In. The funding recommendation for each institution is based on either a four year phase-in of the benchmark funding need or the *2002-04 Branch Budget Request Guidelines* (promulgated by the Legislative Research Commission) inflationary increase of 2 percent each year, whichever is greater. The council staff limited the benchmark funding annual increase to 8 percent. A summary of the recommended benchmark funding or inflationary increase is included in Table A-4. The total recommendation for each year is:

FY 2002-03	$34,576,700
FY 2003-04	$34,706,900

Transfer of 2000-02 Trust Funds

The council staff recommends permanently transferring some of the 2000-02 trust funds to the institutions. These program funds include earned enrollment growth and retention, action agenda, workforce training, and faculty development. The transfer amounts to each institution are shown on
Table A-4.

Base Adjustments

Maintenance and Operation for New Facilities. Funding is provided for maintenance and operation of new educational and general facilities that will come into use during the biennium: $2.5 million in FY 2002-03 and an additional $3.4 in FY 2003-04.

Other Base Adjustments. Other recommended changes to the institutions' base appropriations include:

- Transfer of $600,000 to the University of Kentucky for the Collaborative Center for Literacy Development. This program is currently funded in the council's agency budget as a pass-through program.
- Net decreases in state supported debt service of $3.1 million in FY 2002-03 and $2.9 million in FY 2003-04.
- Increases of $625,100 in FY 2002-03 and $648,100 in FY 2003-04 for the state's contractual obligation related to indigent care provided through the quality and charity care trust agreement at the University of Louisville hospital.

Special Funding Requests

The council provided the institutions the opportunity to request state general funds for special or meritorious initiatives not funded by the benchmark funding model. The institutions submitted 24 special requests totaling $28.9 million for 2002-03 and $28.0 million for 2003-04. At its May 2001 meeting, the council approved guidelines and evaluation criteria for the special funding requests.

The institutions were asked to submit no more than two requests for the 2002-04 biennium. The requests were not to include funding for personnel or operating cost increases normally funded in base budgets such as utilities and health insurance.

Each request for special funding was evaluated by council staff based on a set of criteria approved by the council at its May 2001 meeting. The criteria specified that the requests were to be unique in nature, be collaborative with other institutions where feasible, not be funded from the institution's existing base or through a trust fund, and further the goals of the council's *2020 Vision, 2001-06 Action Agenda,* and the five questions.

The staff recommends that three requests be included in the council's recommendation. A summary of each request follows.

Kentucky State University - Land Grant Match. Under provisions of the Agricultural Research, Extension, and Education Reform Act of 1998, federal funds provided to 1890 land-grant colleges and universities for cooperative agricultural research and extension programs require a 50 percent non-federal match for each year of the 2002-04 biennium.

For KSU, there is a non-federal matching requirement of about $2.3 million for FY 2002-03 and $2.4 million for FY 2003-04. KSU requested $5.4 million of nonrecurring state funds and $2.4 million of recurring state funds for FY 2002-03 and FY 2003-04. KSU requested that the state fully fund the required match for the federal research and extension programs with new appropriations. But the majority of the required match is already provided in the institution's base appropriation and has been recurring since 1984. The staff recommends that KSU receive an additional $487,800 in FY 2002-03 and $502,400 in FY 2003-04 to fully fund the non-federal match in the 2002-04 biennium.

Eastern Kentucky University's Interpreter Training Program. The council staff recommends $109,600 in FY 2002-03 and $123,800 in FY 2003-04 for EKU's Interpreter Training Program (ITP). For the past five years, the Department of Vocational Rehabilitation (DVR) has been a principal source of financial support for the program. Recent federal and state budget cuts have necessitated a 50 percent reduction in the level of support provided by the DVR for 2002-04. The recommendation will provide replacement funding for the ITP both on EKU's main campus and for its cooperative program at the University of Louisville, excluding indirect costs and net of tuition revenue. The primary goal of the ITP is to expand educational and employment opportunities for Kentucky's deaf citizens through direct instruction, outreach, and service activities.

University of Louisville - Trover Clinic.
The council staff recommends $716,100 annually in replacement funding for the University of Louisville's off-campus teaching center for medical education. Published literature shows that doctors tend to set up practice in towns like those in which they train. The Trover Clinic, located in Madisonville, Kentucky, represents U of L's commitment to a regional campus concept. During 1998-2000, the center was supported each year with non-recurring equal contributions from U of L and the Trover Foundation. For 2000-02, the program was funded with a non-recurring appropriation from coal severance tax receipts. The recommended amount is net of projected tuition revenue and does not include indirect cost reimbursements.

Enhancement of Kentucky State University
Kentucky State University submitted a request for enhancement funding October 22, 2001. The university requests $4.98 million for each year of the next biennium. KSU's request is for interim enhancement funding while an independent consulting organization conducts a thorough programmatic and fiscal review (see page **87**; Executive Summary). The council staff recommends that the council consider the request when the independent study is completed.

Staff preparation by Angela S. Martin and Linda Jacobs

Council on Postsecondary Education
November 5, 2001

2002-04 Budget Recommendation: Trust Funds

The council staff recommends state appropriation operating increases totaling $31,426,100 in FY 2002-03 and $60,189,200 in FY 2003-04 for seven of the eight existing trust funds and for two new trust funds: enrollment growth and retention, and teacher quality. Each staff recommendation, along with a description of base adjustments, is presented below.

Base Adjustments

Transfer of 2000-02 trust fund appropriations. The council staff recommends that some of the 2000-02 trust fund appropriations be transferred to the institutions. The permanent transfer of funds allows the institutions to plan for recurring costs, such as salaries.

The staff recommends that, in accordance with the current guidelines, the earned 2001-02 Enrollment Growth and Retention Program funds be transferred to the institutions. The staff further recommends that any unearned funds be transferred to a new Enrollment Growth and Retention Trust Fund. Any unearned funds will be allocated and disbursed to eligible institutions in accordance with the 2002-04 trust funds guidelines. The staff also recommends that the Action Agenda funds, the Workforce Training funds and the allocated Faculty Development funds be transferred to the institutions.

According to state budget procedures, debt service for state bonds will be transferred from the trust funds to the Finance and Administration Cabinet. Debt service was appropriated in 2001-02 for the following programs and will be transferred out of postsecondary education's base budget.

	2001-02 Debt Service
Technology Initiative Trust Fund:	
Equipment Replacement	$3,800,000
Physical Facilities Trust Fund:	
Capital Renewal and Maintenance	$3,018,100
Renovation, Replacement, and Infrastructure	$10,436,000
New Construction	$7,446,000

Transfer of 2001-02 pass-through program funds to the trust funds. The federal Experimental Program to Stimulate Competitive Research (EPSCoR) was initiated by the National Science Foundation in 1978 to encourage long-term improvements in states' science and engineering research enterprises. The state has previously appropriated funds for the required match as a

pass-through program in the council's budget. Because of the program's direct relationship to the knowledge-based economy initiatives, the staff recommends that the state matching funds, which totaled $2,626,200 in 2001-02, be transferred from the pass-through programs to the Science and Technology Trust Fund.

Continuation funding. For several trust funds and programs, the council staff is treating the 2001-02 base funding appropriations as recurring to the trust funds in 2002-04. These trust funds and programs include the public communications campaign, adult education and literacy, and science and technology.

Requests for Additional Funds

The council staff recommends requesting additional funds for the following 2002-04 trust funds and programs.

Endowment Match Program. The Endowment Match Program is funded through the Research Challenge Trust Fund and the Regional University Excellence Trust Fund. The program received surplus state General Funds of $110 million in 1998-99 and $120 million in 2000-01. If General Funds are not available, the staff recommends that the state provide a third round of 'Bucks for Brains' by issuing $120 million of bonds. The bond proceeds would be matched dollar-for-dollar by the institutions.

The staff recommends that the bond proceeds be allocated in the same manner as the 2000-01 Endowment Match Program funds:

- $67 million to the University of Kentucky.
- $33 million to the University of Louisville.
- $20 million allocated among the comprehensive universities based on their shares of net state general fund appropriations (excluding mandated programs and debt service).
- The $20 million will be allocated to a primary and secondary pool and be distributed to the comprehensive universities based on guidelines similar to those used for the 2000-02 Endowment Match Program. The primary pool of $10 million remains in the trust fund until it is matched by the designated institution. The secondary pool is assigned to each institution until June 30, 2004. After that time, all comprehensive universities that have fully matched their allocations from both pools may submit requests to match the remaining funds. Allocations to the pools and the institutions follow.

	Primary Pool	Secondary Pool
EKU	$ 2,427,500	$ 2,427,500
KSU	729,000	729,000
MoSU	1,435,000	1,435,000
MuSU	1,658,000	1,658,000
NKU	1,419,000	1,419,000
WKU	2,331,500	2,331,500
	$10,000,000	$10,000,000

A council subcommittee reviewing the Endowment Match Program guidelines is expected to submit revised draft guidelines in February 2002. In order to operate this program under one set of guidelines, the council staff will recommend that the revised guidelines become effective July 1, 2002 and apply to any remaining Endowment Match Program funds from previous biennia as well as to any new funds.

Administrative Information Systems. The Postsecondary Education Workforce Development Trust Fund assists the Kentucky Community and Technical College System in improving and expanding Kentucky workforce skills. For 2000-02, the council requested $2 million annually for the KCTCS to continue implementation of administrative information systems. The 2000 General Assembly provided $4 million in the first year of the biennium with the stipulation that the funds would be transferred to the KCTCS on a pro-rata basis over the biennium. In addition, the 2000-02 Budget of the Commonwealth states that "it is anticipated that the budget for this item in the next biennial budget will be adjusted to reflect a recurring appropriation of $2 million annually." The council staff recommends such a request.

Technology Initiative Trust Fund. Four programs were funded through this trust fund in 2000-02: equipment replacement, network infrastructure, public communications campaign, and faculty development. As described in Attachment C, the staff endorses another equipment replacement pool if state funds are available. The council staff recommends an additional funding request for network infrastructure.

Postsecondary education is dependent on high-speed, high bandwidth networks for the transmission of information. Students access classes through high-speed networks and access electronic databases through the Web. The Kentucky Information Highway and the companion Kentucky Postsecondary Education Network need expansion. The program received $1.2 million in 2001-02. The staff recommends that these funds continue and that the council request an additional $1 million for network infrastructure for 2003-04.

Capital Renewal and Maintenance. The Capital Renewal and Maintenance Program in the Physical Facilities Trust Fund establishes an effective program to renew and maintain institutional facilities. The program provides matching dollars to reduce deferred maintenance backlogs and to address long-range facility renewal needs.

In 2000-02, the program received $3.018 million to support debt service for a $30 million bond issuance. The staff recommends that another $30 million bond issuance be requested for 2002-04 to further reduce the backlog of capital renewal and deferred maintenance projects. The recommended guidelines for the 2002-04 program are presented in Attachment B-1.

Physical Facilities Trust Fund. The staff recommends $5,937,000 of state bonds to complete the renovation of Hathaway Hall at Kentucky State University. The project is needed to fulfill the commitment of the Commonwealth in its Partnership Agreement with the U.S. Department of Education, Office for Civil Rights. Debt service for this project is included in the Physical Facilities Trust Fund.

Student Financial Aid. The Student Financial Aid and Advancement Trust Fund is funded from the net lottery revenues and includes the Kentucky Educational Excellence Scholarship program

(KEES). In addition to KEES, the lottery revenues help fund the state's need-based program, the College Access Program, the Kentucky Tuition Grants Program for students attending independent institutions, the council's public communications campaign, as well as other programs.

Currently, the lottery revenues are estimated to be $158 million for each year of the 2002-04 biennium. Based on the statutory allocations, there will be $49.6 million available for KEES and the public communications campaign ($1.5 million) in 2002-03 and $62.0 million in 2003-04. But KEES is estimated to cost $57.3 million in 2002-03 and $73.2 million in 2003-04. Thus, the estimated lottery revenue shortfalls are $9.2 million in 2002-03 and $12.7 million in 2003-04. The staff recommends that the council's funding request for the KEES program equal the estimated cost of $57.3 million in 2002-03 and $73.2 million in 2003-04.

Rural Innovation Fund. The Rural Innovation Fund is included in the Science and Technology Trust Fund. The program enables small, rural Kentucky-based firms to partner with postsecondary institutions to undertake research and development to create entrepreneurial businesses.

The 2000 General Assembly appropriated $1 million in 2000-01 for the program but did not have the fiscal capacity to appropriate any funds for 2001-02. The 2000-02 budget bill (HB 502) includes language that any unspent Rural Innovation Fund dollars remaining at the end of fiscal year 2001 would not lapse but would carry forward into fiscal year 2002 and be available for expenditure for the program. In addition, the Kentucky Innovation Act (HB 572) clearly contemplates that the Rural Innovation Fund will be an ongoing, recurring program. The staff recommends that the council request $1 million annually to establish recurring funds for the program.

Knowledge-Based Economy Academic Programs. The council approved the "Strategy for Statewide Engineering Education in Kentucky" in July 2000 to educate more engineers in Kentucky's knowledge-based economy. Since that time, four joint undergraduate engineering programs have been established and a fifth program may begin in 2003. The council agreed to seek recurring state General Funds to support the engineering programs created under the statewide strategy, with the participating institutions sharing in the cost.

Kentucky's potential to deliver world-class research and development also depends on increasing its intellectual capacity in the area of information technology. Information technology is among the Office of the New Economy's priority funding areas.

The staff recommends that the council request $3 million annually primarily for joint engineering programs that support the new economy. Some funds may be used to support academic programs that produce needed professionals in information technology. The recommended guidelines are presented in Attachment B-2.

EPSCoR. As discussed earlier, the council staff recommends that the state's matching funds for EPSCoR be transferred from the council's pass-through programs to the Science and Technology

Trust Fund. In addition, the council staff recommends additional funding for the program in 2002-04.

The 2000 General Assembly increased the Kentucky EPSCoR match appropriation by $4 million nonrecurringly for 2000-01. As these funds are used for matching federal EPSCoR funds, the staff recommends that the council request $2 million in recurring funds for 2002-04.

Enrollment Growth and Retention Trust Fund. Following the *Points of Consensus*, the council will request an Enrollment Growth and Retention Trust Fund. The staff recommends that the new Enrollment Growth and Retention Trust Fund include the following three programs: enrollment growth, retention, and P-16 challenge grants.

As described in the recommended guidelines (see Attachment B-3), the requested $9.9 million of enrollment funds will be allocated among the institutions based on projected enrollment growth. The allocation method will recognize the difference between undergraduate and graduate instructional costs. The funds will be disbursed to each institution based on performance (actual enrollment growth). Any unearned funds may be distributed to institutions that increase enrollments from targeted underserved counties.

Similarly, the requested $12.1 million of retention funds will be allocated among the institutions based on estimated fall 2001 undergraduate enrollments and adjusted per student funding objectives. The funds will be disbursed to each institution based on its actual increase in retention rates (first-time students who return their second year). Any unearned retention funds may be distributed to institutions that increase their second to third year retention rates.

The council members have previously discussed ways to reduce inefficient competition for students between institutions, both public and independent. The staff recommends a $300,000 P-16 Challenge Grant Program to support successful collaboration among public and independent postsecondary institutions, the P-12 education system, and community leaders. The funds would reward regional P-16 partnerships that better prepare students for, and enroll students in, postsecondary education. To be eligible for grants, regions must have P-16 councils and establish goals for improving student preparation and postsecondary enrollment. Funds will be allocated based on performance, measured against the goals. Recommended guidelines are included in Attachment B-3.

Teacher Quality Trust Fund. The success of reform depends on improving the preparation of Kentuckians for life and work and on insuring that more Kentuckians are prepared for postsecondary education. Increasing teacher quality is essential to achieving both goals. The council staff recommends creating a Teacher Quality Trust Fund to support improvement in all academic programs that produce teachers and school leaders.

The staff recommends that the council request $4 million to be distributed on a competitive proposal basis. As described in the recommended guidelines (see Attachment B-4), the staff recommends that the council fund up to four proposals including one proposal involving one or more independent colleges.

Staff preparation by Angela Martin and Bill Payne

Physical Facilities Trust Fund
Capital Renewal and Maintenance
Program Guidelines
2002-04

Introduction

The Council on Postsecondary Education recommends a $30 million bond issuance for the Capital Renewal and Maintenance Program in the Physical Facilities Trust Fund. The bond proceeds and required matched by the institutions will be used to reduce deferred maintenance backlogs and address long-range facility renewal needs. As in previous biennia, the council staff will work with the Finance and Administration Cabinet to provide the necessary documentation so that the bonds may be issued in January 2003.

The bond proceeds will be distributed to the institutions based on their educational and general square footage. The 2000-02 Capital Renewal and Maintenance Program funds were distributed using a similar process.

Use and Distribution of Capital Renewal and Maintenance Program Funds

1. Bond proceeds will be matched at varying rates by the institutions based on their efforts to maintain existing facilities. As shown on Tables B1-A and B1-B, the matching rates are based on the average useful life of capital renewal and maintenance projects completed from 1990 to 2000. Including the required institutional match, $53.9 million in capital renewal and deferred maintenance projects will be funded. Eligible matching funds can include agency, private, or federal funds. Capital renewal projects completed as part of an energy performance contract will not qualify as matching funds.

2. The availability of matching funds must be certified by the institution prior to the release of the program funds.

3. By August 1, 2002, each institution will submit a list of requested projects to be funded with the state bonds and the required institutional match. Requested projects must be included in the institution's 2002-08 capital plan submitted to the Capital Planning Advisory Board and the council. Any project costing $400,000 or more must be listed in the enacted 2002-04 Budget of the Commonwealth.

The council will act on the institutions' proposals and report that action to the Secretary of the Finance and Administration Cabinet for approval.

Capital Renewal and Deferred Maintenance Program
Useful Life Summary for Projects Completed Between 1990-2000
September 30, 2001

	Summary Building System Baseline Information 1990 - 2000					
Institution Name	Site Improve Infrastructure	Exterior Closure Systems	Interior Constr and Finishes	Mechanical Sys.	Electrical Sys.	Average Percentage Useful Life
EKU	-	123.75%	146.67%	129.92%	220.83%	155.29%
KCTCS	-	145.69%	90.91%	108.73%	120.00%	116.33%
KSU	97.87%	108.37%	109.15%	102.17%	108.15%	105.14%
MoSU	-	109.24%	145.00%	133.70%	184.00%	142.99%
MuSU	160.83%	161.19%	146.73%	158.11%	143.43%	154.06%
NKU	97.30%	75.54%	104.95%	131.67%	86.68%	99.23%
UK (MC, LCC & Medical Center)	218.67%	153.57%	154.78%	161.14%	203.80%	178.39%
UofL	122.64%	117.23%	129.68%	132.38%	127.08%	125.80%
WKU	112.15%	123.51%	147.25%	154.32%	125.90%	132.63%

Average Useful Life	Match Rate
1. Useful Life History: Less Than 90%	$1 for $1
2 Useful Life History: Greater than 91 but less than 105%	$0.90 for $1
3. Useful Life History: Greater than 105 but less than 120%	$0.85 for $1
4. Useful Life History: Greater than 120 but less than 135%	$0.80 for $1
5. Useful Life History: Greater than 136%	$0.75 for $1

Capital Renewal and Deferred Maintenance Program
Useful Life Summary for Projects Completed Between 1990 and 2000
September 30, 2001

	Actual Useful Life of Building Systems Projects Completed Between 1990 and 2000 Compared to the Expected Useful Life						Allocation of Bond Proceeds 2002-04			
Institution Name	Site Improvement Infrastructure	Exterior Closure Systems	Interior Construction and Finishes	Mechanical Systems	Electrical Systems	Average Percentage Useful Life	Total E & G Square Footage	Percent of Total Space	$30 Million Bond Pool	Required Institutional Match
EKU	-	123.75%	146.67%	129.92%	220.83%	155.29%	1,697,061	9.6%	$ 2,883,000	$ 2,162,300
KCTCS	-	145.69%	90.91%	108.73%	120.00%	116.33%	4,277,663	24.2%	7,266,900	6,176,900
KSU	97.87%	108.37%	109.15%	102.17%	108.15%	105.14%	523,286	3.0%	889,000	755,700
MoSU	-	109.24%	145.00%	133.70%	184.00%	142.99%	919,682	5.2%	1,562,400	1,171,800
MuSU	160.83%	161.19%	146.73%	158.11%	143.43%	154.06%	1,219,947	6.9%	2,072,400	1,554,300
NKU	97.30%	75.54%	104.95%	131.67%	86.68%	99.23%	948,985	5.4%	1,612,100	1,450,900
UK (MC, LCC & Med. Center)	218.67%	153.57%	154.78%	161.14%	203.80%	178.39%	4,336,516	24.6%	7,366,900	5,525,200
UofL	122.64%	117.23%	129.68%	132.38%	127.08%	125.80%	2,494,165	14.1%	4,237,000	3,389,600
WKU	112.15%	123.51%	147.25%	154.32%	125.90%	132.63%	1,242,202	7.0%	2,110,300	1,688,200
Total							17,659,507	100.0%	$30,000,000	$ 23,874,900

Total Capital Renewal and Deferred Maintenance Funds **$ 53,874,900**

Average Useful Life	Match Rate
1. Useful Life History: Less Than 90% of expected useful life	$1 for $1
2 Useful Life History: Greater than 91% but less than 105% of expected useful life	$0.90 for $1
3. Useful Life History: Greater than 105% but less than 120% of expected useful life	$0.85 for $1
4. Useful Life History: Greater than 120% but less than 135% of expected useful life	$0.80 for $1
5. Useful Life History: Greater than 136% of espected useful life	$0.75 for $1

Attachment C

Council on Postsecondary Education
November 5, 2001

2002-04 Capital Budget Recommendation

Given the recommended priorities to continue postsecondary education reform in 2002-04 and the severe downturn in the state's revenue forecast and its limited debt capacity, the staff recommends only one state-funded capital pool and one capital project for the 2002-04 biennium.

The staff recommends a request for $30 million in state bonds to fund the capital renewal and maintenance pool. Including the required match from the institutions, $54 million in capital projects would be funded through this program. Debt service for the bonds is included in the Physical Facilities Trust Fund. Only projects involving educational and general facilities are eligible for funding from the pool. The projects would be authorized in 2002-03. Projects eligible for funding from the pool are included as Table C-1. The $30 million will be allocated among the institutions based on their proportionate share of educational and general space as of fall 2000.

The staff also recommends $5,937,000 of state bonds to complete the renovation of Hathaway Hall at Kentucky State University. The project is needed to fulfill the commitment of the Commonwealth in its Partnership Agreement with the U.S. Department of Education, Office for Civil Rights.

The staff recommends that the council endorse several capital projects to signify that they should be included in the budget if General Funds for debt service are available. Research space at UK and UofL should be supported in the postsecondary education budget or as knowledge-based economy initiatives. The endorsed KCTCS new construction projects should be supported in the postsecondary education budget or as economic and community development initiatives. If General Funds are not available, the staff recommends that the endorsed projects be included in a 2002-04 general fund surplus expenditure plan. The endorsed capital projects are listed in Table C-2.

The staff's recommendations for endorsement are based on evaluation using the space needs model (Table C-3), the council's consulting architect's report (see separately bound document), institutional project priorities, and the institutions' presentations at the October 10 budget hearing. In addition, the staff recommends that the council endorse a $20 million instruction and research equipment replacement pool in the event that funds are available.

The staff also recommends institutionally-funded capital projects that support the objectives of the Kentucky Postsecondary Education Improvement Act of 1997 and the *2001-06 Action Agenda*. The council staff recommends the following 2002-04 agency-funded projects:

- A $100 million agency bond pool in 2002-03. Projects eligible for funding from this pool are listed in Table C-4. The specific projects to be funded would be approved by the council during the biennium and recommended to the Secretary of the Finance and Administration Cabinet.

- 2002-03 authorization for 379 agency-funded projects totaling $518.8 million to address life safety, major maintenance, equipment acquisitions, infrastructure repair and upgrades, and new construction. These projects would be funded using federal, private, or other non-state funds. These projects are shown in Table C-5.

- 2002-03 authorization for nine agency-funded projects totaling $61 million to improve energy efficiency in campus buildings including energy equipment acquisitions and infrastructure repair and upgrades. These projects would be funded using third party financing techniques available through the Finance and Administration Cabinet and private contractors or other non-state funds. These projects are shown in Table C-6.

- 2001-02 authorization for two agency-funded projects including a facility renovation and an energy efficiency project. Western Kentucky University requests current year authorization for two projects: renovation of the E. A. Diddle Arena for $30.3 million and completion of an $8 million energy efficiency project. These projects will be funded using money other than state funds. These projects are included in Table C-7.

Staff preparation by Sherron Jackson

2002-04 Capital Projects
Eligible Capital Renewal and Maintenance Projects

Institution and Project	Project Scope
Eastern Kentucky University	
Performance of Maintenance Projects	$10,000,000
E&G Life Safety Begley Building Elevator	750,000
EKU Subtotal	**$ 10,750,000**
Kentucky Community and Technical College System	
Capital Renewal and Deferred Maintenance Pool	$ 31,530,000
Owensboro TC Renovate HVAC System, Davies County Campus	2,440,000
Somerset CC Renovate Campus HVAC System	2,173,000
Laurel TC Replace HVAC System	1,280,000
KCTCS Subtotal	**$ 37,423,000**
Kentucky State University	
Capital Renewal and Deferred Maintenance Pool	$ 1,500,000
Morehead State University	
Life Safety: E&G Facilities	$ 1,350,000
Capital Renewal and Deferred Maintenance Pool	9,378,000
Claypool-Young Air Quality, Health and Safety	500,000
Comply with ADA Compliance - E&G	1,200,000
MoSU Subtotal	**$ 12,428,000**
Murray State University	
Upgrade Campus Electrical Distribution System	$ 10,765,000
Capital Renewal and Deferred Maintenance Pool	16,885,000
Upgrade Woods Hall Mechanical System	2,000,000
Replace Heating and Cooling Plant Boiler	666,000
Upgrade Electrical Systems: Sparks, Wells, and Applied Science	2,402,000
Upgrade HVAC Systems: Sparks, Special Ed., and General Services	1,500,000
Business Building Upgrade Electrical and HVAC	1,530,000
Pogue Library Upgrade Electrical and HVAC	750,000
Replace E&G Chiller/CFC Compliance	585,000
Waterfield Library HVAC and Mechanical System	500,000
Repair/Replace Lovett Auditorium Shell/Seats/etc.	550,000
Replace/Retrofit Doyle Fine Arts HVAC and Energy System	750,000
MuSU Subtotal	**$ 38,883,000**

2002-04 Capital Projects
Eligible Capital Renewal and Maintenance Projects

Institution and Project	Project Scope
Northern Kentucky University	
Replace Power Distribution Infrastructure	$ 700,000
Capital Renewal and Deferred Maintenance Pool	2,315,000
Repair Structure in AS&T Center	500,000
NKU Subtotal	**$ 3,515,000**
University of Kentucky and Lexington Community College	
Capital Renewal and Deferred Maintenance Pool	$ 16,388,000
Replace Oswald Building Roof	1,089,000
Improve Storm Sewer Funkhouser	1,003,000
Upgrade Pharmacy Building Fume Hoods I	4,300,000
Upgrade Vivarium, I	2,000,000
Replace Central Fire Alarm System	3,000,000
Replace Central Facilities Management System	3,000,000
Replace Steam and Condensate Pipe	5,350,000
Replace High Voltage Wiring	441,000
Replace Three Elevators: MIK Library South	742,000
Life Safety: Abate Mercury Lexington Campus	1,000,000
Life Safety: Upgrade Fume Hoods Lexington Campus	7,015,000
Life Safety: Abate Asbestos Lexington Campus - Phase II	500,000
Life Safety: Improve Indoor Air Quality Phase I	500,000
Life Safety: Upgrade HVAC in CAER - Phase III	450,000
Life Safety: Improve Barker Hall	500,000
Life Safety Projects Pool, Lexington Campus	3,708,000
Improve Handicapped Access, Lexington Campus	1,908,000
UK Subtotal	**$ 52,894,000**
University of Louisville	
Capital Renewal and Deferred Maintenance Pool	$ 14,573,000
Renovate Chemistry Fume Hood Redesign, Phase II	3,947,000
Renovate Life Sciences Lab Ventilation	3,783,000
UofL Subtotal	**$ 22,303,000**
Western Kentucky University	
Capital Renewal and Deferred Maintenance Pool	$ 58,038,000
WKU Renovate Electrical Distribution Service - Phase IV & V	2,449,000
WKU Subtotal	**$ 60,487,000**
System Total	**$277,606,000**

Table C-2

Capital Project Endorsements
2002-04

	Project Scope	Endorsed State Funds	Institutional Funds
Research Space			
University of Louisville			
Health Science Campus Research Facilities Phase III (1)	$98,000,000	$58,800,000	$39,200,000
University of Kentucky			
Morgan Building Addition Part A (1)	$28,693,000	$17,215,800	$11,477,200
Pharmacy Building Expansion (1)	45,083,000	27,049,800	18,033,200
UK Subtotal	$73,776,000	$44,265,600	$29,510,400
Total	***$ 171,776,000***	***$ 103,065,600***	***$ 68,710,400***
KCTCS Renovation and New Construction			
Renovation			
Maysville CC Academic Building Renovation	$8,900,000	$8,900,000	
Hazard CC Lees Campus Library/Science Building Renovation	8,759,000	8,759,000	
New Construction			
Ashland TC Regional Postsecondary Education Center Phase I (2)	10,000,000	10,000,000	
Madisonville CC Technology Building Phase I (2)	5,000,000	5,000,000	
Owensboro CC Advanced Technology Center Phase II (2)	8,000,000	8,000,000	
Henderson CC Tri-County Technical Center	12,833,000	12,833,000	
Total	***$53,492,000***	***$53,492,000***	
Comprehensive Universities - Renovation and Repairs			
Eastern Kentucky University			
Donovan/Donovan Annex/Mattox Hall Renovation	$11,600,000	$11,600,000	
Morehead State University			
Student Center Renovation - Phase II	$18,000,000	$18,000,000	
Murray State University			
Blackburn Science Replacement - Phase II	$22,250,000	$22,250,000	
Northern Kentucky University			
Old Science Building Renovation	$15,400,000	$15,400,000	
Landrum Hall Structural Repairs Phase III	850,000	850,000	
NKU Subtotal	$16,250,000	$16,250,000	
Western Kentucky University			
Thompson Sc. Complex Replacement and Renovation - Phase II	$33,000,000	$33,000,000	
Total	***$101,100,000***	***$101,100,000***	
Systemwide Equipment Replacement Pool	$20,000,000	$20,000,000	
System Total	***$346,368,000***	***$277,657,600***	***$68,710,400***

Notes:

1. Endorsement of the research buildings at UK and UofL is based upon cost-sharing as specified above, following a plan and schedule for each project that is agreed to by the university, the council, and the Governor's Office of Policy and Management.
2. Due to the projected revenue difficulties for the 2002-04 biennium, these projects are to be constructed over multiple biennia.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SPACE NEEDS MODEL - COMPARISON OF EXISTING SPACE
SUMMARY

		2000 BASE YEAR					2006 TARGET YEAR				
	Actual ASF	Student FTE	Staffing FTE	Guidelines ASF	Surplus/ Deficit	Percent Surplus/ Deficit	Student FTE	Staffing FTE	Guidelines ASF	Surplus/ Deficit	Percent Surplus/ Deficit
Doctoral Universities											
University of Kentucky	4,186,402	16,938	5,645	3,894,277	292,125	7%	17,756	5,718	4,667,495	(481,093)	(11%)
Lexington Community College	150,114	4,328	333	254,540	(104,426)	(70%)	5,194	366	295,025	(144,911)	(97%)
University of Louisville	2,494,165	14,677	4,310	2,413,365	80,800	3%	14,708	4,429	3,199,374	(705,209)	(28%)
Subtotal Doctoral Universities	***6,830,681***	***35,943***	***10,288***	***6,562,182***	***268,499***	***4%***	***37,658***	***10,513***	***8,161,894***	***(1,331,213)***	***(20%)***
Comprehensive Universities											
Eastern Kentucky University	1,697,061	11,288	1,866	1,191,531	505,530	30%	11,921	1,913	1,240,308	456,753	27%
Kentucky State University	523,286	1,772	367	301,476	221,810	42%	2,201	412	332,305	190,981	36%
Morehead State University	919,682	6,269	916	645,337	274,345	30%	6,755	951	677,497	242,185	26%
Murray State University	1,219,947	6,901	933	710,574	509,373	42%	7,502	965	753,983	465,964	38%
Northern Kentucky University	948,985	9,370	1,100	945,057	3,928	0%	11,275	1,208	1,087,653	(138,668)	(15%)
Western Kentucky University	1,242,202	11,852	1,687	1,153,054	89,148	7%	12,915	1,765	1,236,096	6,106	0%
Subtotal Comprehensive Universities	***6,551,163***	***47,452***	***6,869***	***4,947,029***	***1,604,134***	***24%***	***52,569***	***7,214***	***5,327,842***	***1,223,321***	***19%***
KCTCS Community & Technical College Districts											
Ashland	222,214	1,742	348	161,173	61,041	27%	1,861	360	169,694	52,520	24%
Big Sandy	331,244	1,960	300	175,114	156,130	47%	2,188	320	194,812	136,432	41%
Bluegrass	160,502	1,052	241	138,032	22,470	14%	1,238	262	158,362	2,140	1%
Bowling Green	128,910	952	145	111,103	17,807	14%	963	155	113,566	15,344	12%
Elizabethtown	238,748	2,470	347	186,314	52,434	22%	2,710	371	205,372	33,376	14%
Henderson	99,701	751	130	60,676	39,025	39%	798	134	63,230	36,471	37%
Hopkinsville	116,086	1,912	174	121,307	(5,221)	(4%)	2,031	179	126,976	(10,890)	(9%)
Jefferson	475,747	6,646	762	470,390	5,357	1%	7,077	787	495,659	(19,912)	(4%)
Kentucky River	331,506	1,767	335	164,393	167,113	50%	1,849	342	168,629	162,877	49%
Madisonville	212,613	1,483	265	129,377	83,236	39%	1,593	276	137,444	75,169	35%
Maysville	163,065	1,124	187	100,264	62,801	39%	1,231	196	108,983	54,082	33%
Northern Kentucky	122,303	664	166	88,403	33,900	28%	788	181	102,081	20,222	17%
Owensboro	205,357	2,186	270	180,319	25,038	12%	2,342	280	191,129	14,228	7%
Somerset	416,433	2,075	346	189,879	226,554	54%	2,191	355	197,317	219,116	53%
Southeast	159,096	1,827	199	116,812	42,284	27%	1,940	205	122,382	36,714	23%
Western Kentucky	295,737	2,811	402	250,721	45,016	15%	2,818	398	244,887	50,850	17%
Subtotal KCTCS	***3,679,262***	***31,422***	***4,617***	***2,644,277***	***1,034,985***	***28%***	***33,618***	***4,801***	***2,800,523***	***878,739***	***24%***
System Total	**17,061,106**	**114,817**	**21,774**	**14,153,488**	**2,907,618**	**17%**	**123,845**	**22,528**	**16,290,259**	**770,847**	**5%**

2002-04 Capital Projects Recommendation
Agency Bond Pool
Projects Eligible for Funding

Institution and Project Title	Project Scope	Agency Bonds	Institutional Funds
Fire Safety, Major Renovations, Replacements, and Infrastructure Upgrade Projects			
Eastern Kentucky University			
Replace Student Housing, Brockton	$8,250,000	$8,250,000	
Kentucky State University			
Renovate Young Hall Dormitory	$9,886,000	$9,886,000	
Morehead State University			
Comply with ADA - Auxiliary Facilities	$1,200,000	$1,200,000	
Expand Life Safety: Auxiliary Facilities	3,000,000	3,000,000	
MoSU Subtotal	$4,200,000	$4,200,000	
Murray State University			
Remove Ceiling Asbestos Elizabeth and Hester Halls	$900,000	$900,000	
Renovate Clark Hall - Electrical, HVAC, and Interior	1,900,000	1,900,000	
Renovate College Courts and Interiors (12 buildings)	5,636,000	5,636,000	
Renovate Elizabeth Hall - Electrical, HVAC, and Interior	2,450,000	2,450,000	
Renovate Franklin Hall - Electrical, HVAC, and Interior	2,000,000	2,000,000	
Renovate Hart Hall - Electrical and Interior	6,850,000	6,850,000	
Renovate Hester Hall - Electrical, HVAC, and Interior	2,280,000	2,280,000	
Renovate Regents Hall - Electrical, HVAC, and Interior	2,450,000	2,450,000	
Renovate Richmond Hall - Electrical and Interior	3,400,000	3,400,000	
Renovate Springer Hall - Electrical and Interior	2,600,000	2,600,000	
Renovate White Hall - Electrical, HVAC, and Interior	2,300,000	2,300,000	
Repair Winslow Cafeteria Exterior and Replace Mechanical Eq.	1,000,000	1,000,000	
Replace Clark Hall	8,000,000	8,000,000	
Replace Water Piping, Fixtures, Etc. (5 Buildings)	3,100,000	3,100,000	
Replace Franklin Hall	8,000,000	8,000,000	
Replace Chiller, Boilers, Towers, Domestic Water Piping (3 buildin	2,300,000	2,300,000	
Replace Richmond Hall	8,000,000	8,000,000	
Student Recreation Center	10,000,000	10,000,000	
Upgrade College Courts Electrical System	1,200,000	1,200,000	
MuSU Subtotal	$74,366,000	$74,366,000	
University of Kentucky and Lexington Community College			
Install HVAC (Boyd, Holmes, Jewell and Keeneland)	$7,667,000	$7,667,000	
Expand Plant Capacity/Infrastructure	15,000,000	15,000,000	
Renovate outpatient Clinic in KY Clinic	2,000,000	2,000,000	
Renovate Cooperstown - Phase IV and IVA	1,705,000	1,705,000	
Renovate Education Space in Medical Science	2,300,000	2,300,000	
Renovate Labs in Pharmacy Building	1,400,000	1,400,000	
Renovate Parking Structure #1	7,714,000	7,714,000	
Replace Cooling Plant Chillers	5,000,000	5,000,000	
Replace Holmes Elevator	585,000	585,000	
Expand Patient Parking in Structure #3	7,000,000	7,000,000	

2002-04 Capital Projects Recommendation
Agency Bond Pool
Projects Eligible for Funding

Institution and Project Title	Project Scope	Agency Bonds	Institutional Funds
Replace Student Housing - Fraternity House #1	6,000,000	6,000,000	
UK Hospital: Renovate Roach Building 4th Floor	3,990,000	3,990,000	
UK Subtotal	$60,361,000	$60,361,000	
Western Kentucky University			
Renovate Downing University Center	$11,320,000	$11,320,000	
Total Fire Safety, Major Renovations, Replacements, and Infrastructure Upgrade Projects	***$168,383,000***	***$168,383,000***	
New Facilities			
Eastern Kentucky University			
Construct Greek Row	$1,800,000	$1,800,000	
Morehead State University			
Construct Family Housing Complexes Phase II	$4,000,000	$4,000,000	
Construct Parking Structure	6,000,000	6,000,000	
MoSU Subtotal	$10,000,000	$10,000,000	
Murray State University			
Construct New Dormitories	$10,154,000	$10,154,000	
Northern Kentucky University			
Construct Parking Deck	$9,100,000	$9,100,000	
Construct Village Housing	20,000,000	20,000,000	
NKU Subtotal	$29,100,000	$29,100,000	
University of Kentucky			
Construct Parking Structure	$16,280,000	$16,280,000	
UK Hospital: Design Patient Bed Tower	10,000,000	10,000,000	
UK Subtotal	$26,280,000	$26,280,000	
University of Louisville			
Construct Cardinal Park Natatorium	$19,824,000	$7,335,000	$12,489,000
Expand HSC Parking Garage - Add Two Floors	4,794,000	4,794,000	
UofL Subtotal	$24,618,000	$12,129,000	$12,489,000
Total New Facilities	***$101,952,000***	***$89,463,000***	***$12,489,000***
Total System Agency Bond Pool Projects	***$270,335,000***	***$257,846,000***	***$12,489,000***

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title		Project Scope
Eastern Kentucky University		
1	Expand and Renovate Presnell Building	$ 2,000,000
2	Expand Indoor Tennis Facility	1,000,000
3	Expand, Upgrade Campus Data Network	1,000,000
4	Purchase Networked Education System Component	2,050,000
5	Purchase of Property	3,000,000
6	Renovate Watts Property (Elmwood)	2,000,000
7	Upgrade Academic Computing	1,000,000
8	Upgrade Administrative Computing System	1,100,000
	EKU Subtotal	**$ 13,150,000**
Kentucky State University		
1	Expand Student Center	4,400,000
2	Enhance Distance Education	560,000
3	Enhance Web Site	410,000
4	Expand Cooperative Extension Building	3,224,000
5	Extend Fiber Network to South Campus	806,000
6	Implement Smart Card Technology	1,120,000
7	Migrate to Client-Server & Laptop Campus Tech	860,000
	KSU Subtotal	**$ 11,380,000**
Kentucky Community and Technical College System		
1	Computer Interfaced Distillation Column	$ 114,000
2	Diagnostic Medical Sonography Unit	110,000
3	Enclose Courtyard/Roof, Falkenstine Hall	1,359,000
4	Install FiberOptics, Allied Hlth Bldg	558,000
5	KCTCS Equipment Pool	20,000,000
6	Master Plan Devel & Upgrade Pool	650,000
7	Multi-Engine Turbine Power Aircraft	300,000
8	New Telephone System Owensboro CC & TC	340,000
9	Purchase Helicopter for Aircraft Tech Prgm, JTC	271,000
10	Renovate HVAC Syst, Davies Co Campus	2,440,000
11	Replace HVAC System, 77 Addit, Laurel TC	1,280,000
12	Upgrade for ADA/Fire Safety, Somerset CC	4,585,000
	KCTCS Subtotal	**$ 32,007,000**
Morehead State University		
1	Acquire Land Related to Master Plan	$ 2,000,000
2	Construct KY Ctr for Traditional Music	1,000,000
3	Enhance Distance Learning Systems	2,500,000
4	Enhance Library Automation Resources	750,000
5	Enhance Network/Infrastructure Resources	2,250,000
6	Expand Compressed Video Resources	1,890,574
7	Expand Student Wellness Center	700,000
8	Purchase HPLC-Mass Spectrometer	140,000
9	Purchase Instructional & Support Equip	1,334,000
10	Purchase Instructional Tech Initiatives	2,159,000
11	Purchase Nuclear Magnetic Reson. Equip	210,000
12	Purchase Tour Bus	400,000
13	Reclaim Combs Theatre Area	1,100,000
14	Renovate Button Auditorium	3,000,000
15	Reconstruct Central Campus	780,000
16	Upgrade Administrative Office Systems	2,000,000
17	Upgrade Instruct. PCs/LANS/Peripherals	2,500,000
	MoSU Subtotal	**$ 24,713,574**
Murray State University		
1	Acquire Land	$ 500,200
2	Construct Addition to Equine Instruction Fac	650,000
3	Install 350 Ton Chiller - Reg Special Events Ctr	400,000
4	Install Baseball Field & Stadium Sidewalk Lights	600,000
5	Purchase Broadcasting Education Lab Equipment	200,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title		Project Scope
6	Purchase BVC Electron Microscope-Scanning Type	300,000
7	Purchase BVC Electron Microscope-Transmission	250,000
8	Purchase Fine Arts Studio Equipment	419,000
9	Purchase ICP-MS Fisions Instruments	142,000
10	Purchase Music Computer Equipment	250,000
11	Purchase Optics Lab Equipment	170,000
	Purchase Business & Public Affairs Equipment	300,000
	Purchase Central On-line Storage System	966,000
	Replace Telephone Switching System	1,000,000
	Upgrade campus Network to Gigabit Ethernet System	1,000,000
	Purchase/Instatll COLT Ubiquitous Computing Program	434,000
	Purchase College of Science Instructional/Research Equipment	300,000
12	Purchase Recording/Playback Lab & Instruments	188,000
	MuSU Subtotal	**$ 8,069,200**
Northern Kentucky University		
1	Design New Student Union	1,200,000
2	Construct Intramural Sports Fields	750,000
3	Renovate Welcome Center	700,000
4	Purchase Coach Bus	375,000
5	Purchase Color Press	235,000
6	Purchase Digital Telecom System	1,900,000
7	Purchase Land (2002-2004)	2,500,000
8	Enhance Information Technology Infrastructure	2,700,000
9	Purchase NMR Spectrometer	385,000
10	Reconstruct Central Plaza	900,000
11	Relocate Baseball Field	1,500,000
12	Replace Admin Application System	2,500,000
	NKU Subtotal	**$ 15,645,000**
University of Kentucky - University System		
1	Expand Early Childhood Education Lab	$ 8,000,000
2	Improve Central Heating Plant	2,750,000
3	Replace Master Clock and Bell System	1,500,000
4	Renovate Livestock Disease Diag. Lab	2,800,000
5	Install Chilled Water Pipe-Clg 2 to Pit	1,300,000
6	Install Cooling Secondary Pumping	2,250,000
7	Renovate Med Center Library	2,000,000
8	Acquire Land	15,000,000
9	Renovate Running Track	2,500,000
12	Renovate Research Labs in Med Center, I	750,000
13	Renovate Ag North Façade	3,820,000
14	Fit-up Research Labs-Allied Health Bldg	7,000,000
15	Renovate Research Labs in Med Center, II	900,000
16	Renovate King South Building I	8,025,000
17	Renovate Research Space-Nursing Building	540,000
18	Upgrade Communication Infrastructure, II	450,000
19	Construct Environmental Institute	12,604,000
20	Renovate Research Space Med Center, I	1,500,000
21	Renovate the COHR in the Dental Building	1,875,000
22	Install Medical Center Chilled Water Loop	625,000
24	Lease Purch. Campus Infrastruct. Upgrade	3,500,000
25	Lease Purch. High Perf. Research Comp.	5,000,000
26	Lease Purchase Computing Facility UPS	400,000
27	Lease Purchase Large Scale Computing	3,500,000
28	Lease Purchase Networked Printer	200,000
29	Lease Purchase Pool	10,401,000
30	Lease Purchase Telephone Switch	3,000,000
31	Lease Purchase Video Switch	250,000
32	Purchase 3-D Scaling Device	100,000
33	Purchase ABI Prism Sequence Detect Sys	100,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title	Project Scope
34 Purchase Analytical Biosensor	275,000
35 Purchase Area Detector Diffractometer	310,000
36 Purchase Automated DNA Sequencer	130,000
37 Purchase Behav. Monitor. & Analysis Sys.	150,000
38 Purchase Campus Call Auto Dial	125,000
39 Purchase Capillary Genetic Analyzers	800,000
40 Purchase Chain Reaction Analyzer	150,000
41 Purchase Chromatograph Mass Spect., I	250,000
42 Purchase Chromatograph Mass Spect., II	258,000
43 Purchase Combination Metabolic Analyzer	123,000
44 Purchase Compressed Video-Hazard	141,000
45 Purchase Confocal Microscope	325,000
46 Purchase Confocal Microscope	200,000
47 Purchase Database Testbed	225,000
48 Purchase Digital Router	100,000
49 Purchase DNA Chip Analysis System	160,000
50 Purchase DNA Microarray Chip Reader	450,000
51 Purchase DNA Microarray Facility	300,000
52 Purchase DNA Microarray System	285,000
53 Purchase DNA Sequencer	135,000
54 Purchase DNA Sequencer	125,000
55 Purchase DNA Sequencer, I	134,000
56 Purchase DNA Sequencer, II	158,000
57 Purchase DNA Sequencer/Genetic Analyzer	110,000
58 Purchase DNA Synthesizer	103,000
59 Purchase Electron Spin Resonance Instr.	200,000
60 Purchase Electrophysiologic Analy. Sys.	207,000
61 Purchase Encapsulator	151,000
62 Purchase Environmental Test System	125,000
63 Purchase Epi-Fluorescence Microscope	134,000
64 Purchase ESCA-X-ray Photoelect Micro.	400,000
65 Purchase Flow Cytometer	108,000
66 Purchase Flow Cytometry Lab Equipment	375,000
67 Purchase Fluor. Micro. & Image Analy.	150,000
68 Purchase Fluores. (Lumines.) Imaging Sys	105,000
69 Purchase Fluorescence Activ. Cell Sorter	200,000
70 Purchase Fluorescence Analyzer	109,000
71 Purchase Fluorescent Activ. Cell Sorter	237,000
72 Purchase Fluorescent Cell Sorter	200,000
73 Purchase Forage Harvester System	150,000
74 Purchase Freeze-Thaw Apparatus	100,000
75 Purchase Garbage Truck Front Loader	165,000
76 Purchase Gas Analyzer	100,000
77 Purchase Gas Chromatograph Mass Spect.	101,000
78 Purchase Gas Chromatograph/MSD	110,000
79 Purchase GC Mass Spectrograph	186,000
80 Purchase Gene Chip Analysis Machine	250,000
81 Purchase Gene Chip Instrument System	450,000
82 Purchase Genetic Analyzer	140,000
83 Purchase GIS Teaching Lab	160,000
84 Purchase GVG Video Switch	250,000
85 Purchase High Perf. Liq.Chromatography	131,000
86 Purchase High Power C02 Laser	250,000
87 Purchase High Press. Liquid Chrom.	200,000
88 Purchase High Res. Optical Microscope	110,000
89 Purchase High Res. Phosophor Imager	206,000
90 Purchase High Temp. Optical Micro.	105,000
91 Purchase High-Speed Signal Processor	150,000
92 Purchase Holographic Sys/Image Analyzer	110,000
93 Purchase HPLC Mass Spectrophotometer	220,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title	Project Scope
94 Purchase Image Analysis System	206,000
95 Purchase Image Analyzer System	206,000
96 Purchase Inductive Coupled Plasma Spec.	110,000
97 Purchase Inductive Coupled Plasma Unit	110,000
98 Purchase Inductive Coupled Spec Sys	120,000
99 Purchase Interaction Analyzer	150,000
100 Purchase Inverted Microscope-Fluoroscope	155,000
101 Purchase Inverted Scope	100,000
102 Purchase Laser Confocal Microscope	312,000
103 Purchase Laser System	250,000
104 Purchase LCT Flight Mass Spec.	220,000
105 Purchase LIMS Bioinformatics Equipment	136,000
106 Purchase Liquid Chromatograph	105,000
107 Purchase Liquid Chromotograph-Mass Spec.	320,000
108 Purchase Liquid Filling/Stopping Line	351,000
109 Purchase Mass Spectrometer	400,000
110 Purchase MB Ultracentrifuge	354,000
111 Purchase MB/GT Phospho-Imager	128,000
112 Purchase Multiphoton Imaging System	505,000
113 Purchase Multiphoton Scanning Microscope	300,000
114 Purchase MultiUnit Microbial Chamber	250,000
115 Purchase NIR Spectrophotometer	125,000
116 Purchase Open MRI Unit	1,000,000
117 Purchase Optical Disk Server	180,000
118 Purchase Patient Classification Equip.	260,000
119 Purchase Physiology Workstation	101,000
120 Purchase Protein Synthesizer	206,000
121 Purchase Quadrapole Mass Spec.	360,000
122 Purchase Rapid Scanning Monochromater	130,000
123 Purchase Research Grade Light Microscope	103,000
124 Purchase Scanning Electron Microscope	175,000
125 Purchase Semi-solid Manufacturing Equip.	211,000
126 Purchase Sequence Detection System	100,000
127 Purchase Spect. for Oligonuc. Analy.	250,000
128 Purchase Studio Recording Equipment	113,000
129 Purchase Telemedicine Rural Health	416,000
130 Purchase Telemedicine Systems	600,000
131 Purchase Terminal Sterilizing Autoclave	221,000
132 Purchase Ultracentrifuge	117,000
133 Purchase Virtual Environment Simulator	125,000
134 Purchase X-ray Defractometer	700,000
135 Upgrade Scanner System	500,000
UK-US Subtotal	**$ 125,288,000**
University of Kentucky - Hospital	
1 Consolidate Imaging Services - Hospital	$ 3,675,000
2 Construct Bldg Connectors III - Hospital	3,000,000
3 Construct Business Facility II - Hospital	9,000,000
4 Construct Limited Stay Facility-Hospital	5,460,000
5 Construct Outpatient Svs III - Hospital	4,700,000
6 Construct Outpt Care Fac II - Hospital	6,172,000
7 Construct Outpt Diag/Treat Fac II - Hosp	12,672,000
8 Construct Parking Structure III-Hospital	7,350,000
9 Construct Patient Care Fac II - Hospital	7,638,000
10 Construct Primary Care Ctr II - Hospital	10,172,000
11 Construct Storage/Dist Center - Hospital	1,019,000
12 Create Universal Nursing Unit - Hospital	1,000,000
13 Expand Data Systems III - Hospital	700,000
14 Expand Parking II - Hospital	3,200,000
15 Expand Surgical Services - Hospital	3,200,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title		Project Scope
16	Implement Land Use Plan III - Hospital	2,625,000
17	Implement Land Use Plan IV - Hospital	2,500,000
18	Modify Nursing Unit XI - Hospital	1,100,000
19	Modify Nursing Unit XII - Hospital	3,500,000
20	Protect Environment II - Hospital	1,575,000
21	Purchase Accelerator	1,600,000
22	Purchase Angiography Unit	1,276,000
23	Purchase Angiography Unit	1,740,000
24	Purchase ATL Ultrasound	220,000
25	Purchase Biplane Angiography	1,160,000
26	Purchase Cardiac Cath. Image Mgmt. Sys.	957,000
27	Purchase Cardiac Ultrasound	1,600,000
28	Purchase C-Arm X-Ray Unit	350,000
29	Purchase C-Arm X-Ray Unit	275,000
30	Purchase C-Arm X-Ray Unit	440,000
31	Purchase Clinical System Enterprise	5,800,000
32	Purchase Computing Infrastructure Update	2,500,000
33	Purchase CR PAC Server	275,000
34	Purchase CT Scanner	1,914,000
35	Purchase CT Scanners	3,480,000
36	Purchase CT Simulator	1,160,000
37	Purchase CT Simulator	1,200,000
38	Purchase Data Storage Facility Upgrade	750,000
39	Purchase Diagnostic Radiology Unit	330,000
40	Purchase Dig. Medical Record Expansion	4,640,000
41	Purchase Digital Enhancement	1,085,000
42	Purchase Digital Imaging	957,000
43	Purchase Digital Orbiter Camera	275,000
44	Purchase Digital Radiology	1,020,000
45	Purchase Digital Radiology	4,060,000
46	Purchase EKG Unit	400,000
47	Purchase EKG Unit	440,000
48	Purchase Electrophysiology Lab	5,800,000
49	Purchase EMG Unit	250,000
50	Purchase Endoscopic Ultrasound	440,000
51	Purchase Endoscopic Video System	300,000
52	Purchase Endoscopic Video Ultrasound	275,000
53	Purchase Filmless System	150,000
54	Purchase Fluoroscopy Unit	550,000
55	Purchase Gen. Rad./Fluoroscopic Unit	550,000
56	Purchase Gen. Rad./Fluoroscopic Unit	500,000
57	Purchase Intracardiac Laser	550,000
58	Purchase Intracardiac Laser	500,000
59	Purchase Intraoperative Radiation Therapy	1,300,000
60	Purchase Laboratory Analyzer	500,000
61	Purchase Linear Accelerator	2,050,000
62	Purchase Managed Care Enterprise	1,160,000
63	Purchase Minimally Invasive Room	1,700,000
64	Purchase Mobile CT	1,000,000
65	Purchase Mobile CT	1,100,000
66	Purchase Mobile Fluoroscopic Unit	250,000
67	Purchase Mobile Radiology Unit	250,000
68	Purchase MRI Upgrade	500,000
69	Purchase Nuclear Medicine Camera	1,000,000
70	Purchase OB Ultrasound	350,000
71	Purchase OR Periop. IS Doc.Syst. Upgrade	150,000
72	Purchase Patient System Enterprise	4,640,000
73	Purchase Portal Imaging System	250,000
74	Purchase Portal Imaging System	200,000
75	Purchase QuadRIS Upgrade	300,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title		Project Scope
76	Purchase Rad. Med. Software/System	350,000
77	Purchase Radiation Therapy Unit Upgrade	400,000
78	Purchase Radiographic Fluoroscopic Unit	150,000
79	Purchase Radiographic Fluoroscopic Unit	200,000
80	Purchase Radiographic Unit	350,000
81	Purchase Radiographic Unit	400,000
82	Purchase Radiology Ultrasound	440,000
83	Purchase SPECT System	1,000,000
84	Purchase Steam Autoclave	450,000
85	Purchase Sterrad Sterilizer	450,000
86	Purchase Surgical C-Arm(ISS)System	650,000
87	Purchase Surgical Laser	500,000
88	Purchase Surgical Microscope	500,000
89	Purchase Teleradiology	200,000
90	Purchase Ultrasound Image Management	800,000
91	Purchase Upgrade - HIS Computing Facil.	2,900,000
92	Purchase Upgrade for Servers	800,000
93	Purchase Vascular Ultrasound	300,000
94	Purchase Vascular Ultrasound	900,000
95	Purchase Washer	350,000
96	Renovate Kitchen I - Hospital	1,050,000
97	Upgrade Building/Site IV - Hospital	800,000
98	Upgrade Communication Svs - Hospital	1,000,000
99	Upgrade Diagnostic Services XI-Hospital	1,500,000
100	Upgrade Diagnostic Services XII-Hospital	1,000,000
101	Upgrade HVAC II - Hospital	3,500,000
102	Upgrade Nutrition Services II - Hospital	1,000,000
103	Upgrade Support Services II - Hospital	1,172,000
104	Upgrade Transport Systems IV - Hospital	735,000
105	Upgrade Transport Systems V - Hospital	800,000
106	Upgrade Utility Systems VI - Hospital	1,500,000
	UK-H Subtotal	**$ 182,874,000**
University of Louisville		
1	Expand - Research Resources Center	$ 10,383,000
2	Purchase - Property Acquisition	1,300,000
3	Construct - Boathouse for Women's Rowing Program	2,488,000
4	Purchase - Field Turf - Practice Field Facility	750,000
5	Expand - Oppenheimer Hall for Social Work	5,450,000
6	Expand - Cardinal Arena in Student Activities Center	4,000,000
7	Renovate - Dental Clinic and Sterilization	3,637,000
8	Renovate - K-Wing 2nd & 4th Floors (portions)	1,040,000
9	Expand - Ekstrom Library - New Wing	14,000,000
10	Construct - Residence Hall - 400 Beds, Phase III	19,718,000
11	Purchase - Parking Spaces - Health Sciences Campus	825,000
12	Renovate - MDR Building, Phase IV	2,530,000
13	Renovate - Stoddard-Johnston - Married Housing	5,829,000
14	Purchase - Plasmon Resonance Instrument	250,000
15	Purchase - High Resolution Mass Spectrometers	1,150,000
16	Purchase - Flow Fluorescence Activated Cell Analyzer	130,000
17	Purchase - Microcalorimeter	140,000
18	Purchase - Confocal Microscope	280,000
19	Purchase - Neuro Scan ESI-128: 128 Channel ERP System	140,000
20	Purchase - Automated Synthesizer	190,000
21	Purchase - EPR Spectrometer Update	125,000
22	Purchase - Laser Microfabrication Lab	525,000
23	Purchase - X-Ray Diffraction Module	750,000
24	Purchase - Particle Imaging Velocimetry (PIV) System	167,000
25	Purchase - Confocal Laser Scanning Microscope	400,000
26	Purchase - CNC Grinding Machine	164,000

2002-04 Capital Projects Recommendation
Agency Funds

Institution/Institution Priority / Project Title		Project Scope
27	Purchase - Load Application System	240,000
28	Purchase - Axis (5) CNC Machining Center	150,000
29	Lease - Color Digital Output Engine	700,000
30	Lease - High Volume Output Devices Duplicators	876,000
31	Lease - High Speed Graphics Imaging System	200,000
32	Purchase - Digital Communications Network	2,000,000
33	Purchase - Network Switching System	2,000,000
34	Purchase - Electronic Research Information System (name change)	2,000,000
35	Purchase - Computer Workstations for Libraries	466,000
36	Purchase - High Availability Enterprise System	1,430,000
37	Purchase - Client Server System - File Server	1,100,000
38	Purchase - Computer Processing System	2,000,000
39	Purchase - Engineering Scientific Processor	1,100,000
40	Purchase - Supercomputing System	1,500,000
41	Purchase - Upgrade Supercomputer - Dehlem Lab	400,000
42	Purchase - Autonomous Mobility Platform	460,000
43	Purchase - Concave Reality Unit	250,000
44	Purchase - High Energy Physics Data Analysis System	350,000
45	Purchase - Virtual Reality Display System	180,000
46	Purchase - Gel Blot Image Analysis System	145,000
47	Purchase - High Resolution Hybrid Mass Spectrometer	600,000
48	Purchase - Digital Micro-Luminography System for TEM	120,000
49	Purchase - Electronic Darkroom	193,000
50	Purchase - Laser Desorption Ionization Mass Spectrometer	200,000
51	Purchase - Molecular Tagging Velocimetry System	245,000
52	Purchase - Peak 3D Equipment	120,000
53	Purchase - Deposition Attachment - UHV Facility	500,000
54	Purchase - Electric Injection Molding Machine	110,000
55	Purchase - Materials Testing System	218,000
56	Purchase - Specialized Central Processing Unit	500,000
57	Purchase - Protein Chip Analyzer	200,000
58	Purchase - Nucleic Acid Microchip Analyzer	200,000
59	Purchase - Analytical Ultracentrifuge	145,000
60	Purchase - High Resolution SEM with Backscatter Detector	360,000
61	Purchase - Intermediate Voltage Transmission Electron Microscope	550,000
62	Purchase - Micro-Computed Tomography Imaging System	480,000
	UL Subtotal	**$ 98,649,000**
Western Kentucky University		
1	Purchase Digital Television Transmission System	3,321,000
2	Purchase Property	400,000
3	Renovate Central Heat Plant - Phase I	1,273,000
4	Renovate Garrett Conference Center - Design	858,000
5	Renovate Van Meter Hall - Design	688,000
6	Acquire Video Server	800,000
7	Replace IT Server	880,000
8	Renovate/Construct Telephone Infrastructure	3,000,000
	WKU Subtotal	**$ 11,220,000**
	System Total	**$ 522,995,774**

Table C-6

2002-04 Capital Projects Recommendation
Guaranteed Energy Savings/Performance Contracting Projects

Institution and Project Title	Project Scope	Institutional Authority
Eastern Kentucky University	$10,000,000	$10,000,000
Kentucky Community and Technical College System	5,000,000	5,000,000
Kentucky State University	3,000,000	3,000,000
Morehead State University	5,000,000	5,000,000
Murray State University	10,000,000	10,000,000
Northern Kentucky University	3,000,000	3,000,000
University of Kentucky and Lexington Community College	10,000,000	10,000,000
University of Louisville	5,000,000	5,000,000
Western Kentucky University	10,000,000	10,000,000
System Total	**$61,000,000**	**$61,000,000**

2001-02 Capital Projects Recommendation
Capital Projects Seeking Current Year Authority

Institution and Project	Project Scope	Alternative Fund Source
Western Kentucky University		
Renovation of E. A. Diddle Arena	$30,300,000	Local Bonds
Guaranteed Energy Savings/Performance Contracting	8,000,000	3rd Party Financing
Total	**$38,300,000**	

Attachment B

KENTUCKY STATE UNIVERSITY
Division of Education and Human Services
"Teachers as Liberators Through Education"

To: TEC and Whom It May Concern

From: Dr. David J. Herbert, Interim Chair
Education and Human Services

Date: October 9, 2002

Re: Summary of current issues being studied by the Teacher Education Committee

A list of tasks which needed to be addressed was shared with the TEC on August 22, 2002. The list was compiled from these sources: TEC minutes, curriculum committee minutes, the August 2 BOE Rejoinder, and suggestions from TEC members. A committee of three (S. Trammell, chair; A. Hickey, and S. Obi) volunteered to study the list of tasks and group them by common traits. The TEC met on September 5, 2002, and heard Ms. Trammell's report. It was decided to establish six Task Committees to work on the issues. Committees were formed (chairs volunteered) and work has begun. The membership of each committee and their tasks are described below:

A. ***Curriculum Task Committee:*** Members are Dr. Jo Anne Rainey (Chair), Dr. Jo Sloan, Dr. Alvin Hickey, Dr. John Moseley, Dr. Herman Walston, Dr. Barbara Buck (Resource), Dr. George Shields (Resource), Dr. Egbunam Amadife (Resource), Dr. Fariba Bigdeli-Jahed (Resource), Professor Alvin Seals, Sue Stamper, and John Martin (Resource).

Tasks to be addressed:

1. Finish revision, as needed, of curricula in all teacher certification areas to ensure students are prepared for and knowledgeable of the Kentucky New Teacher Standards, the two additional KSU standards (Disposition and Diversity) and PRAXIS II.

2. Finish matrices for all certification areas:
   - courses vs. Kentucky New Teacher Standards (9) and KSU Standards (2)
   - courses vs. PRAXIS II content
   - courses vs. portfolio content
   - courses vs. field experiences
   - courses vs. EPSB curriculum themes

3. Ensure that each course syllabus reflects the curriculum and matrices requirements.
   - include pre-test and post-test of knowledge

4. Arrange meeting of TEC faculty to discuss changes to be implemented to ensure that course content covers standards and topics in the matrices.

5. Update 9-semester schedule for EHS.

6. Prepare documents to be presented to EPSB requesting approval of course changes (to be effective August of 2003).

B. ***TEC Operation Task Committee:*** Members are Dr. John Bator (Chair), Dr. Patricia Pearson, Dr. Chuck Bennett, and John Martin (Resource).

Tasks to be addressed:

1. Investigate KSU policy on finality of TEC decisions. Propose change if decisions of TEC are not (currently) final at KSU.

2. Define and establish future needed standing committees of TEC and EHS.

3. Seek clarification on KSU student admission practices and compare with KSU admission policy.

C. ***Student Support Task Committee:*** Members are Sandy Trammell (Chair), Cathy Rosebud, Sue Stamper, Dr. Dorothy Miller, Gwen Ayuninjam (Resource), and Billicia Sullivan (student).

Tasks to be addressed:

1. Study the need and process for updating training for all advisors of education majors. A listing of education majors and advisors will be prepared by Dr. Herbert and staff.

2. Devise system to identify, and then support, students who are at academic risk. Particularly address transfer students' needs.

3. Design system to provide remediation and support to students who do not pass PRAXIS II. Include identification of a student's weaknesses by studying page 4 of the PRAXIS II score report (entitled "Detailed Information").

4. Study role of advisor and prepare system wherein each student must conference with their advisor at least twice per semester. Suggest accountability system for this.

5. Identify improvements for conducting each semesters' majors meeting.

6. Devise system for KSU professors and public school teachers to serve as mentors for KSU education majors.

7. Design a faculty professional development program based on student, instructional, and advising needs. Involve CITLA in this process.

8. Devise and institute system on KSU campus for criminal records background check for students who need to complete field and clinical experiences in the public schools. (Note: Dr. Herbert will complete this task with Dr. Magel).

9. Study and consider possible interim ACT requirements for students admitted to KSU with an ACT less than 21.

10. Devise and implement procedures for designing the education program of post baccalaureate students seeking teacher certification.

D. ***Technology Task Committee:*** Members are Gwen Ayuninjam (Chair), Dr. Reginald Nnazor, Dr. Roosevelt Shelton, Dr. Dorothy Miller (Resource), Homer Allen (Resource), Garland Higgins (Resource), and Jason Curry (Resource).

Tasks to be addressed:

1. Finish the teacher education database and enter data.

2. Develop assessment strategies for documenting the level at which each student demonstrates the knowledge, skills, and dispositions for each course. Data needs to be recorded.

3. Design and implement electronic portfolio.

4. Establish database for TWSM data from cooperating teachers.

5. Design and implement post graduate survey data collection system.

E. ***PRAXIS II Task Committee:*** Members are Dr. Sunday Obi (Chair), Carol Parks, Dr. Reginald Nnazor, June Robinson, Dr. Patricia Pearson, and Dr. Jo Sloan.

Tasks to be addressed:

1. Design the two (2) one credit hour courses on PRAXIS and PLT and implement same.

2. Develop peer mentoring for PRAXIS II study/preparation.

3. Design and implement a PRAXIS II workshop during each semester.

4. Contact EPSB for a review of PRAXIS II passer/non-passer data, update passing rate tables. (Note: Dr. Herbert has completed this.)

5. Devise and implement system whereby students are required to submit to Chair of Education and Human Services a complete copy of each of their PRAXIS II score report(s).

6. Further study the impact on KSU and teacher certification programs wherein education majors are required to pass PRAXIS II prior to student teaching.

F. ***Communications Task Committee:*** Members are Dr. Pat Higgins (Chair), Karen McDaniel, June Robinson, Sue Stamper (Resource), Gwen Ayuninjam (Resource), Jacqueline Bingham, and Mikiyon Alexander (student).

Tasks to be addressed:

1. Devise process to ensure that TEC representatives inform deans, chairs, and faculty of their teacher certification area of the work of the TEC.

2. Study ways to improve communication to education majors (including non-traditional and off-campus). Suggested devices such as newsletters, email, fact sheets, and brochures shall be considered.

3. Design and implement system for informing students of curriculum/program changes.

4. Revise Guide Sheets for each certification area.

5. Complete the revision of the Teacher Education Handbook.

6. Review and revise, as needed, the education department budget to support the current and new initiatives. (Note: Dr. Herbert is completing this.)

7. Plan and get approval to offer certification programs in Health and Athletic Training.

Summary: Each of the above items will be studied and written "drafts" of positions on each item completed by November 18. They will be presented to the Teacher Education Committee on November 21, 2002. The TEC will meet as necessary to hopefully complete action by December 6, 2002.

KENTUCKY STATE UNIVERSITY
PRAXIS II DATA
September 23, 2002

TABLE 1: Number of graduates in EEE and PET for each semester since Fall 1999

Semester	# EEE graduates		# PET graduates	
Fall 2002	4	AA-1 O-3	1	AA-0 O-1
Spring 2002	10	AA-7 O-3	1	AA-0 O-1
Fall 2001	6	AA-2 O-4	1	AA-0 O-1
Spring 2001	9	AA-7 O-2	3	AA-3 O-0
Fall 2000	7	AA-3 O-4	4	AA-3 O-1
Spring 2000	10	AA-9 O-1	7	AA-5 O-2
Fall 1999	12	AA-5 O-7	2	AA-1 O-1
Total	**58**	**AA-34** **O-24**	**19**	**AA-12** **O-7**

Table II: PRAXIS II data for EEE graduates for each semester since Fall 1999

Semester	# of EEE Graduates	# for whom we have PRAXIS data		# passing PRAXIS II		%	
Fall 2002	4	4	AA-1 O-3	3	AA-0	75	AA-0 O-10
Spring 2002	10	9	AA-6 O-3	6	AA-3 O-3	67	AA-50 O-100
Fall 2001	6	6	AA-2 O-4	4	AA-0 O-4	67	AA-0 O-100
Spring 2001	9	9	AA-7 O-2	7	AA-5 O-2	78	AA-71 O-100
Fall 2000	7	7	AA-3 O-4	2	AA-0 O-2	29	AA-0 O-50
Spring 2000	10	10	AA-9 O-1	6	AA-5 O-1	60	AA-56 O-100
Fall 1999	12	11	AA-4 O-7	8	AA-1 O-7	73	AA-25 O-100
Total	**58**	**56**	**AA-32 O-24**	**36**	**AA-14 O-22**	**64**	**AA-44 O-92**

TABLE III: PRAXIS II data for PET graduates for each semester since Fall 1999

Semester	# PET Graduates	# for whom we have PRAXIS data	# passing both tests	%	# passing one test	%
Fall 2002	1 AA-0 O-1	1 AA-0 O-1	1 AA-0 O-1	100 - 100	- - -	- - -
Spring 2002	1 AA-0 O-1	1 AA-0 O-1	1 AA-0 O-1	100 - 100	- - -	- - -
Fall 2001	1 AA-0 O-1	1 AA-0 O-1	0 AA-0 O-0	0 - 0	1 AA-0 O-1	100 - 100
Spring 2001	3 AA-3 O-0	3 AA-3 O-0	3 AA-3 O-0	100 100 -	- - -	- - -
Fall 2000	4 AA-3 O-1	1 AA-0 O-1	- AA-0 O-0	0 - 0	1 AA-0 O-1	100 0 100
Spring 2000	7 AA-5 0-2	5 AA-3 0-2	5 AA-3 0-2	100 100 100	- - -	- - -
Fall 1999	2 AA-1 0-1	2 AA-1 0-1	2 AA-1 0-1	100 100 100	- - -	- - -
Total	**19 AA-12 0-7**	**14 AA-7 0-7**	**12 AA-7 0-5**	**86 100 71**	**2 AA-0 0-2**	**100 0 100**

TABLE IV: Summary for EEE and PET collectively

Number of Graduates: 77

Number who have taken PRAXIS II: 70

Number who have passed PRAXIS II: 48 OR 69%

I. WHAT SPECIFIC COLLABORATIVE INITIATIVES WERE INITIATED WITH UK OR U OF L TO STRENGTHEN THE KSU PROGRAM AND ARE THESE PROGRAMS STILL IN PLACE? WHAT WAS THE IMPACT OF THESE PROGRAMS?

Kentucky State University admits that relatively little activity took place with the University of Kentucky and the University of Louisville. However, representatives of KSU, U of L, and UK did meet on November 10, 2000 to begin discussions on how to help students perform better on the PRAXIS examination

As reported in the CEO's June 21, 2001 Status Report on the Partnership Agreement, "KSU has chosen to work with the University of Kentucky to strengthen academic programs including the teacher education program. The University of Kentucky Academic Services Teacher Certification Program has provided a model to KSU to help students perform better on the PRAXIS II test." The model provided by UK formed the basis for the development of/assisted in the improvement of Kentucky State University's plan for teacher education improvement, which is attached.

Most of the changes that have taken place were the result of collaboration between KSU, EPSB, and ETS, including efforts to assist students in the 1999-2000 and 2000-2001 cohort of test takers on successive attempts in passing the PRAXIS II. Updated data shows KSU's PRAXIS II pass rate moving from 56% and 36% for the 2000 and 2001 cohorts on their first attempt, to 72% and 58%, respectively, with successive testing.

In addition to assisting past graduates in their efforts to pass the PRAXIS II, KSU has implemented the phase of our plan that requires students to pass the PRAXIS II exam before they can begin their student teaching. This will ensure a PRAXIS II pass rate of 100%. At the same time, KSU is taking steps to insure that the new requirements for passing the PRAXIS II prior to beginning student teaching will not reduce the number of minority teachers graduated by the University.

KSU's Minority Teacher Bridge Program, begun in 1999 and sponsored by the Division of Education and Human Resources, is designed to increase the recruitment and retention of high achieving minority Kentucky State University students to the pre-service Teacher Education Program. This five week summer workshop, with four follow up sessions during the academic year, provides academic support for students who meet certain criteria. The specific objectives of the program are as follows:

- Expand the pool of potential minority students entering and successfully completing the Kentucky State University Teacher Education Program through extensive summer enrichment and support services.
- Identify, select, and recruit high achieving, KSU minority students for enrollment in the Teacher Education Program.
- Increase the number of minority KSU students who consider pursuing a degree in education.

- Strengthen the academic skills of participants, particularly in reading, writing, mathematics, and technology.
- Provide assistance and support to participants who enroll in the KSU Teacher Education Program.
- Provide assistance and support to participants in securing a teaching position upon graduation and certification.
- Prepare a cadre of teachers, counselors, and administrators to work collaboratively with Kentucky State University Teacher Education faculty in the preparation of pre-service teachers.
- Develop a means of communicating activities and results to external groups through presentations at professional meetings and publications.
- Establish a valid evaluation system of the project activities to provide a common framework for data collection on program effectiveness.

This Program is funded by the Kentucky Department of Education. Participants are chosen after application evaluation and a brief interview of KSU minority students who express a desire to make a contribution to the lives of children by considering teaching as a profession.

II. WHICH STRATEGIES INCLUDED IN THE MATRIX HAVE BEEN IMPLEMENTED, HOW WILL THEIR IMPACT BE EVALUATED, AND WHEN WILL THE FIRST EVALUATION TAKE PLACE? PROVIDE COPIES OF THE EVALUATION INSTRUMENT.

The attached matrix outlines the strategies that KSU has, and will, follow to improve its teacher education program and PRAXIS II pass rate. The benchmark and measurement for each activity/strategy is stated on the matrix under those respective titles. Each activity/strategy has an individual means of measurement and timeline for evaluation. KSU can generally state that we have met the benchmarks for all the activities/strategies for education budget support, and are on target for all program and curricula support, student support, and faculty support.

III. WHAT IS THE RESULT OF THE MOST RECENT EVALUATION OF THE TEACHER EDUCATION PROGRAM PERFORMED BY THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD? DID THE UNIVERSITY AGREE WITH THE FINDINGS? (IF NOT, PLEASE PROVIDE A COPY OF THE UNIVERSITY'S REJOINDER STATEMENT).

See attached rejoinder.

IV. WHAT ARE THE PRELIMINARY RESULTS OF THE PRAXIS FOR THE MOST RECENT COHORT OF TEST TAKERS SEPTEMBER 2001—AUGUST 30, 2002? WAS THERE SIGNIFICANT IMPROVEMENT IN STUDENT PERFORMANCE?

Preliminary results for the 2001-2002 cohort of students who took the PRAXIS II for the first time show a pass rate of 58%. 73% of the students passed all or part of the exam.

(Students who partially pass the exam usually completely pass it on the second attempt.) This is a 22 point improvement in one year.

V. DESCRIBE SPECIFIC PROGRAMS PROVIDED FOR FACULTY DEVELOMENT, TRAINING, AND COLLABORATIVE EFFORTS AMONG ALL FACULTY MEMBERS RESPONSIBLE FOR TRAINING TEACHERS. HOW HAS THE PROGRAM IMPACTED THE TEACHER EDUCATION PROGRAM AND STUDENT PERFORMANCE?

The attached matrix provides reference to specific programs for faculty development. Generally, KSU has made the following major changes to improve the PRAXIS II scores and its teacher education program:

Administrative and Procedural Changes

1. KSU's Teacher Education Committee (TEC) completely revised the Education Curriculum to meet Kentucky's nine new Teacher Standards for Preparation and Certification. Two KSU standards on disposition and diversity were added.

2. TEC has aligned the education program courses with relevant PRAXIS II exams in most certification areas including elementary education and will complete the remaining areas before November.

3. TEC tightened and enforced standards for admission to the Teacher Education Program. No exceptions have been made since August 1999.

4. Initiated a comprehensive database in the Education Program to maintain student data and monitor their progress. Data has been collected by a Data Records Manager and will be available to all education faculty advisors.

5. Created a two-credit, two consecutive semester course on PRAXIS II to prepare and familiarize students with the exam format and address topics in student's content area. This course will be scheduled in Spring 2003 upon approval by EPSB.

6. Directed Action Agenda Funds granted through the Council on Post Secondary Education to expand test taking skill development workshops for students preparing to take national and professional certification exams. Test taking preparation activities are now coordinated through the Office of Testing.

7. Instituted a policy which mandates that all students must pass PRAXIS II before they can do student teaching.

Student Resource Additions

1. Created a PRAXIS II Review and Tutorial Website (www.kysu.edu/prostudies/praxis/praxiswebsite.hyml)

where students can prepare to take PRAXIS exams. The Website is open to all education majors.

2. Established an Education Program Computer Laboratory with new computer hardware and software in the EXUM building for education faculty to conduct classes and students to complete assignments.

3. Hired a Computer Laboratory Manager to maintain the Education lab and provide assistance to education students in navigating educational software.

4. Provided a direct link to support programs at the University for underachieving education students including: Peers Empowering Peers (PEP), First year Experience (FYE), and the Communication Skills Center (CSC).

Faculty and Student Training Activities

1. Created the Center for Innovation, Teaching, Learning, and Assessment (CITLA) which conducts workshops for improving pedagogy throughout the academic year

2. Conducted an intensive 3-day workshop for 53 former education students and 21 faculty in June 4,5,6 2002.

3. Conducted a Faculty Workshop in assessment and test creation modeled in accordance with PRAXIS test question format on August 16, 2002.

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Accountability and Reporting Activities

1. Hosted an EPSB Board of Examiners campus team visit on June 5, 2002.

2. Submitted a rejoinder in response to the EPSB team's report August 5, 2002.

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KENTUCKY STATE UNIVERSITY PRAXIS II SUCCESS PLAN

Objective: Improve KSU Education majors' performance on the PRAXIS-II exam to meet or exceed the state average

Planned & Scheduled Activities	Expected Outcomes	Person(s) Responsible	Timeline	Benchmarks	Measures
<u>Education Budget Support</u> Education spending increased from $171,628 in FY 1997-98 to $612,599 in FY 1999-00. The budget for FY 02-03 is $704,455. There was an operational budget increase from $5,090 in FY 1997-'98 to $20,090 in FY 2001-02 and FY 02-03.	The Teacher Education Dept will have the highly qualified faculty necessary to provide teacher education majors with a quality education	The President & Vice President for Academic Affairs	This is an on going budgetary commitment	By the end of AY 2002-03, 15% more students will pass the PRAXIS–II exams from 2000-01 benchmarks. Each subsequent testing will show a 10% increase in pass rate from previous testing until 100% is reached.	Percentage of students passing the PRAXIS-II as identified by the KST Testing Dept., ETS and EPSB
Average faculty salaries grew from $49,101 to $79,613 for Full Professors, $44,125 to $62,756 for Associate Professors, and $36,656 to $47,736 for Assistant Professors	The KSU Education Division will be able to retain qualified tenure-track faculty to other colleges and universities offering higher salaries.	The President and Vice President for Academic Affairs	This is an ongoing budgetary commitment	Newly hired faculty members in Education will remain at KSU for more than three years.	Retention patterns relative to faculty employment longevity at KSU
$412,000 was invested to establish the Center for Innovation in Teaching, Learning, & Assessment (CITLA) in FY 2000-01. To date, the financial commitment for the Center exceeds $720,000 for the FY 2002-03 period	To improve faculty classroom instruction and learning by providing seminars, work-shops, and individual assis-tance to faculty members.	The President and Vice President for Academic Affairs	This is an ongoing budgetary commitment	Faculty participation in workshops and seminars will increase by 85%	Attendance sheets for faculty participation
New computers, smart technology and furniture @ $56,076.00 in Education Lab	Students will have access to 25 computers and smart technology	Dean of CPS, Chair of Education, Education Technologist	Summer 2002	Education majors will infuse technology into their lesson plans.	Number of Education classes taught in Lab environment and # of students using the technology for classroom work

Program & Curricula Support Education (pedagogy) and Arts & Science (content) faculty members are currently collaborating to revise the Education and Secondary curricula areas.	Curricula alignment will help to ensure that best practices are implemented to promote student learning and provide the skills and competencies necessary to teach P-12 pupils	Curriculum Alignment Committee consisting of content and pedagogy faculty members	To be completed by Spring 2003	Content faculty members are awarded 25% assigned-time to devote to classroom instruction for Education majors	KSU content and pedagogy faculty course syllabi, course handouts, and exams held on file in program offices. Matrix of course content vs. PRAXIS II content
Faculty members are redesigning their course examinations to include more PRAXIS II type questions	To design exams requiring the inclusion of analytical ques-tions based on case studies similar to those included in the Praxis – II exams.	Pedagogy and content faculty members	To be completed by Spring 2003	Course exams will reflect the knowledge and skills necessary to pass the PRAXIS exam	Exams will be on file in program offices
New admission requirements were adopted for Teachers Preparation program	A (GPA) of 2.75 for program admission will discourage at-risk students who are unable to pass the PRAXIS-II exam.	The Teacher Education Committee (TEC) & Chair of Education Division	April 17, 1999	100% of the students enrolling into an education program beginning Spring 2000 will have GPA of 2.75 or higher	GPA statistics maintained by KSU records office
New policy requiring all students to take and pass the Praxis - II Exam before they are permitted to enroll for student teaching	Students will be better pre-pared to assume classroom teaching responsibilities	The Teacher Education Committee (TEC), Chair Of Education Division	Adopted April 17, 2001 Effective Fall 2003, later changed to Spring 2003	100% of KSU Education major graduates in Spring 2003 will pass the PRAXIS II exam.	ETS Data on PRAXIS II pass rate
Revise the general education curriculum	A revised and innovative general education curriculum	General Education Task Force	August 2000 Through May 2003	50% of Students accepted into Teacher Education Program in Fall 2004, will experience new curriculum	Number of courses taken under new general education curriculum

<u>Student Support</u> **$210,000 was invested to expand the testing center**	To provide seminars and workshop in test taking and other skills and give students experience with PRAXIS II exam	Director of Testing	Ongoing Education commitment	100% of Education Students will participate in seminars and workshops on PRAXIS II	Student participant Sign in sheets
PRAXIS II review session during student teaching	To provide students with better understanding of PRAXIS II exam	Education Department	Fall 2001	All student teachers will attend	Student participant Sign in sheets
PRAXIS II review during bi-annual education majors meeting	To provide students with better understanding of PRAXIS II exam	Education Department	September 11, 2001	All student teachers will attend	Student participant Sign in sheets
PRAXIS II forum for discussion at student teaching seminar	To provide students with better understanding of PRAXIS II exam	Education Department	October 8, 2001	All student teachers will attend	Student participant Sign in sheets
PRAXIS II focus in student teaching seminar	To provide students with better understanding of PRAXIS II exam	Education Department	January 7, 2002	All student teachers will attend	Student participant Sign in sheets
PRAXIS II and PTL reviewed in student teaching seminar with sample booklet	To provide students with better understanding of PRAXIS II exam	Education Department	January 14, 2002	All student teachers will attend	Student participant Sign in sheets
EPSB PRAXIS I and PTL workshop for education majors	To provide students with better understanding of PRAXIS exam	Education Department	February 11, 2002	All Education majors will attend	Student participant Sign in sheets

Student teaching seminar discussing test anxiety	To lessen students fear of test taking and improve test scores	Education Department	March 4, 2002	All Education majors preparing to take the PRAXIS II will attend	Student participant Sign in sheets
PRAXIS II consultant from Cambridge Educational System worked with students	To provide students with better understanding of PRAXIS II exam	Education Department	March 23, 2002	All Education majors preparing to take the PRAXIS II will attend	Student participant Sign in sheets
An item analysis study of the PRAXIS-II exam will be conducted	To identify test item failure patterns to ascertain the strengths and weaknesses of KSU Education students	Dir. of CITLA , Dean College of Professional Studies	To be completed by Spring 2003	Data will be available to make curricula changes by content & pedagogy faculty members	Data will be shared with all content and pedagogy faculty
Workshop on PRAXIS II test given by Dr. Hatch of South Carolina for faculty and students	To prepare students to take the PRAXIS II	Education Department	September 23, 2002	Students eligible to take exam	80% of students at the Workshop will pass the PRAXIS II
Faculty development all day workshop on PRAXIS conducted by ETS PRAXIS consultant	KSU faculty gained a better understanding of the PRAXIS exam	Dr. Paul Woods	January 26, 2001	50% of TEC faculty will participate	Sign in sheet
Worked with Cambridge Educational System consultant	Focus on PRAXIS II for faculty	Dr. Paul Woods	March 23, 2001	50% of TEC faculty will participate	Sign in sheet
Pedagogy & content faculty members were encouraged take the Praxis exam. While 23 faculty expressed interest, only three actually took the exam	Provide faculty an opportunity to design lectures and tests to address the competencies presented in the exam	Individual faculty members, Chair of Education Division	July 17, 2001	By December 9, 2002 Between 5-10 faculty members will take the PRAXIS-II exam	List of faculty member who actually took the PRAXIS-II exam
Five faculty members participated in a PRAXIS training workshop at the University of Louisville	KSU faculty gained a better understanding of the PRAXIS exam and planned a similar PRAXIS daylong workshop and over 50 faculty attended	KSU faculty & Dr. Carmen Giebelhaus, ETS representative	Aug. 14, 2001	Workshop topics covered Curriculum Realignment" and "Teacher Preparation as a Campus- wide Responsibility	Workshop flyers and brochures with meeting times locations, and title of presentations

Five faculty members of TEC participated in PRAXIS II information session at Education Summit	KSU TEC faculty gained a better understanding of the PRAXIS exam	Dr. Paul Woods	October 18, 2001	All TEC faculty will attend	Sign in sheet
17 faculty members attended KACTE meeting with PRAXIS II focus	KSU general faculty gained a better understanding of the PRAXIS exam	Dr. Paul Woods	October 26, 2001	All TEC faculty will attend	Sign in sheet
Critique session	Arts and Sciences faculty examined PRAXIS II materials with purpose of gaining better understanding of PRAXIS II requirements	Dr. Dorothy Miller	October 2001	All applicable faculty will attend	Sign in sheet
A Workshop series was held at the beginning of Spring Semester, 2002. All KSU faculty were required to attend some workshop sessions	Workshop topics centered on the following: "Critical Thinking," "Blackboard Teaching Applications," "Teaching Controversial Topics" "Introduction to the Electronic Portfolio Model (EPM) Assessment Tool" Bringing Pizzazz to the Class with PowerPoint Presenta-tions"	VPAA, Director CITLA Director and KSU Faculty members sponsored the workshop	Jan. 7-8 2002	Content and pedagogy faculty responsible for course offerings to Education will attend University-wide workshops	Attendance sheets of faculty participation maintained on file in CITLA
Workshops on Electronic portfolio for faculty members	"Introduction to the Electronic Portfolio Model (EPM) Assessment Tool"	Director of CITLA & Chair of Education	January7 – 8 2002	Content and pedagogy faculty responsible for course offerings to Education will attend University wide workshops	Attendance sheets of faculty participation maintained on file in CITLA
Workshops on class assessment for faculty	Faculty will use assessment methods that measure student learning and are better aligned with best practices in high stakes tests	Director of CITLA, Deans, and Chairs	August 2002 – May 2003	66% of the faculty would have received training in new learner-focused assessment methods	Attendance sheets of faculty participation maintained on file in CITLA
Workshops on PRAXIS geared toward improving test scores	"PRAXIS II"	Education Department	August 12, 2002	Content and pedagogy faculty responsible for course offerings to Education will attend University wide workshop	Attendance sheets of faculty participation maintained on file in CITLA

Workshop for all faculty to emphasize importance of PRAXIS II exam	**"What is PRAXIS?"**	**Education Department**	**September 10, 2002**	**Open to all faculty members**	**Attendance sheets of faculty participation maintained on file in CITLA**
Workshop on PRAXIS II test given by Dr. Hatch of South Carolina for faculty and students	**"Preparing for PRAXISII—Test Taking Strategies"**	**Education Department**	**September 23, 2002**	**All students eligible to take the PRAXIS II exam**	**Student sign in sheets**

Rejoinder To
Emergency Review of Certification Programs
Kentucky State University (KSU)
Elementary Education and Physical Education

INTRODUCTION

The Kentucky Education Professional Standards Board (EPSB) decided on May 20, 2002 that an on-site review of the Kentucky State University Early Elementary Education and Physical Education teaching certification plans be held in accordance with the EPSB *Procedure for Emergency Review of Certification Programs*. Paul B. Woods, Chair of the Division of Education and Human Services at KSU, prepared and submitted a report to the EPSB which provided advance information to the on-site review team. The on-site review was conducted on June 5, 2002 by Lynn Fitzgerald, Brenda McGown, and Ann Walls representing the Board of Examiners (BOE) and Wendell Cave and Marilyn Troupe representing the EPSB.

A draft report dated June 10, 2002 of the on-site review was received by then KSU President, George Reid, on June 12, 2002. The draft report was shared with Kenoye Eke (then Vice President for Academic Affairs), George Calhoun (Dean of the College of Professional Studies), and Paul Woods (the late Chair of Education). Dean Calhoun arranged and chaired a meeting on June 18, 2002 during which the draft report was reviewed and discussed for the purpose of initiating a written rejoinder. Attending the June 18th meeting were the following administrators, faculty, and staff representing the College of Arts and Sciences, the Division of Education and Human Services, and Academic Affairs:

Egbunam Amadife (Chair, Behavioral and Social Sciences)
Gwendoline Ayuninjam (Education)
Fariba Bigdeli-Jahed (Chair, Mathematics and Sciences)
Ron Braden (Health and Physical Education)
Barbara Buck (Chair, Fine Arts)
Rebecca Buckner (Professional and Career Preparation)
George Calhoun (Dean, College of Professional Studies)
Kenoye Eke (Vice President for Academic Affairs)
David Herbert (Education)
Alvin Hickey (Education)
Pat Higgins (Education)
Reginald Nnazor (Education)
Sunday Obi (Education)
Carol Parks (Director of Testing)
JoAnne Rainey (Education)
June Robinson (Health and Physical Education)

George Shields (Chair, Literature, Languages and Philosophy)
Jo Sloan (Health and Physical Education)
Betsy Waits (Registrars' Office)
Paul Woods (Chair, Education and Human Services)

Dean Calhoun prepared a written summary of the June 18th meeting which was shared electronically with the above participants. Suggestions for changes and/or additions were submitted to the Dean who revised the summary and again shared it with the participants. This process was repeated three times. On July 24th, Dean Calhoun convened a meeting for the purpose of reviewing the work as of that date.

Subsequently, another "draft" version of the rejoinder was written by a committee of three and this "draft" was shared electronically on July 31st with all persons listed above. A final meeting was held on August 1st for the purpose of reviewing the "draft" rejoinder. The following administrators, faculty, and staff attended the meeting:

Paul Bibbins (Interim President)
Ron Braden (Health and Physical Education)
David Herbert (Education)
Pat Higgins (Education)
Terry Magel (Interim Vice President for Academic Affairs)
Reginald Nnazor (Education)
Sunday Obi (Education)
Carol Parks (Director of Testing)
JoAnne Rainey (Education)
George Shields (Chair, Literature, Languages and Philosophy)

Following the meeting, the rejoinder was finalized and edited and is hereby respectfully submitted to the EPSB.

We believe this rejoinder will give you data, documentation, analysis and in general a far more complete picture of the revisions and changes being made to the Teacher Education Programs at KSU to properly prepare our teacher education students for certification requirements and a professional teaching career.

We also wish to state that a vast majority of the information in the rejoinder has been put into practice or was being studied at the time of the June 5th on-site review. The June 5th report from Chairperson Woods was for valid reasons hastily prepared by him and, therefore, did not include many details about program changes. We believe this was due to his organizing and conducting a PRAXIS II workshop at KSU on June 4, 5, and 6. We also submit that the BOE team may have received incomplete and possibly some inaccurate data due to the time conflicts created by PRAXIS II workshop attendance alongside simultaneous BOE interviews with faculty and students. We believe this rejoinder will correct some misunderstandings and will demonstrate that we take the

BOE Concerns with utmost seriousness. We respectfully invite the EPSB to conduct a follow-up on-site review.

Brief Outline of Rejoinder

The rejoinder contains a restatement of each of the 13 (a-m) questions and associated concerns listed in the June 5th on-site review team report. The response to each question/concern is written in such a manner to also address the recommendations (they are addressed individually in the response to question "a") and requests found in the June 5th on-site review team report. The rejoinder includes some program changes/revisions for future consideration. These items are included in the anecdotal response to each question and/or are listed as a separate topic.

a. Why is/are the PRAXIS (or state) pass rate(s) so low?

BOE Concerns

The program staff identifies the low achievement level at which students enter the university as a primary factor for the low PRAXIS pass rate; yet, when asked how the program accommodates and supports the immature learner, few specifics were supplied. The curriculum alignment process was discussed but no documents resulting from the process were shared. The Teacher Education Handbook delineates a multi-step process for admission to the teacher education program but many students are presently taking higher-level education course work without having completed the admissions process.

BOE Recommendation:

1. *The curriculum alignment process should continue and the implementation of the resulting program changes should begin upon approval of the EPSB.*

KSU Response

We clearly agree that the PRAXIS pass rates are far lower than the university desires. Here are the things the university is going to do to address this with firm dedication and urgency:

The alignment process for the revised Education curriculum has been underway for 2½ years and, although it is nearing completion for this revised curriculum, we realize that the process will always be ongoing, as we fine tune our curriculum to meet the needs of our students. At first, the Education Curriculum Committee that was formed in spring 2000 sought to align the current education curriculum to meet the various standards (PRAXIS II, New Teacher Standards for Preparation and Certification, NCATE). In summer 2001, however, the Committee realized that it needed to shift its approach to curriculum reform. The Committee needed to move from attempting to align the current curriculum to significantly revising the curriculum to meet all standards. The challenge was clarified as follows: *"How do we get our students from here to mastery of teacher standards?"* The Education faculty met several times that summer, as well as during the next fall and spring. At those

marathon meetings, we clarified KSU's Teacher Standards (which include Kentucky's nine New Teacher Standards for Preparation and Certification, a 10th standard pertaining to dispositions, and an 11th standard dealing with diversity) and we designed a revised curriculum, one that will meet the diverse needs of our teacher candidates. The Dean of Arts and Sciences (A & S), the chairs of each A & S program, and A & S faculty representatives on the Teacher Education Committee (TEC) were involved in this lengthy process. The revised education curriculum was approved by the TEC in spring 2002, well before the BOE team came to KSU for the Emergency Review of Certification Programs on June 5, and it will be submitted to the EPSB in fall 2002. Immediately upon approval by the EPSB, the Teacher Education unit will implement this revised curriculum. E. Terry Magel (Interim Vice President for Academic Affairs) will monitor the implementation process. An overview of the education curriculum is provided in Appendix A.

Draft matrices, which reflect the alignment of programs with relevant PRAXIS II exams, have been created for Elementary Education and several programs from Arts and Sciences (A & S). Draft matrices for Elementary Education, English, and Behavioral and Social Sciences are provided in Appendices B, C, and D. The chair of the Education Curriculum Committee has served as an informal liaison between the Teacher Education unit and the Arts and Sciences programs, as the dean, chairs, and faculty have learned about PRAXIS II exams and the alignment process.

Work in Progress and Issues Under Consideration

It has become apparent that a strong spirit of collegiality and cooperation is necessary to revise education curricula and to ensure communication between the Teacher Education unit and Arts and Sciences programs. Each program in A & S has one or more representatives on the TEC. However, since each program has its own tasks to accomplish, the importance of the PRAXIS II topics has not always been understood within A & S. Therefore, A & S chairs are being asked to place an update from each program's TEC representative on the agenda for each regular faculty meeting. In addition, they are being asked to invite a representative from the Education faculty to speak at a program faculty meeting early in fall 2002, so that all A & S chairs and faculty can enhance their own understanding of the knowledge and skills reflected in the relevant TAG booklets, as well as the teaching and assessment strategies that can lead students to success on the programs' PRAXIS II exams. These efforts toward formalizing collaboration between Education and A & S will be documented.

We realize that, upon admission, many of our students at KSU lack prerequisite knowledge and skills for succeeding with college-level course work. Therefore, we plan to revise our curricular matrices, in the Teacher Education unit as well as the education-related courses in each A & S program, to include an additional column entitled "Pre-novice," which will reflect remedial courses and programs provided at KSU to guide students toward success.

BOE Recommendation:

2. **The unit should strictly adhere to its standards for admission to the TEP. (See item g.) No more than four professional education courses should be completed prior to the admission to**

the TEP.

KSU Response

Standards for admission to the TEP are clearly stated and strictly followed. The standards are written in the *Kentucky State University Catalogue* and the *Teacher Education Handbook*, and they are known by all TEC faculty. No exceptions have been made for student admission to the TEP since August 1999 (documentation is on file in the office of Gwen Ayuninjam, Hathaway Hall 201). The result of exceptions prior to August 1999 is that students were enrolled in upper-level education classes prior to admission to the TEP. Students in that category are "in the pipeline" and are among those who have taken the PRAXIS II in recent years. For the past two years, the four courses open to education majors not admitted to the TEP were EDU 221 (Human Growth: Life-Span Development), EDU 294 (Introduction to Teaching), EDU 310 (Introduction to Exceptional Education), and EDU 325 (Microcomputers and Media in the Classroom). In the revised curriculum, the only three courses open to non-admitted students are EDU 202 (Foundations of Teaching and Education), EDU 221 (Child and Adolescent Development), and EDU 325 (Microcomputers and Media in the Classroom).

We acknowledge that it is possible that students have found creative ways to enroll themselves in courses without permission from their advisor or any other education faculty. Until now, course instructors had no way of knowing if their students had or had not been admitted to the TEP. Therefore, beginning in fall 2002 and every semester thereafter, a list of students admitted to the TEP will be distributed to instructors of all education courses so that any student who has not been admitted to the TEP can be dropped from any and all upper-level education courses.

Work in Progress and Issues Under Consideration

We are discussing possible ways to monitor the progress of students, once they are admitted to the TEP. To be accepted into Supervised Teaching, students must have made a C or above in all upper-level education courses and they must have a GPA of at least 2.5 (although we are considering increasing the required GPA to 2.75 to match the requirement for admission to the TEP). In spring 2002, KSU's Vice President for Academic Affairs added a new requirement: Beginning spring 2003, students must pass the PRAXIS II in their area of education to be admitted to Supervised Teaching. We are considering options including updated training for all advisors of teacher candidates (in the Teacher Education unit and all A & S programs) and the reassignment of faculty advisors.

BOE Recommendation:

3. Due to the "open access" policy of the university, many students are admitted with an ACT score less than 21. The unit should not admit these students to the TEP without evidence that they have acquired the basic skills necessary for university level learning.

KSU Response

No student is admitted to the TEP until all criteria are met, including earning a score of at least 21 on the ACT or a passing score on the PRAXIS I exam (for further comments on "open access," see KSU Response to item g, p. 13). No exceptions have been made to this policy since August 1999. Because no limits are placed on how many times a student may take the ACT or PRAXIS I exam, students are admitted to the TEP who have taken standardized achievement tests multiple times, in an effort to reach the cut score. These students can be juniors or seniors who have taken all required courses other than the upper-level education courses. We recognize two problems inherent in this situation:

(1) How are these students passing college-level courses at KSU?

Raising expectations across the campus curriculum is a system-level problem that is being addressed by the General Education Task Force, headed by Paul Bibbins, Dean of Arts and Sciences (and Interim President), and Samuel Oleka, Dean of Whitney Young College.

(2) Since these students had such trouble reaching a required score on the ACT or PRAXIS I, they are at risk of failing the PRAXIS II exam.

We are establishing means by which we can identify students who are at risk of academic difficulties at college entry and/or at risk of problems meeting graduation/certification criteria, as they progress through KSU's curricular requirements. This is a system-wide challenge that lies at the heart of our current problems with students failing the PRAXIS II exam. We are tackling this problem from many angles, which are described fully in our responses to subsequent concerns written by the BOE. Our approach involves three objectives: (1) to establish and utilize a computerized data management system to track student progress; (2) to make relevant curricular, teaching, and assessment changes in response to student needs; and (3) to provide systematic, easily accessed, academic support (e.g., tutoring, mentoring) for students who demonstrate academic weaknesses.

Issues Under Consideration

We are aware that transfer students and students who have academic problems after their freshman year sometimes do not avail themselves of KSU's resources. We are communicating directly with the directors of our campus support programs, who are grappling with this reality. In addition, we are considering options for enhancing our communication with teacher candidates, both those who live on campus and those who live off-campus, so that all students are informed of KSU's academic (and social) resources. Two communication possibilities being considered are a student newsletter and a Teacher Education unit list serve. We also will make a greater effort to advertise, mandate, and document attendance at Education Majors Meetings.

b. What commonalities exist among students in this program who have failed the PRAXIS

(or state) assessments?

BOE Concerns

At the current time only anecdotal information can be used to determine commonalities among students who do not pass the PRAXIS. There is no formal data analysis process in place to assess strengths and weakness of the program or of the students.

KSU Response

In March of 2002, the unit (represented by Gwen Ayuninjam) initiated the development of a comprehensive database from which commonalities and other trends can be identified. This project is receiving technical support from the KSU Computer and Information Services (CIS) area, from which Wendy Dixon was appointed to develop the software program. The program has been rewritten and revised several times as we identify new data to be added. We plan to begin entering data from several already existing sources by August 15th. The database will contain the following data for each student:

- demographic data (name, address, phone number(s), social security number, email address, gender, ethnicity, etc.)
- KSU entry date
- semester hours completed and GPA
- major (certification area)
- TEP application and admission date(s)
- score on autobiographical writing
- score on impromptu writing
- clearance from Vice President for Student Affairs
- letter of recommendations (number received)
- results of oral interview
- grades for required professional courses for admission to TEP
- ACT score(s) and/or PRAXIS II score(s)
- PRAXIS II score(s)
- detailed score information from page 4 of PRAXIS II score reports
- date of admission to supervised teaching
- graduation date

Other data fields may be added as they are identified. Specific reports will be identified and generated to aid curriculum revisions/adjustments, to assist faculty in determining course content and writing syllabi, and assist students and faculty in preparing for the PRAXIS II. Reports will be circulated to faculty as needed for study and discussion.

The above database will be explained to the TEC and approval will be formally requested at the

August, 2002 TEC meeting.

c. What is being done to provide remedial help for students who fail the assessment?

BOE Concerns

Remedial assistance appears very piecemeal. Those students who seek assistance receive it. Those who take the initiative to request supplemental PRAXIS materials receive them. Some faculty members single out students who need remediation and provide additional experiences for them. Many students are not aware of the various PRAXIS resources available to them. The unit lacks a system that identifies all students who need remediation and then designs an individual program, which will enable their future success on PRAXIS exam.

KSU Response

We are putting in place a more systematic and proactive approach to providing remedial help to students who fail the PRAXIS II exam. Under the arrangement, units in Arts and Sciences, Communication Skills Center (CSC), Testing Services, and the Student National Education Association (SNEA) at KSU will collaborate with the Teacher Education unit to provide remedial services routinely, proactively and on demand. The role of each participating unit, center or office in providing remediation for PRAXIS II will be clearly defined.

Students who take the PRAXIS II exam are now required, whether they pass or fail, to turn in a copy of the test score report to the Teacher Education unit. Test scores will be analyzed to identify each student's strengths and weaknesses. The information will help to better guide the Teacher Education unit, in collaboration with Arts and Sciences, as well as pertinent centers and offices, to provide individualized, targeted and general remedial intervention. Also, test score analyses may well suggest PRAXIS II topics not adequately addressed or taught at all, and accordingly may suggest the units that are responsible.

A two-credit course on PRAXIS II to be offered in two parts and in two consecutive semesters in the junior year is being developed. The first semester of the course will mainly focus on enhancing students' knowledge in *Principles of Learning and Teaching (PLT)*. The first semester of the course will also address academic and professional disposition and culture, study skills, test-taking skills, and time management skills. The second semester of the course will be devoted to addressing content in students' area of concentration in relation to PRAXIS II specialty test and related test-taking skills. Students who fail the PRAXIS II exam will be required to enroll in or audit either one or both of the two-sequence PRAXIS courses.

There is now a palpably heightened awareness about PRAXIS II among education students. The awareness goes beyond how their performance on the test would impact their aspiration to be teachers or what their performance would suggest about the quality and stature of the KSU

Teacher Education program. It includes where and how they can access PRAXIS II-related resources on campus and on the Internet. This awareness has been largely generated through a number of actions taken by the Teacher Education unit and the KSU leadership, such as PRAXIS II focused workshops, advisement, faculty-student class interaction, announcements, majors meetings, the provision of links to PRAXIS II resources on the University website, and the provision of resources in the library, CSC and the Education Computer lab. To further enhance awareness about PRAXIS II, and improve communication among and between students and the Teacher Education unit, the unit is considering disseminating program information updates, upcoming events, and deadlines electronically to all students through a list serve to be maintained by the unit office. To complement the list serve medium and the existing practice of posting information on the bulletin board by the unit office, a unit newsletter is also being considered.

The Teacher Education unit is considering using peer mentoring as a strategy for providing PRAXIS remedial assistance. The Student National Education Association (SNEA) on campus is being considered as a potentially effective organizational vehicle for pursuing PRAXIS-related peer mentoring. The unit will encourage SNEA leadership to develop a proposal on PRAXIS II peer mentoring to be considered by the Teacher Education Committee.

d) How are students advised regarding their entrance into and successful completion of the certification program(s), including their need to pass the PRAXIS (or state) assessment(s). (NCATE Standard I)

BOE Concerns

There is inconsistency in advising of candidates that is many times dependent on the candidate's own initiative. Off campus/non-traditional students are left out of the equation if they do not have a home computer or fail to see posted announcements. It was stated numerous times that "open access" is part of the university's mission. KSU serves the first-generation college student from a low socioeconomic stratum that possesses insufficient basic skills to begin college careers. Yet there was no evidence demonstrating that the university is providing mentoring support to incoming freshmen or education candidates to assist them in adjusting to the culture of a university campus. In fact, there are education students who are continuing to pursue certification after as much as five to nine years in the program.

KSU Response

All students at KSU are assigned an advisor. The advisor is usually not from the faculty of the Early Elementary Education (EEE) and/or Physical Education Teaching (PET) until they declare either as a major. Prior to declaring EEE and/or PET majors, the students receive guidance and advisement per KSU general advising procedures. When a student declares EEE or PET as their major, he/she is appointed a new advisor from the EEE or PET faculty. The advisor informs the student of all of the requirements (as found in the *Teacher Education Handbook [Revised August, 2002]*) which need to be satisfied to earn the degree. The student's progress is monitored and a course guide sheet is kept up-

to-date. The new (8/1/02) "Web for Faculty and Advisors" will improve and support the advisor's role. Students should see their advisor at least once per semester; however, this is not currently required or monitored. We are searching for a solution to this problem.
Students who do not maintain satisfactory progress toward a degree are identified. KSU provides several support programs (descriptions follow) for students at academic risk and the programs are explained during university orientation sessions and in the UNV 101 (University Orientation) course.

- All students who enter KSU with low ACT scores are enrolled in UNV 101 (University Orientation). In this course, students are familiarized with campus resources, and they learn skills associated with academic success.
- Based on low ACT subscores, entering students are identified as needing remedial course work in English, math, and/or science. Enrollment in these courses is automatic and mandatory and can involve an additional year of academic work.
- Entering freshmen with an ACT score below 19 in any subject area also are involved with KSU's First Year Experience (FYE), coordinated by Verlee Wilson. Their progress in every course is monitored each week through report forms sent by Juanita Burrell to faculty each Thursday. They are included in learning communities, coordinated by Dylan Smith, in which they are mentored in groups by student mentors with GPAs of 3.0 or above.
- Through a program entitled Peers Empowering Peers (PEP), students are mentored in specific subject areas (e.g., math, foreign languages, biology, computer science) by student tutors who have GPAs of 3.0 or above. PEP tutoring is available to all students.
- KSU also provides academic tutoring in literacy skills by an adult staff of professionals through the Communication Skills Center (CSC), directed by Sue Stamper. Students may refer themselves to the CSC at any time. In addition, referrals may come from faculty through regular class assignments (most commonly in English classes), assigned clinical hours (i.e., teacher education classes), or in response to problems noted in the reading and/or writing skills of individual students.

A meeting of all education majors (all certification areas) is held once each semester. It is a required meeting and an attendance record is maintained. The process for admission to TEP, admission to Supervised Teaching, and the process for acquiring teacher certification (including the PRAXIS II requirements) are reviewed. The above items are also discussed in professional education courses.

Issues Under Consideration

The Teacher Education unit will study the possibility of developing a newsletter to be shared with students and faculty. An e-mail list serve may be developed to provide information to students in a timely manner. The scheduling of the meetings for all education majors will be studied to find a more amenable time for students and faculty. The possible use of public school teachers and/or professors as mentors will be studied as well.

e. How are courses aligned with the PRAXIS II (or other state) assessments and the Kentucky

Board of Education's Core Curriculum?

BOE Concerns

The implementation of revised Elementary Education courses/program cannot begin until these are approved by both the University's Teacher Education Committee (TEC) and the EPSB. Therefore students will not benefit from these proposed changes for at least another semester. There is also a concern about the fact that neither the Elementary Education nor the Physical Education Programs have completed a matrix, or another PRAXIS II content alignment process, prior to the course rewriting process. Therefore, it is possible that the evaluation of the PRAXIS II content alignment may result in the need for additional course content revisions and repeated processing through all approval groups on campus and at the EPSB.

KSU Response

Course changes in the Teacher Education unit were approved by the TEC in spring 2002. The courses comprise the revised curriculum in Elementary Education, which is aligned with KSU's 11 Teacher Standards. A draft matrix reflecting the curriculum's global alignment with PRAXIS II content categories, as listed in the TAG booklet for *Elementary Education: Curriculum, Instruction, and Assessment* (0011), has been completed and is provided in Appendix B. Moreover, two comprehensive matrices are being created collaboratively with A & S faculty. One addresses the *Elementary Education: Curriculum, Instruction, and Assessment* exam and the other targets the *Principles of Learning and Teaching: Grades K-6* exam (0522). These two matrices, which align each specific topic listed under each content category with KSU courses, will be presented to the TEC in August 2002. When the alignment process is totally understood and approved by the TEC, the fully aligned and revised Teacher Education curriculum will be submitted to the EPSB. We expect this to occur in fall 2002.

Chairs of and TEC representatives from Arts and Sciences programs pertaining to each area in which KSU offers teacher preparation are going through similar processes. They are working diligently with the chair of the Education Curriculum Committee to revise their curricula to align with KSU's Teacher Standards and PRAXIS II topics and to develop alignment matrices that reflect such alignment. The affected programs are Art (P-12), Biology (8-12), English (8-12), Mathematics (8-12), Physical Education (P-12), and Social Studies (8-12). Changes in A & S courses must be approved by the Faculty Senate Curriculum Committee and then the Faculty Senate, a process that takes longer than approval of Education changes by the TEC. Two programs that have almost completed this process are English (George Shields, Chair) and Behavioral and Social Sciences (Egbunam Amadife, Chair). Matrices for those programs are provided in Appendix C and Appendix D.

Although new and significantly altered education courses cannot be offered this fall, all TEC faculty

will be oriented to the revised education curriculum and its alignments with KSU's Teacher Standards and PRAXIS II exams. Faculty will align their courses with the KSU Teacher Standards, which are aligned with PRAXIS II topics, and they will design assessment measures for their courses that will provide students practice with higher-order multiple choice and restricted response items such as those found in PRAXIS II exams. A workshop in authentic assessment will be presented to KSU faculty by Teacher Education unit faculty at the Fall Faculty Institute in August 2002.

Once the revised curriculum has been approved by the EPSB, multiple efforts will be made to familiarize students and faculty with the changes. An Education Majors Meeting will be held during which students will be oriented to changes in the curriculum, so they will know what to expect in spring 2003. A PowerPoint presentation has been designed to help this effort. In addition, course syllabi will continue to be made available to any student or faculty member who wish to peruse them; they are kept in Blazer Library, as well as in a binder in the Education office. Course objectives (aligned with KSU's Teacher Standards), content, schedule, field experiences, and assessment procedures are required to be included in each syllabus.

Work in Progress and Issues Under Consideration

Education faculty members are aware that we need to communicate with each other more effectively about the courses we teach. The Teacher Education unit faculty plan to meet before students return for fall 2002 classes to discuss changes we each need to make to ensure that our courses do, in fact, cover the standards and topics reflected in our matrices. We also plan to share ideas about teaching and assessment strategies that will promote the learning of our students. In particular, we will work on individual accountability for documenting the level at which our students demonstrate the knowledge, skills, and dispositions assigned to any course we teach. A format for such accountability is provided in Appendix E. We also plan to design a new syllabus congruence checklist that includes this information. Following the Teacher Education unit meetings, suggested changes and strategies will be shared with TEC representatives.

f. How are students prepared to take the PRAXIS II (or other state) assessments? (NCATE Standards 1 & 2)

BOE Concerns

The Education Department does not have a comprehensive database system that can provide information for use in monitoring candidate's performance and managing and improving programs. Candidates that are most assertive and aggressive in achieving their educational goals receive the most support. Participants in the PRAXIS II Workshop reported that it was beneficial, but wished it had been held earlier and more frequently. The Education Department does not have a plan that ensures that students who are experiencing difficulty receive needed assistance. Communications between candidates and faculty appears to be inconsistent.

KSU Response

An electronic database of students' performance and progress is being developed (see b) in collaboration with Computer and Information Services. When completed, the database will facilitate monitoring of students' progress and program effectiveness. Nevertheless, the Teacher Education unit has taken a number of significant steps toward ensuring that students are well prepared. The curriculum is being aligned with KSU Teacher Standards. Also, courses are being aligned with PRAXIS II content categories. As already noted in this Rejoinder, a draft matrix depicting the alignment of the content categories with courses has been completed. A matrix showing the alignment of courses with each PRAXIS II topic is almost completed. A draft of the topic-course alignment matrix will be presented to the TEC in August 2002 for approval.

In addition, the Teacher Education unit is instituting a more holistic and sustainable arrangement for preparing students to take PRAXIS II (see e). PRAXIS II workshops are being held more frequently on campus for students and faculty. A variety of PRAXIS-related resources are provided in the library and computer lab for student and faculty use.

Students are being increasingly sensitized through a variety of faculty-led, unit-led, and University leadership-led strategies to appreciate the importance of PRAXIS II for their careers and for the KSU Teacher Education Program. The unit has identified the general lack, among students, of a strong sense of personal responsibility for their studies as one of the factors adversely affecting students' performance on PRAXIS II. In response, the unit has identified "Disposition" as one of the eleven KSU Teacher Standards. The unit utilizes every opportunity – courses, majors meetings, and workshops – to emphasize the need for students to develop appropriate professional and personal dispositions.

A two-credit, two consecutive semester course on PRAXIS II is being developed. The first semester of the course will seek to enhance students' knowledge in PRAXIS II *Principles of Learning and Teaching (PLT)*. It will also address professional disposition, study habits, test-taking skills, and time management skills. In the second semester, the course will focus mainly on addressing topics in candidates' areas of concentration as listed in the PRAXIS II Test-At- A-Glance. The use of peer mentoring is also being considered by the unit as a strategy for preparing students for PRAXIS II.

g) What are the entrance requirements for the certification program(s)?

BOE Concerns

The University has an "open access" policy. Many Education students take the ACT numerous times in order to achieve the required score of 21. Students have been allowed to complete some/all of the Professional Education Course requirements other than student teaching while attempting to meet the ACT requirement.

While a GPA of 2.75 is required for admission into the Teacher Education Program, a GPA of 2.5 is the requirement for admission to student teaching.

The Teacher Education Handbook was last revised in 1999 and contains incorrect and/or conflicting information regarding admission requirements, and procedures.

The University Administration can overturn decisions of the TEC.

KSU Response

The BOE was wise to place "'open access' policy" in scare quotes. Strictly speaking, KSU has selective standards for the unconditional admission of students. However, many students enroll at KSU under conditional admissions standards, and thus, as a matter of practice, we are largely functioning as an open access institution.

Students may declare a major in a KSU teacher education certification program at any time. They are admitted to the Teacher Education Program (TEP) only after meeting the requirements for admission as listed in the KSU *Catalogue* and the *Teacher Education Handbook (Revised June, 1999)*. The entrance requirements are carefully monitored and the data for each applicant is presented to the TEC for approval. Students who do not meet the requirements are not admitted. They may apply again in succeeding semesters.

Students will not be permitted to enroll in courses having a TEP admission prerequisite. This will be monitored, effective with the fall semester of 2002, by comparing the class lists available on the Faculty Web for Faculty and Advisors with a list of students who have been admitted to the TEC. Students who have not been admitted to the TEP will be dropped from the courses.

Three members of the TEC were placed (in May of 2002) on a committee to prepare a DRAFT of a revised *Teacher Education Handbook* incorporating the changes/revisions approved by the TEC and/or being discussed by the TEC. The committee has met many times since May of 2002 and the DRAFT is nearly completed. It will be presented to the TEC in August of 2002 for review, discussion, revision, and approval. The DRAFT includes a revised requirement increasing the GPA for Supervised Teaching to 2.75.

Work in Progress and Issues Under Consideration

The TEC will study the KSU Policy Manuals, the Faculty Handbook, and other pertinent material to learn details relevant to the current regulations which allow the administrative changing of TEC decisions. Thus, the TEC will develop a written review of policy and a proposal which clearly insists that TEP admission decisions of the TEC will be final and will not be overturned by the KSU administration.

h) **How many students have been admitted to the certification program(s) for each of the last five years, and how many have successfully completed the program(s) for the same time period?**

BOE Concerns

The current system for data collections and analysis is inadequate and does not provide sufficient information regarding numbers of students admitted to the Program, completion rates, or follow-up information on those who retake the PRAXIS examinations.

KSU Response

The data on the number of admissions to the TEP and the number of program completers are being compiled via a newly designed database (see the response to question "b" in this document). The data will be collected and analyzed beginning with fall 1999 students. Data prior to that date are almost nonexistent.

The database will include all students, since fall 1999, who have been approved for admission to TEP. Reports for program completers and non-completers will be generated for analysis. In addition, the Teacher Education unit will design a post-graduate survey instrument to be sent to program completers to gather information on graduates' transition to teaching.

The following table provides information about the number of graduates in EEE and PET for each semester since fall 1999.

Semester	# EEE graduates	# PET graduates
Spring 2002	10	1
Fall 2001	6	1
Spring 2001	9	3
Fall 2000	7	4
Spring 2000	10	7
Fall 1999	12	2

i) **What have been the PRAXIS (or state) scores for program completers for the last five years if available?**

BOE Concerns

A pattern of low PRAXIS pass rates for elementary education has existed for two years. The pattern for physical education has existed for the past five years. In addition, preliminary data provided by KSU for the 2001-2002 Title 2 Report Card cohort offers little hope for improvement. To date, that data set lists 18 program completers as taking the tests and seven passing for an overall pass rate of 39 percent. However the data does not indicate if the students passed all the tests in a category, so the overall pass rate could be lower. That data also lists eleven as taking the elementary education test and five passing, for a pass rate of 46 percent. KSU did not provide a breakdown for this cohort for physical education.

KSU Response

The following tables are relative to the PRAXIS II data for the EEE and PET programs since fall 1999. The table is not complete due to data unavailability from either ETS or students, although Phil Rogers and the EPSB have voluntarily searched their ETS data bank for each KSU graduate. For example, a student was on our list of names submitted to the EPSB but there were no data returned from EPSB on her passing or not passing the PRAXIS II. The student identified has since been contacted by a KSU faculty member to learn she did pass the PRAXIS II and she forwarded a copy of the score report to the Teacher Education unit. A second request for assistance from the EPSB to review our data and acquire missing data will be made. Reports from the database will be generated, studied, and appropriately shared.

The problem of missing data on PRAXIS II will be solved in the future by tracking student registration for taking the PRAXIS II and *requiring* a complete copy of each score report prior to approval for Supervised Teaching. The PRAXIS II passing rate for spring 2003 and thereafter will be 100% as those students will be required to pass the PRAXIS II as part of the requirement for approval by the TEC for Supervised Teaching.

Semester	# of EEE Graduates	# for whom we have PRAXIS data	# passing PRAXIS II	%
Spring 2002	10	8	5	63
Fall 2001	6	6	4	67
Spring 2001	9	9	7	78
Fall 2000	7	7	2	29
Spring 2000	10	10	6	60
Fall 1999	12	11	8	73

Semester	# PET Graduates	# for whom we have PRAXIS data	# passing both tests	%	# passing one test	%
Spring 2002	1	1	1	100	-	-
Fall 2001	1	1	0	0	1	100
Spring 2001	3	3	3	100	-	-
Fall 2000	3	0	-	-	-	-
Spring 2000	7	5	5	100	-	-
Fall 1999	2	2	2	100	-	-

We believe the PRAXIS II passing rate for students taking the test will improve considerably due to the program changes/revisions described through this Rejoinder. *The incomplete data for fall 2003 students suggests this is happening as 3 of 4 EEE majors have passed and 1 of 1 PET majors passed on the first attempt.* We will continue to seek missing and/or current data. Reports will be generated for review and discussion by appropriate faculty members.

j. What field experiences are provided in the program (s)?

BOE Concerns

- Other than lists of students participating in field experiences, arranged by course and instructor, for 2000-2001 and 2001-2002, limited information concerning field experiences was available.
- A system for monitoring each student's placement to ensure a variety of settings and/or experiences with diverse student populations was not evidenced by materials provided for the visit.
- Course work, field experiences, portfolio development, and PRAXIS requirements are perceived as related activities rather than integral parts of a whole.

KSU Response

Within the unit, field experiences are clearly understood to be integral to the curriculum. Field experiences are deliberately designed by unit faculty to serve as opportunities for pursuing,

outside the classroom, course objectives which in turn speak to KSU Teacher Standards. Typically within the unit, course syllabi and the *Teacher Education Handbook* clearly underscore the importance of field experience, and spell out requirements. Besides, students are routinely required to turn in written accounts of their field experiences, including their reflections on the experiences, to course instructors. Students are also required to file a copy of each field experience account or log in their portfolio. Copies of syllabi, reflection guidelines, and students' work are available upon request. When the electronic database that is being developed is completed and is in use, it will facilitate the storage and retrieval of data pertaining to students' field experience.

Work in Progress

We recognize that previous efforts at monitoring student field experiences has not been adequate. In response, the TEC will now be required to study and closely monitor database and other records of student progress in the area of field experience and will ensure that students are placed in a variety of student population settings (effective fall 2002). The TEC will provide systematic oversight and will communicate specific field placement recommendations in writing to TEP faculty and administrators.

k) What faculty (e.g., number, qualifications, full-time/part-time) are assigned to the program(s) and what professional development is provided for them?

BOE Concern

Lack of implementation of a database to collect information used to drive decision-making.

KSU Response

See Appendix F for a complete list of faculty data.

Professional Development (PD) for education faculty needs to be based on student needs. Our student and faculty databases will be utilized to create reports, which will reflect strengths, weaknesses, and trends in students' knowledge and skills. These reports will be circulated to faculty members of the TEC, and follow-up discussions will be held to determine which faculty can most benefit from need PD in identified areas.

At this time, we have identified a need among faculty and administrators for more familiarity with assessment strategies and data management/analysis techniques. To meet that need, representatives have attended two recent events. On June 20-22, Egbunam Amadife (Behavioral and Social Sciences chair), Barbara Buck (Fine Arts chair), Ashok Kumar (Computer and Technical Sciences chair), James Obielodan (School of Business faculty), JoAnne Rainey (Teacher Education faculty), and Bennie Robinson (Social Work and Criminal Justice chair) were assigned by Kenoye Eke to attend the Assessment Conference of the American Association for Higher Education (AAHE) in Boston. A plethora of

assessment information and techniques were available at the conference. One week later, on June 28, Kenoye Eke (then Vice President for Academic Affairs), George Calhoun (Dean of the College of Professional Studies), and Gwendolyn Ayuninjam (Teacher Education faculty) attended a meeting hosted by Phil Rogers (EPSB) on "Meeting the Accountability Challenge" at Georgetown College. Michael L. Walker and Bill R. Foster provided information on their design for student data management in a university setting. Other opportunities to learn about assessment and data management will be taken as they become available.

The Center for Innovation, Teaching, Learning, and Assessment (CITLA) has been created as a resource for all KSU faculty. Workshops on a variety of topics pertaining to teaching and learning are offered throughout each semester. Workshops on student assessment have been offered and will be offered again. CITLA is very responsive to requests from faculty for workshop topics.

Issues Under Consideration

As at other university settings, faculty and administrators at KSU need to share the knowledge and skills they gain through Professional Development. Strategies toward achieving this goal are being discussed. In addition, all TEC faculty need to become familiar with the new data management system being set up by the Teacher Education unit faculty. We hope that training sessions can be provided early in fall 2002. An overall accountability procedure needs to be designed and implemented, one that tracks students from admission to the TEP through the first few years as professionals that can lead to identified areas of need for professional development.

l. What financial resources support the program(s)?

BOE Concern

The education department budget has increased significantly over the past five fiscal years, and at the same time PRAXIS test scores for the two programs reviewed have continued to remain low or decrease. In addition, the number of people being served by the education department continues to fall.

KSU Response

The total budget for Education has increased from $243,375 for FY 1998 to $668,125 for FY 2002. The financial resources are being used to enhance the quality of the Teacher Education Program, as well as to support short, medium and long-term initiatives designed to improve PRAXIS II test results significantly.

m) What will be done to improve the PRAXIS (or state) assessment pass rate(s) so that at least 70 percent of program completers are successful, and what will be the time frame within which this will be accomplished? (NCATE Standard 1)

BOE Concerns

The BOE team was given three different possible dates for implementing the requirement that all students must pass PRAXIS II before they are allowed to do student teaching: Fall 2002, Spring 2003, or Fall 2003. There did not appear to be a coordinated comprehensive plan with time lines for addressing the unique needs of their students. The Unit does not appear to be following their Continuous Assessment Plan as approved by the EPSB. The unit and university faculty do not appear to be engaged in scholarly research methods that would assist in identifying the predictors of student success.

KSU Response

Students who will serve as Supervised Teachers in fall 2002 were required to have taken the *PLT* exam and to have taken (not necessarily to have passed) the PRAXIS II exam for their specialty area. Students who will be accepted to Supervised Teaching for spring 2003 will have taken and passed both the *PLT* and the applicable PRAXIS II exam at specified levels. Therefore, by May 2003, 100% of KSU graduates in teacher education will have passed their required PRAXIS II exams. The actions outlined in this rejoinder are designed to facilitate this accomplishment for all teacher education majors.

Issues Under Consideration

It is predicted that requiring all Supervised Teachers to pass PRAXIS II exams prior to the semester of their Supervised Teaching will have an adverse effect on recruitment and retention in the Teacher Education unit. Although this will be remedied over time, as the unit regains its reputation for excellence, this could present a problem for a few years. We will need to direct efforts to reduce the negative impact on the number of program completers, our resources, and our Teacher Education Program.

CONCLUSION

It appears to be the will of the Commonwealth of Kentucky that all Kentuckians desiring to further their education should have access to a post-secondary program, even though they may currently be under-prepared to succeed with college-level studies. Kentucky State University is proud to provide such access, a stance avoided by most other institutions. Our challenge, then, is to provide the support students require to gain the knowledge needed to earn an undergraduate degree and embark upon successful careers.

Kentucky State University's Teacher Education program strongly supports the mission of our university. We routinely work with students who, upon admission to the university, do not exhibit the knowledge, skills, or dispositions needed to succeed with college-level work. In this rejoinder to the Emergency Review of our Elementary Education and Physical Education programs, we have outlined how we support our students in their preparation for careers as teachers – how we help them to "get from here to there." We have no argument with either the "here," that is, accepting under-prepared students into the university, even if not into the Teacher Education program, or the "there," that is, requiring students to pass a standardized exam to be certified to teach in a Kentucky public school. We respectfully assert that the policies and actions outlined herein will accomplish that mission, and we ask that the BOE team visit our Teacher Education unit to view any documentation deemed necessary.

Appendix A
Revised Curriculum: Elementary Education

If Needed:

The following courses are required of students who need extra work in basic academics. None of them contribute toward degree requirements.

BIO 099: Fundamentals of Biology **or** CHE 099: Introductory Chemistry (3 hrs.) required for students who are pre-college curriculum (PCC) deficient in science (i.e., did not pass 3 years of high school science)

ENG 088: Reading (3 hrs.) required for students who scored ≤15 on ACT Reading Composite

ENG 089: Paragraph Composition (3 hrs.) required for students who scored ≤15 on ACT English Composite

ENG 099: Essay Composition (3 hrs.) required for students following ENG 089 and students who scored 16-18 on ACT English Composite

MAT 099: Fundamentals of Algebra (3 hrs.) required for students who are PCC deficient in math (i.e., did not pass high school Algebra I, Algebra II, and Geometry) **or** scored <19 on ACT Mathematics Composite **and** did not pass the in-house math placement exam

Liberal Studies Requirements (53 hrs)

previously 56-57 hrs.

ART 130: Introduction to Art **or** MUS 130: Introduction to Music (3 hrs.)

BIO 101: Life Science (3 hrs.)

ECO 200: Survey of Economics **or** POS 101: American Government (3 hrs.)

ENG 101: English Composition I (3 hrs.) prerequisite for all EDU courses

ENG 102: English Composition II (3 hrs.) prerequisite for all EDU courses

ENG 211: Introduction to Literature (3 hrs.)

foreign language I (3 hrs.) SPA 101: Elementary Spanish I recommended

foreign language II (3 hrs.) SPA 102: Elementary Spanish II recommended

HIS 103: Western Civilization (3 hrs.)

IGS 200: Foundations of Cultures (3 hrs.)

IGS 201: Convergence of Cultures (3 hrs.)

IGS 30_: Studies in... a specific culture (3 hrs.)

IGS 300: Search for New Forms of Culture (3 hrs.)

MAT 111: Contemporary Mathematics (3 hrs.)

PHE 260: Materials & Methods in Teaching Elem. Phys. Ed. Activities (2 hrs.) HED 221 **and** PHE 258, 259, **or** 260 were previously required

PHS 201: Physical Science (3 hrs) required, despite other options given in Liberal Studies

PSY 200: General Psychology **or** SOC 203: Principles of Sociology (3 hrs.)

SPE 103: Interpersonal Communication (3 hrs.)

Generalist Concentration/Specialty Requirements (33 hrs.)

previously 22 hrs. Related Studies + 21 hrs. Specialty Area, 6 of which could be satisfied by Liberal Studies requirements = 37-43 hrs.

ART 101: Elementary Art (3 hrs.)

ENG 260: Children's Literature (3 hrs.)
ENG ___: new reading/writing course being designed for teacher candidates (3 hrs.)
ENG ___: to be determined (3 hrs.)
FNU 203: Nutrition & Health for the Growing Years (2 hrs.)
HIS 201: U.S. History to 1865 (3 hrs.)
MAT 103: Foundations of Mathematics (3 hrs.)
MAT 104: Foundations of Mathematics II (3 hrs.)
MAT 205: Mathematical Problem Solving (3 hrs) new course
MUE 333: Fundamentals of Music for Elementary Teachers (3 hrs.)
PHS 202: Physical Sciences II (new requirement; 3 hrs.)

Professional Education Requirements (42 hrs.)
previously 46 hrs.
EDU 202: Foundations of Teaching & Education (3 hrs.; C or above required prior to admission to TEP; new prerequisites: C or above in ENG 101 and ENG 102) replaces EDU 294: Introduction to Teaching and EDU 324: Foundations of Education
EDU 221: Child & Adolescent Development (3 hrs.; C or above required prior to admission to TEP; new prerequisites: C or above in ENG 101 and ENG 102) formerly Human Growth: Life Span Development
EDU 310: Introduction to Exceptional Education (3 hrs.) may no longer be taken prior to admission to TEP
EDU 312: Teaching Elementary Reading (3 hrs) formerly Teaching Early Elementary Reading
EDU 325: Microcomputers & Media in the Classroom (3 hrs.) may be taken prior to admission to TEP
EDU 402: Educational Assessment & Evaluation (3 hrs.) formerly Theories of Learning and Assessment
EDU 403: Classroom & Learning Management (3 hrs.) new course
EDU 405: Teaching Elementary Social Studies & Communication Skills (3 hrs.) replaces EDU 313: Teaching Language Arts in Early Elementary School and EDU 314: Teaching Social Studies in Early Elementary School
EDU 407: Literacy Assessment and Intervention strategies (3 hrs.) new course
EDU 423: Teaching Elementary Mathematics & Science (3 hrs.) formerly Teaching Mathematics and Science in Early Elementary School
EDU 474: Supervised Teaching in Elementary Education (12 hrs.) formerly Supervised Teaching in Early Elementary Education

Total Required Semester Hours = 128
previously 139-146 hrs.

Appendix B
DRAFT: Alignment of KSU's New Elementary Education Curriculum (Courses and Field Work) with PRAXIS II: Elementary Education: Curriculum, Instruction, and Assessment (0011)

Note: Liberal studies requirements are shown in italics. Liberal Studies course options provided for students to satisfy a specific requirement are bracketed.

Student Performance Level → PRAXIS II Content ↓	Novice	Apprentice	Proficient
I. Reading and Language Arts Curriculum, Instruction, & Assessment (35%)	*ENG 101, ENG 102, ENG 211* EDU 202	ENG 260, ENG ___ ,	EDU 312, EDU 402, EDU 405, EDU 474, 1 more ENG course to be determined
II. Mathematics Curriculum, Instruction, & Assessment (20%)	*MAT 111, EDU 202* EDU 221	MAT 103, MAT 104	MAT 205, EDU 402, EDU 403, EDU 423, EDU 474
III. Science Curriculum, Instruction, & Assessment (10%)	*BIO 101, PHS 201* EDU 202	EDU 402, FNU 203, PHS 202	EDU 423, EDU 474, 1 more science course to be determined
IV. Social Studies Curriculum, Instruction, Instruction, & Assessment (10%)	*[ECO 200 or POS 101], IGS 200, IGS 201, [PSY 200 or SOC 203]* EDU 202, EDU 221	*HIS 103, HIS 201,* EDU 402 *[IGS 300, IGS 301 or IGS 302 or IGS 303 or IGS 304]*	EDU 403, EDU 405, EDU 474
V. Arts & Physical Education Curriculum, Instruction, & Assessment (10%)	*[ART 130 or MUS 130], [HED 221 or PHE 1__ (activity of choice)]* EDU 202	EDU 402, EDU 403, FNU 203	ART 101, EDU 261, EDU 474, MUE 333
VI. General Information About Curriculum, Instruction, & Assessment (15%)	*[PSY 200 or SOC 203], SPE 103* EDU 202, EDU 221	EDU 325	EDU 310, EDU 402, EDU 403, EDU 474

Professional Education Courses
EDU 202: Foundations of Teaching & Education (20 field hrs.)
EDU 221: Child & Adolescent Development (4 field hrs.)

Generalist Concentration Courses
ART 101: Elementary Art
EDU 261: Materials & Methods in Teaching Elem. Phys. Ed.

Activities

EDU 310: Introduction to Exceptional Education (12 field hrs.)
EDU 312: Teaching Elementary Reading (6 field hrs.)
EDU 325: Microcomputers & Media in the Classroom (3 field hrs.)
EDU 402: Educational Assessment & Evaluation (8 field hrs.)
EDU 403: Classroom & Learning Management (4 field hrs.)
EDU 405: Teaching Elem. Social Studies & Commun. Skills (6 field hrs.)
EDU 423: Teaching Elementary Mathematics & Science (12 field hrs.)
EDU 474: Supervised Teaching in Elementary Education (student teaching)

ENG ___: new course RE reading & writing skills for teachers
ENG 260: Children's Literature
FNU 203: Nutrition & Health for the Growing Years
HIS 201: United States History to 1865
MAT 103: Foundations of Mathematics
MAT 104: Foundations of Mathematics II
MAT 205: new course being developed
MUE 333: Fundamentals of Music for Elementary Teachers
PHS 201: Physical Sciences I
PHS 202: Physical Sciences II

Appendix C
DRAFT: Alignment of KSU's English Education Curriculum with PRAXIS II

Note: Liberal Studies requirements are shown in italics.

Student Performance Level → **PRAXIS II Content ↓**	**Novice**	**Apprentice**	**Proficient**
I. Reading and Understanding the Text	*ENG 101* *ENG 102* *ENG 211*	New ENG Reading course ENG 390 ENG 313 ENG 322 ENG 323 ENG 324 ENG 325 ENG 409 ENG 413	ENG 433 ENG 445
II. Language and Linguistics	*ENG 101* *ENG 102*	ENG 204 ENG 311	EDU 494
III. Composition & Rhetoric	*ENG 101* *ENG 102* *ENG 211*	ENG 214	EDU 494

English "Core" Course Requirements
ENG 313: Non-Western Literature
ENG 322: Survey of British Literature I
ENG 323: Survey of British Literature II
ENG 324: Survey of American Literature I
ENG 325: Survey of American Literature II
ENG 409: Literature of African-Americans
ENG 413: Literary Criticism
Writing Course Sector: ENG 204 Journalism
Language Course Sector: ENG 311 Advanced Grammar

Concentration Course Requirements
ENG 214: Persuasive Writing
ENG 390: Adolescent Literature
ENG 433: Reading & Writing Clinic Practicum
EDU 445: Reading Instruction in the Secondary School

Appendix D
DRAFT: Alignment of KSU's New Social Studies Education Curriculum with PRAXIS II: Social Studies: Content Knowledge (0081)

Student Performance Level → PRAXIS II Content ↓	Novice	Apprentice	Proficient
I. United States History (22%)		HIS 201 HIS 202	EDU 494 SOC 499
II. World History (22%)		HIS 101 HIS 102	EDU 494 SOC 499
III. Government/Civics/Political Science (16%)		POS 101 POS 160	EDU 494 SOC 499
IV. Geography (15%)		GEO 102	EDU 494 SOC 499
V. Economics (15%)		ECO 200	EDU 494 SOC 499
VI. Behavioral Science (10%)	SOC 203	PSY 200 SOC 303 SOC 304 SOC 305	EDU 494 SOC 499

ECO 200: Survey of Economics
EDU 494: Supervised Teaching in Secondary Schools (student teaching)
GEO 102: Principals of Geography
HIS 101: World Civilization ISOC 305: Contemporary Social Problems
HIS 102: World Civilization II
HIS 202: U.S. History Since 1865
HIS 201: U.S. History to 1865
POS 101: American Government
POS 160: State and Local Government
PSY 200: General Psychology

SOC 203: Principals of Sociology
SOC 303: Cultural Anthropology
SOC 304: Race and Ethnic Relations
SOC 499: Senior Colloquium

Appendix E
DRAFT: Elementary Education Program Accountability

Directions: Look at our matrix that shows the alignment of our elementary education courses with KSU's 11 standards and note the standards and performance levels that apply to the courses you will teach this semester. Then report the means through which you will assess and document the knowledge, skills, and/or dispositions of your students in each course. An example for EDU 402: Theories and Assessment of Learning is provided.

Instructor: _____ Semester: _____

Course	Assessment/Accountability
EDU 402	• The teacher candidate draws a map of the physical space & writes a description of the context of their field site, based upon observations and consultation. She or he suggests changes directed toward facilitating authentic assessment of learning (II: proficient, VI: proficient, XI: proficient). • Based on real field observations & consultation with classroom teacher & peer professionals, the teacher candidate writes anecdotal notes & implications; creates & implements a time sampling; creates & implements a rating scale; writes a blueprint for assessment; writes sample test items (true-false, completion, matching, multiple choice, restricted response) that align with learning goals; and designs either a product or a procedure assessment that aligns with learning goals (IV: proficient, V: apprentice, VI: proficient). • The teacher candidate writes a sample test (and provides the key) on basic statistical concepts (IV: proficient). • The teacher candidate writes one learning goal in developmentally friendly language + 3-5 learning objectives, all based on field assessment results and overtly aligned with Kentucky's Program of Studies or Kentucky's Core Content for Assessment (I: apprentice). • All narratives, tables, and graphs are written with word processing programs (IX: proficient). • To foster good habits of mind and responsibility, late assignments (without excused absences) are accepted only up to 1 week late and are awarded no more than ½ credit (X: proficient).
EDU ___	
EDU ___	
EDU ___	

Appendix F
Faculty Data

Faculty	FT/PT	Highest Degree
Elementary Education		
Ayuninjam, Gwen	FT	M.A.T.
Herbert, David	FT	Ed.D.
Hickey, Alvin	FT	Ed.D.
Higgins, Patricia	FT	Ed.D.
Nnazor, Reginald	FT	Ph.D.
Obi, Sunday	FT	Ed.D.
Rainey, Jo Anne	FT	Ph.D.
Walston, Herman	FT	Ed.D.
Woods, Paul	FT	Ph.D.
Hensley, Mary Jane	PT	M.S.
Nickel, Linda	PT	M.A.
Obi, Stephanie	PT	M.A.
Physical Education		
Cockley, Tom	FT	Ph.D.
Robinson, June	FT	M.A.
Sloan, Jo	FT	Ph.D.
Graham, William	PT	M.A.
Braden, Ron	PT	M.A.
Secondary Education		
Bator, John	PT	Ph.D.
Bennett, Charles	PT	Ph.D.
Moseley, John	PT	Ph.D.
Pearson, Patricia	PT	Ph.D.
Seals, Alvin	PT	M.A.
Shelton, Roosevelt	PT	Ph.D.
Trammell, Sandra	PT	M.A.T.

Attachment C

KENTUCKY STATE UNIVERSITY LIBERAL STUDIES PROGRAM:
A COMPREHENSIVE REVIEW OF KSU'S GENERAL EDUCATION
CORE CURRICULUM REQUIREMENTS

GENERAL EDUCATION CORE CURRICULUM REVIEW TASK FORCE REPORT, 2002

Submitted to

The Vice President for Academic Affairs
Kenoye Eke, Ph.D.

through

The Faculty Senate Curriculum Committee
Chair, Louis Bourgois III, D.M.A.

and

The Faculty Senate President
Professor Alan C. Moore, Ph.D.

by

The General Education Core Curriculum Review Task Force

Co-Chaired by

Sam Onyejindu Oleka, Ph.D. **and** **Paul E. Bibbins, Jr., Ph.D.**

on

March 26, 2002

KENTUCKY STATE UNIVERSITY LIBERAL STUDIES PROGRAM:
A COMPREHENSIVE REVIEW OF KSU'S GENERAL EDUCATION
CORE CURRICULUM REQUIREMENTS

GENERAL EDUCATION CORE CURRICULUM REVIEW
TASK FORCE REPORT (2002)

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The Use of the Terms "General Education Core Curriculum" and "Liberal Studies Core Curriculum" in this Report

For purposes of clarification, where the terms "General Education Core Curriculum" and or "General Education Core Curriculum Review Task Force" occur, they are consistent with the contexts in which they occur. Where the terms "Liberal Studies Core Curriculum" and or "Liberal Studies Core Curriculum Review Task Force" occur, they are also consistent with the contexts in which they occur. At KSU, the preferred term is "Liberal Studies Core Curriculum" or "Liberal Studies Core Curriculum Requirements". This is also consistent with the "unique small liberal studies" designation of the institution in all of its official documents and descriptions. Both terms may be synonymous in general contexts and meaning but specific in KSU usage and meaning. For this reason, there should be no confusion as to what is happening in the Report.

KENTUCKY STATE UNIVERSITY LIBERAL STUDIES PROGRAM: A COMPREHENSIVE REVIEW OF KSU'S GENERAL EDUCATION CORE CURRICULUM REQUIREMENTS

GENERAL EDUCATION CORE CURRICULUM REVIEW TASK FORCE REPORT (2002)

Preface

This report was produced by a Task Force appointed by the Vice President for Academic Affairs at Kentucky State University during the Fall of 2000 following the return of a team of faculty, deans, a chair and directors which he had sent earlier to the American Association of Higher Education (AAHE) Summer Academy at Snowbird, Utah, July 19-23, 2000. The Utah academy was designed to help institutions reviewing their General Education Core Curriculum to use the academy workshop sessions to develop strategies and create structures for building strong Gen Ed core curriculum. At Snowbird, the team set out to describe its Summer Academy Project including major goals. The members of the team agreed that: "To prepare its students to function as effective citizens in the twenty-first century, Kentucky State University will review and revise its general education curriculum and develop a process to implement the changes". They then set forth the following goals for themselves and for what was to become the present General Education Core Curriculum Task Force:

- To design the process for general education review and revision
- To develop a structure to ensure university stakeholders in the general education program, including students, faculty, administrators, and others, have ample opportunities for input into the revision process.
- To oversea the process for curriculum review and revision.
- To recommend models for a revised general education curriculum.
- To make a final recommendation to the university community for a revised general education curriculum and for continuous curriculum review.

In an answer to the question about the Snowbird Team's most significant accomplishment at the Summer Academy, they stated the following: (1) clarifying and deepening the team's understanding of its project. (2) Recognizing that the project is a far larger one than the team originally conceived it. (3) Developing a set of recommendations regarding the process and structure for the revision of the General Education Curriculum, along with a draft timetable.

The team hoped to accomplish the following by the end of 2000 academic year:

- Create General Education Council (which is the present Task Force) to oversee review, revision and implementation.
- Develop and adopt structure and process for the review and revision.
- Involve key faculty, staff, administrators, students and others in review and revision process (These groups now make up the Task Force membership).
- Propose and examine different revision models
- Recommend a revised General Education Curriculum.

- Review and revise the recommendation
- Begin implementation of the revised General Education Curriculum.

Overall, the AAHE Summer Academy focused and sharpened KSU's team's thinking about their project in an environment that promoted collaboration and interchange of ideas. It gave the team access to the expertise of others and knowledge of important research that helped them gain perspective on the project. It also helped the team to better understand the cope of the task and gave them an appreciation of the necessity of proceeding thoughtfully and judiciously. The team came to believe that the project would require longer time than previously thought.

Before the Snowbird team returned to Kentucky State University campus, they mapped out the next steps that must be taken, identifying those things that must happen as soon as possible during the summer to keep the project's oven hot, boiling and moving forward. Identification was made of who would be primarily responsible for what item. First, the co-chairs, Deans Sam Onyejindu Oleka and Paul Bibbins, were to report to the Vice President for Academic Affairs on the Team's progress at the Academy. Second, the Vice President for Academic Affairs would identify and select members for what was to become General Education Council but instead became the General Education Core Curriculum Task Force. Third, the VPAA would then convene a meeting of the new body and charge them with their responsibility of reviewing and revising and recommending a General Education Core Curriculum requirements to the University via the VPAA.

What follows next were the things needed to be done over the 2000 - 2001 academic year to maximize the impact of the Snowbird Team's project on KSU's campus, which included strategies for expanding the scope, launching a new phase of the project, drawing in new stakeholders, etc.

- General Education Core Curriculum would meet to begin work on developing detailed plan for the process and structure of review and revision.
- Key stakeholders and facilitators would be identified and brought into process.
- Teaching learning outcomes and goals would be identified and adopted.
- External funds would be sought, while internal funds were allocated for the task.
- External reviewer would be identified and acquired.
- Assessment mechanisms would be developed.
- Newsletter and Web page would be created and disseminated.
- Inter-academic-unit groups would be formed, including faculty, students, and others across the disciplines.
- Curriculum models would be examined and a good fit for the university chosen.
- Proposal for revised General Education Curriculum developed and disseminated to campus community for review and revision.

This is the point at which the present General Education Core Curriculum Task Force assumed its responsibility for the review, revision and recommendation process.

Kentucky State University Liberal Studies Program:
A Comprehensive Review of KSU's General Education
Core Curriculum Requirements

Acknowledgments

This Report is the result of the efforts of the members of the General Education Core Curriculum Review Task Force, whose individual names are contained in it. However, we must pay particular tribute to these ones who remained and worked hard to produce this document. Out of the initial fourteen that Vice President appointed, only these stayed with the Task Force even when it seemed that the whole group was confused and unable to remember the reason for its assemblage. They are Dean Paul Bibbins, Dr. Reginald Nnazor, Dr. Fariba Bigdeli-Jahed, Dr. Jerry Rottman, Dr. Robert Roquemore, Dr. George Shields, Dr. George Weick, Dr. Titilayo Ufomata, Mrs. Verlee Wilson, and Dean Samuel Onyejindu Oleka. Mrs. Karen McDaniel's "Study Leave" made it impossible for her to continue with the Task Force.

The Task Force's special thanks is extended to the Vice President for Academic Affairs, whose vision it is to bring to the fore the need to review, revise and recommend changes to the present General Education Core Curriculum that has not been visited by any group in this way for over 19 years. We thank him for his support which has encouraged us to keep working at the assignment until today.

We particularly express or appreciation to Dr. J. Scott Lee for his time and effort in analyzing the data from our faculty survey questionnaire with such meticulousness and thoroughness that bring honor to the American Academy for Liberal Education (AALE), the group with which he is associated. Dr. Roquemore needs to be singled out her and equally commended for handling the Task Force's internal analysis of the data from the same faculty survey questionnaire.

The Deans and Chairs of all the Colleges, Schools, Divisions and Departments of our beloved Kentucky State University who saw to it that the questionnaires were administered to the faculty under them must share in the acknowledgments. May they accept our thanks. May the faculty who participated and fulfilled all that the three part questionnaire requested them to do also accept our profound appreciation.

Our special and reserved appreciation goes to the College of Arts and Science and the Whitney Young College faculty and staff for inviting members of the Task Force to share in their luncheon during the December 2000 Task Force's Retreat. We are very grateful to every one who has contributed to make our work easier.

To the members of the Task Force, I will applaud your spirit of collegiality and encourage you to continually employ it at all campus wide committees that you may be called upon to serve. It has been a very great privilege for me to work with and side by side such fine people. I must thank Ms. Rita Evans for her profound willingness to assist the Review Task Force in preparing the document in its present form and binding.

May we close this section by thanking the Faculty Senate Curriculum Committee chaired by Dr. Louis Bourgois for their willingness to accept this report from evaluation. Our hope is that they

will objectively examine it and make valuable suggestions for modifications since this is the document that will drive what we do in General Education Core Curriculum Requirements for years to come.

Sam Onyejindu Oleka, Ph.D.
Dean, Whitney Young Honors College of Leadership Study.

Introduction

Kentucky State University is a four-year liberal studies comprehensive land-grant institution that effectively utilizes its resources to create an exceptional learning community for its students. In its curricula, services, and outreach, the University remains committed to its rich heritage and dedicated to its future. Central to all baccalaureate degree programs at Kentucky State University is a Liberal Studies Requirement of 53-54 semester credit hours. The University offers undergraduate, graduate, and associate degree programs. Kentucky State University is accredited by the Southern Association of Colleges and Schools.

The General Education Curriculum at Kentucky State University was developed in 1982-84, and since that time has received little attention, apart from that devoted by the various academic units serving the General Education Curriculum with respect to the courses they sponsor. Although no systematic assessment of the General Education Curriculum has yet been conducted, widespread anecdotal evidence on campus suggests that the curriculum needs review and revision. To prepare its students to function as effective citizens in the twenty-first century, Kentucky State University is reviewing its General Education Curriculum and developing a process to implement the changes.

The General Education Task Force attended the 2000 AAHE Summer Academy with the intention of developing a revised General Education Curriculum for Kentucky State University. After considering the project in light of the aid provided by the many resources and experts in university change and curriculum revision at the Academy, the team decided that to be effective, the revision should be preceded by a comprehensive assessment of the current General Education Curriculum. The team then determined that revision should proceed in a way that would involve broad-based participation of stakeholders, including faculty, staff, students, recent graduates, and members of the public and of the business community.

The ultimate goal of the project is to assess and revise the General Education Curriculum in a manner that will enhance student learning. Preliminary goals include: developing a coherent plan (of as high a degree of specificity as possible and including a time-line) that will stipulate the process and structure for conducting the review and revision; identifying key Enablers and Impediments and developing strategies for dealing with both; creating an implementation strategy and timetable; and developing specific measures for assessing the review and revision process, the implementation process, and the General Education Curriculum itself on an ongoing basis.

Kentucky State University Liberal Studies Program:
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I. HISTORICAL BACKGROUND

A. "Historical Background of Current General Education Program and Curriculum."

The history of Kentucky State University's current General Education Program and Curriculum began in the 1982-84 period when the institution adopted its then new mission as the state's "small, unique liberal studies institution." To provide curricular support for the new mission, KSU developed a liberal arts core curriculum for students seeking the baccalaureate degree called the "Liberal Studies Requirements." Consisting of a mixture of disciplinary and interdisciplinary courses, the Liberal Studies Requirements were in place beginning with the Fall 1984 entering class. Certain courses were required of all students. Students had a limited number of course choices within certain prescribed areas. The original Liberal Studies Requirements were as follows:

I. Languages and Reasoning

ENG 101 - Composition	3
ENG 102 - Composition	3
SPE 103 - Interpersonal Communication	3
MAT 110 or above	3
Introduction to Foreign Language OR Introduction to Computer Language	6
TOTAL	18

II. Fine Arts, Letters, History, and Integrative Studies

ART 130 - Introduction to Art OR MUS 130 - Introduction to Music	3
ENG 211 - Introduction to Literature	3
HIS 103 - Survey of Civilization	3
IGS 200 - The Foundations of Western Culture	3
IGS 201 - The Convergence of Cultures in the Middle Ages And Renaissance	3
IGS 300 - The Reshaping of Western Culture	3

IGS 301 - The Search for New Forms of Culture OR IGS 400 - Individual Studies of Cultures	3
TOTAL	21
III. Sciences	
i. Behavioral (select one): PSY 200 - Psychology OR SOC 203 - Sociology	3
ii. Social (select one): ECO 200 - Economics OR POS 101 - Political Science	3
iii Natural:	
BIO 101 - Life Science	3
BIO 112 - Explorations of Modern Topics in Biology OR CHE 109 - Survey of General Chemistry OR PHY 111 - Introduction to Physics OR PHS 201 - Physical Science	3
TOTAL	12/13
IV. Health Education PHE 221 - Heath and Safety Education OR Physical Education Activity Courses	2
TOTAL	2
TOTAL CREDIT HOURS	53/54

The Liberal Studies Requirements evolved over time into their present form. In addition to structural modifications in the requirements, certain individual courses underwent revisions. In 1985 the University required all students to take two semesters of a foreign language, dropping the computer language option (students with prior course work in foreign languages have the option to take a proficiency examination to satisfy the requirement). Options in category III (Sciences) were changed slightly in the Natural Sciences subcategory so that students would complete that requirement with either 12 or 13 semester credit hours, depending upon which course they selected. HIS 103 was retitled "History of Western Civilization." ECO 200 was retitled "Survey of Economics." POS 101 was retitled "American Government." PHS 201 was retitled "Physical Sciences I." PHE 221 became HED 221 "Personal Health and Lifetime Fitness."

The Integrative Studies courses, offering an interdisciplinary, chronologically structured sequence of seminars emphasizing the reading of original source materials, received significant modifications. IGS 400 was dropped. To complete the IGS sequence, students were required to take IGS 200, 201, and 300, plus one course from a menu of four courses, each in a specific culture: IGS

301 ("Studies in African Cultures"), IGS 302 ("Studies in Oriental Cultures"), IGS 303 ("Studies in Latin American Cultures"), and IGS 304 ("The African-American Experience"). IGS 200, 201, and 300, which originally focused on Western Culture, were revised in the period extending from 1991 through 1996 to become more culturally inclusive and diverse. Since no published readers or anthologies were available to provide appropriately diverse readings, the IGS faculty began publishing their own readers. Although other minor modifications occurred, and continue to occur, by 1988 the Liberal Studies Requirements attained its current structure and content. The Liberal Studies Requirements listed in the 2000-2002 KSU *Catalog* are as follows:

I.	Languages and Reasoning		
	ENG 101 - English Composition and Rhetoric I		3
	ENG 102 - English Composition and Rhetoric II		3
	SPE 103 - Interpersonal Communication	3	
	MAT 110 - Intermediate Algebra or above	3	
	Foreign Language	6	
	TOTAL	18	
II.	Fine Arts, Letters, History, and Integrative Studies		
	ART 130 - Introduction to Art OR		
	MUS 130 - Introduction to Music	3	
	ENG 211 - Introduction to Literature	3	
	HIS 103 - Western Civilization		3
	IGS 200 - The Foundations of Cultures		3
	IGS 201 - The Convergence of Cultures		3
	IGS 300 - Search for New Forms of Cultures	3	
	IGS 301 - Studies in African Cultures OR		
	IGS 302 - Studies in Asian Cultures OR		
	IGS 303 - Studies in Latin American Cultures OR		
	IGS 304 - The African-American Experience	3	
	TOTAL	21	
III.	Sciences		
	i. Behavioral		
	PSY 200 - General Psychology OR		
	SOC 203 - Principles of Sociology		3
	ii. Social		
	ECO 200 - Survey of Economics OR		
	POS 101 - American Government	3	
	iii. Natural		
	BIO 101 - Life Science	3	
	BIO 112 - Exploration of Modern Topics in Biology OR		
	CHE 109 - Survey of General Chemistry OR		

PHY 111 - Introduction to Physics I OR	
PHS 201 - Physical Sciences I	3
TOTAL	12/13

IV. Health Education

HED 221 - Personal Health and Lifetime Fitness OR PHE - Physical Education activity course(s)	2
TOTAL	2
TOTAL HOURS	53/54

Alongside these developments for the general university curriculum, the Whitney M. Young, Jr. College of Leadership Studies began offering its distinctive great books curriculum, originally modeled after that of St. John's College, as an alternative core for selected students. Students satisfying the Liberal Studies Requirements through the WYC core take the following courses:

I. Languages

WYC 111 - Language I Greek & English OR WYC 115 - Language I Latin & English		4
WYC 112 - Language II Greek & English OR WYC 116 - Language II Latin & English		4
WYC 211 - Language III British Literature	4	
WYC 212 - Language IV Modern Literature in English	4	
TOTAL	16	

II. Liberal Studies Seminar

WYC 101 - Liberal Studies Seminar I	4
WYC 102 - Liberal Studies Seminar II	4
WYC 201 - Liberal Studies Seminar III	4
WYC 202 - Liberal Studies Seminar IV	4
TOTAL	16

III. Math-Sciences

WYC 121 - Math Science I	4
WYC 122 - Math Science II	4
WYC 221 - Math Science III	4
WYC 222 - Math Science IV	4
TOTAL	16

TOTAL HOURS 48

Although the Liberal Studies Requirements are served by Divisions within the College of Arts and Sciences, including Literature, Languages, and Philosophy, Fine Arts, Mathematics and Sciences, Behavioral and Social Sciences, and by the Whitney Young College, the School of Business, and the College of Professional Studies, there is no administrative unit, with line authority, in place to provide oversight of the Requirements. The Faculty Senate Curriculum Committee has a measure of responsibility for the Liberal Studies Requirements, according to the relevant portion of the Faculty Senate Constitution. That committee has the authority to:

> **Periodically review the liberal studies core requirements and make recommendations to the Faculty Senate regarding procedures for University-wide review and revision of the liberal studies core.**

In addition, the Liberal Studies Core Program Coordinating Committee, a standing University Committee, was formed in 1998 to exercise a measure of oversight for the Liberal Studies Core Requirements. That committee developed a set of "Liberal Studies Learning Outcomes," which were approved by the faculty in 1998 and continue to be the operative learning outcomes for the liberal studies core curriculum. In addition, it proposed various sets of assessment measures for student oral communication competencies and computer skills competencies. It designated various courses as being "intensive" in certain key basic skills areas (writing, reading, math, speech). It proposed a set of "pass standards" for the Rising Junior Assessment, which were approved by action of the faculty senate, along with a set of "Consequences for Failing the Rising Junior Assessment," along with a variety of other initiatives. The "Liberal Studies Learning Outcomes," since they are the cornerstone of the general education core curriculum are listed below, along with the text of the memorandum that accompanied their transmittal to the faculty, which provides background information:

MEMORANDUM

TO:	KSU Faculty
FROM:	Dr. George Weick, Chair Liberal Studies Core Program Coordinating Committee
DATE:	January 12, 1998
RE:	Liberal Studies Learning Outcomes

The Liberal Studies Core Program Coordinating Committee was appointed by President Smith in November with the following purpose:

To serve as the oversight Committee for all aspects of the Liberal Studies Core Program to ensure that students receive a quality foundation in general education that prepares them for upper level and discipline specific course work, and provides knowledge, skills, and values needed to be productive citizens and life-long learners. The Committee shall develop multiple means of assessing and documenting students' acquisition of the knowledge, skills, and qualities.

The Committee has a membership that provides representation from all colleges and divisions serving the core curriculum as well as from Assessment and Evaluation and Testing (see the attachment

for a membership list). The Committee had its first plenary meeting Saturday morning, January 10, and determined that the first order of business was to seek faculty approval for a set of learning outcomes for the liberal studies core curriculum. A set of approved learning outcomes is needed in the very near future to enable us to comply with SACS criteria and to begin developing meaningful assessment mechanisms for the outcomes we identify.

Attached to this memorandum is a set of learning outcomes reviewed by the LSCPCC at its January 10 meeting and approved by the committee for distribution to the faculty for review. These outcomes were originally drafted by an ad hoc committee appointed by the Vice President for Academic Affairs (Dr. Walker) in December 1996. They were, in fact, transmitted to the faculty in spring 1997 for review with the intention that they would be discussed and approved in some form at the last faculty meeting in April 1997. However, due to time constraints, there was no opportunity to discuss them at that meeting.

Some background on the original development of the learning outcomes may be helpful to faculty reviewing them now. The ad hoc committee that began work in January 1997 consisted of myself as chair, Dr. Egbunam Amadife (Social and Behavioral Sciences), Dr. Louis Bourgois (Fine Arts), Dr. Kazi Javed (Mathematics and Sciences), Dr. Tom McPartland (WYC), and Dr. Peter Smith (LLP). The committee gathered copies of the syllabi for all courses satisfying Kentucky State University's General Education core requirements, reviewed them, and identified specific learning goals and objectives stated in the syllabi. It also reviewed relevant institutional documents, most importantly the "Mission Statement," the December 15, 1993, statement of institutional goals and objectives, and *Visions 2000: The Strategic Plan for 1996-2000*, as well as other relevant documents such as SACS *Criteria for Accreditation* and "Kentucky's Learner Goals and Academic Expectations" (the KERA statement of "What Kentucky High School Graduates Must Know and Be Able to Do as They Exit Public School"). With due consideration of the principles identified in these documents, the committee developed the following learning outcomes as a statement of what KSU students should know and be able to do as a result of their completion of the liberal studies core curriculum. The committee's goal was to draft outcomes that would primarily reflect what is already done in the courses comprising the core curriculum.

In addition outcomes were included that reflected specific policy statements appearing in the institutional documents. The attached outcomes will be presented for discussion at divisional/college meetings by your representative(s) on the committee. If you have questions, please contact either your committee representative (see the **attached membership listing) or me.**

Contact information for me is given on the letterhead.

Mr. Homer Allen (Assessment and Evaluation)
Dr. Egbunam Amadife (Behavioral and Social Sciences)
Dr. Albert Assibey-Mensah (Business)
Dr. Fariba Bigdeli-Jahed (Mathematics)
Dr. Louis Bourgeois (Fine Arts)
Dr. Kazi Javed (Chemistry)
Dr. Thomas McPartland (WYC)
Dr. Bennie Robinson (Professional Studies)

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Dr. Jerry Rottman (Faculty Senate Curriculum Committee)
Mr. Daniel Rutledge (Languages)Dr. Peter Smith (Literature)
Dr. George Weick (IGS)Testing (vacant)

Revised Draft Proposal Liberal Studies Learning Outcomes (January 10, 1998)

[Many of the following draft outcomes reflect objectives identified in the syllabi of those courses required by the liberal studies core curriculum. Others reflect policies contained in various institutional documents. For these, the source document is identified based on the following key: MS=Mission Statement; IGO=Institutional Goals and Objectives (1993); V=Visions 2000. The development of learning outcomes for the Liberal Studies Core Curriculum is mandated by IGO 6.3 "Define student learning outcomes for the Liberal Studies Core Curriculum" and V 2.1 "Define student learning outcomes for the required Liberal Studies Core Requirement."]

After completing the general education requirements at Kentucky State University, students will be expected to demonstrate the ability:

1. To communicate accurately and effectively in writing and speech.
   Students must be familiar with the conventions of standard usage in both written and spoken English and be able to communicate clearly and effectively. (MS, V2.1a)

2. To think critically and analytically.

   Students must be able to use reason and logic to understand ideas, appreciate nuances and recognize ambiguities, and formulate their own positions on issues. (MS, V2.1b)

3. To read with comprehension at a level appropriate for college students.

   Students must be able to understand and interpret reading matter from a variety of disciplines. (MS, V2.1a)

4. To use the methods of mathematical and scientific inquiry.

   Students must be able to use the methods of mathematical and scientific inquiry to analyze, evaluate, and synthesize information. (MS, V2.1a)

5. To locate, select, organize, and present information efficiently by retrieving and organizing information from various disciplines.

   Students must have effective library skills as well as the ability to use electronic information retrieval systems, including the computer and on-line resources. (MS, V2.1a)

6. To recognize and value both the global diversity of cultures, by study of Western and non-Western cultures and by study of foreign language, and the multicultural nature of

American society, including the cultural contributions of African-Americans.

Students must encounter and learn to value a variety of cultural perspectives as expressed in foreign languages, the arts, literature, social sciences, historical studies, interdisciplinary studies, and philosophy. (MS, V2.6, IGO 6, IGO 6.4)

7. To make informed and ethical value decisions.

   Students must develop the ability to understand the ethical implications of behaviors and motivations encountered in works studied in the classroom and to formulate a framework of values that will help them to consider the consequences of their own actions and to make ethical decisions in their lives. (V 2.1c, V3.2)

8. To understand past and contemporary social, cultural, and political issues from disciplinary perspectives.

   Students must learn how to engage issues and ideas presented through social, cultural, and political constructions, using disciplinary approaches. (MS; IGO 6; IGO 6.1)

9. To integrate knowledge from a variety of disciplines, cultures, and historical contexts from the ancient to the modern world.

   Students must develop the ability to see interconnections among ideas, issues, and beliefs which span historical moments, cultural perspectives, and academic disciplines. (MS, V2.6)

10. To appreciate the aesthetic values embodied in human creative expression.

    Students must understand and appreciate the values expressed in the arts and literature. (MS; IGO 6; IGO 6.1)

11. To develop life skills that will help them become self-sufficient individuals and productive members of society.

    Students should develop knowledge, skills, and behaviors which promote both personal and communal well-being. (IGO 6.6)

12. To use computer technology to enhance their educational experiences and to develop skills useful throughout their lives and in their careers.

    Students should learn various uses of computer technology. (IGO 6.5; V4.1)

In addition to reflecting objectives stated in current course syllabi and institutional policy documents, virtually all of the above draft learning outcomes address concerns expressed in the

SACS Criteria.

B. Brief Historical Report of 2000 - 2002 General Education Revision Initiatives

Four Factors that Triggered Thoughts about Reviewing General Education Curriculum:

Vice President Kenoye Eke began planning to send a group to the American Association for Higher Education (AAHE) Summer Academy Workshop at Snowbird, Utah in July 19-23, 2000, as soon as he heard about it. It is believed that four factors triggered his thought about reviewing and revising Kentucky State University General Education Core Curriculum Requirements. First, the university was undergoing an enrollment management review by the Enrollment Management Council of which he was the chair at that time. That review provided a lot of insights regarding general education issues that needed to be examined. It raised lots questions about access, recruitment, training, records, registration and structural issues, financial aid issues, and above all, classroom experience issues. It was during the Council's deliberations and lively discussions on classroom experience that general education issues were sensed, remarked and noted. That is why under the subdivision of "Teaching and Learning Practices", (pg.9) of the Enrollment Management Council Report, it has recommendations on "evaluation of teaching practices" and "enhancing learning environment" that could be modified as general education recommendations. Second, the university-wide program review was still going on in 2000 and was to be concluded in 2001. Third is the opportunity the program review could afford the university to restructure the Academic Affairs division of the University and empower it to adopt better ways of educating students who enrol in the University. The fourth factor is the university's new strategic plan that was completed during Spring of 2000.

Vice President Eke's Proposal to the American Association for Higher Education (AAHE):

Guided by his thoughts about these factors, he wrote and submitted an application to sponsor a team to the Summer Academy. In his application, the VPAA described KSU's initiatives and results relative to the improvement of undergraduate education. He writes:

The University is currently engaged in a review of all undergraduate academic majors. This comprehensive review involving both internal self-studies and review of each academic major by a team of external experts from each discipline will conclude at the end of the fall 2000 semester. The internal self-study has already led to the elimination of 3 academic majors and the redesign of an additional 5 majors out of 29 baccalaureate degrees offered by the University. We expect the external review to result in the termination and redesign of more academic programs. We also expect the program reviews to lead to upper-division curricular revisions, and a restructuring of the Academic Affairs division of the University.

Future University Goals Relating to Improved Undergraduate Education:

The future goals of the university relating to the improvement of undergraduate education as stated by the VPAA at that time were:

1. Revision of the general education curriculum

2. Reduction of time to degree for each academic major
3. Elimination of non-productive degree programs
4. Redesign and strengthening of moderately productive but essential degree programs.
5. Development of 3 academic programs of national distinction.
6. Increasing the percentage of high-achieving students enrolled at the university.
7. Enhancing student access to technology at the university
8. Significantly increasing faculty use of appropriate instructional technology in the classroom.

The Purpose of Sending a University Team to the Summer Academy:

The purpose of sending a team to the Summer Academy was for the university to continue an effort which began in Spring semester of 2000 to revise the general education curriculum. The general education curriculum has not been revised since its adoption in about eighteen years ago. This has resulted in an incoherent general education curriculum that has created severe credit hour creep. The Summer Academy team was, therefore, charged by the Vice President to use the summer academy to resolve the difficult issues that will serve as obstacles to faculty adoption of a new general education program. Their success at this will strengthen the chances for faculty adoption of a new general education curriculum during the academic year of 2000 - 2001.

The Importance of the Summer Academy Team's Work to the University:

Their team's project is of strategic importance to the University. The University has just completed a new strategic plan during the Spring semester of 2000. This plan identifies the review of, and strengthening of deserving academic programs as one of top five priority goals. General education reform is a pivotal part of the effort to strengthen deserving undergraduate degree programs. Additionally, general education revision is critical to the reduction of time to degree programs, a problem that has significant retention implications for the university, according to the VPAA.

How the Project's Success Would be Measured:

The Summer Academy team was told during their charge prior to their departure for Snowbird, Utah, that their project's success would be determined if they design a revised general education curriculum that could survive the debate and secure faculty senate approval with minimal changes by the end of the 2000-2001 academic year. The team included most of the stakeholders in the general education curriculum who would ordinarily take a longer time to agree on a curriculum in the usual campus political environment, with its customary pandering and turf protection. The potential measures that would indicate the project team's success were:

1. The design of a general education curriculum that all members of the project team agree will best serve the education curriculum.

2. Resolution of the difficult issues such as the proper balance of the different components of the general education curriculum.

3. The number of courses reflecting new thinking in content, pedagogical approaches, and

delivery platform included in the new general education.

Here are the members of the AAHE Summer Academy Team to Snowbird, Utah.

- Dr. Sam Onyejindu Oleka, Dean, Whitney Young Honors College of Leadership Studies
- Dr. Paul Bibbins, Dean, College of Arts and Sciences
- Dr. Fariba Bigdeli-Jahed, Chair, Division of Mathematica and Sciences
- Dr. George Weick, Director, Interdisciplinary General Studies Program (IGS) and Coordinator of the Institute for Liberal Studies (ILS)
- Dr. Reginald Nnazor, Assistant Professor of Education
- Mrs. Karen McDaniel, Director of Blazer Library
- Dr. Jerry Rottman, Assistant Professor of Business

The Team's Accomplishments at the Summer Academy:

The KSU AAHE Summer Academy 2000 Project Team arrived at Utah with the intention of developing a revised General Education Curriculum for Kentucky State University. After considering the project in light of the aid provided by the many resources and experts in university change and curriculum revision at the Academy, the team decided that to be effective, the revision should be preceded by a comprehensive assessment of the current General Education Curriculum. The team then determined that revision should proceed in a way that would involve broad-based participation of stakeholders, including faculty, staff, students, recent graduates, and members of the public and of the business community. That process is outlined in this sections below.

At the Summer Academy, the team followed the project completion outline provided by AAHE workshop organizers to tackle its assignment. The team defined the project vision, articulated the project goals which have already been referenced in the Preface. The following is the vision statement they team came up at the academy:

Project Vision Statement:

To prepare its students to function as effective citizens in the twenty-first century, Kentucky State University will review and revise its general education curriculum and develop a process to implement the changes.

There were five major assignments given to every university represented by a team at the academy. For Kentucky State University's team, the assignments were as follows: (1) Team Assignment #1: Vision and Goals; (2) Team Assignment #2: Project Performance Measures; (3) Team Assignment #3:Team Assessment of systems and Cultures for Learning; (4) Team Assignment #4a:Draft of the Project; Team Assignment #4b: Team Project Results; (5) Team Assignment #5:

Action Items and Next Steps. These assignments' results constituted the major part of the report the team members wrote and submitted to the Vice President for Academic Affairs when they returned to the campus. They have been included as Appendices in this final report of the General Education Core Curriculum Review Task Force.

While the team was at Snowbird Summer Academy, one string that ran across all that was said by almost every university team was the long time it takes to get a general education core curriculum reviewed, approved and adopted. There were teams there that had been working on their general education review for about five years. Others had been working on theirs for, at least, three years. The average number of years seemed to be between three to four years. The team from KSU then saw clearly the difficulty they had in meeting the VPAA one year deadline.

Examining KSU's institutional culture made the task more daunting. The team debated and analyzed the characteristics of the University's institutional culture and concluded that KSU's campus culture on the whole tends to be un-adaptive, with a hierarchical, bureaucratized organizational structure that often creates a climate not conducive to change and tends not to encourage effective communication across programs and units. Students, for the most part, assume very little responsibility for their own learning and tend to be very teacher-dependent, an attitude that is fostered by low expectations many faculty have of them and by an environment that does not often challenge them to take risks and exercise independent thinking and decision making.

However, several of the goals articulated in the university's newly adopted *Strategic Plan 2000-2005* seek to establish a campus culture that is more supportive of student learning. In addition, KSU's new chief academic officer is committed to establishing a more learner-centered environment and is already cultivating an alliance with his fellow cabinet-level administrator, the Vice President for Student Affairs, that will, hopefully change the campus culture.

Since the ultimate goal of the project was to assess and revise the General Education Curriculum in a manner that will enhance student learning, the team set up preliminary goals of developing a coherent plan (with a time line) that would stipulates the process and structure for conducting the review and revision once the members returned to campus. The team agreed to identify key Enablers and impediments and to develop strategies for dealing with them. They also decided to create an implementation strategy and timetable for competing the project given its sense of urgency. The team believed that developing specific measures for assessing the review and revision process, the implementation process, and the General Education Curriculum itself in an ongoing basis should be integral to the total plan and process.

The following is an outline of the process plan.

Outline of the Process for Completing the Project on Campus:

As part of this outline, the Snowbird Team unanimously agreed to recommend to the VPAA the formation of a general Education Council and charged with oversight of reviewing and revising General Education curriculum on campus. The current members of Summer Academy Team will be part of the new Council members team. The Council will be responsible for conducting the General Education Curriculum Assessment and the other relevant functions. After the General Education

Curriculum is revised, the council will oversee the implementation process and then provide continuous review and assessment of the curriculum. The team envisioned that ultimately, the Council would have the authority to set standards for course inclusion in the General Education Curriculum and to recommend to the University Faculty Senate and Administration those courses that should be included.

The team decided that General Education Curriculum revision should:

- incorporate more innovative teaching strategies in the courses comprising the curriculum to enhance student learning;
- Create a clearer, campus-wide understanding of the goals, objectives, and expectations of General Education Curriculum and program;
- set higher standards for what students will know and retain after completing the General Education Curriculum in terms of content knowledge, skills and applications, and attitudes and values.
- provide for greater collaboration and cooperation among the various academic units and faculty serving the General Education program;
- increase the "time on task" students spend on their course work and assignments;
- encourage students to become more active and self-directed as learners and less "teacher-dependent".

The Snowbird Summer Academy Team's Process Plan:

The team developed this plan for completing it's General Education Core Curriculum review and revision project once they returned to campus.

a. Create General Education Task Force (This was created and called General Education Core Curriculum Review Task Force).
   1. AAHE 2000 Summer Academy Team
   2. Other Stakeholders

b. Finalize
   1. Charge
   2. Coordination with university faculty senate
   3. Rationale
   4. Requirements
      a). Student learning outcomes
      b). Reduce curricular hours

   5. Goals and Objectives
      a. Base goals outlines in AAHE 2000 Summer Academy Team Report
      b. Improve Recruitment
      c. Improve Retention
      d. Reduce timed to graduation

c. Define Support Structure

1. Workgroup structure
   a). Discipline content
   b). Cross-discipline content integration
   c). Pedagogy and delivery
   d). Student Performance
   e). Model design and evaluation
   f). Approval process (initial and ongoing)
   g). Assessment and evaluation
   h). Focus groups
   i). Faculty/staff development
   j). Advising
   k). Teaching Across Curriculum
   l). Transition/phase-in Team
2. Define input mechanisms for Curricular improvement (Web page suggestions)
3. Develop Calendar

d. Launch Process

e. Communicate
   1. Overview presented at Faculty Institute
   2. Executive summary after steps 1-3 above completed
   3. Newsletter/Web Page

f. Monitor Workgroups

g. Implementation

At Snowbird, the team saw some key impediments and enablers that might negatively and positively affect the above process plan on campus. Some of the enablers are: (1) The faculty reward system which does not provide sufficient incentive for faculty to engage in creative development of new programs and curricula. (2) Campus culture which tends to be resistant to change, in part due to the university's hierarchical "silo-like" organizational structure. (3) the absence of shared values with respect to such issues as the distribution of general education core requirements and priorities for funding programs and activities.

Some of the enablers include: (1) The "hunger for improvement" shared by many faculty, staff, students, and administrators on campus. (2) A number of key administrators who are supportive of change (in part due to external pressure from the state's Council on Post Secondary Education (CPE) and other entities. (3) A general commitment to the university's vision for future, as articulated in the *Strategic Plan 2000-2005* and other documents, and to its historic mission as an HBCU. See Appendix: Snowbird Team's Report Submitted to the vice President for Academic Affairs.

C. Assessment of General Education Core Curriculum Requirements: An Alverno Example

Three members of the Task Force visited Alverno College, which is an all-female Catholic institution with 1800 undergraduates and 100 (co-ed) graduate students in Milwaukee, Wisconsin. It

has a majority population of 38%. The three members of the Task Force who attended a one day workshop at the College on November 8, 2001 were Drs. Paul Bibbins, Robert Rottman and George Weick. They came back with the following insights:

1. Program overview:

   a. Fundamentally, Alverno's approach involves two key concepts:

      (1) Learning involves making an action out of knowledge, and,
      (2) Assessment is integral to learning and must be a multidimensional and active demonstration against public criteria with continuous feedback.

   b. They, therefore, have established eight "abilities" involving communication, analysis, problem solving, valuing in decision making, social interaction, global perspective, effective citizenship, and aesthetic responsiveness.

   c. Within each "ability", they have defined six levels of performance from basic to sophisticated. Each student must demonstrate (be "validated") level four performance in all abilities to meet general education requirements and up to level six in key areas within her chosen major.

   d. Each course provides an opportunity to "validate" 2-4 of the abilities (appropriate to the course content) through the course syllabus/assignments. To be certified at a level of performance involves being "validated" in at least four courses involving up to four courses involving up to four disciplines.

   e. Grades are not given (only "U" or "S"). Thus the assessment of the skill levels within each of the abilities is the demonstration of learning outcome.

   f. Records are maintained by the Registrar's Office and by the students and advisors to demonstrate growth.

2. Administrative overview:

   a. Academic departments: Alverno has disciplinary departments. Within the departments, extensive mentoring is provided new faculty to ensure their effectiveness in the assessment process.

   b. Ability departments: A parallel structure which involves faculty across the curriculum who are interested in enhancing criteria and student performance with a specific discipline.

   c. Advising: advising is centralized with full-time advisors.

   d. Transcripts: Transcripts do not reflect grades, but focus on the ability criteria. A narrative overview of the student's performance is prepared by a faculty within the

major department from the student's records.

3. Assessment development workshop:

   a. Begin by focusing on desired student outcome.

   b. Create a situation within the course context which will allow the student to demonstrate their mastery of the desired outcome in a realistic (similar to an "outside-the-classroom") experience in multiple ways.

   c. Define the student's demonstration requirements in terms of mode of presentation, audience and student's role.

   d. Articulate specific criteria, standards and require student self-assessment of performance against standards/criteria.

4. Institutional program assessment:

   a. Assessment must involve comparisons to others.

      1. What do our students look like?
      2. What do our alumni look like 5 years after graduation?
      3. How do our students compare to students from other institutions?
      4. Are our graduates meeting the needs of the business community?
      5. Will our students be employed 6 months after graduation?
      6. There should be entry into college assessment of the students.
      7. It is necessary to bring all students to the same standard. Provide the needed course-work for those students who are deficient.

   b. It is necessary to connect institutional/program assessment to student assessment.

      1. The faculty need to develop student learning outcomes.
      2. There should be interest in student learning and its improvement.
      3. Development (by those primarily responsible for institutional/program assessment) of processes for eliciting faculty questions, inquiry, evidence-based discourse, curriculum improvement.
      4. Assessment encourages multiplicity and diversity.
      5. Assessment is a means to achieve educational benefits.
      6. Assessment is a means to establish accountability.

D. A Task Force Chair Attended an AAHE Workshop on Assessment at Denver, Colorado

Dean Oleka, a co-chair of the Task Force, and Dean Okonkwo of the School of Business, attended the American Association for Higher Education (AAHE) workshops on Assessment at Denver, Colorado in June 24th, 2001 to get acquainted with new ways scholars are looking at assessment issues in general and how assessment questions affect general education core curriculum requirements in particular. Another intention of his participation in the workshop is to bring back some insights for use by the General Education Core Curriculum Task Force in its final report and recommendations.

One of the assessment issues that the workshop dealt with is critical thinking . Giancarlo and Blohm (June 24th, 2001), presented a workshop on "*Critical thinking in the general education classroom*" in which they discussed such issues as structuring the classroom, giving directions and asking questions, responding to students ideas or actions, infusion of opportunities for thinking and enhancing metacognition, focusing on, discussing and labeling students' thought processes, and teacher as a model of critical thinking. The APA Delphi Report, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction defines critical thinking as the process of purposeful, self-regulatory judgment in which we give reasoned consideration to the evidence, context, conceptualizations, methods, and criteria by which those judgments are made (1990 ERIC Doc. NO.: ED 315423).

The analysis of this definition is given below:

1. Process of Judgment - An activity, something that happens over time, that manifests itself as a reasoned judgment.

2. Purposeful - We engage critical thinking for some reason. We want to determine what to do or what to believe in some context.

3. Self-regulatory - We can improve on our thinking by reflecting on how well we have engaged in the analyses, interpretations, evaluations, explanations, and inferences that led us to form the judgment in the first place.

4. We - I can improve on my thinking and we can improve upon our thinking as a team or group working together on a problem. Critical thinking is not necessarily done by one person acting alone, but can be done by many working together. A team of scientists. A family. A jury. A soccer team. A platoon. A board of directors.

5. Give reasoned consideration - There is no script, this is not rote, there is a weighing of many considerations.

6. Evidence, context, concepts, methods, criteria - The judgment happens in a context, based on evidence, within a theoretical or conceptual frame, by application of appropriate methods, and in accord with reasonable standards and criteria.

7. By which those judgments are made - Each element is open to self-regulation, open to change. Are these good data, are they relevant? What exactly is the full context? Can the problem be reformulated using a superior conceptualization and theory? Why should these methods be applied? Which standards are appropriate?
8. Recursive - Let us reinterpret the that analysis. Let us evaluate that reinterpretation. What are the implications of that evaluation? Let us analyze that explanation. Let us start over and reconsider what the question really is. Let us explore new alternatives as we reconsider our judgment.

What do the above process and analysis of the meaning of critical thinking tell a KSU general education course teacher about teaching for critical thinking? Why is critical thinking important today, especially at KSU? What relevant lessons can we at KSU learn from the Delphi Report on critical thinking? (Critical thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.1990 ERIC Doc. NO.: ED 315 423)

Isn't the true purpose of education the teacher's willingness and commitment to prepare the student to develop the habits of the mind? (John Dewey). Isn't the core of our calling to the profession the development, in our students, of "the willingness to want to learn, and to want to learn to think, and to want to learn to think critically?" Core critical thinking dispositions include the following: truth seeking; open-mindedness; ability to analyze; ability to synthesize; demonstration of personal confidence on the basis of what one knows and by what one is known for; inquisitive nature; discipline minded. Regarding content of any subject matter, the questions that should be asked always are: why the content? How should the content be taught and why? When should it be taught and why? To whom should it be taught and why? These are general education core curriculum review questions. Each academic unit which has the custody of any of the general education core courses and offer them on-behalf of Kentucky State University should have its faculty and unit head work together to provide answers to these core curricula questions.

General Education Quality, Diversity and the Creation of Community

Another assessment issues that the AAHE Conference in Denver dealt with in one of the section's workshops was diversity, especially as it relates to general education core curriculum. We know that the quality of a general education core curriculum in a diverse academic environment is

believed to highly contribute to the creation of a strong community in that academic environment. An institution's recognition and understanding of the diverse backgrounds from which its students come should be guided by that recognition and understanding in determining not only the nature of instruction in the classroom, but also the assembling of courses to be taught, what the content of those courses should and how and when they should be taught. Given that KSU is a truly diverse campus community in terms of the composition of its student body, faculty and administrative staff, what we do in general education and in other courses should be very carefully examined. During the examination time, the following questions must be asked and answered:

1. What is the frequency and focus of student-faculty non-classroom interaction? Does the student-faculty non-classroom interaction occur at all at KSU? If it does, what is its frequency of occurrence? If it does not occur, why is it not occurring and what should be done to make it occur and to occur more often? This is meant to address the issue of socio-academic integration on campus.

2. What is the nature of peer group interactions and extra-curricular activities, especially surrounding general education core courses?

3. What can be said about the quality of teaching in general and in general education courses in particular? What do students say? What do teachers say? What do administration and general staff of the university say about teaching at Kentucky State University? Is the evaluation of teaching tied to any national norm?

4. To what extent does Kentucky State University's structures facilitate student academic and social involvement?

5. Can curricular experiences at Kentucky State University be said to contribute to its general education effectiveness?

6. What is the nature of course work patterns at Kentucky State University? Is it flexible? How easy is it to change difficult courses to seminar patterns or format where students are encouraged to actively participate in class discussions and other forms of activities rather than strict lectures, note-taking, memorization of facts without genuine understanding of the subject matter which comes through serious dialogue, discussion, analysis, synthesis and critical thinking across categories? Do these course patterns accommodate diverse learning styles students bring to the classroom?

The following are questions that members of KSU faculty teaching liberal studies core or other courses may consider regarding faculty and diversity issues:

1. Does a KSU faculty have ethical responsibility concerning issues of diversity and students' meeting of general education core curriculum requirements?

2. Should there be an expectancy value of success for different populations across certain learning environments in a KSU faculty member's general education course?

3. Should a KSU faculty develop a social and structural environment of his/her general education course? What should be the social and structural environment of that course?

4. What skills should we teach in our general education core courses at KSU so students can live and function effectively in a pluralistic society?

5. What pedagogical models should facilitate the discussion of diversity and student learning at Kentucky State University general education core curriculum courses?

6. Does diversity have an intrinsic and extrinsic value to a KSU faculty member teaching a general education course or other courses? Should it? Why or why not?

7. How can we create educational structures and environments that allow students to try out diverse experiences in relevant general education core curriculum courses?

8. Do KSU faculty hold the view that diverse students choose majors because of the social roles they are expected to play?

9. Why is it important for a KSU faculty to give the history of what we examine and teach in the classroom (be it general education core curriculum classroom or a regular KSU classroom)?

The above questions are adapted from an AAHE Workshop Document entitled "*Defining Diversity in Academia*" (Author is only identified by written initials with a date of "JAA/2001") See Appendix on Defining Diversity in Academia"

II. REVIEW OF CURRENT LIBERAL STUDIES CORE CURRICULUM

A. The Establishment of Liberal Studies Core Curriculum Review Task Force

Following the team's report of its Summer Academy accomplishments to the VPAA, there arose a need to create a wider campus team involving more stakeholders. This new team became the present Liberal Studies Core Curriculum Review Task Force. Majority of the membership came from the Snowbird Summer Academy team.

B. Liberal Studies Core Curriculum Review Task Force's Faculty Survey Instrument Development, Administration and Data Collection

After the Task Force received its charge from the VPAA, it started its work on reviewing the general education core curriculum requirements. At its first meeting in early September of fall 2000, the Task Force decided to survey the faculty for an academic and campus opinion on General Education Core Curriculum. It appointed a subcommittee to created a questionnaire for that purpose. On September 18, 2000, the Subcommittee submitted its report to the General Education Core curriculum Review Task Force. The three member of the subcommittee were: Drs. Reginald Nnazor, George Shields, and George Weick. A copy of their report is included in Appendix: "Review Task Force's Faculty Survey Instrument Development..."

There were three parts to the questionnaire. Part one consisted of questions directed to the unit administrator (chair or dean) which sought informational responses. Since the information that was being sought was on file in the unit administrator's offices, part one was requested to be returned to the Task Force by no longer than a week from the date of the request. The basic goal of part one was to gather appropriate information on the current General Education offerings to provide a data base for the Task Force's further deliberations and subsequent recommendations.

Part two consisted of course-specific questions directed to the faculty members who teach the course identified by the unit administrator in Part one. Unit administrators were required to distribute the questionnaire on behalf of the Task Force, to their faculty. Faculty were asked to write down their answers and return them to the unit administrator who would forward them to the Task Force by a specified date from a week to ten days from the date of receipt. Faculty were provided with a list of the Liberal Studies Learning Outcomes adopted by the action of the full faculty in a meeting of February 1998). The goal of part two was to provide ground-level faculty feedback on specific questions and issues regarding the particular courses they teach as part of the Liberal Studies/General Education Program Requirements.

Part three consisted of questions that would be asked of faculty by unit administrators at a called meeting of the faculty. A faculty recorder from the unit was assigned to take detailed minutes. A member of the Task Force was to be present at the discussion to answer questions and provide background information. The unit administrator was asked to provide a formal response of the unit to the questions, based on the discussion at the meeting. The unit administrator was to forward that response in writing to the Task Force along with a copy of the minutes taken at the meeting. Since the unit administrator would have attended the meeting of the Task Force at which all three parts of the questionnaire would be discussed. By participating in these meetings, the unit administrator would be familiar with the questions and method(s) for eliciting faculty responses and with the importance of appropriate time management of the discussion. Part three was to be completed within two weeks of the completion of part two. The purpose of part three was to engage faculty in reflections and conversations on an overview of the liberal studies or general education curriculum at KSU and on the deeper philosophical and pedagogical issues, modalities and methods of liberal studies education.

C. Survey Data Analysis in the Light of the National Trend on General Education and an Expert Opinion on KSU's Liberal Studies Core Curriculum

At the second national meeting of the American Academy for Liberal Education (AALE) in Washington, D.C. in April 2001, Vice President Eke and Dean Oleka met with Dr. J. Scott Lee, an AALE Faculty Fellow and Director of the Association for Core Texts and Courses (ACTC). He was attending the national meeting. During a conversation with J. Scott Lee, the VPAA discovered that he was directing a major three year $310, 000 grant awarded by the Fund for Improvement of Post-Secondary Education (FIPSE) and the Andrew W. Mellon Foundation. On behalf of the AALE, Dr. J. Scott Lee was directing the study project for which this grant was awarded AALE. It was a national study of "*Trends in the Liberal Arts Core: A Vision for the 21st Century*". Hearing this and seeing how it would help our effort in reviewing and revising the general education core curriculum at KSU, the VPAA invited him to speak on Kentucky State University's Liberal Studies Program during the Faculty Institute of Fall Semester, 2001. Dr. Lee had been with familiar with Kentucky State University Liberal Studies program through the Whitney Young College's involvement with the American Academy for Liberal Education (AALE).

As part of Dr. Lee's preparation for his speech at the faculty institute, he was to receive, review and analyze the data from a copy of the faculty survey that would be sent him by Dean Oleka, a co-Chair of the General Education Core Curriculum Task Force. After his speech to the entire KSU faculty at the institute, he would meet with the Task Force members over lunch to discuss his report and entertain some questions.

Before Dr. Lee arrived for the faculty institute, during the July 30th, 2001 meeting of the Task

Force, a decision was taken to send the following questions to help him prepare for the meeting with the group on campus.

1. What is the national trend (content-wise) in successful or non-successful interdisciplinary area of the general education core curriculum requirements?

2. What are the national trends in the general education core curriculum requirements in the Liberal Arts Schools?

3. What are the trends in the Historically Black Colleges and Universities (HBCU's) like ours? We are interested in knowing how HBCU's that are liberal studies based, comprehensive in nature and land grant by status deal with the issue of general education core curriculum requirements.

4. In the degree specific areas such as math, business or professional type degrees - computer science, criminal justice, education, nursing, and others - what general education core curriculum should be required of students? Should they be required to meet common core requirements?

5. How important is it for us to have a general education mission statement for which courses can be set up to satisfy? In other words, is the national trend showing a movement towards setting up courses to meet the mission of general education requirements?

6. How do other institutions reviewing their general education core curriculum deal with the issue of assessment? At what stages in the process do they conduct assessment? Is it half way to or at the end of students' completion of their general education core requirements? In other words, when is it appropriate to conduct general education assessment? We may use both internally and externally developed assessment tools to meet our institutional specific interests in assessing our success in achieving particular learner outcomes.

During that Task Force's meeting on July 30th, 2001, the question of assessment method was discussed. Consequent to that discussion, a decision was made to recommend the adoption of a method that takes a longitudinal view of assessment. The study may be in three parts with the first starting during the freshman year; the second during the senior year; the third occurring two years after graduation. It was also suggested that a group of people or someone should be placed in charge of the assessment. Whether someone or a group of individuals, payment for services provided in this

area should be recommended. The Task Force also stated that essay assignments must characterize tests and exams given in the general education core courses because of their benefits in strengthening students ability to demonstrate mathematical, written communication and critical thinking skills. The Task Force also heavily favored the writing of some grants for funding the implementation of its recommendations. **See Appendix for minutes of Task Force's meetings.**

D. What KSU Faculty Survey Reveals about KSU's Liberal Studies Core Curriculum:

1. KSU is a Leader in Liberal Studies Core Curriculum Reform:

"Many changes would mark out KSU as a leader in general education reform with its new Liberal Studies Program" (J. Scott Lee, 2001)

This is an external analysis of the data from a survey of faculty opinion concerning the general education program at Kentucky State University by a national consultant. The methodology Dr. J. Scoot Lee employed in his analysis consisted largely in comparing faculty responses and comments regarding their Liberal Studies program with national trends in comparable institutions. In the Institutional Profile or Comparative Study, he would usually offer statistics and hypotheses gathered from the national database he uses but, in this particular case, he used KSU's catalogs and other relevant documents that were sent to him.

He contends that the study of one catalogue does not, usually, offer much insight into an institution's tradition. But a catalogue study of 20 years, involving 66 institutions and supplemented by others, offers evidence which suggests certain trends in liberal studies, trends that may be exemplified in given institutions. Based on this fact, Dr. Lee carefully articulates this about KSU.

> **Kentucky State University has sent us catalogs which reflect the important structural changes within the institution and the general education program over the last 20 years, as well as the current state of the Liberal Studies Program. These changes and state of the program are related to the patterns found in similar institutions throughout the United States and the large-scale developments in the history of higher education. Here, we concentrate on relating the thinking of faculty about their own program as evidenced by the survey materials that we received in relation to the wider contexts of the American Academy for Liberal Education's Trends study of 66 institutions, including 14 masters institutions (Lee, J. S., (2001). "*A comparative study of trend's general education program in relations to other institutions within Trends in the Liberal Arts Core, a national Study of General, Liberal Education Curricula*" p.2).**

Correctly observing that the Liberal Studies Program came into existence, as a major structural change in Kentucky Stake University's general education, after a sweeping institutional reform between 1982 and 1984. During that reform, the University's mission was redesigned "to be the unique, small liberal studies institution in the state system". According to him, institutions within the *Trends* studies that he knows to have <u>assumed</u> (as opposed to have originated) a comparable mission include Brooklyn College and the University of North Carolina at Asheville, the former by faculty design, the latter by system designation. He then goes on to conclude that the difference of

Kentucky State from these other institutions is that it appears to have retained much of its earlier institutional thrust in providing a "foundation for graduate and professional studies" by means of the College of professional Studies, the School of Business, and the School of Public Administration. This apparent retention of KSU's earlier institutional thrust in providing a foundation for graduate and professional studies in its 1980's reform program causes Dr. Lee to eloquently state:

> The redirection of Kentucky State University brought with it structural, credit, and course changes in its general education program. Many of these changes would mark out KSU as a leader in general education reform with its new Liberal Studies Program (Lee, J. S., 2001, p.2)

His observation that the faculty survey should be commended demands mention in that it shows, according to him, a process to involve the faculty in the general education core curriculum review. He went on to say that the six academic units which he received their materials appeared to be the School of Business faculty; Fine Arts faculty; Literature, Language and Philosophy faculty; Science and Mathematics faculty; the IGS faculty; the Whitney Young Honors College faculty. He mentioned that materials were far more extensive from some faculty than other faculty and might indicate either that the materials were not available at the time of sending or that faculty had cooperated to a greater and lesser extent with the survey. It was an accurate observation.

Dr. Lee believes that overall, the survey shows the range of differences among faculty about the Liberal Studies program and the different ideas faculty may have of its appropriate size, scope, and content. This is where the *Trends* study may be of use to faculty and administrators.

2. J. Scott Lee's Major Findings From Survey Questionnaire Part III Questions 1 - 6

Faculty responses to questions 1 - 6 of part 3 of the questionnaire reveal certain points from which some conclusions could be drawn. However, we must remember that some units did not respond to these important six questions in part 3. For this reason, no absolute conclusions could be drawn from any of the points made in the responses, even though majority of the units complied to the Task Force's request.

a. Part III, Question 1: on whether the credit hours devoted to Liberal Studies is the right number of hours, reveal that generally, faculty appear divided as to whether the Program of Liberal Studies is at the right number of credits, should be reduced or should be increased.

School of Business response was that the credits hours for PLS are "about the right number" or "may need to be reduced if the university moves to a 120-credit hour degree requirement". The Music section of Fine Arts response was that there are "too many credit hours when compared to other institutions which makes KSU Liberal Studies Program unattractive to students". Literature Language and Philosophy said "there are too many Liberal Studies requirements in light of the 120 hour standard of many institutions," but also stressed that since we are a Liberal Studies institution, perhaps hours should be deducted from majors." Mathematics and Sciences was fairly evenly split with nine faculty members saying there were too many and seven saying there were the proper number of credits. IGS argued that "a more coherent vision would require more rather than fewer

credit hours," while Whitney Young faculty said that "the number of hours for this part of the curriculum is just about right" and "if the total number of hours required for a bachelor's degree is reduced to 120, most of the faculty did not think this should result in a significant reduction in the number of hours for the core."

(1) KSU's percentage of baccalaureate degree semester credit hours devoted to general education can be calculated at 40% in comparison to the 1998 records of all institutions in *Trends* study which show 41.2% or a median of 40% of credit hours which are devoted to general education requirement in a baccalaureate degree program. Masters institutions devote 40.2% of their baccalaureate degree credits to general education, while baccalaureate institutions devote 42,6% of their BA credits to general education. KSU is at the Master's norm. KSU is quite close to the norm when we stratify by percentage of credits required in general education by institutional affiliation; in this case, secular institutions in our study devote 35.4% of their baccalaureate credits to general or core education, publics 38.4%. The secular institutions may be compared to the religious institutions which require 43.1% *This percentage is calculated without reference to physical education and health credits.*

(2) *Trends* data show that universities and colleges have been increasing the structure of general education categories, courses, credit requirements and co-requirements, and support structures over the last 20 years, as well. The mode of credits required for the baccalaureate in Masters Institutions is 128, the median is 125, the mean 124. 120 credits are required by less than ¼ of our Masters institutions.

Moreover, during the 20-year period of the Trends study, the percentage of baccalaureate credits devoted to general education by institutions of all Carnegie classes has been increasing. Over time, the average percentage of credits in the baccalaureate degree devoted to general education has risen over all institutions from an average of 37.8% in 1978 to its current 41.2%.

(3) How Does KSU compare with other HBCU's? Dean Oleka had expressed an interest in comparison to HBCU,s. In the *Trends* data base there are four: Florida A & M, Grambling, Hampton and Howard, the first three being Masters institutions. Their average percentage of credits devoted to general, liberal education is 40%, the range between 33% and 49%. They have had as many structural changes as the norm and they require 128, 120, 127, and 120, respectively, for the BA. After 1998, Grambling suffered a reduction in its general education credits when the state mandated both a uniform number of credits for a degree and the use of certain system wide core courses for general education. Mandated core courses, which will be discussed below, range in numbers required from seven to two.

If we look at increases versus decreases in overall gen ed credits, we see that the number of records for all institutions shows that 64 times there were increases in general education credits and 44 times there were decreases. The number of records from masters institutions that have increased their credits devoted to gen ed is slightly greater than the number of records that show decreased gen ed credits (15 vs. 12). KSU had a major increase (up by 6%) during its 1982-1983 reforms.

b. Part III, Question 2: The Survey's second question begins by noting that "the

liberal studies requirements include a mixture of disciplinary and interdisciplinary courses." It continues to ask, "Do you think it would provide more effective learning experiences for our students if there was more emphasis on purely disciplinary courses or more emphasis on interdisciplinary courses?"

Though there were notable exceptions, the faculty seem inclined toward support of current and, even, expanded interdisciplinary course work. The School of Business answered "no." Fine Arts-Speech Communication's Music Area lean toward interdisciplinarity, declaring that while courses from the disciplines were needed, "more emphasis should be placed on interdisciplinary courses since it is difficult to teach some course without being interdisciplinary." LLP argued "there is too much emphasis on interdisciplinary courses" and asked if IGS harbors any contradictions. "Can an interdisciplinary program become a discipline?." Math and Sciences unequivocally supported greater interdisciplinary courses. According to Math/Science response, "all faculty felt that the promotion of more interdisciplinary approaches would be better" and that "interdisciplinary courses would help our students make connections between subject areas—something that they are very poor at doing." IGS reformulated the question, arguing that "students do not learn a discipline in a core course," but rather, the question is whether the university's "students are to be narrowly or broadly educated." Whitney Young argued that "the balance is far and away toward disciplinary courses right now, so the number of interdisciplinary courses should certainly not be reduced" (Lee, J. S. (2001, p.5).

c. Part III, Question 5: The survey noted that "the university 'will promote the values and methods of interdisciplinary, multicultural, and global education in its liberal studies offerings.'" The survey, then, asked, "How effectively do you believe we are doing this? What would enable us to do this more effectively?"

Dr. Lee's analysis reveal that even though there were exceptions, one might say the faculty thought there was room for improvement in effectively delivering the promoted values and methods of interdisciplinary, multicultural, and global education. These judgments are, probably, closely related to the support of current and, even, expanded interdisciplinary course work. The School of Business thought KSU was "as effective as most universities" and that it should ensure a "global focus in major courses," perhaps through "study abroad programs." LLP answered that it had already answered the question by addressing "the above." Mathematics and Sciences "faculty were in agreement that we currently do not do a very good job of promoting values and methods of interdisciplinary, multicultural, and global education in our liberal studies courses." MASC argued for more interpenetration of these values and qualities in courses and it called for "substantive changes...to include multicultural and global thinking." IGS agreed but found that faculty fragmentation, burdensome committee assignments and meager appropriations by administration, plus a failure to promote Liberal Studies were the underlying causes of ineffective programs in these areas. IGS stressed that liberal education was radically to change students, apparently through interdisciplinary, multicultural, and global efforts, but fervor for change was not a widely shared sentiment among the faculty. Whitney Young noted that "students have been asking for more African and African-American content in these courses and more links to contemporary texts. New course content that addresses these issues is being implemented and more are being planned." (Lee, J. S. (2001 p.5). For more reading on Dr. Lee's analysis and comments on this see appendix on "Survey Data Analysis in Light of National Trend..."

d. Part III, Question six: Considerations about directing the course taking of students leads into the question of the faculty's "understanding of the phrase, 'common curricula that explores liberal studies'" and the importance and effectiveness faculty perceives in "a common experience."

Within the context of a considerable spread of approval and disapproval, the bulk of the faculty seemed to support a notion of a common curriculum. The School of Business stated that "the common curriculum is a good idea" though it thought KSU "could consider structuring toward a more 'cafeteria-style' curriculum" which "would be better if Introduction to Business, Economics and other key business courses could be included." Music, in the Fine Arts-Speech Communication group, answered that KSU should "reinstate the community college program." LLP answered that "it is important for a Liberal Studies institution to have common curricula. Graduate school is the place for specialization" and it asked for an "experiential component" to be included, presumably, within the requirements of the program. Math and Sciences argued that "common curriculum does not necessarily mean all students taking the exact same courses," and stressed that "learning outcomes, not necessarily subject matter" should be the criterion of commonality. Math and Science addressed the remaining questions, opining that "the current curriculum probably does not do a very good job of providing a common experience" and in order to provide this the division called for "outcome wars," not "content wars" among faculty. IGS ran out of time and was unable to discuss question six, while Whitney Young emphasized the notion of "breadth" and the "fact that there are some courses that *everyone* takes."

Trends indicates that common courses (but not necessarily common subjects since some courses may be said to have no subjects or different subjects may be taught with the same materials, see above the discussion of interdisciplinary and disciplinary courses) are a mark of a common curriculum. But *Trends* also reveals that a common curriculum does not guarantee an effective common experience. *It* is true that the notion of common curricula may have several referents and the Math and Science division is undoubtedly correct in identifying two referents, such as content and outcomes. But these are not mutually exclusive nor identical – at least if the architecture of general, liberal education curricula and its potentialities are examined in light of how we know whether those potentialities have been realized. Structurally and institutionally, three features appear to affect the quality of an intellectual common experience: the architecture of general, liberal education curricula, the curricular supports which take advantage of a common curriculum, the review and assessment processes by faculty of the common curriculum (Lee, J. S. (2001, p.8).

e. The Task Forces's Internal Analysis of the Survey Data Part III Questions

The Liberal Studies Core Curriculum Review Task Force received responses from six areas of the university to questions in part three of the General Education Survey Instrument. Question one of the questionnaire dealt with the appropriateness of the required 53/54 hours requirement of the liberal studies. The majority of the faculty said that 53/54 liberal studies core curriculum hours were too many, while half of that majority said that the numbers were just right. However, the general consensus of the faculty was that if the number of credit hours required for graduation were reduced from its current 128 semester credit hours, the 53/54 liberal studies credit hours would need to be reduced as well.

The Task Force felt that there generally was a consensus that the number of hours was about right. However, if we needed to reduce the total or 128 hours, we felt there was support for reducing liberal studies requirements by 3-6 hours.

It was noted that there does not seem to be any official requirement to reduce the number of hours and that an "economy" program of 120 hours could be one of several options recommended by the Task Force. Other considerations would be more clusters up to a full "cafeteria" type program (which did not seem practical because of our size and the level of preparation of our students). The Task Force would recommend a limited but guided prescribed choice model (a combination of cafeteria and prescriptive models) Based upon these series of recommendations, debate within the campus community and selection of a final approach would occur.

Question two of section three dealt with the effectiveness of the learning experiences of students based on the mixture of disciplinary and interdisciplinary courses. The majority of the faculty felt that the learning experiences of the students would be more effective with more interdisciplinary courses. Only a few members of the faculty felt that the present mixture of disciplinary and interdisciplinary courses was just right. One faculty member, however, believed that the emphasis placed on interdisciplinary courses was too much.

The Task Force interprets these results as indicating that what was vital was the development of a "pattern of thinking". The disciplinary v. interdisciplinary emphasis should focus on what best accomplishes the desired outcome. It was recognized that disciplinary courses are also vital to provide a foundation for both subsequent learning and experience. Therefore, it was clear that expanding the number of interdisciplinary courses should not be done at the expense of learning the applicable disciplines.

Question three requested the faculty to list which of the liberal studies learning outcomes were the most important and which were the least important. Majority of the faculty said that all the learning outcomes were important, while half of the majority indicated that outcomes 1 through 4 were the most important. Only one outcome, number 12, was placed in the least important category by one faculty member.

The Task Force felt that while there was some attempt to prioritize the learning outcomes in order of importance, the general consensus was that <u>all</u> were important. The provided list of learning outcomes was validated by the faculty, though this time, with special emphasis on items 1 - 4.

Question four asked the faculty about their understanding of the liberal studies mission, what they conceived the liberal studies to be and what kind of programs they thought would best enable us to fulfill this part of the KSU liberal studies mission. The answers received for parts one and two of this question were varied. Faculty understanding of the liberal studies mission and their conception of what it is appear to be intertwined. They ranged from no opinion to broad opinions and from broad opinions to such specific learning outcomes as the ability to communicate, to think critically and analytically, to develop mathematical and scientific inquiry skills, to acquire good ethical behavior, and to develop an understanding of global diversity and integrated knowledge. It appears that the specifics they listed and their understanding of the liberal studies mission were tied to and influenced by their knowledge of the liberal studies learning outcomes.

In the mind of the Task Force members, the "understanding" focuses on producing a well-rounded (vs. Technically trained) individual, capable of making ethical decisions. Relative to academic programs, several academic issues emerged:

(1) The need for extra-curricular activities to reinforce classroom experiences. It was noted that such activities must often be canceled because of weak or no attendance. Requiring such activities in the course scheduled and syllabus as part of the course grade could perhaps overcome this problem.

(2) The need for a significant shift of our culture, which the consensus indicates does not support our liberal studies mission. In addition to the activities noted above, provision of a "coffee-shop" or other venues where intellectual exchanges between student and faculty could occur would enhance such a cultural shift.

(3) The needs of our under-prepared students would seem to favor a prescriptive liberal studies program.

(4) The possible need for an "introductory" course to show the incoming students the relationship and desired outcome of the liberal studies program.

Question five asked the faculty to evaluate how effectively KSU is currently promoting the values and methods of interdisciplinary, multicultural, and global education in its liberal studies offerings, given the mission of the university which stipulates the promotion of these values. Majority opinion is that KSU is not doing a good job at promoting the values and methods of interdisciplinary, multicultural and global education and, therefore, not in compliance with its own mission. The members of the Task Force discussed this and wondered whether this perceived shortcoming was due to a lack of knowledge of liberal studies course content, particularly the IGS sequence.

Finally, question six dealt with common curricula. Given that KSU mission stipulates that "all students shall participate in common curricula that explores the liberal studies", the faculty were asked about their understanding of the meaning of the phrase "common curricula that explores liberal studies". Furthermore, they were asked if they believed that it is important for students to have a "common curricula" and how effectively does KSU's current core curriculum provide students with a common experience? What could be done to enable our students to have a better common curricular experience? Regarding the meaning of the phrase "common curricula that explores the liberal studies", one faculty said that it refers to the breath of the courses in the core, while another faculty saw it as a commonality of courses. A different faculty member stated that "common curriculum does not necessarily mean all students taking the same courses". On the issues of effectiveness, majority opinion is that KSU is not doing a good job at providing students a good common curricular experience.

When faculty responses for the question were discussed and analyzed by the Task Force, one fact that stood out was the support for the need for a common curricular experience, while another obvious interest focused on outcomes vs. context. The Task Force discussed the creation of an introductory course,

"freshman studies" module or course that would provide an overview of how the liberal studies curriculum which the students are taking could tie together the curriculum objectives."

The Task Force also agreed that wherever possible, liberal studies requirements should be completed by the end of the sophomore year. However, an objection was made that it would be difficult for most science majors because of their disciplinary laddered curriculum. It was also recognized that for general education learning outcomes to be effectively measured, we would need all the students to have a common core curriculum, proceed at the same speed and perhaps, complete the requirements at the same time. It was also recognized that it may be time to rethink the content of IGS courses and their relationship to other liberal studies courses. Perhaps some content could be integrated into other courses.

E. How integrated are the Liberal Studies Core Curriculum, especially in addressing the issues of diversity, reading and writing across curriculum and disciplines?

It is evident from the above faculty responses that more need to be done to achieve the desired level of integration between general education core curriculum and issues of diversity, reading, writing across curriculum and disciplines.

We have seen that the majority of our faculty feel that the learning experiences of the students would be more effective with a more balanced integration between the general education core courses and the interdisciplinary courses. In other words, there ought to be more "intedisciplinariness" in most relevant general education core courses. What is needed is a balanced mixture of disciplinary and interdisciplinary courses to address almost all the liberal studies learning outcome objectives and their related wider dimensions.

Greatly desired is the development of a "pattern of thinking" that will cause us to focus on those best practices that will contribute to our providing a foundation for good experience in education.

III. THE TASK FORCES'S BASIC ASSUMPTIONS OF EFFECTIVE LIBERAL STUDIES CORE CURRICULUM PROGRAM

In conducting this critical review of our current Liberal Studies core curriculum, we have seen what are our theoretical or experienced strengths and weaknesses. These strengths and weaknesses are evident in the data analysis of the faculty survey by Dr. J. Scott Lee, our external reviewer and consultant; by the Task Force's own internal analysis of the same data; by the several insights members of the Task Force brought back from the general education workshops on assessment they attended at Alverno College and AAHE Conference in Denver, Colorado. We have heard through our faculty responses how they feel about whether the current liberal studies core curriculum is helping to improve our students' knowledge and skills significantly. We have seen that on most of the questions in Part III, both our internal and external analyses are in agreement as to what the faculty responses mean. On some questions faculty's responses "when positive" or "when negative" or "when giving mixed responses", they are uniform. There are no contradictions in what we saw from the data internally from what the consultant saw from them externally.

Kentucky State University Liberal Studies Program:
A Comprehensive Review of KSU's General Education
Core Curriculum Requirements

From our deliberate discussions on what liberal studies core curriculum model to recommend to the University community, we have moved closer to a prescribed model. We moved closer to this model when we examined the profile of students that attend our university. The majority of the students have levels of ACT/SAT composite scores that border on the lower side of the national average. Most do not read well and comprehend what they read. Most do not write effectively. Most do not orally communicate effectively. A greater percentage of the freshmen take 099 remedial courses in math and in English. With these combinations of shortcomings to begin a first year of college studies from the highschool, would these type of students be able to choose general education core courses without a heavy dependence on faculty advising? How good is our faculty advising? How often do incoming or continuing students meet with their advisers? Isa there a statistical data at KSU on advising? For these and other reasons, the Task Force's basic assumption here is to move closer to recommending a prescriptive model with some opportunity for guided limited choices. The Task force feels that this will serve the students better than would a "strict" cafeteria model.

Given all that has been said above, assuming that we successfully create a good general education core curriculum program, how should we better evaluate it in order to have a reliable and valid indicators of competencies? Should we recommend authentic or experimental ways of assessing the competencies of our students in General Education courses to complement the more conventional methods of assessment? Should we recommend co-curricular activities as part of the requirements? What should the activities be?

When the General Education core curriculum is in place, how should it be structured and administered? Should we have a Director of General Education with a direct oversight of the activities and programs surrounding General Education? Should such a director have an advisory committee to work with him/her? What is the rationale for having a director? These are the basic general education core curriculum questions that the Task Force engaged and attempted to solve.

Principles of Effective General Education Programs

How do we know what is good and effective general education programs? What follows is an adaptation of the "Twelve Principles of Effective General Education Programs" by Jerry Gaff (1994). He is Vice President, Office of Education and Institutional Renewal, Association of American Colleges and Universities (AACU). His twelve principles is from Project on Strong Foundations for General Education. Strong Foundations: Twelve Principles for Effective General Education Programs. Washington, D.C.: Association of American Colleges, 1994.

Most of these principles constitute the Task Force's basic assumptions for effective general education. A greater percentage of the recommendations are supported by these principles of effectiveness.

1. Articulating a compelling vision for general education:

    a. At KSU, we assume that a strong general education core curriculum program will explicitly answers the question, "What is the point of general education core

curriculum?"

b. At KSU, we assume that a strong general education core curriculum program embodies the institutional mission.

c. At KSU, we assume that a strong general education core curriculum program continuously strive for educational coherence.

d. At KSU, we assume that a strong general education core curriculum program is self-consciously value-based and teach social responsibility.

e. At KSU, we assume that a strong general education core curriculum program attend carefully to student experience.

f. At KSU, we assume that a strong general education core curriculum is consciously designed so that they will continue to evolve.

2. Forming an evolving community based on a vision of general education.

a. At KSU, we assume that a strong general education core curriculum program requires and fosters academic community.

b. At KSU, we assume that a strong general education core curriculum program has strong faculty and administrative leadership.

c. At KSU, we assume that a strong general education core curriculum program cultivates substantial and enduring support from multiple constituencies.

d. At KSU, we assume that a strong general education core curriculum program ensures support for faculty, especially if that core curriculum is designed to engage students and faculty in dialogue across academic specialities.

e. At KSU, we assume that a strong general education core curriculum program reaches beyond the classroom to the broad range of student co-curricular experiences .

f. At KSU, we assume that general education core curriculum program assesses and monitors progress toward an evolving vision through ongoing self-reflection.

IV. TASK FORCE RECOMMENDATIONS

A. Types of Liberal Studies Core Curriculum.

The Task Force engaged in considerable discussion of various models of liberal studies core curriculum. Examining various regional and national university curricular models, we found a three-fold basic typology of offerings. These could be named as follows:

1. The "Choice" or "Cafeteria" Model
2. The Limited Choice/Limited Prescription Model
3. The Strong Prescription Model

After due deliberation, the Task Force decided that the best alternative is type 2) - - the Limited Choice/Limited Prescription Model. This Model could be defined as a core curriculum that prescribes certain areas of study and/or certain specific courses of study, but which allows students a certain degree of choice within prescribed areas of study and/or in addition to prescribed specific courses.

The rationale for the selection of this approach is as follows:

The so-called Cafeteria Model obviously (by definition) allows students a great deal of choice (which has a certain psychological value from a student perspective), but does not insure that students are receiving a common, wide ranging and well-rounded liberal arts and sciences experience. A chief advantage of pursuing a *liberal* education, not just a vocational training, is that a student is thereby enabled to understand and grapple with a variety of contexts of meaning which arise in the course of any vocation and is thereby transformed in terms of possessing a variety of cognitive skills which can be brought to bear on problems which arise. The Cafeteria Model allows for the possibility of students who make "lopsided" choices that severely limit their perspectives and their skills, e.g., a heavy selection of courses in English and Humanities with no exposure to Mathematics or Natural Science or vice versa. Also, we rejected the cafeteria model because KSU freshmen do not have good idea of direction. They are inadequately prepared and present data from ACT/SAT composite scores and even High School cumulative GPA's reveal this fact. Too many 099s and 089s are offered by the university each semester and they bear witness to the above fact. These remedial courses make the case against leaving students with such low level academic preparation to make relevant course choices.

The Strong Prescription Model has the virtues of insuring that students are receiving wide exposure to disciplines, are indeed having a "common experience," and that rigorous courses of study are being required, but it also hampers the ability of students to make general education choices that might be better suited for the pursuit of particular majors. It is also an approach that may be experienced as excessively heavy-handed from a student perspective.

The best choice seems to lie within these two extremes to insure that students are receiving a wide ranging, basically "common" liberal education by at least prescribing areas of study within which students will have some choice. It also seems advisable to prescribe a number of specific courses, especially when the objective of acquisition of specific skills is kept in mind. For example, a program lacking the prescription of basic composition courses or basic courses in oral communication (or at least courses that heavily involve the curriculum of such courses) is not likely to produce students who are reasonably skilled writers and oral communicators. Thus, the Task Force's general approach is to adopt the Limited Prescription/Limited Choice Model.

B. Number of Required General Education Core Curriculum Credit Hours

After much discussion, including an examination of faculty responses to the Task Force's Questionnaire concerning the number of appropriate hours and the report entitled "Kentucky State

University's Liberal Studies Program" authored by American Academy for Liberal Education Fellow J. Scott Lee, the Task Force came to the recommendation that the number of required credit hours in the liberal studies core curriculum should be 48 credit hours.

The rationale for this recommendation is as follows:

After the credit hours are calculated for the recommended various required courses in the prescribed areas of study (see section below on Basic Areas of Study), it so happens that the required number of credit hours comes to 48. In effect, one reason for our recommendation is that the number of credit hours in liberal studies is a function of the curriculum *prescriptions* for general education. This was not anticipated in advance. It is also possible that this number of hours may be changed depending on what happens at the state level regarding the total number of hours required for baccalaureate degree.

Just as important, however, is the fact that Dr. Scott Lee's study shows that the current KSU general education credit hour requirements are exactly on target with respect to national norms of percentage of general education required in degree programs. As he reports on p. 4 of his study, KSU's general education percentage is 40% compared to the 40.2% level required of all Master's institutions in the AALE examination of curriculum records. This also matches exactly the average general education contribution percentage of four comparison HBCU institutions: Florida A & M, Grambling, Hampton, and Howard universities. The total number of credit hours for bachelor's degree programs at Master's institutions matches KSU's current 128 credit hours (in terms of statistical mode). Thus, the recommended general education credit hours is not adversely affecting the number of total credit hours for degrees in terms of nationally normed averages.

C. Suggested Recommendations:

A Statement of Primary Importance to all Recommendations:

The Task Force recommends that, as a matter of paramount importance, its proceeding recommendations be thoroughly discussed and vetted by the University Faculty Senate and other appropriate faculty bodies.

Specific Recommendations about:

Liberal Studies Core Curriculum Model:

1. We recommend a guided limited prescription model / approach of general education core curriculum requirements. Given some drawbacks in the cafeteria and prescriptive models, the best choice seems to lie within these two extremes to insure that students are receiving a wide ranging, basically "common" liberal education by at least prescribing areas of study within which students will have some choice. It also seems advisable to prescribe a number of specific courses, especially when the objective of acquisition of specific skills is kept in mind. For example, a program lacking the prescription of basic composition courses or basic courses in oral communication (or

at least courses that heavily involve the curriculum of such courses) is not likely to produce students who are reasonably skilled writers and oral communicators. Thus, the Task Force's general approach is to adopt the Limited Prescription/Limited Choice Model, which its has called "the guided limited prescription model.

2. The Task Force recommends 48 Liberal Studies Core Curriculum semester credit hour requirements with the *proviso* that the issue may be revisited whenever the University or CPE respectively determine what the total minimum requirements for a baccalaureate degree should be at KSU and in the Commonwealth.

3. We recommend that this reduction be accepted as it is consistent with the current reductions that are occurring in other Commonwealth of Kentucky Universities. Failure to be close to their core curriculum required numbers or to at the same level with them would create serious attrition at KSU and a steep decline both in student enrollment and retention rates. Students will always gravitate to institutions they feel offer them lower total number of semester credit hours for baccalaureate degree requirements.

Students Taking Liberal Studies Core Curriculum:

4. We recommend that the assessment of students' liberal studies core course performance assessment should be related to any or several relevant KSU Liberal Studies Learning Outcomes each semester.

5. We recommend that where there are several sections of a liberal studies core course, there should be a common syllabus and a common examination to assess not only students' academic performance but also as much as can be assessed, a common general experience in that course.

6. We recommend that UNV 101 be required of all incoming freshman, however, not as one of the liberal studies core curriculum requirements, since the content of UNV is not consistent with typical Liberal Studies content.

Faculty Teaching Liberal Studies Core Curriculum Courses:

7. We recommend that faculty teaching liberal studies core curriculum should explore ways to strengthen students' ability to demonstrate mathematical, written and oral communicational, and critical thinking skills.

8. We recommend that these liberal studies core courses, as gateway courses, be manned by regular full-time faculty with years of teaching experience in the departments that offer them.

Departments Housing Liberal Studies Core Courses:

9. Because individual academic units are the custodians of individual General Education

core courses, we recommend that the faculty in those units should begin to look at course content revisions in the light of the whole recommended structure and our liberal studies learner outcomes goals and objectives, including and especially the aims of improving student's scores on standardized examinations, e.g. Praxis II, Rising Junior Exams, etc.

10. Since area competencies are dispersed throughout course syllabi, we recommend that departmental syllabi should demonstrate how the liberal studies learner outcomes are covered or addressed by the course(s) they have in their custody.

Assessment of Liberal Studies Core Curriculum:

11. We recommend the adoption of an assessment method that takes a longitudinal view. Such an assessment may be conducted in three parts with the first starting during the freshman year; the second during the senior year; the third occurring two years after graduation.

12. We recommend that common syllabus and tests be used in all liberal studies core courses to help monitor students learning performances as they go through the general education core curriculum courses.

13. We recommend a comprehensive exit assessment test to be administered irrespective of whenever a student completes his or her general education requirements. This test shall be comprehensive and must be made up by the total faculty teaching General Education core curriculum courses and approved by the Advisory Council advising the Director of General Education. The monitoring of this should be the burden of both the student, the adviser and the Director of the Office of General Education.

14. We recommend that all freshmen taking all (under the guided limited prescribed model) general education courses should be pre- and post-tested with a standard instrument to be chosen or developed by the unit that houses those courses. The test should be administered by the Office of the Director of General Education.

Advising Liberal Studies Core Curriculum Students:

15. We recommend that a core group of advisers be established for all "deciding students" to ensure their effective completion of the liberal studies core curriculum requirements within the crucial first two years of college.

16. Knowing that without adequate mastery and usage of college level English, it is difficult, if not impossible, for freshman students with inadequate preparation in English at High School, to do college work effectively after the first two years of college, we recommend that the English 101 and 102 faculty, in conjunction with the Communication Skills Center (CSC), employ every necessary method to ensure that

students complete these two critical courses within their first two years here.

The Director of Liberal Studies Core Curriculum:

17. We recommend that the position of Director of Liberal Studies be created and that the occupant of that position should be charged with the responsibility of writing grants proposals for funding the implementation of the Liberal Studies Core Curriculum Task Force's recommendations.

18. We also recommend that a liberal studies core curriculum advisory council to be known as the Integrated Liberal Studies Council (ILSC) be established to work in that capacity with the Director of Liberal Studies Core Curriculum (DLSCC). The Council would advise the Director and serve as a consulting body to him/her.

19. We recommend that the Director of Liberal Studies Core Curriculum and the Integrated Liberal Studies Council be responsible for coordinating this revision activity recommended in #3.

20. At present, we do not have a good assessment of the liberal studies core curriculum courses (i.e., assessment of faculty teaching and student performance) because units or offices responsible for assessment are dispersed throughout campus and, therefore, disorganized.

21. We recommend that the liberal studies core curriculum assessment be located in the Office of the Director of Liberal Studies Core Curriculum where a very specific but different type of assessment would be done in addition to the administration of relevant standardized tests. Important liberal studies statistical records would be kept there.

22. The General Education Task Force sees the issue of curriculum revision as involving two components: structure of the General Education Program (number of required hours, limited choices of courses within certain designated areas, specific courses required of all students, mixture of disciplinary and interdisciplinary courses etc.) and the content of specific courses included in the core. The Task Force believes that, based upon national trends, responses from General Education faculty, Dr. Scott Lee's report, and other sources, the structure of the General Education Program, as currently constituted, is appropriate. However, we recommend that the content of these courses and their interconnectedness to other courses should be reviewed and revised by faculty to enhance students' abilities in the light of liberal studies learning outcomes.

General Recommendations

23. We recommend a rethinking of the content of the IGS courses in the light of their relationship to other liberal studies courses. Perhaps some content could be integrated into other courses to address the issues of promoting and providing

students with the values and methods of interdisciplinary, multicultural, and global education experiences as stipulated in the institution's liberal studies mission.

24. We recommend that the Director of Liberal Studies Core Curriculum and the Integrated Liberal Studies Council (an Advisory Council) be responsible for coordinating this revision activity recommended in #3.

25. We recommend that all liberal studies skills' courses (i.e., writing, reading, speaking, math, analysis, etc.) be approached as "across-the-curriculum" subjects to allow students to continue to use and develop those necessary skills.

26. Since components of computer literacy already exists across the curriculum in the university, we therefore, recommend that computer literacy be integrated into UNV 101.

D. Basic Areas of Coverage

1. Area A:	Arts and Humanities	Credit Hours	Totals Hours
ENG 101	English Composition I	3	
ENG 102	English Composition II	3	
			6

The Task Force felt that 6 semester credit hours should be sufficient, but expressed concern at the quality of writing exhibited by MPA and KSU graduates and of Business seniors among others. While content was recently revised, we are concerned that needs are not being met.

Area A:	Arts and Humanities	Credit Hours	Totals Hours
SPE 101	Oral Communication	3	
ART 130	Introduction to Art OR	3	
MUS 130	Introduction to Music	-	6

The Task force agrees that the arts/aesthetic appreciation being sought could be met with art or music.

	Foreign Language	6	6

The Task Force decided to maintain the current six hours. However, language could become a proficiency issue if the State requires 2 years of High school language to enter the university, as is apparently being considered. It was also noted that this could be a problem for out-of-state students, and therefore, we agreed to leave the issue as is.

2. Area B:	Mathematics and Natural Sciences	Credit Hours	Totals Hours

MAT 111or above	Contemporary Mathematics	3	3

Note: This is a newly developed MATH course that has been approved by the Faculty Senate. This course is designed to provide students opportunities to acquire mathematical and problem-solving skills while being introduced to the beauty and power of mathematics through the study of a variety of mathematical applications. This has been endorsed by the leadership in Fine Arts Department, Social and Behavioral Sciences, Education and Human Services, Criminal Justice, and the WYC. See the Syllabus in appendix on "Math and Science Department's New Course on MAT 111..."

BIO 101	Life Science	3		
BIO 112 OR	Exploration of Modern Topics in Biology		3	
PHS 201 OR	Physical Sciences I	-		
PHS 202	Physical Sciences II	-		6

Note: PHS 201and 202 have been designed to integrate lab, multidisciplinary science (i.e., astronomy, physics, geology and mathematics). Discussions and writing are emphasized. These courses are specifically revised to addressed the needs of Elementary Education majors and will also satisfy the physical science needs of Biology Education majors. Praxis issues are also addressed in them. Students are advised to choose one of the options in PHS 201 and PHS 202. This is where the guided limited prescriptive model of liberal studies core curriculum is put in practice. There is choice here, but it is limited. See Syllabus in the appendix on "Math and Science Department's New Course on PHS 201-02..."

3.	Area C:	Social Sciences	Credit Hours	Totals Hours
	HIS 103	Western Civilization	3	3

After considerable discussion, the Task Force supported the notion that students need to be familiar with a historical sense. Discussion of whether courses covering other periods should be offered or a redesigning of the current course to address the issue of historical sense is being tabled to the History section of the Social and Behavioral Sciences.

Area C:	Social Sciences	Credit Hours	Totals Hours
PSY 200 OR	General Psychology	3	
SOC 203	Principles of Sociology		-
ECO 200 OR	Survey of Economics	3	
POS 101	American Government	-	6

Both of these options were considered important to providing the desired general grounding to our students. Discussion of possible need of a Geography option (Human Geography) was tabled.

Area D:	Integrative Studies	Credit Hours	Totals Hours

IGS 200	Foundations of Culture	3	
IGS 201	Convergence of Culture	3	
IGS 300	Search for New Forms of Culture	3	9

CHOOSE ONLY ONE COURSE 3 CR. HRS.
IGS 301 Studies in African Cultures; OR IGS 302 Studies in Asian Cultures; OR IGS 303 Studies in Latin American Cultures; IGS 304 African American Experience; OR MAT 210 Perspective on Mathematics ; OR English 211: Introduction To Literature; WYC 211 - Language III British Literature; WYC 212 - Language IV Modern Literature in English; WYC 321 Issues in Natural Science and Technology; WYC 331, 332 Preceptorial I & II; WYC 352 Comparative Cultures; WYC 431, 432 Preceptorial III & IV. Students can choose any of these options to meet the remaining 3 hours of Integrative Studies requirement.

	3	3
Total General Education Core Curriculum Semester Hours	48	48

If this number (48 semester credit hours) holds, it will be consistent with the other Commonwealth Universities in the reduction of general education core curriculum semester credit hours. For example:

Eastern Kentucky University	54	Kentucky State University	48
Morehead State University	48	Murray State University	43
University of Kentucky	48	Northern Kentucky State University	43
University of Louisville	34	Western Kentucky University	44

Note: The Task Force agree that the nutrition, health and physical fitness issues could be incorporated as modules into the proposed UNV 101 course.

4. The Whitney Young Honors College Alternative to the Above Core:

All freshmen coming into the University with a 3.0 High School cumulative GPA and a composite ACT score of 21 and above can complete their General Education Core Curriculum requirements through the Whitney Young Honors College of Leadership Studies. The students must choose to do this by themselves. As its alternative to the General Education Core Curriculum requirements for student's selection, the Whitney Young Honors College of Leadership Studies began offering its distinctive great books curriculum, originally modeled after that of St. John's College, Annapolis, Maryland. Students from across campus who wish to take the Whitney Young Honors College General Education track to satisfy the core Liberal Studies Requirements can take the following courses:

I. Languages

WYC 111 - Language I Greek & English OR			
WYC 115 - Language I Latin & English	4		
WYC 112 - Language II Greek & English OR			
WYC 116 - Language II Latin & English	4		
WYC 211 - Language III British Literature			
WYC 212 - Language IV Modern Literature in English	4		
TOTAL	16		

II. Liberal Studies Seminar

WYC 101 - Liberal Studies Seminar I	4		
WYC 102 - Liberal Studies Seminar II	4		
WYC 201 - Liberal Studies Seminar III	4		
WYC 202 - Liberal Studies Seminar IV	4		
TOTAL	16		

III. Math-Sciences

WYC 121 - Math Science I	4		
WYC 122 - Math Science II	4		
WYC 221 - Math Science III		4	
WYC 222 - Math Science IV	4	TOTAL	
		16	
		48	
TOTAL SEMESTER CREDIT HOURS		48	

V. LIBERAL STUDIES LEARNER OUTCOMES ASSESSMENT:

No General Education Program can succeed without a very strong assessment component. How can we effectively assess the success of this new program when it becomes operational? That is the one most critical question the university community must respond to appropriately.

After discussing adapting Alverno's comparative assessment principles, the Task Force agreed that if effective assessment must involve comparisons to others, for KSU to engage in effective Liberal Studies Core Curriculum assessment, we must consciously seek how to compare KSU students to others. We must do so by asking and answering the following questions: (1) What do our students look like? (2) What do our alumni look like 5 years after graduation? (3) How do our students compare to students from other institutions? (4) Are our graduates meeting the needs of the business community? (5) Are our students being employed 6 months after graduation? (6) What percentage of our students are entering graduate school? (7) Should we administer a specially

developed in - house college entrance assessment test to our incoming students?

It is necessary to bring all students to the same standard, if possible. As we provide the needed course-work for those students who are deficient, we must continue to ask ourselves how best to help our students to develop the skills in the twelve liberal studies learning outcomes. We must continue to improve our interest in student learning and its improvement. We must seek the development (by those primarily responsible for institutional/program assessment) of processes for eliciting faculty questions, inquiry, evidence-based discourse, and curriculum improvement. We must realize that assessment encourages multiplicity and diversity. There is no doubt that assessment is a means to achieve educational benefits. Above all, it is a means to establish accountability.

We should not be contented with just the assessment the faculty administer in their classes to measure students' performance and determine level of academic achievement. Those assessments are good but they do not provide the type of statistical data we need to constantly measure the effectiveness of our liberal studies core curriculum requirements and, to draw necessary conclusions to guide us in making specific changes and improvements.

Part two of the Faculty Questionnaire consists of course-specific questions directed to the faculty members who teach the courses identified by the unit administrator in Part one. Unit administrators were requested to distribute the questionnaire, on behalf of the Task Force, to their respective faculty. Faculty were to complete these answers in writing and return to the unit administrator who would forward the responses to the Task Force by a specified date, say in a week to ten days from date of receipt. Faculty were provided the listing of the Liberal Studies Learning Outcomes (adopted by action of the full faculty in a meeting of February 1998). The goal was to provide ground-level faculty feedback on specific questions and issues regarding the particular courses they teach as part of the Liberal Studies Requirements/General Education Program. They were asked to respond to series of questions following the Liberal Studies Learning Outcomes:

1. Students will learn to communicate accurately and effectively in writing and speech.
2. Students will learn to think critically and analytically.
3. Students will learn to read with comprehension at a level appropriate for college students.
4. Students will learn to use the methods of mathematical and scientific inquiry.
5. Students will learn to access, critically evaluate, and effectively utilize library and information resources in print and electronic format.
6. Students will learn to recognize and value the global diversity of cultures and the multicultural nature of American society.
7. Students will learn to make informed and ethical decisions.
8. Students will learn to understand past and contemporary social, cultural, and political issues from disciplinary perspectives.
9. Students will learn to integrate knowledge from a variety of disciplines, cultures, and historical contexts from the ancient to the modern world.
10. Students will learn to appreciate the aesthetic values embodied in human creative expression.
11. Students will learn to develop life skills that will help them become self-sufficient individuals and productive members of society.

12. Students will learn to use current technology to enhance their educational experiences and to develop skills useful to them throughout their lives and careers.

For each course you teach in the liberal studies requirements, please respond to the following questions using the table that has been provided. Please make as many copies of the table as you require and that are sufficient to respond to as many questions as possible. Be clear and exhaustive in your response.

1. Which of the liberal studies learning outcomes are addressed by the course (refer to numbers as listed above)? Please tie in every requirement in your course syllabus to each of the skills identified in the Liberal Studies Learning Outcomes above.

2. In a brief narrative, explain how the course addresses each of the outcomes identified above? Clearly explain the activity students perform to meet each objective stated above.

3. What assessment measures are currently used to determine the effectiveness of the course in meeting the outcomes identified above?

4. What are the predominant pedagogical methods used in this course? Please provide the answer in the table below and use the corresponding numbers to indicate the pedagogical methods used.

5. What improvements could be made in course content and/or pedagogy to enable it to better address the outcomes identified above?

The following tables are samples of faculty responses to the above questions.

Course#	Learner Outcomes	Course Objectives	Course Requirements	Student Activity	Assessment	Improvement
IGS200	1 2 3 5 6 7 9 10 12	Read, analyze, write about, and discuss original text in seminar setting	Essay exams, brief written responses, in-class discussion	In class individual and group assignments, essays, exams etc.	Essay exams, in-class responses, in-class discussions	
IGS 201	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays, exams etc.	Same as above Essay exams, in-class responses, in-class discussions	
IGS 300	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays, exams etc.	Same as above Essay exams, in-class responses, in-class discussions	
IGS 301	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays, exams etc.	Same as above Essay exams, in-class responses, in-class discussions	

Table 1: IGS 200, 201, 300 and 301 address and tie number identified Learning Outcomes to course objectives, course requirements, student activities and assessment tied to learning outcomes.

Course#	Learner Outcomes	Course Objectives	Course Requirements	Student Activity	Assessment	Improvement
IGS 302	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays,	Same as above Essay exams, in-class responses, in-class discussions	
IGS303	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays, exams etc.	Same as above Essay exams, in-class responses, in-class discussions	
IGS304	Same as above 1 2 3 5 6 7 9 10 12	Same as above Read, analyze, write about, and discuss original text in seminar setting	Same as Above Essay exams, brief written responses, in-class discussion	Same as Above In class individual and group assignments, essays, exams etc.	Same as above Essay exams, in-class responses, in-class discussions	

Table 2: IGS 302, 303, and 304 address and tie number identified Learning Outcomes to course objectives, course requirements, student activities and assessment tied to learning outcomes.

Course#	Learner Outcomes	Course Objectives	Course Requirements	Student Activity	Assessment	Improvement
WYC101	1 2 3 6 7 8 9 10 11	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Class participation records, quizzes, essays, essay exams	
WYC 102	1 2 3 6 7 8 9 10 11	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Class participation records, quizzes, essays, essay exams	
WYC115	1 2 3 8 10 11 12	Be able to translate simple Latin sentences, write a college thesis paper	Daily translations, weekly quizzes, exams, 3 papers with revisions	Classroom observation, quiz scores, exam scores, papers	Reduce material on English grammar, increase practice drills	
WYC116	1 2 3 8 10 11 12	Be able to translate simple Latin sentences, write a college thesis paper	Daily translations, weekly quizzes, exams, 3 papers with revisions	Classroom observation, quiz scores, exam scores, papers	Reduce material on English grammar, increase practice drills	
WYC201	1 2 3 6 7 8 9 10 11	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Class participation records, quizzes, essays, essay exams	Improvement

Table 3: WYC 101, 102, 115, 116 and 201 address and tie Learning Outcomes to course objectives, course requirements, student activities and assessment tied to learning outcomes.

Course#	Learner Outcomes	Course Objectives	Course Requirements	Student Activity	Assessment	Improvement
WYC 202	1 2 3 6 7 8 9 10 11	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Participate in seminar discussions, write essays, demonstrate knowledge in quizzes and essay exams	Class participation records, quizzes, essays, essay exams	Improvement
WYC221	1 2 3 4 5 7 8 9 10 11 12	Relate experimental evidence with theory (2 4 5 7 9 10 11 12)	Seminar-styled discussions of readings (30% of course grade), 4 take home essays exams (5 pages each) that must be of college-level quality to be acceptable (70% of course grade)	Discussion of assigned texts, 4 take home essays based on texts and discussion, student demonstrations of mathematical proofs at chalkboard	Daily evaluation of student performance in discussion, 4 take home essays, evaluation of student performance during chalkboard mathematical proofs	Dedicated lab space for demonstrations of experiments, dedicated computer lab for WYC students and purchase of physics software for the course
		Difference between evidence and interpretation (1 2 3 4 7 9 11 Knowledge of historical context of scientific discovery(1 2 3 5 7 8 9 11 12)	Same as above	Discussion of assign texts, 4 take home essays based on texts and discussion	Daily evaluation of student performance in discussion, 4 take home essays	
		Understanding different philosophies of science(1 2 3 4 5 6 8 10 11 12)	Same as above	Same as above	Same as above	

Table 4: WYC 202 and 221 address and tie number identified Learning Outcomes to course objectives, course requirements, student activities and assessment tied to learning outcomes.

Course#	Learner Outcomes	Course Objectives	Course Requirements	Student Activity	Assessment	Improvement

WYC 222	1 2 3 4 5 7 8 9 10 11 12	Relate experimental evidence with theory (2 4 5 7 9 10 11 12)	Seminar-styled discussions of readings (30% of course grade), 4 take home essays exams (5 pages each) that must be of college-level quality to be acceptable (70% of course grade)	Discussion of assigned texts, 4 take home essays based on texts and discussion, use of computer program simulating evolution, use of course specific CD-ROM	Daily evaluation of student performance in discussion, 4 take home essays,	Dedicated computer lab for WYC students and purchase of new computer software for the course, dedicated laboratory space that could be used to begin developing a collection of biological specimens suited for a course in evolutionary biology. KSU currently has no such lab space or collections.
		Difference between evidence & interpretation (1 2 3 4 7 9 11)	Same as above	Discussion of assign texts, 4 take home essays based on texts and discussion, use of course specific CD-ROM	Same as above	
		Knowledge of historical context of scientific discovery (1 2 3 5 7 8 9 1112)	Same as above	Same as above	Same as above	
		Understanding different philosophies of science(1 2 3 4 5 6 8 10 11 12)	Same as above	Same as above	Same as above	

Table 5: WYC 222 addresses and ties number identified Learning Outcomes to course objectives, course requirements, student activities and assessment tied to learning outcomes

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
ENG 101	Required readings, writing assignments and class discussions.	Writing essays and class discussions.	Instructor grading Exit examinations	Seminar; Discussion; Debates; Question and answer; Questions and Answers
ENG102	Required readings, writing assignments, research paper and class discussions.	Writing essays, conducting research for paper and class discussions.	Instructor grading	Lectures; Seminars; Discussion; Questions and Answers
ENG 211	Required readings, writing assignments, research paper and class discussions.	Writing essays, conducting research for paper and class discussions.	Instructor grading	Lectures; Seminars; Discussions; Questions and Answers

Table 6: ENG 101, 102, 211 tie learning outcomes # 1, 2, 3, 5,12 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
SPE 103	Prepare and present at least two public speeches. Attend at least three Fine Arts convocations	Making public presentations	Instructor assessment	Lecture; Discussions; Case studies

Table 7: SPE 103 addresses and ties learning outcomes # 1, 2, 11 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
PSY 200	Reading text assignments, individual/team/group project.	Reading assignments, projects.	5 Quizzes Mid-term examination Final examination	Lectures Seminars Discussions Case Studies Role Plays Simulations Debates Questions and Answers
SOC 203	Assigned readings; Writing of constructed response essays; Article reviews; Class discussions; Debates; Seminar paper presentation	Writing of constructed response essays; Review of articles; Presentation of seminar paper; Participation on in class and group discussions/projects	Critical appreciation of works of art, artifacts, and symbols.	Lectures; Seminars; Discussions Case Studies; Role Play; Debates; Question and answers
HIS 103	Required reading; Writing assignments; Class discussion	Writing reports	Instructor grading; Reports (oral and written); Participation in class discus	Lectures; Papers; Discussion; Questions

Table 8: PSY 200, SOC 203, HIS 103 address and tie Learning Outcomes #1, 2, 3, 4, 5, 6, 7, 8, 9, and 11 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
POS 101	Required readings; Writing assignments; Class discussion	Writing critiques; Class discussions; Debates; Field trips; Guest speakers	Instructor grading; Debates; Critiques (oral and written); Participation in field; experiences and with guest speakers	Lecture; Seminar; Discussion; Case studies; Role play; Simulations; Debates; Questions
ECO 200	Students are given a variety of assignments as evident in the next two columns	Reading assignments; Paper writing; Class presentations; Internet exercises	Examinations; Group Paper and oral presentation in class; Group Internet exercises	

Table 9: POS 101 and ECO 200 address and tie Learning Outcomes #1, 2, 3, 5, 6, 7, 8, and 9 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
ART 130			Examinations requiring written responses	Lecture Discussion
MUS 130			Written critiques of musical performances Examination and tests; Class discussions	Lectures; Multimedia presentation Demonstration; Class discussion; Music listening Viewing Interactive Internet-based support

Table 10: ART 130 and MUS 130 address and tie Learning Outcomes #10 and 11 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
MAT 111 or above	Solve mathematical problems; Accurate use of the four fundamental operations.	Develop skills that may be useful in life. Assigned problems require the use of the four fundamental operations and problem solving techniques.	Tests; Homework; Class work	Lectures; Discussions ; Group Question and Answers Discussion

Table 11: MAT 111 or above addresses and ties Learning Outcome #3 and 4 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
BIO 101	Course Material; Discussions; Homework assignments; Lab activities	Course Material; Discussions; Homework assignments	None	
BIO 112	Current events; Reading assignments; Journals; Term papers; Oral report; Discussions	Current events; Reading assignments; Journals; Term paper; Oral report; Discussions	Current events; Reading assignments; Journals; Term paper; Oral report; Participation	

Table 12: BIO 101 and BIO 112 address and tie Learning outcomes #2, 3, 4, 5, 7, 9, and 11 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
PHS 201	Learning to look at problems using various methods and placing themselves into the shoes of the different group affected by the decisions.	Library assignments; Group activities; Comp. Activities; Reports; Presentations; Problems	Group reports; Individual reports; In class Assignments; Problems; Test	Lectures; Discussions; Debates; Questions and answers
PHY 111	Computer assignments, library assignments, and writing assignments are given on both past and present issues.	Labs, Problems, Group assignments, Group discussions, Projects Reports, Computer assignments	Group reports, Individual; Reports, In class assignments, Problem, Test; Lab reports	Lectures; Discussions; Simulation games; Debates, Questions and answers

Table 13: PHS 201 and PHY 111 address and tie Learning Outcomes #2, 3, 4, 5, 7, 9, 11, and 12 to course requirements, student activity, assessment and pedagogical methods.

Course#	Course Requirements	Student Activity	Assessment	Pedagogical Methods
FOR LANG 101 (171)	Required readings, writing assignments and class discussions.	Writing requirements, examinations and class discussions.	Instructor grading	Lectures Seminars; Discussions; Questions and Answers
FOR LANG 102 (172)	Required readings, writing assignments and class discussions.	Writing requirements, examinations and class discussions.	Instructor grading	Lectures; Seminars; Discussions; Questions and Answers

Table 14: FOR LANG 101 (171) and FOR LANG 102 (172) address and tie Learning Outcomes # 6, 8, 9, and 11 to course requirements, student activity, assessment and pedagogical methods.

In each of the above responses in the tables, there is evidence of classroom assessment of students' academic performance and achievement. Majority of the classroom teaching and learning assessments address all the Liberal Studies Core Curriculum Learning Outcomes, but they do not tell us how the students are doing in any of the outcomes. They do not tell us how well or poorly the students compare to other students at KSU on each of the outcomes. We do not know how they compare to other students in other campuses in Kentucky and nation. Different sets of data should be collected for such statistical information to be generated. Without good assessment tools and institutional conscious decision to assess each and every learning outcomes that has characterized our liberal studies uniqueness, we cannot effectively claim to be thoroughly preparing our students in these critical areas. That is why this Task Force is recommending an effective assessment of the new Liberal Studies Core Curriculum Requirements on a regular basis once it becomes operational. Without it, we cannot empirically say how successful it has been.

VI THE DIRECTOR OF LIBERAL STUDIES: AN AGENT OF TRANSFORMING LIBERAL STUDIES CORE CURRICULUM INTEGRATED APPROACH

The points that have been made above for both coherence and an effective management of the new Liberal Studies Core Curriculum Requirements demand an administrative oversight. We have, therefore, recommended the position of a Director of Liberal Studies be created. The Director should be assisted by a faculty council to be known as "The Integrated Liberal Studies Council" (ILSC) that would play a role analogous to a unit faculty committee. The Integrated Liberal Studies Council would consist of a number of members drawn from all campus units that serve the liberal studies core curriculum requirements, including other units such as testing, assessment, and the curriculum committee of the faculty senate. (See the diagram below called "Transforming Liberal Studies Core Curriculum: An Integrated Approach")

Given the role the council would play in terms of providing advice and support for General Studies, appointments should be made by the Vice President for Academic Affairs for an indefinite term. The possible exception would be the member from the curriculum committee of the faculty senate due to the definite term the members serve in the Senate. As the member of the Integrated Liberal Studies Council serve without term limitation, it would increase the council's stability the years they would have to gain experience that will, ultimately, be of great benefit to the program and to the students it serves. In any event, the council's composition would, of course, change over time in the same manner as would an academic unit's committee.

Given the importance of this integrated approach to transforming the liberal studies core curriculum requirements, we recommend that each academic unit within which liberal studies courses are housed should create its own curriculum team from which a member would be nominated for appointment to the Integrated Liberal Studies Council (ISLC) by the Vice President for Academic Affairs. We recommend that the following units be considered for the selection of members of the proposed council.

One member from the Division of Literature, Languages, and Philosophy
One member from the Division of Fine Arts
One member from the Division of Mathematics and Sciences

One member from the Division of Behavioral and Social Sciences
One member from the School of Business
One member from the Public Affairs
One member from the Division of Education and Human Services
One member from the Division of Social Work/Criminal Justice
One member of the Honors Program
One member of the Division of Computer and Technical Services
The Chair of the Faculty Senate Curriculum Committee
The Director of Testing (ex officio)
The Director of Institutional Assessment (ex officio)

This Council would replace the current Liberal Studies Core Program Coordinating Committee.

A. Director of Liberal Studies Job Description

1. Development and coordination of the Liberal Studies integrated approach

The Director would educate and form the direction of the academic unit "curriculum teams" providing the leadership needed in transforming the liberal studies core curriculum requirements at KSU by incorporating innovative pedagogical approaches into the new program. He will be a liberal studies curriculum advocate both inside and outside KSU. He would contribute to enhancing the role of technology in liberal studies courses, and building bridges among the academic programs and units supporting liberal studies.

2. Chairperson of the Integrated Liberal Studies Council.

3. Development and coordination of Program and Curriculum Assessment Mechanisms for the Integrated Liberal Studies Program

4. Development and coordination of faculty development initiatives in support of the Integrated Liberal Studies Program. This would include development of such things as discussion groups, workshops, and summer institutes, pertaining to liberal studies

5. Development and coordination of public relations strategies, programs, and initiatives to promote the Integrated Liberal Studies Program both internally and externally, including establishment and maintenance of a Web site for the Integrated Liberal Studies Program, and production of newsletters and other publications in support of the Liberal Studies.

6. Development and coordination of collaborative ventures, involving General Education Studies programs and Liberal Studies, with other state institutions

7. Write grants to provide external funds to support liberal studies initiatives at KSU and collaborations with other state institutions

8. Development and coordination of co-curricular support programs and initiatives for

liberal studies, including collaborations with academic support programs at KSU (First Year Experience, CSC, CITLA etc.). This would include development in conjunction with PEP and CSC an academic support program for courses such as IGS and ENG 211, among other initiatives.

9. Development and coordination of outreach initiatives to involve the Frankfort community and other publics in KSU's liberal studies offerings

10. Meet regularly with Deans, Chairs, Directors, Coordinators, Faculty Members, support staff, and others who serve the Program to better coordinate delivery of liberal studies courses, to more effectively assess the program, and to build a greater sense of collegiality and mutual support among those who teach and administer in the liberal studies program.

11. Develop and maintain a liberal studies "resource center" with audio-visual, computer software, documentary materials etc. for both faculty and student use

12. Coordinator of the Integrative Studies Program

13. Director of the Institute for Liberal Studies, including: planning, organizing, hosting the annual ILS Conference on "Science and Culture", publishing the annual ILS Conference *Bulletin* and *Proceedings* and other ILS publications, preparing and publishing the three IGS Readers used in IGS 200, 201, and 300 (*Foundations of Cultures, Convergence of Cultures, Search for New Forms of Cultures*), sponsoring occasional talks, activities, and events in support of the Liberal Studies.

B. Rationale for Creating the Position of Director:

The fundamental goal of creating this position is to provide administrative support, direction, and motivation to the university community in the process of transforming Liberal Studies at KSU. We would seek to create, maintain, and continuously improve a Liberal Studies Program that offers a fully integrated, holistic curriculum, grounded in the liberal studies, designed to prepare students to succeed in their major fields of study, in their careers, and in their lives. We would seek to make the Liberal Studies Program the most effective and efficient in the state system, possessing a unique identity that would convey a positive image of the university throughout the state and beyond. The work of the Task Force on Liberal Studies core has made a good start in this regard, but, as we know, everyone participating in the Task Force's deliberations would agree that much more need to be done in the years ahead to transform the Liberal Studies Program completely.

To accomplish this, initiatives would be taken within five key areas: 1.) curriculum refinement; 2.) faculty engagement, sharing, and cooperation across disciplines and divisions; 3.) an on going assessment integration into the liberal studies core curriculum and program with regular feedback and recommendations for improvements based upon assessment results; 4.) marketing strategies designed to promote Liberal Studies core curriculum internally and externally as an attractive and successful component of the educational program at KSU; 5.) and, finally, grant writing efforts to attract funds to support Liberal Studies transformation over the next three to five years. One of the overarching goals of these initiatives is to engage students in seeing Liberal Studies core

requirements as one of the most important parts of their educational experience at KSU. Students, faculty, staff, and administration would be informed about the vital role Liberal Studies core plays at KSU and the value the program adds to students' abilities, knowledge, and lives. A more detailed description of proposed initiatives within these five areas will be given later in this section. Before then, let us deal with the issue of nomenclature.

Nomenclature is, of course, important, and, while we typically use the term "General Education to describe a "must take" core curriculum within the first two years of college education, for KSU descriptive purposes, we must use a more distinctive appellation, and that is, the "Integrated Liberal Studies Program" (ISLP). This name captures the core distinguishing feature of our Liberal Studies program, which will offer a truly integrated curriculum consisting of a mixture of disciplinary and interdisciplinary courses. (Of course, we would need to be careful, if that name is adopted, not to confuse ISLP, ILS, and IGS!) The ways in which this integration will be achieved are addressed in the proposed initiatives that follow.

1. Curriculum Refinement

The composition of the Liberal Studies Core Curriculum has not received much serious consideration, until the advent of the General Education Core Curriculum Review Task Force, since its adoption in 1982-83. The Task Force's work has revealed how significant the need is to provide oversight and coordination of the General Education curriculum on an ongoing basis and to develop strategies to involve as stakeholders more of the campus community, including faculty, students, and administration, in the process of continually reviewing and improving the Integrated Liberal Studies Program. This campus-wide involvement in Liberal Studies is crucial to the program's success. Only when a broader base of the university community accepts ownership of the Liberal Studies will the program be truly successful. The key to making this happen is continual personal contact and interaction on the part of the Liberal Studies Director with campus stakeholders, including faculty, student representatives, academic support staff, personnel from public relations, admissions, advising, and administration (Chairs and Deans in particular).

With this in mind, a number of initiatives suggest themselves.

a. The university's liberal studies learning outcomes should be reviewed and consolidated into a more manageable number (perhaps seven to nine, down from the current 12).

b. The review should involve faculty, students, and administration and should focus on identifying what students need to know and need to be able to do to be successful in their education, careers, and lives.

c. A set of "learning outcomes teams" should be formed (one for each outcome), consisting of faculty, students, and administrators, to evaluate how effectively the current curriculum enables students to meet those outcomes. Training of team members would, of course, be a necessity, and the teams themselves would function on an on-going basis.

d. The teams would then meet, discuss core curriculum issues, and make recommendations for improvements to the various academic units offering those liberal studies core courses. This is the dynamic aspect of *"transforming liberal studies: an integrated approach"*.

e. Ech team would be responsible for determining the effectiveness of any changes that are made and for continually monitoring how effectively the Liberal Studies Core Curriculum enables students to meet the outcome for which they are responsible.

f. The team would also perform an assessment function of the outcome for which they are responsible. The teams would work closely with and report regularly to the Director of Liberal Studies as the diagram below shows and the Integrated Liberal Studies Council (ILSC) which supports the program.

g. The office of the Liberal Studies Director would be responsible for maintaining records of these meetings, activities, assessment statistical results and recommendations.

2. Faculty Teaching Liberal Studies Courses

Faculty teaching in the Liberal Studies Program should have as great and detailed understanding of what is taught in the program as a whole. This would enable them to see how better their own courses contribute to the total experience our students have in the Liberal Studies Program and would invite them to consider ways in which elements of other courses might reinforce what they teach and, in turn, how their own courses might serve to reinforce what others teach. To accomplish this, the Director of Liberal Studies and the Integrated Liberal Studies Council would develop, working in consort with the various academic units, a "Liberal Studies Curriculum Map," detailing the learning outcomes addressed by each course comprising the Liberal Studies curriculum and the specific components of the course that help students meet the outcome. The Map would be circulated among all faculty. The Director and members of the Council would meet with individual academic units, and perhaps the faculty as a whole at a beginning of the semester institute, to discuss the interconnections among courses illustrated by the map. The Director would meet with the involved parties on a regular and continuing basis after the initial meetings. Ways to strengthen these connections and perhaps create new connections would be proposed, discussed, and adopted.

3. Proposing changes in the IGS Curriculum

Working in consort with the Director and Council, the unit teams would propose changes in the IGS curriculum to complement more effectively the learning outcomes and interconnections among courses in the Liberal Studies curriculum. IGS courses, however, would retain their distinctive identity as being interdisciplinary in nature with priority given to reading of original core texts in the humanities from the ancient world to the present. However, there should be a rethinking of the content of those primary courses and also a movement towards requiring, at least, one IGS course devoted to the study of African and African America cultures which every student must take. This is important since KSU is an HBCU. One of the IGS courses (perhaps IGS 300) would be designated the

Liberal Studies Capstone Course which students could enroll in only after completing or concurrently completing their final Liberal Studies requirements. That would provide a platform for "summing up" the students' Liberal Studies experience and assessing student achievement of the liberal studies learning outcomes.

4. The Director and Alternative Delivery of Liberal Studies Courses

Working in consort with faculty, CITLA, the Director of Distributive Education, and others, the Director and Council would explore ways to incorporate innovative pedagogical approaches into Liberal Studies courses and to develop alternative delivery versions of more Liberal Studies courses.

5. The Director and Partnerships with other General Education Programs in the State

The director would lead an effort in developing partnerships with representatives from Gen. Ed. programs at other state institutions would be established to share ideas and suggest improvements for Gen. Ed. content and delivery throughout the state system. KSU would take the lead in developing a Kentucky Association for General and Liberal Education, based on our campus, that would have annual meetings, publish proceedings, and open a continuing dialogue for promoting and improving General Education throughout the state.

C. Faculty Engagement

The curriculum projects already described will bring faculty from across the disciplines together in a collaborative project to review, revise, and continuously improve the Liberal Studies program, and in doing so will help them see liberal studies as a holistic entity whose success depends upon each of them. In addition, the office of Liberal Studies Program would sponsor regular presentations, that would be open to faculty, students, and others, and would be videotaped, by individual, and small groups of, teaching faculty, describing the content of their courses, their pedagogical approaches, and how they see their course or courses contributing to students' educations. The presentations would be followed by questions, answers, and discussion. The goal of these presentations is to bring faculty and students together to discuss what individual courses are designed to accomplish, to propose ideas for improvements, and to share ideas with others.

The Director and Council members would meet with unit faculty, administrators, curriculum teams, and others to formulate strategies for implementing effective programs in writing, reading, mathematical analysis, critical thinking, and public speaking across the curriculum. Strategies for assessing these programs and for making continual improvements would also be developed.

Summer institutes would be held, as funding permits, for faculty teaching in the Liberal Studies. program to meet in one-week-long or two-week-long intensive sessions to engage in a variety of development activities. The institutes would be coordinated by the office of the Liberal Studies Program.. In addition, workshops, occasional talk, and other programs on liberal studies would be presented to faculty, staff, and students throughout the year. Perhaps the beginning of semester institutes could be adapted to include a half-day or a whole-day session for such purposes.

D. Assessment Integration

Alverno College in Wisconsin has made tremendous strides over the past 25 years in integrating assessment throughout its curriculum and academic programs. Assessment is systematically associated with feedback and strategies for improvement. Although Alverno's assessment system as a whole would not, in all probability, translate successfully to our campus, certain elements would do so to our benefit. Working with faculty, staff, the curriculum teams, and students, the Director of Liberal Studies and the Council would seek to construct feedback assessment mechanisms designed to give teachers and others continual data on students' level of mastery of learning outcomes and to incorporate that data into strategies for making improvements.

The Director and Council, again working with representatives from all stakeholder groups, would seek to develop and implement an effective global assessment instrument or instruments for the Liberal Studies core as a whole that would be administered in the capstone Liberal Studies course.

The Director and Council, working with the administration, would develop and implement an appropriate feedback assessment mechanism for the Liberal Studies Program's administration.

E. Marketing Strategies

The Director and Council would work with Public Relations and the administration to craft a three-to-five year marketing plan for the "Integrated Liberal Studies Program" showcasing the success of the program in adding real value to students' educational experiences at KSU. The goal would be to portray the Integrated Liberal Studies Program as a distinctive feature of KSU's educational program that could be used to attract students, enhance our public image, and generate grant support.

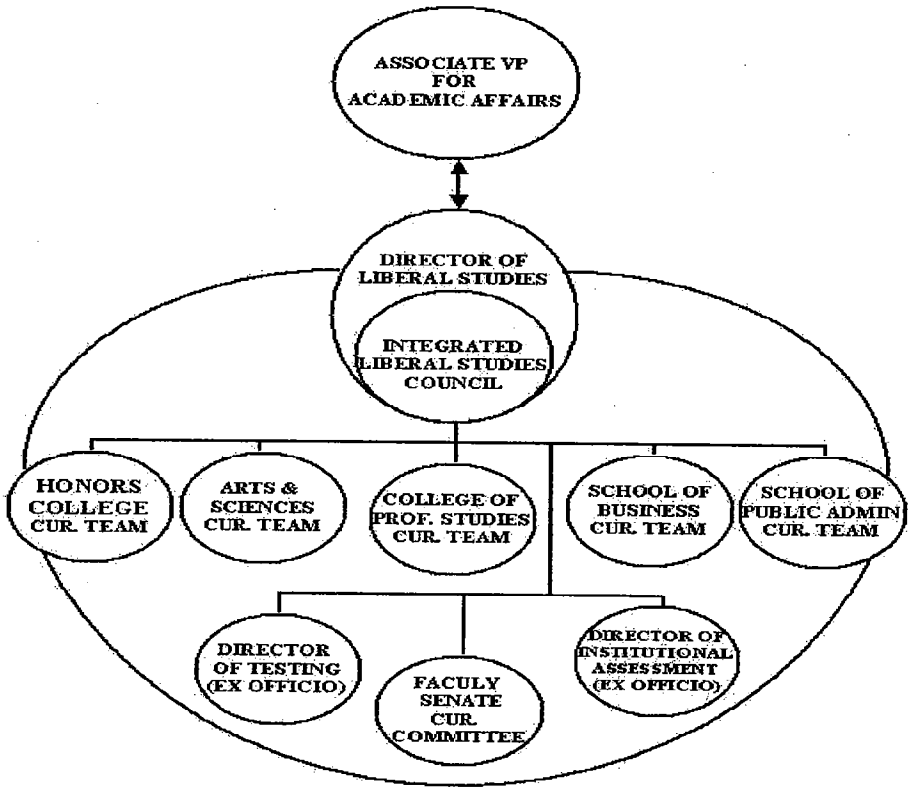
The Director and Council members would create posters, speak to student groups, develop flyers, create a Web site and a newsletter for the new Integrated Liberal Studies Program to promote the program internally as well as externally. In addition, the Director would maintain close contacts with Admissions, Advising, Records and Registration, and Student Government representatives to develop a sense among all relevant parties that Liberal Studies is an important and exciting part of what KSU offers students. Contests for essay writing, video presentations, multi-media presentations, and the like would be offered to encourage students to engage in the exploration of ideas that emerge from their engagement with liberal studies.

A variety of outreach initiatives will be made to the Frankfort community and others. These will include enhancement of the ILS conference, a "Humanities in the Community" initiative that would involve presentations by KSU faculty and students on the public access channels as well as presentations to community groups and organizations, workshops and mini-courses on subjects of interest to members of the community.

F. Grant Writing

The Director would pursue on a regular basis external funding to help support initiatives and programs in support of the Integrated Liberal Studies Program, faculty, and students. Grant writing would be an integral part of the Director's job.

Transforming Liberal Studies Core Curriculum: An Integrated Approach



This diagram is a conceptual framework of how the Director of Liberal Studies Program will work with the Integrated Liberal Studies Council (ILSC), Unit curriculum teams including the faculty senate curriculum committee, Director of Testing, Director of Institutional Assessment and, above all, the Office of the Associate vice President for Academic Affairs (AVPAA).

VII. Conclusion

It has been about two years since the first group left Kentucky State University to attend the AAHE Summer Academy at Snowbird Utah. This group came to identified as the Snowbird Team. They returned and wrote their specific recommendations in their report which was submitted to the Vice President for Academic Affairs, who sent them to Utah with the vision of reviewing, revising and making recommendations for new Liberal Studies Core Curriculum for Kentucky State University. They were not only charged wit the responsibility for designing the process for liberal studies core curriculum review and revision, but also to develop a structure to ensure university stakeholders in the liberal studies core curriculum requirements program, including students, faculty, administrators, and others, have ample opportunities for input into the revision process. They were make a final recommendation to the university community for a revised general education curriculum and for continuous curriculum review.

When a new task force was created by the VPAA to include a larger number of the stakeholders, the Snowbird Team became its core. The General Education Core Curriculum Review Task Force has reviewed and revised the Liberal Studies Core Curriculum. It surveyed and received faculty input through a carefully developed questionnaire. An external reviewer was engaged to analyze the data from the faculty survey. Also, the Task Force conducted its own internal analysis of the data and drew its own conclusions. Both the external reviewer's and the internal Task Force's

findings and conclusions were not diametrically opposed to each other. Almost similar conclusions were reached by both entities.

Teams were not only sent to Snowbird, Utah, but to Alverno College in Wisconsin and AAHE Assessment Conference in Denver, Colorado, to gain expert opinions about national development issues surrounding general education and what we can learn from them for our own benefit at KSU. From these we have made several important recommendations. We have emphasized the importance of assessment in determining the extent of the success of our new liberal studies core curriculum several years after it has been in operation.

We have provided a model called guided limited prescription model which, we hope, will influence what happens next in the "Transforming Liberal Studies Core Curriculum: an Integrated Approach" conceptual framework. This conceptual framework is a dynamic process. It involves the entire academic community and other relevant units within the university as the issues of liberal studies core curriculum and learning outcomes are meaningfully debated and decisions are made for continuous improvement.

At Kentucky State University, we must be pro-active in our curriculum decisions, vigorous and visionary in our pursuit of academic excellence, and conclusively realistic in our learning outcomes expectations. We must look to our past and learn those truths that must guide us in the present so that we can look to the future with strength in the decisions we must make. Those who do not learn the lessons of the past to gain the insights they need to live in and deal with the present may only have themselves to blame when they cannot face future's challenges with exactitude because of their unpreparedness. We have provided you with a tool for excellence and, therefore, where we go from here is in our hands.

APPENDICES

1. Appendix on "Snowbird AAHE Summer Academy Team's Report to the Vice President for Academic Affairs (VPAA)."

2. Appendix on "Defining Diversity in Academia" an AAHE Assessment Forum Pre-Conference Workshop, June 24, 2001

3. Appendix on "Liberal Studies Core Curriculum Review Task Force's Faculty Survey Instrument Development, Administration and Data Collection."

4. Appendix on "Minutes of Liberal Studies Core Curriculum Review Task Force's Meetings."

5. Appendix on "Survey Data Analysis in the Light of the National Trend on General Education and an Expert Opinion on KSU's Liberal Studies Core Curriculum."

6. Appendix on "Twelve Principles of Effective Education Programs" From Project on Strong Foundations for General Education. *Strong Foundations: Twelve Principles for Effective General Education Programs,* Washington, D.C.,: Association of American Colleges, 1994

7. Appendix on "Math and Science Department's New Course Syllabus on MAT 111-01, Contemporary Mathematics."

8. Appendix on "Math and Science Department's New Course Syllabus on PHS 201-01, Physical Science I."

9. Appendix on "Memorandum for the Record, November 12, 2001 (on Alverno College) by Drs. Paul Bibbins, Robert Rottman and George Weick following their Visit to 'A Day at Alverno'."

10. Appendix on "Critical Thinking in the General Education Classroom" an AAHE Assessment Forum Pre-Conference Workshop, June 24, 2001.

11. Appendix on "E-mail Correspondence with the Chair of Faculty Senate Curriculum Committee and Faculty Senate President."

Attachment D

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January 20, 2003

This package contains the resumés and/or brief biographies of the persons that comprise the Kentucky State University Review Team.

Raymond C. Pierce
Team Leader

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Education

Ph.D. in History, The Ohio State University, Columbus, Ohio. (1995). Major areas: U.S.Foreign Policy; 20th Century African-American; 20th Century European International; 20th Century American.

M.A. in Political Science, Miami University, Oxford, Ohio. (1982). Concentration in International Relations, American and Soviet Foreign Policy.

A.B. in History, Miami University, Oxford, Ohio. (1981). Concentration in Soviet and European Foreign Policy. *cum laude*, Phi Beta Kappa.

A.B. in Political Science, Miami University, Oxford, Ohio. (1981). Concentration in International Relations, American and Soviet Foreign Policy. *cum laude*, Phi Beta Kappa.

Professional Experience

UNIVERSITY OF MISSOURI-COLUMBIA. 1996 to Present. *Assistant Professor of History*

- Teach undergraduate and graduate level courses in U.S. Foreign Policy; 20th Century African-American History; 20th Century American History.

- Serve and chair master's, doctoral, thesis, and dissertation committees.

OHIO BOARD OF REGENTS, 1993 to 1996. *Associate Vice Chancellor, Academic and Access Programs.*

- Provided leadership on the agency's access and achievement initiatives such as the STARS (Student Achievement in Research and Scholarship) program. STARS is a 20 institution consortium comprised of public and private/two-year and four-year colleges and universities committed to increasing the number of minority students from under-represented groups who earn the Ph.D. and become faculty members. STARS was recognized by the Council of Graduate Schools as one of the top five diversity programs in the nation.

- Staff liaison to the Governor's Task Force on Central State University. Responsible for development of 10-year strategic plan for enhancing the financial and academic stability of Central State.

- Academic Team Member for the Legislative Task Force on Shawnee State University.

- Staff to Committee on State Investment in Graduate and Professional Education. Team member responsible for co-management of review of nine doctoral disciplines, as well as engineering, law, and medicine. Principal liaison to the Regents' Doctoral Psychology External Review Panel, which was responsible for reviewing the state's nine doctoral psychology programs and making recommendations to the Ohio Board of Regents. Identified and secured nationally renowned scholars for the reviews of Psychology, Chemistry, and Physics doctoral programs in Ohio.

- Advised the Chancellor and Vice Chancellor on the development and implementation of academic policy.

- Responsible for staffing and budgetary plans for the Academic and Access Programs division, including personnel issues and internal allocation of over $1.7 million annually in state and federal dollars.

    - Principal Author: "Report to the Governor: Affirmative Action in Ohio's Public System of Higher Education," 1995.

      "The Mission of Shawnee State University in Ohio's System of Higher Education," 1994. (Part of a larger strategic planning document on mission, academic programming, and funding for Ohio's newest university).

      "Report to the Governor: Recommendations of the Central State University Task Force," 1992.

OHIO BOARD OF REGENTS, 1988 to 1992. *Director, Academic and Access Programs/ Administrator, Graduate and Special Programs.*

- Reviewed and managed the program approval process for all proposals for new graduate degrees from Ohio's 13 state-assisted and two independent doctoral granting universities.
- Developed and implemented the STARS program. Co-authored grant proposals that were awarded over $200,000 to fund undergraduate research assistantships, travel scholarships, and academic conferences for the STARS program.

- Staff liaison to Regents' Advisory Committee on Graduate Study, comprised of Ohio's graduate deans, which reviewed and recommended for approval all new master's and doctoral degree programs and undertook policy studies on issues affecting graduate education.

Professional Experience (continued)

- Primary Author: "Maintaining the Viability of the Doctoral Degree: Report to the Ohio Board of Regents on the Six-Year Pharm.D. Degree," 1991.

Co-Authored: "The Ohio Library Access System," 1989. (Report to create a unified, statewide, on-line academic catalog system).

OHIO BOARD OF REGENTS, 1985 to 1987. *Administrator, Two-Year Colleges.*

- Administered a $4.4 million grant for Ohio's 54 two-year campuses.
- Reviewed and recommended for approval proposals for new associate degrees, majors, and one-plus-one programs; conducted annual evaluations of approved technical associate degree programs. Evaluated requests for additional courses and technical electives.
- Assisted with policy development regarding degree approval and review procedures.

Publications

Eyes Off the Prize: The United Nations and the African American Struggle for Human Rights: 1944-1955 (Cambridge University Press, 2003).

"Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1948 - 1952," in *Window on Freedom: Race, Civil Rights, and Foreign Affairs,* ed., Brenda Gayle Plummer (University of North Carolina Press, 2003).

"From Hope to Disillusion: African Americans and the United Nations, 1944 - 1947," *Diplomatic History* 20, no. 4 (Fall 1996): 531-63. Reprinted in *The African-American Voice in U.S. Foreign Policy Since World War II*, ed., Michael L. Krenn (Garland Publishing, 1998).

Reviews

Review of, Marc Gallichio, *The African American Encounter with Japan & China: Black Internationalism in Asia, 1895-1945* in *Diplomatic History* (forthcoming).

Review of, Azza Salama Layton, *International Politics and Civil Rights Policies in the United States, 1941-1960* in *Peace and Change* (April 2002).

Honors, Awards, and Grants

Research:

***National*:**

Ford Foundation Postdoctoral Fellowship for Minorities, August 1999 - August 2000.

American Council of Learned Societies Fellowship, Fall 1998.

Eisenhower World Affairs Institute Research Grant, November 1997.

System:

Research Board Fellowship, University of Missouri System, June 1997 - August 1998.

CIC Dissertation Year Fellowship in the Humanities, Council for Inter-Institutional Cooperation (Big Ten and the University of Chicago Consortium), 1994.

University:

Summer Research Fellowship, University of Missouri-Columbia, June - August 1999.

Research Council Grant, University of Missouri-Columbia, June 1997 - May 1998.

Summer Research Fellowship, University of Missouri-Columbia, June - August 1997. (declined).

Eugene Roseboom Prize (for best paper in a graduate-level seminar), Department of History, The Ohio State University, 1993.

Graduate Student Alumni Research Award, The Ohio State University, 1992.

Teaching:

William T. Kemper Fellowship for Teaching Excellence, University of Missouri-Columbia, April 2001.

Provost's Teaching Award for Outstanding Junior Faculty, University of Missouri-Columbia, September 2000.

Gold Chalk Award for Outstanding Graduate Teaching, Graduate and Professional Council, University of Missouri-Columbia, April 2000.

Teaching Excellence Spotlighted in "Assignments in Diplomacy," *Mosaic: Magazine of the College of Arts & Science* (Winter 1998).

Teaching (continued):

Outstanding Professor at MU, Maneater Student Poll, University of Missouri-Columbia, 1997.

Scholarship & Service:

Commencement Speaker, Graduation Ceremonies for the College of Arts & Science, University of Missouri-Columbia, May 2001.

Designed and Created Graduate Program Recruiting Brochure adopted by Department of History, University of Missouri-Columbia, 2000.

Cleveland and Gund Foundations $200,000 grant to support the STARS Program, 1992.

Phi Beta Kappa, 1981.

Outstanding Student of the Year, Minority Affairs Office, Miami University, 1981.

Attlee Pomerene Award in Political Science, Miami University, 1981.

President's List (4.0), Miami University, 1980 and 1981.

Undergraduate Fellowship in Political Science, Miami University, 1980.

David A. Caputo Political Science Scholarship, Miami University, 1980.

Outstanding Academic Achievement, Minority Affairs Office, Miami University, 1980.

National Dean's List, 1980.

Who's Who Among American College Students, 1980.

Outstanding Young Women of America, 1980.

J. Oliver Amos Alumni Merit Scholarship, Miami University, 1979.

Outstanding Academic Achievement, Minority Affairs Office, Miami University, 1979.

Other Service:

Manuscript Reader for *Diplomatic History*, *Journal of Policy History*, Houghton Mifflin, and Prentice-Hall

Academic Conference Presentations

American Historical Association

"'With Friends Like These. . .:' Eleanor Roosevelt, the Struggle for African-Americans' Human Rights, and the Limits of Liberalism, 1947-1952," January 2002.

"Bleached Souls and Red Negroes: The NAACP and Black Communists in the Early Cold War, 1947-1952," AHA-Pacific Coast Branch, August 1998.

Organization of American Historians

"A Black Panther in 'fat cats' Clothing: The NAACP and the UN Battle for Eritrea, Libya, and Somalia, 1948-1950," April 2002.

"'With Friends Like These. . .': Eleanor Roosevelt, the NAACP, and the Limits of Liberalism," April 2000.

"Eyes Off the Prize: African Americans and the Struggle for Human Rights in the Early Cold War," April 1996.

"African Americans and the United Nations: 1944-47," April 1993.

Society for Historians of American Foreign Relations

"A Black Panther in 'fat cats' Clothing: The NAACP and the Battle for the Italian Colonies, 1948-1950," June 2001.

"African Americans, the United Nations, and the Struggle for Human Rights, 1944-1947," June 1995.

Commentator: "Breaking the Color Line: African-American Diplomats Since the 1930s," June 1997.

Association for the Study of Afro-American Life & History

"Blacks and the United Nations: 1944-47," October 1993.

Academic Conference Presentations (continued)

Special Topic Conferences

"'With Friends Like These. . .:' Eleanor Roosevelt, the Struggle for Black Equality, and the

Limits of Liberalism, 1947-52," *Conference on the African Diaspora*, University of Nebraska-Lincoln, February 2001.

"Bleached Souls and Red Negroes: The NAACP and Black Communists during the Early Cold War, 1947 - 1952," *African Americans During the Age of American Expansion, 1898-1998,* Penn State University, March 1999.

Invited Lectures

"Maintaining Inequality by Maintaining U.S. Exceptionalism: The Senate's Attack on the UN and Human Rights," *Symposium on Human Rights*, Trinity College, September 2002.

"'We Charge Genocide': African Americans, the United Nations, and the Genocide Convention,"
Dillard University, April 2002.

"Eyes Off the Prize: African Americans, the United Nations, and the Struggle for Black Equality, 1944-1955," University of Rochester, April 2001.

"'With Friends Like These. . .:' Eleanor Roosevelt, the Struggle for Black Equality, and the Limits of Liberalism, 1947-52," Ohio University, October 2000.

"Bleached Souls and Red Negroes: The NAACP and Black Communists during the Early Cold War, 1947 - 1952," University of Nebraska-Lincoln, October 1999.

"Bleached Souls and Red Negroes: The NAACP and Black Communists during the Early Cold War, 1947 - 1952," Spelman College, February 1999.

"Martin Luther King and the Dream of Human Rights," Convocation Speaker, William Woods University, January 1999.

"Democracy Begins at Home (or at Least it Should): The African-American Response to the Truman Doctrine," *Conference on the 50th Anniversary of the Desegregation of the Military*, Truman Presidential Library/University of Missouri-Kansas City, July 1998.

"Democracy Begins at Home: The African-American Response to the Truman Doctrine," *Presidential Symposium on Rethinking the Cold War*, Mississippi State University, November 1997.

Administrative Conference Presentations

"On a Mission: The Civil Rights Movement and Academic Success," STARS Statewide Conference, Bowling Green State University, March 1997.

"STARS: A Statewide Strategy that Works," Midwest Association of Graduate Schools, April 1995.

"Technology in Education: A Statewide Perspective," Visioning for the Future Conference,

Wright State University, April 1995.

"STARS: Mentoring, Undergraduate Research, and Financial Support--the Ingredients for Success," C

"STARS: Ohio's Efforts to Diversify the Professorate," Patricia Roberts Harris Annual Conference, December 1991.

Committees

National:

Harry S Truman Presidential Library Institute, Committee on Research, Scholarship and Academic Relations, 1997 to present.

Chair, Grants and Fellowship Sub-committee, 2001 to present.
Member, Grants and Fellowship Sub-committee, 1997 to present.

Holt Dissertation Grants Committee, Society for Historians of American Foreign Relations, 1998 to 2000. Chair, 2000.

Minority Access Committee, Society for Historians of American Foreign Relations, 1993 to Present.

Minority Faculty Development, Midwest Higher Education Consortium, 1993 to 1996.

State:

Committee on State Investment in Graduate and Professional Education, Ohio Board of Regents, 1994 to 1996.

STARS Statewide Committee, Ohio Board of Regents, 1991 to 1996.

Ohio Board of Regents Program Approval Group, 1991 to 1996.

OhioLINK (Library Information Network) Steering Committee, 1988 to 1990.

Committees (continued)

State (continued):

Academic Challenge Review Panel, 1989.

Minority Graduate Opportunity Program Committee, 1989.

Productivity Improvement Challenge Grant Program Committee, 1985 to 1988.

University:

Executive Team for Advancing the University Mission on Minority Affairs, International Programs, and Faculty Development, Black Faculty & Staff Organization, University of Missouri-Columbia, 2002.

Vice Chancellor for Student Affairs Search Committee, University of Missouri-Columbia, 2002.

McNair Scholars Program, Department Liaison, 2001 to present.

Graduate Fellowship Awards Committee, Graduate School, University of Missouri-Columbia, 2001.

University of Missouri-Columbia/Rockbridge High School National Endowment for the Humanities Grant Proposal Committee on Internationalizing High School Social Studies Curriculum, 1999.

Department:

Graduate Studies Committee, Department of History, University of Missouri-Columbia, 2002-2003.

Affirmative Action, Department of History, University of Missouri-Columbia, 2002-2003.

Faculty Awards Committee, Department of History, University of Missouri-Columbia, 2001 - 2002.

Seminars and Lectures Committee, Department of History, University of Missouri-Columbia, 2001-2002.

U.S. History from 1877-1919 Search Committee, Department of History, University of Missouri-Columbia, 2000 - 2001.

Graduate Studies Committee, Department of History, University of Missouri-Columbia, 1997 to 2000.

Committees (continued)

Department (continued):

Arvarh Strickland Endowed Chair in African-American History & Culture Search Committee,

Department of History, University of Missouri-Columbia, 1997 to 1999.

Political Science Chair Search Committee, Miami University 1982.

Graduate Studies Committee/International Relations, Political Science Department, Miami University, 1981.

Associations

American Historical Association
Society for Historians of American Foreign Relations
Organization of American Historians
Association for the Study of Afro-American Life and History
Southern Historical Association
American Studies Association
National Trust for Historic Preservation

References

Will be furnished upon request.

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EDUCATION and TRAINING

Post-graduate Specialized Study:

The Experienced Presidents' Academy (2000); an interactive session with other experienced university presidents, chancellors, and the academy leaders sponsored by The Association of American State Colleges and Universities (AASCU);

The New Presidents' Academy (1997); an AASCU sponsored experience for new or recently appointed university presidents and chancellors;

Institute for Educational Management, Graduate School of Education, Harvard University (1991); intensive four-week program for senior administrators in higher education which focused on leadership, financial management, marketing, fund-raising, strategic management, crisis management, and other topics and issues.

Government Executives Institute, School of Business, University of North Carolina at Chapel Hill (1983); a professional management training program for government executives which addressed personnel management, strategic planning, team building, marketing, budgeting, building constituencies, etc.

Economic Policy Fellowship, The Brookings Institution, Washington, D.C. (1980-1981)

Ph.D. Economics: University of Wisconsin,
Madison, Wisconsin (1977)

Fields of Specialization: Public Finance; LaborEconomics; History of Economic Thought; Urban Economics

Dissertation: "Comparative Rates of Return to Black College Graduates: The Black Versus the Non-Black Schools"

Honors: National Institute of Metal Health Traineeship (1975-1976); Opportunity Fellowship (1972-1974)

M.A. Economics: North Texas State University, Denton, Texas (1972)

B.A.: North Texas State University (1970)

Major: Economics with a minor in Business Administration
Honors: Honor Graduate: "Who's Who Among Students in American Universities and Colleges," (1969-70); The Yearbook's "Who's Who in Economics," (1969-70); Mortar Board's "Award to An Outstanding Junior Man;" Mortar Board's "Award to An Outstanding Sophomore Man," (1967-68)

EXPERIENCE **Chancellor** (July 1, 1996 until present)

Serve as chief executive officer of Elizabeth City State University, a constituent institution of the University of North Carolina system.

Interim Chancellor (September 1, 1995 to June 30, 1996)

Served as chief executive officer of Elizabeth City State University.

Provost , North Carolina Central University, Durham, N. C. (July 1, 1990 to August 31, 1995)

Vice Chancellor for Academic Affairs and Professor of Economics, North Carolina Central University, Durham, N. C. (August 1, 1986 to September 1, 1995)

Assistant Vice-President for Academic Affairs, The University of North Carolina - General Administration, Chapel Hill, N. C. (January 1982 to July 31, 1986)

Adjunct Associate Professor of Economics, The University of North Carolina at Chapel Hill. (January 1985 to July 31, 1986)

Adjunct Assistant Professor of Economics, The University of North Carolina at Chapel Hill. (January 1983 to January 1985)

Part-time Faculty Member in Public Administration,
North Carolina Central University. (Spring Semester, 1985)

Assistant Professor of Economics/Research Associate, Department of Economics and Institute for Social Research, Florida State University, Tallahassee, Florida. (Fall 1976 to January 1982)

Staff Economist, Evaluation Division of the Office of Policy Development and Research, U.S. Department of Housing and Urban Development, Washington, D.C. (June 1980 to August 1981)

Principal Investigator and Director of a survey of minority businesses in Florida, Florida State University, Tallahassee, Florida (1979)

Principal Investigator and Director of CETA Title VI Projects Evaluation, Florida State University, Tallahassee, Fl. (1978)

Research Assistant, University of Wisconsin, Madison, Wisconsin. (January 1973 to August 1973, and August 1974 to June 1975)

Teaching Fellow, Economics Department,
North Texas State University, Denton, TX.
(1971-72)
Systems Analyst, Atlantic Richfield Co., Dallas,
TX. (February 1970 until August 1971)

PUBLICATIONS and PAPERS

"The Warranty of the Baccalaureate Degree," National Institute for Education Conference on Involvement in Learning, New Orleans, April, 1985.

"The Changing Status of Economic Minorities: 1948-1977," with David Rasmussen, The Review of Black Political Economy, Vol. 12, No. 1 (Fall 1982), pp. 5-14.

"Benefits and Costs of a Public Service Employment Program: A Case Study in Florida," with J.H. Cobbe, Growth and Change, Vol. 13, No. 1 (January 1982), pp. 9-18.

"The Earnings Effect of Black Matriculation in Predominantly White Colleges," Industrial and Labor Relations Review, Vol. 33, No. 4 (July 1980), pp. 518-524.

"Investments in College Education for Black Males," in Proceedings of the American Statistical Association's 137th Annual Meeting, 1978.

A Survey of Minority Businesses in Florida: a research report prepared for the Florida Department of Community Affairs, 1979.

An Evaluation of the Public Service Employment Projects in Florida Created Under Title VI of the Comprehensive Employment and Training Act of 1973; a research report submitted to the Florida Office of Manpower Planning, 1978.

SELECTED ECONOMICS PRESENTATIONS "The Effect of the Changing Occupational Distribution on the Earnings of Black Men," at the Fifty-Second Annual Conference of the Southern Economic Association, November 1982.

"Equality in Education and Employment?" An invited presentation in the Oliver Cromwell Cox Lecture Series of the Kennedy School of Government at Harvard University, March 1981.

"Black Employment, Unemployment, and Labor Force Participation During The 1980's," an invited presentation to the Washington-Based Black Economists Organization, January 1981.

"The Black Labor Force in the 1980's," an invited presentation given at Williams College, Williamstown, Mass., October 1980.

"Nonemployment Benefits of a Public Service Employment Program: A Case Study in Florida," co-authored with James Cobbe, at the Western Economic Association Meeting, June 1979.

"The Efficacy of CETA Title VI Projects: A Case Study in Florida," at the Fifth Annual Convention of The Eastern Economic Association, Spring 1979.

"The Economic Status of Black Americans and How It Relates to Their Purchasing Power," at the National Sales Meeting of the Warner/Elektra/Atlantic Corporation, 1977.

"Investments in College Education for Black Males," at the 137th Annual Meeting of the American Statistical Association, 1977.

"Economic Progress and the Current Position of Black Americans," at the Second Annual Council Conference in Tampa, Florida, 1977.

PROFESSIONAL AFFILIATIONS

American Council on Education
(Member, Commission on Government and Public Affairs)

American Association of State Colleges and Universities
(State Representative)

Commission on Colleges of the Southern Association of Colleges and Schools
(Member, Executive Council)

Council for Adult and Experiential Learning (CAEL)
(Officer, Board of Trustees)

National Association for Equal Opportunity in Higher Education (NAFEO)
(Board of Directors)

MEMBERSHIPS ON OTHER BOARDS AND COUNCILS

The Elizabeth City Rotary Club

Wachovia Bank Advisory Board for Elizabeth City

Wachovia Bank's Minority Advisory Council for North Carolina

Kate B. Reynolds Charitable Trust

The Elizabeth City Salvation Army

Jinnie Yeh Davis

105 Beaver Pine Way, Cary, NC 27511-5956 • (919) 469-4682 • jinnie_davis@ncsu.edu

LIBRARY EXPERIENCE

2002 - Library Consultant (Ohio Board of Regents)
2001 - Librarian Emerita, North Carolina State University Libraries
2001 - 02 Administrative Librarian, North Carolina State University Libraries (part-time)
1999 - 2001 Assistant Director for Scholarly Communication and External Relations, NCSU Libraries
1990 - 99 Assistant Director for Planning and Research, NCSU Libraries
1989 - 90 Assistant Director for Planning and Development, NCSU Libraries
1985 - 89 Assistant to the Director for Planning and Development, NCSU Libraries
1981 - 85 Assistant Head, Monographic Cataloging Dept., D. H. Hill Library, NCSU
1980 - 81 Assistant Head, Serials Department, D. H. Hill Library, NCSU
1974 - 75 Order Librarian, Ralph Brown Draughon Library, Auburn University
1969 - 73 Spanish Cataloger, The Ohio State University Libraries
1968 -69 Assistant Librarian, Freer Gallery of Art, Smithsonian Institution

TEACHING EXPERIENCE

Instructor, User Surveys in Academic Libraries Workshops, Association of Research Libraries, 1996-97.
Visiting Lecturer, Graduate Library School, Indiana University, 1978.
Graduate Teaching Assistant, Foreign Languages Department, Auburn University, 1973-74.

EDUCATION

Ph.D. (Library Science), Indiana University, 1980.
M.H.S. (Hispanic Studies), Auburn University, 1974..
A.M.L.S., University of Michigan, 1968.
A.B. (Chinese, Ancient, and Medieval History), University of Michigan, 1967.

AWARDS, HONORS

Order of the Long Leaf Pine, State of North Carolina, 2001
Listings in *Outstanding Young Women in America, Contemporary Authors*
Graduate Library School Fellowship and Fee Remission Scholarships, Indiana University, 1977-79
Phi Kappa Phi, Auburn University (Honorary), 1974
Sigma Delta Pi, Auburn University (Spanish Honorary), 1974
Beta Phi Mu, University of Michigan (Library Science Honorary), 1968
Margaret Mann Award, University of Michigan, 1968

MEMBERSHIPS

American Library Association; Association of College and Research Libraries, Library Administration and Management Association
North Carolina Library Association
North Carolina Literary and Historical Association
North Carolina Writers Network
Southeastern Library Association
Southern Association for Public Opinion Research

SELECTED PUBLICATIONS

Articles

Davis, Jinnie Y. "Fair Use after CONFU." *College & Research Libraries* (May 1998): 209-211.

Davis, Jinnie Y. "Champions of Scholarly Communication: A New Approach by the NCSU Libraries." *College & Research Libraries News* 58 (November 1997): 701-702.

Davis, Jinnie Y. "Faculty Publishing Venture," in *ARL: A Bimonthly Newsletter of Research Library Issues and Actions* 161 (March 2, 1992): 6-7.

Davis, Jinnie Y., and Helm, Karen P. "The Dreams of the Reasonable: Integrating Library and University Planning." *Journal of Library Administration* 13, nos. 3/4 (1990).

Abbott, John P., and Davis, Jinnie Y. "Extending Services beyond the Library Walls: The Effect of Remote Access to Online Catalogs in Large Academic Libraries." In *Convergence*, edited by Michael Gorman, 94-98. Chicago: American Library Association, 1990.

Bausser, Jaye, Davis, Jinnie Y., and Gleim, David. "Error Detection in Bibliographic Records: Can the Computer Do It All?" In *Energies for Transition*, edited by Danuta A. Nitecki, 27-29. Chicago: Association of College and Research Libraries, 1986.

Byrd, Gary, Davis, Jinnie Y., Gosling, William A., and Herman, L. Russell. "The Evolution of a Cooperative Online Network." *Library Journal* 110 (February 1, 1985): 71-77.

Davis, Jinnie Y. "Innovation Decision Making and the Genesis of OCLC: The Effects of Individuals, Information and Structure." *Library & Information Science Research* 6 (Jan.-Mar. 1984): 43-74.

Abrera, Josefa B., and Davis, Jinnie Y. "Application of Programmed Instruction to Teaching of OCLC Data Base Searching." *Journal of Education for Librarianship* 20 (Spring 1980): 235-50.

Davis, Jinnie Y., and Bentley, Stella. "Factors Affecting Faculty Perceptions of Academic Libraries." *College and Research Libraries* 40 (November 1979): 527-32.

Monographs

Davis, Jinnie Y., and David M. Paynter, eds. "Performance Measures for Libraries." *North Carolina Libraries* 48 (Fall 1990 issue).

Richardson, John V., and Davis, Jinnie Y., eds. *Academic Librarianship: Past, Present and Future; Essays in Honor of David Kaser.* Englewood, Colo.: Libraries Unlimited, 1989.

Davis, Jinnie Y., and Richardson, J. V. *Calligraphy: A Source Book.* Littleton, Colo.: Libraries Unlimited, 1982.

Davis, Jinnie Y., and Abrera, Josefa B. *Monographic Searching on the OCLC Terminal: A Programmed Text with Teacher's Guide.* Hamden, Conn.: Shoe String Press, 1981.

OTHER PROFESSIONAL ACTIVITIES

Editorial Board, *Library Quarterly* (University of Chicago Press), 1994-99.

Editorial Board, *College & Research Libraries* (Association of College and Research Libraries), 1993-98.

LARRY GOLDSTEIN

PO Box 629
Crimora, Virginia 24431-0629
Larry.Goldstein@Campus-Strategies.com
(540) 942-9146

EXPERIENCE:

PRESIDENT, Campus Strategies, Charlottesville, Virginia, 2001—present.
Campus Strategies is a management consulting firm specializing in financial and accounting services for colleges and universities, governmental entities, and commercial entities serving higher education. Current and past clients include the Auditor of Public Accounts for the Commonwealth of Virginia, the National Association of College and University Business Officers (NACUBO), SCT Software and Resource Management Corporation, Eckerd College, and the Universities of Hartford, North Carolina at Charlotte, Vermont, and Virginia.

SENIOR VICE PRESIDENT AND TREASURER, National Association of College and University Business Officers (NACUBO), Washington, DC, 1997-2001.
In addition to serving as the chief financial officer, responsibilities included the direction of the following units: the Center for Accounting, Finance, and Institutional Management (Center); Financial Services; and, Management Information Systems. The Center is NACUBO's research unit responsible for developing and delivering programs and products related to higher education accounting, finance, business operations, and institutional effectiveness. Staffed the audit & budget and technical issues & management research committees of NACUBO's board of directors.

ASSISTANT VICE PRESIDENT AND TREASURER, University of Louisville, 1991-1997.
In addition to serving as the chief financial officer, responsibilities included the direction of all accounting and financial units. Also responsible for coordination of external audit activities, management of tax compliance, maintenance of internal control system, management of investment and banking relationships, negotiation of indirect cost agreements, issuance of long-term debt, and coordination of financial matters with various state agencies. Staffed the finance, audit, and investment committees of the governing boards of the University of Louisville and its affiliated foundations.

UNIVERSITY COMPTROLLER, University of Virginia, 1985-1991. Responsible for direction of accounts payable, cost analysis, general accounting, financial analysis and reporting, payroll, and property and plant accounting; and, maintenance of the accounts payable, fixed asset, general ledger and payroll systems.

ASSISTANT COMPTROLLER FOR COST ACCOUNTING, University of Virginia, 1981-1985. Responsible for direction of the Cost Accounting Department consisting of cost analysis, sponsored programs accounting, and property and plant accounting.

CONTROLLER, The School of the Art Institute of Chicago, 1979-1981. Responsible for directing all college accounting and financial operations.

INDIRECT COST ANALYST, University of Chicago, 1978-1979. Responsible for preparation of a study supporting the university's federal indirect cost proposal.

OTHER PROFESSIONAL ACTIVITIES:

Governmental Accounting Standards Advisory Council
TheCenter Advisory Board, University of Florida
National Postsecondary Education Cooperative Executive Committee
APPA Professional Leadership Academy (faculty)
College Business Management Institute (faculty)
University of Louisville School of Education, Guest Lecturer, 1992-1996.

EDUCATION / TRAINING / CERTIFICATION:

Center for Creative Leadership's Developing the Strategic Leader, Leading Creatively, and Leading Creatively Alumni Programs
NACUBO Executive Leadership Institutes I & II
Master of Science, University of Virginia
Certified Trainer, Train the Trainer Program, University of Virginia
Bachelor of Accountancy, Walsh College (Michigan)
Certified Public Accountant, Virginia

MEMBERSHIPS:

American Institute of Certified Public Accountants
Virginia Society of Certified Public Accountants

Larry Goldstein
Biographical Information

Larry Goldstein established a management consulting firm, Campus Strategies, to provide services to colleges and universities as well as organizations serving higher education. In addition to serving as president of the firm, he is a Senior Fellow in the Center for Accounting, Finance, and Institutional Management (Center) at the National Association of College and University Business Officers (NACUBO). Goldstein also serves as an SCT Fellow with the Global Education Systems division of Systems and Computer Technology Corporation. He is actively involved with various efforts related to higher education accounting, finance, and management issues.

Immediately prior to establishing Campus Strategies, Goldstein served as NACUBO's Senior Vice President and Treasurer (SVPT). As SVPT, he directed the activities within the Center, NACUBO's primary research unit addressing topics related to accounting and finance, business operations, and institutional effectiveness, in addition to overseeing NACUBO's management information systems and internal accounting operations.

Goldstein joined NACUBO in 1997 after spending 20 years in higher education financial administration. In his last campus position, he served as the University of Louisville's chief financial officer. Before joining U of L, he held administrative appointments with The University of Chicago, the School of the Art Institute of Chicago, and the University of Virginia. Prior to entering higher education financial administration, he worked as a tax associate with Touche Ross & Company.

Goldstein, a certified public accountant, earned a Bachelor of Accountancy degree from Walsh College and a Master of Science degree from the University of Virginia. He is actively involved in various professional organizations and serves on national committees and boards including the Governmental Accounting Standards Advisory Council, the National Postsecondary Education Cooperative, and the Advisory Board for the *TheCenter* at the University of Florida.

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RESUME'

John A. Muffo

Director
Academic Assessment Program
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061-0157
(540) 231-6003
muffo@vt.edu

EDUCATION

University of Denver, Ph.D., 1976, Major: Higher Education Admin. Cognate Area: Business Administration

University of Denver, M.B.A., 1976, Major: Business Administration Areas of Emphasis: Accounting, Statistics

Ohio University, M.Ed., 1971, Major: Student Personnel Admin.
Area of Emphasis: Counseling

St. Francis College (PA), B.A., 1969, Major: Philosophy
Minors: Chemistry, Mathematics

POSTGRADUATE WORK

Director, Academic Assessment Program, Virginia Polytechnic Institute and State University, August, 1990 to present.

Assistant Director, Institutional Research and Planning Analysis, Virginia Polytechnic Institute and State University, July, 1985 to August, 1990.

Director of Special Studies, Indiana Commission for Higher Education, August, 1983 to June, 1985.

Director of Institutional Research, Cleveland State University, August, 1979 to August, 1983.

Assistant Director, Office of Administrative Studies, University of Illinois at Urbana-Champaign, July, 1976 to July, 1979.

TEACHING EXPERIENCE

Virginia Tech: Business Statistics; Honors Seminar; Advanced Research Methods; Higher Education in the U.S; Institutional Effectiveness and Student Outcomes Assessment.

Cleveland State University: Statistical Methods for the Health Sciences; Educational Research; Statistical Methods for Business; Multivariate Statistical Methods.

University of Illinois: Business Statistics; Marketing Management.

SELECTED PROFESSIONAL ACTIVITIES AND AWARDS

Consulting Editor, *Research in Higher Education*, 1980-88.
Consulting Editor, *Review of Higher Education*, 1981-84.
Outstanding Service Award, Association for Institutional Research, 1991.
President, Association for Institutional Research, 1993-94.
Consulting Editor, *ASHE-ERIC Higher Education Reports*, 1995-present.
Evaluator for grants sponsored by the National Science Foundation and the U.S. Departments of Agriculture and Education, 1996-present.
Member, National Postsecondary Education Cooperative, U.S. Department of Education, 1997-2000.

SELECTED PUBLICATIONS

"Institutional Effectiveness, Student Learning, and Outcomes Assessment," in Richard D. Howard, (Ed.), *Institutional Research: Decision Support in Higher Education*, Tallahassee, FL: Association for Institutional Research, 2001, pp. 60-81.

"Involving Faculty in Assessing the Core Curriculum," *Assessment Update*, Vol. 13, No. 2 (2001), pp. 4-5.

"Assessing Student Competence in Engineering," in Trudy W. Banta and Catherine A. Palomba (Eds.), *Assessment Student Competence in Accredited Disciplines*, San Francisco: Jossey-Bass, 2001, pp. 159-175.

"Assessment in Engineering Begins a New Era," *Assessment Update*, Vol. 9, No. 4 (1997), pp. 4, 15.

"Lessons Learned from a Decade of Assessment," *Assessment Update*, Vol. 8, No. 5 (1996), pp. 1-2, 11.

Four case studies in Trudy W. Banta and others (Eds.), *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass, 1995, pp. 129-131, 144-148, 315-317.

"Outcomes Assessment Methods That Work: Attitude and Opinion Data," with Mary Anne Bunda, in Trudy W. Banta (Ed.), *Making a Difference: Outcomes of a Decade of Assessment in Higher Education*. San Francisco: Jossey-Bass, 1993, pp. 168-178.

Raymond C. Pierce

Cleveland (216) 861-7479

Practice Group: Business

Areas of Emphasis: Education
Federal Policy
General Corporate

Bar Admissions: Arkansas
Ohio

Education: J.D., Case Western Reserve University School of Law, Distinguished Graduate Award, 1983
B.A., Syracuse University, with Honors, 1980

Summary: Raymond C. Pierce is a partner in the Cleveland office of Baker & Hostetler. He concentrates his practice in education, public policy and general corporate law. He serves both public and private sector clients including colleges and universities, school districts, state education departments, foundations, testing companies, accrediting associations, school athletic conferences, membership organizations and other education related entities. Mr. Pierce also works with the firm's Washington-based Federal Policy Group to assist clients with government-related issues.

Mr. Pierce counsels clients on issues of federal and state compliance including those raised in the context of school construction, high standards school reform, charter schools, gender equity, employment, and school safety. Mr. Pierce also provides strategic planning and guidance in the area of corporate giving/philanthropy in education.

Before his recent campaign for mayor of Cleveland, Mr. Pierce served in the administration of President Bill Clinton as Deputy Assistant Secretary of Education for Civil Rights. In this post, he directed the U.S. Department of Education's federal civil rights compliance section in addition to developing federal education policy that impacts school districts, colleges and universities. During his tenure he negotiated resolution agreements with six state higher education systems including Ohio, which involved the restructuring of Central State University.

Mr. Pierce began his career in the John Walker law firm in Little Rock, Arkansas, a prominent civil rights firm. From 1986 to 1993 he was an attorney with LTV Steel. In this capacity he helped develop a multi-million-dollar urban enterprise zone initiative between LTV and the City of Cleveland.

(continued on reverse)

Mr. Pierce has been a frequent speaker and workshop leader on a wide range of law and education-related issues at conferences and annual meetings, including those sponsored by: The National Association of State Universities and Land Grant Colleges, the American Council on Education, The National Conference of State Legislators, The U.S. Conference of Mayors, The University of Colorado, The University of Mississippi, The Darden School of Business at The University of Virginia, The National Research Council at the National Academy of Sciences, The Advancement Project at Harvard University, Texas Southern University, The National Collegiate Athletic Association, The American Association for the Advancement of Science, The National Association for Equal Education Opportunity, The State of Alabama, and the National Education Association.

Mr. Pierce has delivered the commencement address at five college graduation ceremonies. He is the recipient of various awards including the Thurgood Marshall Foundation National Leadership Award and The Case Western Reserve University School of Law Distinguished Recent Graduate Award.

DR. RAYMA E. SMITH

Dr. Rayma E. Smith has had extensive experience with private as well as public institutions. She is currently the Dean of Humanities and Sciences at Cincinnati State Technical and Community College in Cincinnati, Ohio. As the senior administrator for her divisions, she is responsible for the overall management of all personnel, degree programs, budgets, community partnerships, program articulation agreements, and program development. She provides leadership for more than 50 full-time faculty and academic support personnel, over 200 adjuncts, a support staff of five, and two assistant deans. The Humanities and Sciences divisions offer two pre-baccalaureate or transfer degrees, the Associate of Arts and the Associate of Science, as well as degrees in Interpreter Training and Early Childhood Education. Additionally, various Program Articulation Agreements with regional colleges and universities ensure a smooth transition for students graduating from associate degree programs within the Humanities and Sciences Divisions and transferring into baccalaureate-degree programs.

Dr. Smith also serves on a number of major institutional committees, including the Academic Cabinet, President's Quality Council, Academic Policies and Planning Committee, and the Sabbatical Review Panel. During the 2001-2002 academic year, she served on the seven member Ohio Award for Excellence Committee, which developed the College's Application. Cincinnati State was named a Level 2 winner, an award given to Ohio organizations that have demonstrated a serious commitment to excellence and a process for continuous improvement. Dr. Smith is also a participant in another key quality initiative at the college, the Continuous Quality Improvement Network Team (CQIN) IV. Additionally, Dr. Smith is currently serving as the Co-Chair of Cincinnati State's Quality Action Project for General Education, which is an Academic Quality Improvement Project AQIP), an alternative model for accreditation sponsored by the North Central Association. At the state level, Dr. Smith is a member of the Articulation and Transfer Advisory Council of the Ohio Board of Regents and has been recently appointed to the Articulation and Transfer Policy Review Committee.

Prior to her employment at Cincinnati State, Dr. Smith was Director of Degree Programs at the Ohio Board of Regents. In that capacity, she provided leadership and support for the review and approval of new degree programs, associate, baccalaureate and graduate, at Ohio's public and private colleges and universities. Other responsibilities included the formulation, implementation, and evaluation of state policy related to degree programs at all academic levels.

Before joining the Ohio Board of Regents, Dr. Smith served as Chair of the General Studies Division of Wilberforce University. In that role, she was responsible for leadership of the institution's General Studies Division, which included such programs and curricular offerings as the General Studies/Liberal Arts Program, Freshman Year Program, Special Services, and the Faculty Tutorial and Academic Counseling Program.

Dr. Smith received the Bachelor of Science degree in Speech Pathology and Audiology from Miami University and the Master of Arts degree in Speech and Hearing Science as well as the Ph.D. degree in Educational Policy and Leadership from Ohio State University.

January 2003

Florida State
UNIVERSITY

College of Business
Office of the Dean
Tallahassee, Florida 32309-1110
850 / 644-3090
FAX: 850 / 644-0915

MELVIN T. STITH, PH.D.

Dr. Melvin T. Stith, a native of Jarratt, Virginia, received his undergraduate education at Norfolk State University and his MBA and PhD in Marketing from the School of Management at Syracuse University. During his undergraduate years, he was the recipient of a ROTC Academic Fellowship. In graduate school, he received the ABLE (Accelerated Business Leadership Education Award). A Vietnam veteran, Dr. Stith served in the United States Army Military Intelligence Command and achieved the rank of Captain during his military tenure (1968-1971).

Professionally, Dr. Stith has held these positions: Director of Graduate Programs, Syracuse University; Associate Dean/Assistant Professor, College of Business, University of South Florida; Visiting Professor, School of Business and Industry, Florida A & M University; and Associate Professor/Chairman, Department of Marketing, College of Business, Florida State University. He is currently Dean, and Jim Moran Professor of Business Administration, College of Business, Florida State University, Tallahassee, Florida. Under his leadership, the College of Business has been consistently ranked as one of the top fifty, and currently in the top forty, undergraduate programs in the country according to *U.S. News and World Report.*

His research deals with the impact of value systems on consumer purchase behavior and key influences on black and white consumption patterns. His works have appeared in the leading marketing and psychological journals. He is also a frequent speaker and participant at national conferences.

As a result of his research, Dr. Stith has served as a consultant or lecturer for many private companies and public agencies. A partial list of clients include: The Dracket Company, American Hospital Supply, Florida Department of Education, Florida Department of Transportation, Glembys, Fireman's Fund Insurance Company, Anheuser-Busch, Kent Publishing Company, JM Family Enterprises, Associated Credit Bureaus, and the University of Wisconsin.

Additional professional activities have included serving on the Florida Department of Education Task Force on Florida's Education Finance Program and the Florida Council on Education Management. He has served on the Board of Directors, American Assembly of Collegiate Schools of Business International (AACSB), and has served on its Standards and Procedures Committee, Minority Enhancement Committee, Strategic Planning Committee, Faculty Leadership Task Force, and as Chair of the Committee on Diversity in Management Education. He currently serves on several accreditation review teams for business programs.

Dr. Stith holds directorships on the Board of Directors of Tallahassee State Bank, Tallahassee, FL; Synovus Financial Corporation, Columbus, GA; PHT Services, Ltd., Columbia, SC; Correctional Services Corporation, Sarasota, FL; Graduate Management Admissions Council (GMAC), McLean, VA., JM Family Enterprises Youth Automotive Training Center, and Jim

Moran Foundation, Deerfield Beach, FL. He previously served on the Board of Directors of Rexall Sundown, Inc., Boca Raton, FL; Museum of Florida History, Tallahassee, FL; and Keebler Foods, Evanston, IL.

Garrison Walters

Dr. Walters has been Vice Chancellor for Academic Affairs at the Ohio Board of Regents since 1990. His responsibilities include academic program review and approval, research, workforce development and technology. He led the group that created OhioLINK, the state's library and information system, oversaw Ohio's comprehensive doctoral review in the mid-1990s, and was the principal architect of The Ohio Plan, a comprehensive research, technology transfer and commercialization effort that has become the $1.6 billion Third Frontier Program. Currently, he is leading the planning and development of Ohio's pathbreaking 1,600 mile fiber optic research and education network. Before he came to the Regents, Dr. Walters was Assistant Dean of Humanities at Ohio State University.

Dr. Walters has a Ph.D. in the history of Eastern Europe and Russia from Ohio State (1972) and holds the B.A. and M.A. in history from Boston University. He is the author of *The Other Europe* (Syracuse University Press, 1988) and *The Essential Guide to Computing* (Prentice Hall, 2001). A recently completed novel, *First Guy*, is, alas, unpublished.

Kentucky State University
Review Team Schedule
Monday, February 4, 2003
Meeting Activity

Team member/Time		Location
Jinnie Davis		
9:15-10:25	Library Documents	Library
10:30-11:00	Director of Library	Library
11:15-12:00	Library Staff Group	Library
12:00-1:00	Lunch	
1:15-2:00	Director of Library	Library
2:15-3:15	President of University	Conf. Room 1
3:30-4:15	Tour of Campus	
4:30-5:15	Review Team & President's Cabinet	Conf. Room 1
Mickey Burnim		
Larry Goldstein		
9:15-10:00	Deans and Chairs	Conf. Room 1
10:15-10:45	Board of Regents	Conf. Room 1
10:50-11:25	President Faculty Senate/Faculty Rep.	Conf. Room 1
11:30-12:00	V.P. Academic Affairs	Conf. Room 1
12:05-1:00	Lunch	
1:05-1:45	Inst. Research Evaluation & Assessment	Conf. Room 1
1:50-2:30	Chief Financial Office	Conf. Room 1
2:35-3:25	Presidents of University	Conf. Room 1
3:30-4:15	Tour of Campus	
4:30-5:15	Review Team & President's Cabinet	Conf. Room 1
Carol Anderson		
Mel Smith		
Garrison Walters		
9:15-10:00	Deans and Chairs	Conf. Room 1
10:15-10:45	Information on responses to and status of Recommendations of various studies (Mgt., SACs, Academic Programs Reviews)	Conf. Room 2
10:50-11:25	President Faculty Senate/Faculty Rep.	Conf. Room 1
11:30-12:00	Advancement/Physical Facilities/Athletics Public Relations	Conf. Room 2
12:00-1:00	Lunch	
1:10-1:45	Institutional Research, Evaluation & Assessment	Conf. Room 2
1:50-2:30	Chief Financial Officer/Staff	
2:35-4:35	President of the University	Conf. Room 1
3:30-4:15	Tour of the Campus	
4:30-5:15	Review Team & President's Cabinet	Conf. Room 1
John Muffo		
Rayma Smith		

9:15-10:00	Deans and Chairs	Conf. Room 1
10:15-10:45	Information on responses to and status of Recommendations of various studies (Mgt., SACs, Academic Program Reviews)	Conf. Room 2
10:50-11:25	Student/Staff Resources	Conf. Room 2
11:30-12:00	Land Grant Resources (e.g. Aquaculture)	Conf. Room 2
12:05-1:00	Lunch	
1:05-1:45	Institutional Research, Evaluation & Assessment	Conf. Room 2
1:50–2:30	Chief Finance Officer	Conf. Room 1
2:35-3:25	President of the University	Conf. Room 1
3:30-4:15	Tour of Campus	
4:30-5:15	Review Team & President's Cabinet	Conf. Room 1

Conference Room 1 - President's Office Suite
Conference Room 2 - Vice President for Academic Affairs Office Suite

Visiting Team

Dr. Raymond Pierce, Team Leader
Dr. Carol Anderson

Dr. Mickey L. Burnim
Dr. Jinnie Y. Davis
Larry Goldstein, M.S., CPA
Dr. John A. Muffo
Dr. Rayma E. Smith
Dr. Melvin T. Stith
Dr. Garrison Walters

University Participants

Board of Trustee Representatives
Dr. Marlene Helm
Dr. Charles Bennett
Ms. Cornelia Calhoun
Mr. Mikiyon Alexander

President of the University	Dr. William Turner
Vice President for Academic Affairs	Dr. Juanita W. Fleming
Vice President for Advancement	Mr. Hinfred McDuffie
Assistant Vice President for Student Affairs	Mr. Reginald Davis
Chief Financial Officer	Mr. William Pennell
Internal Auditor	Ms. Wanda Long
General Council	Atty. Karen Powell
Athletics Director	Mr. Derrick Ramsey
Director Public Relations and Ass't. To the President	Ms. Jacqueline Bingham

Land Grant: Mr. Nolan Williams (Dr. Harold Benson)
Director of Library — Ms. Karen McDaniel

Deans: Drs. Paul Bibbins, Gashaw Lake, Valentine Okonkwo, Sam Oleka, and Herman Walston
Chairs: Drs. Egnunam Amadife, Barbara Buck-White, George Shields, Fariba Bigeli-Jahed, Ashok Kumar, Shelia Patros, Bennie Robinson, David Herbert

Information on Studies/Reports	Dr. Carl Smith & Ms. Marty Woelfel
Institutional Research	Mr. Jason Curry
President of Faculty Senate	Dr. Tucker Landy
President of Student Government	Mr. Mikiyon Alexander

Baker and Hostetler, LLP (Raymond Pierce)
Comprehensive Assessment of Kentucky State University

17 December 2002

Discussion:
Purpose: *Discuss the requirements of the Comprehensive Assessment of KSU as per the Request for Proposals issues September 6, 2002.* What is the expected end product to be produced by Baker and Hostetler, LLP? Several members of the oversight committee asked:

- Has the Baker and Hostetler proposal changed the original RFP for the comprehensive assessment or is it in addition to what is in the RFP?
- Is this just an assessment of the academic programs or will the contractor review and report on other issues related to the university?
- Will Baker and Hostetler review and report on all issues at the university with recommendations to resolve them?
- Is this review expected to produce a traditional historically black college/university enhancement report?

What did KSU and CPE request?
- The RFP issued by KSU and CPE sought a comprehensive review, within the context of the assigned mission, of the academic programs and an analysis of the use and adequacy of existing institutional resources of the university.
    - Review of the scope and diversity of programs and the related instructional functions
    - Review of the availability and use of technology and library resources assigned to academic programs
    - Review of program assessment tools and their use to assure quality
    - Review of the overall resources available to the institution
    - Review of the allocation of resources to the academic programs as compared to KSU assigned benchmark institutions and national norms
    - Review of need to reallocate resources among programs if necessary
    - Report and recommend conclusions about how resources are being used
    - Review of other contributing factors that may be interfering with the proper management of the institution and its resources in a manner that best support accomplishing its assigned mission.

The Contract:
- Baker and Hostetler, LLP agreed to: complete the assessment based on the mission of KSU that was approved by the Commonwealth, identify strengths and weaknesses, assess the deployment and adequacy of all financial resources, and offer recommendations for action.

Kentucky State University Board of Regents
And
Kentucky Council on Postsecondary Education

Request For Proposals

Proposals must be returned by 4:30 p.m., EST, September 16, 2002 to:

Requested by
Kentucky State University Board of Regents
And The Kentucky Council on Postsecondary Education

CPE

An Equal Opportunity Employer M/F/H

Request for Proposals
Comprehensive Assessment of Kentucky State University

Section 1—Purpose

This Request for Proposals, issued jointly by the Board of Regents for Kentucky State University and the Kentucky Council on Postsecondary Education, solicits offers from firms to perform a comprehensive assessment of Kentucky State University. This assessment will include a review of academic programs and the use and adequacy of resources. The staff of the council and members of the Board of Regents will evaluate proposals. The successful firm will be awarded a personal services contract through competitive negotiation.

Section 2—Background and Context

Kentucky State University, a historically black institution in Frankfort, the Capitol of Kentucky, is Kentucky's only historically black institution. The university's mission is "the state's unique, small, liberal studies institution –with the lowest student-faculty ratio-- in the state system". Kentucky State University was chartered in 1886 as the State Normal School for Colored Persons. With the passage of the Second Morrill Act in 1890, KSU became a land-grant college. Kentucky State University has a Board of Regents that has responsibility for the fiduciary oversight of the university. The board has eleven members, eight members appointed by the Governor, one member of the student body, one member of the non-teaching personnel, and one member of the teaching faculty. The board has the exclusive control of employment, tenure, promotions, and official relations of employees.

Kentucky State University has 26 academic programs at the associate, baccalaureate and graduate degree levels. There are two masters degree programs—Public Administration and Fishing and Fisheries Sciences and Management (Aquaculture). The university's expenditure authority for FY 2002-03 is $51,110,000 ($23,162,700 General Funds, $16,446,900 restricted institutional funds, and $11,500,400 federal funds). In fall 2001, KSU enrolled 2,165 undergraduates and 149 graduate students, employed 444 total fulltime staff (38 executive and managerial staff, 96 faculty, and 104 non-faculty professional staff, 74 secretarial and clerical staff, 70 technical and paraprofessional staff, 17 skilled craft, and 45 service and maintenance staff).

The Council on Postsecondary Education is the coordinating agency for postsecondary education in Kentucky. The council has the authority to approve new or to discontinue existing academic programs at the public colleges and universities, determine tuition, establish minimum requirements for admission and is required, by statute, to maintain a state system of accountability. The council has recommending authority for biennial operating budget appropriations to the Governor and the Kentucky General Assembly. It is also the recommending authority for all capital projects valued at $400,000 or greater involving public postsecondary institutions.

The council currently uses a benchmark funding system to establish state appropriation recommendations for each public postsecondary institution. Each institution in Kentucky has a unique set of benchmark institutions determined in negotiations between the council and the institution. Benchmark institutions are identified based on an analysis of seventeen institutional characteristics. Funding recommendations are based on a comparative analysis of Kentucky State University's funding and the appropriations to its benchmark institutions.

The Commonwealth of Kentucky and the U. S. Department of Education, Office for Civil Rights, entered into a Partnership Agreement in May 1999 for the purpose of bringing Kentucky's public system of postsecondary education into full compliance with Title VI of the 1964 Civil Rights Act and the Fordice standards established by the U. S. Supreme Court in U.S. v. Fordice. The agreement is an outgrowth of the OCR's involvement with the 19 states that previously operated segregated colleges and universities. In the partnership agreement, the Commonwealth committed to ensuring equal access to high quality education for all citizens regardless of race, color, or national origin. As part of the partnership agreement, the Commonwealth also agreed to revitalize the facilities and academic programs of Kentucky State University.

Section 3—Description of the Project

The Board of Regents of Kentucky State University and the Council on Postsecondary Education are seeking a comprehensive review of the academic programs and an analysis of the use and adequacy of existing institutional resources of the university. The analysis shall include a comparison of KSU to the official benchmark institutions established for KSU.

The vendor shall review the scope and diversity of degree programs and related instructional functions available at Kentucky State University, including technology and library resources assigned to those programs, and mechanisms for program assessment. The final report should include conclusions and recommendations about KSU's academic programs.

The vendor shall analyze and report on the current deployment of existing institutional financial and human resources. The vendor should review the overall resources available to the institution and should present findings and conclusions regarding how resources are being used. The report should make recommendations about the current use and, if appropriate, the reallocation of existing resources.

Section 4—Proposal Requirements

1. Vendors interested in submitting proposals shall provide the following background information:

   A. A brief description of the firm, organization, or group.

   B. A list of key personnel who will be directly involved in this project. Resumes of those individuals should be submitted that include their years with the firm,

organization, or group and descriptions of projects of a similar nature, size and scope they have participated in within the past five years.

C. A list of current and past clients of the firm, organization, or group for the past three years. Include name, title, and phone numbers of those clients.

2. The program plan shall include the following:

A. A narrative description of the plan for the review of academic programs and for assessing the adequacy and use of financial and human resources at the institution. The narrative should include a list of steps to be taken, groups or individuals to be consulted, and analytical approaches to be used.

B. Services provided by the firm, organization, or group.

C. Calendar for completion of the project.

D. Cost of services. Vendor may propose either a lump sum cost including travel, printing and all personnel or may propose separate costs for personnel (hourly rate x number of hours), travel, printing and other costs.

3. The proposal should identify any potential conflict of interest including, but not limited to, professional or personal relationships with individuals or groups that are involved with Kentucky State University, the Council on Postsecondary Education, the state government of Kentucky or who stand to gain from the work of the firm, organization, or group.

Section 5—Criteria for Selection

1. The following criteria will be used in evaluating proposals:

A. The experience and expertise of the designated personnel.

B. Experience and expertise of the firm, organization or group based upon references supplied.

C. Potential of the firm, organization or group to conduct a comprehensive assessment and to develop strategies for the future development of Kentucky State University as demonstrated in the quality of the proposal.

D. Cost.

2. There will be two levels of review in this RFP process.

A. The first level will involve the review and technical scoring of proposals submitted in response to this RFP by a workgroup appointed by the Kentucky

State University Board of Regents and the Council on Postsecondary Education staff. This will include a review of cost proposals.

B. Once this review process is complete, it is anticipated that a short list consisting of four or fewer firms, organizations, or groups will be invited to participate in a second level of review. This second phase will involve an oral presentation.

C. Kentucky State University and the Council on Postsecondary Education will award a contract based on the results of the second level of review.

3. Review of proposals will begin September 16, 2002, and will continue until a selection is made.

Section 6—General Information

1. The final report will be due in written form no later than December 31, 2002. Twenty copies of the final report should be provided in bound form, with one copy unbound. The council or Kentucky State University will be responsible for making and distributing additional copies.

2. Proposals should be mailed to:

Mr. Bill Wilson, Chair, KSU Board of Regents &
Ms. Norma Adams, Chair, Council on Postsecondary Education
c/o Sherron Jackson
Interim Vice President for Finance
Council on Postsecondary Education
1024 Capital Center Drive
Suite 320
Frankfort, KY 40601
502.573.1555
502.573.1535 (FAX)

3. Vendors should submit:

A. One original and eight copies of the proposal excluding cost information marked **KSU Comprehensive Assessment** in the lower left-hand corner.

B. One copy of the cost information should be provided in a separate envelope and marked **KSU Comprehensive Assessment—Cost Proposal** in the lower left-hand corner.

4. Any contract resulting from the RFP shall be a personal service contract pursuant to KRS 45A.695.

5. Any contract resulting from this RFP shall be governed by all provisions of KRS Chapter 45A and the Finance and Administration Cabinet's Manual of Policy and Procedures, both available on-line at:

   http://www.state.ky.us/agencies/purch/vipweb2.htm.

6. Kentucky State University and the Council on Postsecondary Education reserve the right to reject any and all proposals and bear no responsibility for any costs of preparing proposals.

7. Questions pertaining to the RFP should be directed to:

   Sherron Jackson
   Interim Vice President for Finance
   Council on Postsecondary Education
   1024 Capital Center Drive
   Suite 320
   Frankfort, KY 40601
   502.573.1555
   502.573.1535 (FAX)

Attachment E

COMMONWEALTH OF KENTUCKY
INFORMATION FOR UNIVERSITY BOARDS AND POSTSECONDARY EDUCATION COUNCIL

Return Completed Form To:
Bill Beam, Jr.
Governor's Office
Room 100, State Capitol
Frankfort, KY 40601
(FAX/564-2849)

Please Fill in Board/Commission Under Consideration
KENTUCKY STATE UNIVERSITY BOARD OF REGENTS

Your Name (Last, First, Middle)	County	Supreme Court District	Ky. Senate District	Ky. House District
Mr. / Ms. / Mrs. Douglas, Laura M.	Jefferson		33	43
Home Address	**City**	**State**	**Zip**	
4627 Riverview	Louisville	KY	40211	
Date of Birth	**Social Security Number**	***Party Affiliation: Dem. Rep. Ind. (Underline one)**	**Race**	
4/17/49	407-76-6713	Democratic	AA	
Your Occupation	**Business Phone Number & Fax Number**		**Residence Phone Number**	
Attorney (Vice President, General Counsel)	502/569-3600 502/569-0806		502/778-3542	
Current Employer	**Business Address**			
Louisville Water Company	550 S. Third Street Louisville, KY 40202			
Spouse's Name	**Spouse's Employer**			
Dr. Robert L. Douglas	University of Louisville			

EDUCATION AND GENERAL QUALIFICATIONS:

Level	Name of School	No. Years Attended	Did you Graduate	Major Course(s) of Study
High School	Shawnee High School	3	Yes	Advance Program
College/Other	University of Louisville	7	Yes	BA, JD

Memberships in Organizations. Also Indicate Current Positions With Political Party or Organization. Indicate Any Public Office Currently Held.

Leadership Louisville; Metro United Way Board; Family Health Care Center Board; Rotary; KBA; Housing Partnership Board; International Women's Forum; Links

HAVE YOU EVER BEEN CONVICTED OF A FELONY? NO IF YES, PLEASE INDICATE CHARGE, DATE AND PLACE.

REFERENCES (List two persons not related to you, whom you have known for at least one year)

Name	Address	Phone Number	Years Acquainted
Judge Denise G. Clayton	4400 Greenwood Road	502/774-2683	25 years
John L. Huber	550 S. Third Street	502/569-3600	1 year

* Necessary in order to comply with state law in regard to balance

CURRENT RESUME MAY ALSO BE SENT

DATE: 5/23/00 SIGNATURE: Laura M. Douglas

COMMONWEALTH OF KENTUCKY
UNIVERSITY BOARDS AND COUNCIL ON POSTSECONDARY EDUCATION
CONFLICT OF INTEREST QUESTIONNAIRE

NAME (Please Print) LAURA Douglas

1. Are you employed by a public institution of higher education in Kentucky? NO. If yes, with which institution and in what capacity?

2. Do you have a relative* employed by a public institution of higher education in Kentucky? Yes If yes, provide the name and the address of the relative and the institution with which he or she is employed and the position held.
Dr. Robert L. Douglas; 4627 Riverview Avenue, Louisville, KY 40211;
University of Louisville; Professor

*Relative: father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, son-in-law, or daughter-in-law.

3. Are you an officer or director of any corporation which does business with a public institution of higher education in Kentucky? No. If yes, please list the names of the corporation, the office held, and the approximate dollar amount of business involved.

4. Do you, or does any relative of yours, have a financial interest in, or receive any remuneration or income from, any business organization which has business dealings with a public institution of higher education in Kentucky? No If yes, please supply the following information:

A. Names of the business organizations in which such interest is held and the person(s) by whom such interest is held

B. Nature and amount of each such financial interest, remuneration or income;

5. Did you, or any relative of yours receive, during the past twelve months, any gifts or loans from any source from which a public institution of higher education in Kentucky buys goods or services or has significant business dealings? No.

If yes, list such gifts or loans as follows:

NAME OF SOURCE	ITEM	APPROXIMATE VALUE

Date: 5/23/00 Signature: Laura Douglas

****

PLEASE EXPLAIN ON SEPARATE SHEET WHY YOU WOULD BE WILLING TO SERVE

COMMONWEALTH OF KENTUCKY
INFORMATION FOR UNIVERSITY BOARDS AND POSTSECONDARY EDUCATION COUNCIL

Please Fill in Board/Commission Under Consideration

Kentucky State University

Return Completed Form To:
Bill Beam, Jr.
Governor's Office
Room 100, State Capitol
Frankfort, KY 40601
(FAX/564-2849)

Your Name (Last, First, Middle) Mr. Ms. Mrs.	County	Supreme Court District	Ky. Senate District	Ky. House District
Ms. Burks, Ishmon F.	Spencer	2		
Home Address	**City**	**State**	**Zip**	
879 Normandy Station	Taylorsville	KY	40771	
Date of Birth	**Social Security Number**	***Party Affiliation: Dem. Rep. Ind. (Underline one)**	**Race**	
3/17/45	407-62-5178		AA	
Your Occupation	**Business Phone Number & Fax Number**		**Residence Phone Number**	
Commissioner of State Police	(502) 695-6303 573-1479 fax		502-477-2810	
Current Employer	**Business Address**			
State	919 Versailles Rd., Frankfort			
Spouse's Name	**Spouse's Employer**			

EDUCATION AND GENERAL QUALIFICATIONS:

Level	Name of School	No. Years Attended	Did you Graduate	Major Course(s) of Study
High School	Shawnee	3	yes	Diploma
College/Other	Lincoln U.	4	yes	BS ED

Memberships in Organizations. Also Indicate Current Positions With Political Party or Organization. Indicate Any Public Office Currently Held.

HAVE YOU EVER BEEN CONVICTED OF A FELONY? NO IF YES, PLEASE INDICATE CHARGE, DATE AND PLACE.

REFERENCES (List two persons not related to you, whom you have known for at least one year)

Name	Address	Phone Number	Years Acquainted
Lance Edwards	847 S. Fourth St. Louisville, Ky 40203	(502) 585-9911	3
Jeff Ashley	" "	(502) 585-7100	2

- Necessary in order to comply with state law in regard to balance

CURRENT RESUME MAY ALSO BE SENT

DATE: 5/23/01 SIGNATURE:

POSTSECONDARY EDUCATION
Nov 27 9 00 AM '01

BIOGRAPHICAL INFORMATION

ISHMON F. BURKS
KENTUCKY STATE POLICE COMMISSIONER

Date of birth: March 17, 1945

Birthplace: Louisville, Kentucky

Education: Graduate of Shawnee High School, Louisville, Kentucky

Distinguished military graduate of Lincoln University, Jefferson City, Missouri

Master's degree in education from Indiana University, 1975

Master's degree in criminology from City University, New York, 1979

U.S. Army War College, Carlisle Barracks, Pennsylvania, 1987

Graduate of Kenan-Flager Business School Executive Program at the University of North Carolina, 1992

Military career: Commissioned into the regular Army, 1967

Served as a senior battalion advisor in the Vietnam War, 1969-70

Served as an instructor at the U.S. Military Academy, West Point, New York, 1975-79

Chief of Police, Heidelburg, Germany, 1982-83

Executive officer, Public Affairs, Pentagon, 1983-84

Commander of military police battalion at Fort McClellan, 1984-86

Chief of Personnel for Military Police, Pentagon, 1988-90

Retired from U.S. Military Academy as Colonel, 1993

Work experience:	Vice President of Internal Auditing and Corporote Security, McCrory and TG&Y Stores, 1994
	Executive Vice President and Chief Operating Officer, Spalding University, Louisville, Kentucky, 1995-2000
	Commissioner, Kentucky State Police, September 1, 2000
Awards:	Louisville's Distinguished Citizen Award, 1984
	Lincoln University Military Hall of Fame, 1994
	Shawnee High School Hall of Fame, 1998
	Distinguished Alumni Award at Historically Black Universities Conference, February 2000
Family:	Two children, Angela, 29, and Wallis, 13

Attachment F

POSTSECONDARY EDUCATION

UNIVERSITY of LOUISVILLE

OFFICE OF THE PRESIDENT

University of Louisville
Louisville, Kentucky 40292
Office: 502-852-5420
Fax: 502-852-5682

SEP 32 1 21 PM '02

September 30, 2002

Mr. Sherron Jackson
Kentucky Council on Postsecondary Education
1024 Capital Center Drive
Frankfort, KY 40601

Dear Sherron:

I am responding to your letters of August 5 and August 23, 2002, regarding the University of Louisville's status report on the Commonwealth's Partnership Agreement with the U.S. Department of Education's Office of Civil Rights. Additionally, you've asked us to report on: Programs and Strategies (8/4/02); Pathways to Success and Enrollment Management Program (8/23/02); Student Support Services (8/23/02); and Freshman Summer Transition Program (8/23/02).

The attached documents provide specific details, but general summaries of our progress in the areas you've asked us to address are provided below.

Programs and Strategies (8/4/02)

The Office of Civil Rights (OCR) visited the University of Louisville in November 2000. In May 2001, OCR issued a report detailing specific concerns. In the response we submitted last year, we addressed the majority of these, and this report further updates our progress. Attachment 1 is organized so that the OCR recommendations are listed in the first column, our progress in addressing them as of 10/15/01 is listed in the second column, and our most recent initiatives, as of 9/30/02 are in the third column.

The first element of the OCR report requested that we more clearly articulate the functioning of the PATHWAYS and REACH programs. As our response indicates, we have continued to articulate requirements and support services available to students so that we can ensure access to higher education at the point where students are most likely to succeed. In the last year, we have continued to work closely with JCPS and JCC, and due to increased preparedness of students, we've been able to reduce the number of sections of developmental math and reading courses on UofL's campus, and to move all students into English 101, eliminating the need for developmental writing classes. (We've reduced class size, offered more sections and incorporated the resources of the UofL Writing Center to support this change.)

Data indicate that African American students are not disproportionately referred to the Pathways program (about 28% of Kentucky Residents who are African American are referred to the program, compared to about 66% who are white). However, we are

somewhat concerned regarding the small numbers of students referred to PATHWAYS who actually enroll in an institution of higher learning – about 35%. Our data indicate that about 3% indicated they no longer have an interest in more education and 6% plan to enroll later. However, 54% of those who have been referred to PATHWAYS were unreachable – phones had been disconnected, or we could not get a reply despite repeated letters and phone calls. In November, we'll be able to check names against a database that will show us if any of these students did enroll in any college in the US, but this preliminary data bears watching. (To put this number in perspective, about 58% of first-time freshmen admitted to UofL, actually do enroll.)

As we continue to refine and improve the PATHWAYS concept, we anticipate that the percentages of students who enroll will increase – indeed, they must. We are committed to assuring access to higher education for minority students. And although we can argue that this time frame is too short to allow adequate assessment, the bottom line is that we need to increase our efforts to make this program work.

To this end, we'll be working more closely with JCC this year to improve communication, and will listen closely to the advice of the newly formed PATHWAYS ADVISORY COMMITTEE, composed of members of UofL, JCC, JCPS, CPE and the community.

In terms of numbers of students who transfer from PATHWAYS to UofL, the numbers are small, but the trend is encouraging. From 2001-2002, the numbers of transfers tripled—from 3 in 2001, to 17 in 2002. Again, we anticipate further increases now that the program is fully implemented, promotional materials are in place, and we're working more closely with JCC on providing resources for a seamless transfer.

As you'll see from this year's update, REACH continues to offer specific support and academic programs, including skills seminars, study strategies presentations, tutoring, supplemental instruction, learning assistance programs and Math Labs. REACH has provided services totaling more than 21,000 contact hours and has reached nearly 5000 students. The computer resource center is open. We have preliminary figures that will be reported to the CPE later this fall indicating that retention of African American students is increasing. Because these are not final figures, we do not want to report them here.

A number of minority related programs have been coordinated under the auspices of the Vice Provost for Diversity, and a number of new initiatives that we believe will improve the climate, access, and support for minority students, faculty, and staff have been initiated.

A second concern identified in the OCR report had to do with how the University is encouraging recruitment of African Americans. The Provost reviews each Dean's success in this area as part of the annual evaluation – pay raises are based on these annual reviews. African American hires in all categories, faculty, staff and administrative staff were up slightly in 2002. Recruitment and retention of minorities is part of every unit's objectives, and we're requiring that each unit develop a specific diversity plan – one that includes strategies for increasing numbers of African American Faculty and

Staff. Our Highest Potential is designed to raise funds and work to hire endowed chairs – matching university strengths with African American community needs.

A third area of concern was mentoring. Both faculty and staff mentoring programs have been instituted, and the Vice Provost for Diversity coordinates these. All annual faculty work plans take the amount of time faculty spend on service activities into consideration when assigning teaching and research assignments.

The fourth area of concern dealt with more direct input from the campus committee on issues of diversity and racial equality. CODRE has been reformulated to strengthen it as an advisory group. A presidential information advisory committee, composed of African American leaders on campus, has been formed, as has a Rapid Response Team to deal with critical racial incidents. Students meet with the president and provost monthly to bring concerns forward during monthly Diversity Forums.

Finally, we've begun a number of programs to improve the relationship between African American students and campus police, including diversity training for officers, training in community oriented policing, and formation of an advisory group to work with officers regarding issues on campus. A university wide Discriminatory Harassment Policy has been implemented.

PATHWAYS, Student Support Services, Summer Transition Program (8/23/02)

In addition to the update on the OCR report (Attachment 1), we've provided specifics on the PATHWAYS program and initial data on impact (Attachment 1) and specific information on notification processes and procedures (Attachment 2). We've also provided information on REACH and Summer Program descriptions (Attachments 1, 3 and 4).

The University of Louisville is pleased to provide this update, which reflects our commitment to the Partnership Agreement and the desire to recruit and retain a diverse student, faculty and staff population.

Please let me know if further information or clarification is needed.

Sincerely,

James R. Ramsey
Acting President

Attachments: #1 – OCR Status Report
#2 – Notification Process – Pathways
#3 – REACH services
#4 – Summer Transition Program

	OFFICE OF CIVIL RIGHTS SITE VISIT REPORT – MAY 17, 2001 UNIVERSITY OF LOUISVILLE: CONCERNS AND RECOMMENDATIONS		
PARA. #	REPORT	UPDATE AS OF 10/15/01	STATUS REPORT AS OF 9/30/02
	1. **The University will begin developing formal policies and procedures to articulate clearly the functioning of the PATHWAYS and REACH Programs. With this, the University will also provide adequate support to ensure the success of each program,**		
28 6	The University of Louisville occupies a unique position within the Commonwealth's system of public postsecondary education. Its location in an urban setting provides it greater access to African American students and also forces the institution to address issues involving diversity. The University is currently attempting to implement sweeping changes that will enhance its future viability while not sacrificing its tradition of serving a diverse student population. To that end, the University recently adopted the PATHWAYS Program, which is intended to better serve students who are underprepared for the rigors of postsecondary work by offering an alternative route to full matriculation to the University of Louisville. (see also P #3) Preliminary information regarding the Program indicates that it has not led to a denial of access for many students. (see also P #2) Of concern during our visit, however, was a lack of policies and procedures regarding various aspects of the program, such as support provided by UofL to JCC and JTC, including counselors and advisors, the monitoring of students' progress, and assignment of UofL housing to students in the program. (see also P #6) In addition, the PATHWAYS program is not widely advertised so some students who believe they do not have the credentials for acceptance to UofL, but who would qualify for the PATHWAYS program, may not apply. (see also P #7)	The Pathways to Success Program (Pathways) focuses the combined commitments and resources of UofL, Jefferson Community and Technical Colleges (JCTC), and Jefferson County Public Schools (JCPS) on attaining an increased level of academic achievement for citizens in the Commonwealth of Kentucky. The following are indications of the progress being made: JCPS – Goal: to prepare students for college • P-16 Council has been established • Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) program with Noe Middle School • Dual credit classes on UofL campus for high school students JCC – Goal: to retain and graduate students • JCC has 11 full-time professors and approximately 17 adjunct professors teaching 75 sections of developmental reading, English and math on UofL campus (JCC faculty get UofL ID cards) • Summer refresher seminars as well as lab classes designed to speed students into the mainstream UofL – Goal: to facilitate transition, enrollment, and academic	The Pathways to Success Program (Pathways) focuses the combined commitments and resources of UofL, Jefferson Community and Technical Colleges (JCTC), and Jefferson County Public Schools (JCPS) on attaining an increased level of academic achievement for citizens in the Commonwealth of Kentucky as outlined on October 15, 2001. The goals and objectives remain the same. • ALL students go directly into English 101 so developmental English courses are no longer needed. To accommodate this change, English 101 classes have now been reduced in size and more sections offered. In addition, the Writing Center in the Library is available to all faculty and students • JCC has 9 full-time professors and approximately 10 adjunct professors teaching 53 sections of developmental reading and math on UofL campus (JCC faculty get UofL ID cards)

	In spite of the strides the University has made with the PATHWAYS Program, much work remains to be done. An overriding concern is that many important details of the Program have not been addressed. For example, the Program has not clearly articulated the support the University will provide JCC and JTC to accommodate the needs of the PATHWAYS students, the University does not have enough counselors/advisors to adequately support the Program, the opportunity for PATHWAYS students to enjoy the rights and privileges of a UofL student (specifically in housing) has not been clearly articulated and the monitoring system of the Program has not been developed in spite of the fact that the Program is already in place.	success of students from JCC to UofL Total number enrolled in PATHWAYS by Agreement: 230 100 since Fall 2000 130 from Fall 2001 cohort (see below) Of that 230: 82 African American 35% 6 Asian 2.6% 5 Hispanic 2.2% 114 White 50% 23 NA 10% - Five (5) PATHWAYS students transferred from JCC to UofL for Fall 2001 - Eight (8) to ten (10) PATHWAYS students are expected to transfer for Spring 2002 African Americans continue not to be disproportionately referred to the PATHWAYS Program. A total of 659 students were referred in Fall 2001: 184 African American 27.9% 1 American Indian 1.5% 16 Asians 2.4% 12 Hispanics 1.8% 12 NA 1.8% 434 White 65.8% Of this group, 27 were accepted in the Summer Transitions Program with 26 successfully completing that program and becoming part of the UofL 2001 fall cohort. Ethnicity of the 130 students who signed agreements for Fall 2001: 41 African American 31% 3 Asian 2.3% 5 Hispanic 3.9% 77 White 59%	<u>Number of Pathways Referrals:</u> ( ) = KY residents 824 (671) referred in Fall 2002 228 (192) African American 27.5% (28.6%) 551 (444) White 66.9% (66.2%) African Americans continue not to be disproportionately referred to the Pathways Program. The percentage of African American referrals has gone down slightly from 27.9% to 27.5%. <u>Of 228 (192) African American students denied admission in Fall 2002:</u> 46 (38) AA enrolled at JCC 17 (16) AA at other KY colleges 16 (14) AA at out-of-state colleges 1 (1) AA armed forces 6 (6) not interested 13 (12) will apply later 15 (13) phone disconnected 114 (92) no response to letters or phone calls Since the current status of those we could not reach is unknown, it is difficult to draw any conclusions at this time. In November, we will be able to determine if any of those are enrolled in another college. <u>Transfers from JCC:</u> 10 transferred from JCC to UofL FY 2001-02 7 white 3 African American

		4 NA 2.3% (rounded)	28 transferred from JCC to UofL Fall 2002 8 white 17 African American 3 other The number of transfers has almost tripled since last year (from 10 to 28). The number of African American transfers has increased almost 600% (from 3 to 17). Because of the short time frame since full implementation, we can't assess the impact of the Pathways program, but the increased number of transfers, while small, is encouraging.
		The following staffing and financial obligations of the University are being met pursuant to the March 1 Intra Agency Agreement: • Funds for 12 full-time instructors in Math, Writing and Reading for Fall and Spring terms 2001-2002 through 2003-2004 • Office space, adequate computing facilities, instructional equipment and supplies, Ids, parking tags and clerical support for all JCC/JTC personnel working on UofL's campus • $31,000 (including $6,000 for summer salary) for the salary of the site coordinator at UofL, but employed by JCC/JTC • Academic advisor(s)/counselor(s) at a student-to-advisor ratio of 250:1 • Tuition coverage for all students taking developmental courses at JCC/JTC • Access to computer/student records systems In addition to hiring the Director of Admissions and Transfer Services (Dr. Prafula Sheth), a full-time advisor, Tawana Oliver, has been hired. Pursuant to the Intra Agency	The following staffing and financial obligations of the University are being met pursuant to the March 1 Intra Agency Agreement: • Funds for 9 full-time instructors in Math and Reading for Fall and Spring terms 2002-2003 • Office space, adequate computing facilities, instructional equipment and supplies, Ids, parking tags and clerical support for all JCC/JTC personnel working on UofL's campus • $31,000 (including $6,000 for summer salary) for the salary of the site coordinator at UofL, but employed by JCC/JTC • Academic advisor(s)/counselor(s) at a student-to-advisor ratio of 250:1 • Tuition coverage for all students taking developmental courses at JCC/JTC • Access to computer/student records systems In accordance with the Intra Agency Agreement, because there are now over 250 students in Pathways, a new Advisor position is currently being advertised (13 applicants being considered). <u>Summary of Pathways Notification Process*</u>: When a student does not meet minimum admission criteria and is

		Agreement, one advisor is to be hired for every 250 students. At this time, there are 230 participants. Additional advisors will be hired as appropriate and in conformity with the Intra Agency Agreement. In addition, Dr. Cheryl Gilchrist, Director of Academic Services, was employed in June 2001. The Director supports all Undergraduate Studies programs, including PATHWAYS and is working diligently with JCPS to assist in reaching its goals. A very thorough system to monitor student progress has been developed which contains a database consisting of approximately 100 entries for every record (student in PATHWAYS). The information collected includes: personal data (name, address, etc.), prospect information (letters, sessions, plans), enrollment information, attendance at workshops, advising opportunities, JCC contact, GPA, UofL services, and enrollment status (probation, dismissal, graduation, graduate school). Services provided to PATHWAYS students: • Web site www.pathways.louisville.edu • Program account on University electronic mail system for communication • UofL housing (space available basis) • ID cards • Meal plans • Credit Union PASSPORT (loose-leaf binder for each student) containing pertinent information on program and services	denied admission to UofL directly, the student receives a letter from the Director of Admissions informing her/him that she/he is not yet ready for regular admission to the university. The letter (Document #1*) briefly outlines the Pathways to Success Program and informs the student she/he will receive more information soon. One week after the letter denying direct admission is sent, the Pathways Programs sends the student a letter with three attachments (Document #2*) explaining the program and encouraging the student to make application and enroll at Jefferson Community College. We provide names of persons to contact directly, information about financial aid, housing and requirements for automatic admission to UofL. If we do not receive a response from a student within 10 days a postcard notice (Document #3*) is sent to the student reminding him/her about the Pathways Program and inviting the student to attend an information session. We also provide a name, telephone number and e-mail address for direct contact. If in 10 days we have not yet heard from the student, we send a third letter (Document #4*) notifying the student of another information session. We also ask that they return a postage-paid card to us regarding future plans. When a student has not responded to any of our correspondence, we attempt to call students directly to determine his/her intentions. When a student comes to an information session, each individual is provided with a complete set of materials, including an application form to JCC (Document #5*). If a student enrolls at JCC but has not yet signed and returned the Pathways to Success consent agreement, we send a letter requesting that he/she does so (Document #6*). At information/orientation sessions early in the semester, each student

			is provided with a PASSPORT (Pathways Activities, Student Strategies, Planner, Orientation, Resources, Transition) booklet that helps guide him/her through requirements and responsibilities (Document #7*) of the program. * Documents are found in Attachment #2 to Jackson/Ramsey letter dated September 30, 2002
7	The University needs to advertise the existence of the PATHWAYS Program to potential applicants as an alternative route to entrance to UofL.	Information on PATHWAYS is distributed in the following ways: • Letters • Brochures • Flyers • Articles for counselors • Presentation to counselors • Information sessions for students and parents • Recruitment events at JCC, Southwest, KY Baptist Homes (examples attached - #1)	In addition to the resources referred to last year, personnel are taking the following actions to improve the program for 2003-04: • meeting with high school and middle school counselors to explain program • meeting and working closely with JCC to be sure that there is a concerted effort and a full understanding of the program by the student • exploring dual enrollment • constituting an advisory committee to explore ways to increase effectiveness of the program and ensure adequate access and opportunity. The committee includes representatives from UofL, JCC, JCPS as well as members of the CPE and the community.
8	In the area of retention, the University has instituted the REACH Program, which was described as a mentoring program for African American and other students utilizing the University's professors. Beyond this, the attendees found it difficult to describe the Program. Therefore, it appears that the University has not developed this Program to the point it must in order for it to be fully understood and used by students and the public.	The following services are provided for all students through the REACH program: tutoring, supplemental instruction, exploratory advising, math help, writing help, study strategies, reading help, e-mail, copies, academic success, and career exploration.	Major programs provided by REACH in 2001-02 included*: • Summer Orientation – "Survivor in Cardinal Country" 227 participants • Survivor Skills Seminars – Fall and spring semesters, 8 times per week – Theme: study strategies and transitioning to college – 418 participants for a total of 1,121 student contact hours • Study Strategies Presentations for Campus Culture – Fall and spring semesters – Theme: general study strategies and specific information about study strategies for Speed, Music, Education, Business and some sections of A/S – 479 participants and contact hours

- Appointment Tutoring Program – Summer, fall and spring semesters – Individual tutoring primarily in 100-300 level courses – 835 participants attended for a total of 4,718 student contact hours
- Supplemental Instruction Program – Summer, fall and spring semesters – Group tutoring for designated courses – 1,520 participants attended for a total of 9,355 student contact hours
- Learning Assistance Program – Fall and spring semesters – Group tutoring in History and Anthropology as requested by faculty – 745 participants for a total of 2,022 student contact hours
- Math Lab – Fall and spring semesters – Math courses from Math 060 to Math 206 are covered in this newly renovated lab – open 43 hours a week – 960 participants for a total of 4,898 student contact hours

* See Attachment #3 to Jackson/Ramsey letter dated September 30, 2002

Summer Transitions Program*:

Enrolled in Program	Completed	# enrolled Fall '02 At UofL	%
Summer 2000			
19 African Americans	13	6	46%
25 white	24	6	25%
2 other	2	1	50%
Summer 2001			
10 African Americans	10	9	90%
16 white	16	8	50%
1 other	1	1	100%

* See Attachment #4 to Jackson/Ramsey letter dated September 30,

			2002
29	The REACH Program, in concept, could be a real benefit to the University's retention efforts. It was evident during our visit, however, that the Program was instituted without the framework in place or an understanding of its functioning. At the time of our visit, we received a very ambiguous description of the Program and how it is to function. The University must move quickly to address the deficiencies in the REACH and PATHWAYS programs.	The REACH program has a clearly defined framework for providing retention services. REACH has been very successful in implementing, offering and providing workshops and seminars for students; has opened a welcome information center with copiers, e-mail terminals, etc.; has renovated and expanded the math resource center which is seeing large numbers of students; is offering multiple supplemental instruction (tutoring groups for most of the most-frequently failed classes on campus); is implementing a learning assistance tutoring model; is seeking national accreditation of our tutoring center; is tutoring more students than ever before; as of October 29 will open a 43 station computer resource center; worked with the academic units to help them with their retention efforts; and is developing multiple learning communities.	The Computer Resource Center is now open and available to all students 54 hours per week. Additional space is being renovated for tutoring Although final enrollment and retention figures for fall 2002 are not available, preliminary data indicate that retention of African American freshmen will increase and will continue to exceed that of whites.
27	Some of the issues recently examined by CODRE included a complaint by professors and students that tutoring services are more difficult to locate and schedule and that the PATHWAYS and REACH Programs are experiencing difficulties because of a lack of organizational structure. Although the data do not demonstrate a significant disparity that distinguishes each institution by race, there is a growing concern on the campus and in the community that the PATHWAYS Program may cause the campuses to become racially identifiable.	The REACH program is centrally located in the midst of other academic buildings and in proximity to the student activities center. Students are surveyed on an annual basis regarding accessibility and service and the feedback has been favorable. The organizational structures for REACH and PATHWAYS are attached (#2).	The University remains committed to building a diverse academic community. The University has no evidence that Pathways has negatively impacted African American enrollment and the REACH program is contributing to freshman and undergraduate retention, both of which are expected to increase when final fall 2002 data are available.
5	The University is currently seeking to fill the newly created position of Vice-Provost for Diversity and Equal Opportunity that will oversee all recruitment, retention and campus climate issues. At the time of the visit, the University was in the process of developing this position.	Dr. Mordean Taylor-Archer was appointed Vice Provost for Diversity and Equal Opportunity August 15, 2001. Dr. Taylor-Archer previously held the position of Associate Provost for Diversity and Dual Employment at Kansas State University. The Vice Provost is providing leadership for diversity initiatives throughout the university; developing institutional policies and procedures for improving and strengthening efforts in promoting diversity; working with	Through the Office of the Provost, the Vice Provost for Diversity and Equal Opportunity has: • met personally with faculty and staff of color (in many cases one-on-one) • provided leadership in the development of a policy on Discriminatory Harassment • worked with the Provost in establishing a Faculty Advisory

		undergraduate, graduate and professional programs to increase diversity among students, faculty and staff with the goal of retaining same and improving graduation rates; responding to the educational needs and providing relevant services to students of color, especially African American students. The Vice Provost is working collaboratively on initiatives throughout the University, community and state.	Group which meets on a monthly basis with the President and Provost
			• worked with the Provost in establishing a monthly Student Diversity Forum led by the President
			• co-chairs the Diversity Planning Committee which encompasses recruitment/retention of faculty, staff and students and deals with climate issues as appropriate
			• established a Crisis Response Team
			• coordinated the communication protocol for reporting racial incidents
			• provided leadership in planning a diversity workshop for fall 2002 that focuses on the recruitment and retention of faculty of color
			• coordinated the President's Diversity Retreat for Deans, Vice Presidents, and CODRE
			• established a Black Faculty and Staff Association
			• begun a reorganization of the Office of Minority Affairs (now known as Multicultural Academic Enrichment Programs – MAEP), including:
			  • employment of new director
			  • proposed new mission statement: "The mission of the Office of MAEP is to encourage the retention and graduation of African American and minority students at UofL. The office will establish collaborative programs and services that link various academic departments and support units with MAEP and the community. MAEP will provide cultural programs that support and facilitate a rich intellectual campus environment conducive to building a sense of community within the institution for African American and minority students."
			  • evaluation of staffing needs
			  • evaluation of existing and future programs and services of MAEP
			• begun a reorganization of the Multicultural Center (now titled Multi Ethnic & Cross Cultural Programs – MC^2), including

			• employment of new director • development of new vision statement: "We see a university environment that celebrates diversity, encourages respectful dialogue, and vigorously supports community building" • development of new mission statement: Ensuring our campus is an oasis of appreciation and respect for the multiple ethnicities and cultures that enrich our humanity" • evaluation of current programs and development of program goals through 2007 A University-wide Vision*Focus*Action document was developed by a Task Force on Institutional Environment and specifically identifies areas where improved service is needed. This document is to be implemented within the 2002-03 fiscal year. The document identifies four areas of focus: Academics, Student Support Services, Cultural and Racial Climate, and Internal Communication. Specific action items for each area will lead to focused implementation.
	2. The University should move quickly to more precisely define the merit pay system for Deans.		
9	The University has a review system in place that analyzes the performance of Deans at hiring African American faculty.	"Recruitment and retention of minorities" is a part of every dean's annual evaluation. "ScoreCards" are maintained on each unit which track a variety of goals, including the number of African American faculty. Every unit has a diversity plan that covers the recruitment and retention of African American students, faculty, and staff.	Recruitment and retention of minorities continues to be evaluated each year by the Provost in the annual performance review of the deans. Merit pay (when available) is distributed based on performance. Outcome of hires: The percentage of African American faculty employed increased from 5.3% in 1999-2000 to 5.8% in 2000-01. The Office of the Provost is offering an administrative internship opportunity to faculty and staff of color to gain experience in various areas of higher education administration

10	During our visit, we learned of the different initiatives employed by some of the components of the University to recruit African American faculty. For example, the Dean of the College of Arts and Sciences explained that his college has designated an Associate Dean to head all efforts to recruit and retain African American faculty. According to this plan, the Associate Dean must approve all search committees, The College of Arts and Sciences is in the midst of developing a faculty-mentoring program. We were also informed that the College of Law always advertises its faculty openings in Blacks in Higher Education. The Dean of Engineering stated that searches are not approved until he personally reviews the committee's efforts.	The Vice Provost for Diversity and Equal Opportunity has met with each of the deans since her arrival and discussed plans for their units in their efforts to recruit and retain African American faculty, staff and students. The Vice Provost is working collaboratively with each of the deans to assist them in reaching their goals. Recruitment and retention of African American faculty is a regular item of discussion at the monthly deans meetings. The Vice Provost for Diversity and Equal Opportunity is sharing several strategies in developing and/or expanding partnerships with Historically Black College and Universities.	The Black Faculty and Staff Association has been established which focuses on networking and support of faculty by taking on a common agenda for addressing issues that affect African American faculty. Recruitment and retention of minorities is an objective of every unit.
12	In terms of recruiting for staff positions, the University has a Career Opportunities webpage that lists all job openings. Moreover, all openings are advertised in local newspapers, including local African American newspapers.	The deans and vice presidents are working with all search committees to ensure that a diverse pool of candidates is recruited. The Vice Provost for Diversity and Equal Opportunity is encouraging search committees to network and do personal outreach in the recruitment of African American staff.	Human Resources monitors recruiting for staff positions and units are informed and required to take extra efforts if underutilization is apparent in staff categories. Outcome of hires: • The percentage of African American staff employed as Executive/Administrative/Managerial increased from 8.6% in 1999-2000 to 9.8% in 2000-01. • The percentage of African American staff employees as Other Professionals increased from 9.6% in 1999-2000 to 9.8% in 2000-01.
13	Although a review system is in place for evaluating the performance of Deans at hiring African American faculty, the University has not developed a program that allocates incentives or administers sanctions for the level and quality of that performance.	The University distributes salary increases using a performance-based merit system. Progress is expected and success is rewarded within the merit system.	See paragraph 9 above
15	Another concern raised by many is that the University does not recognize the unofficial advising duties many African American faculty members perform for African American students.	The promotion and tenure guidelines are currently under revision. Each department is expected to have explicit guidelines that will include recognition being given to all of the contributions that faculty make, including advising students and the extra workload placed on African American faculty.	The significance of the annual Multicultural Teaching Award has changed and now carries a $1,000 prize like that of the distinguished teaching, research and service awards. The Multicultural Teaching Award includes the recognition of African American faculty who may carry extra workloads associated with needs of African American faculty, students and staff.

16	Although many departments within the University are employing effective initiatives to recruit African American faculty, it does not appear that these initiatives are being implemented University-wide or that the various departments share strategies with one another. There also appears to be a lack of oversight by the University regarding faculty recruitment.	The Vice Provost for Diversity and Equal Opportunity has been hired to provide oversight and work collaboratively with the academic units to develop effective strategies in the recruitment and retention of African American faculty. The deans and vice presidents regularly discuss issues regarding the recruitment and retention of African American students, faculty and staff.	The University Diversity Plan Development Committee is working toward the development of a University-wide diversity plan. Unit diversity assessments and plans are now being developed. The University maintains oversight through composition of search committees, adequacy of candidate pools, and approval process for new/replacement positions. Diversity training continues to be provided by Al Herring, who is now also serving as Acting Assistant Vice President for Student Life. Specific areas/units covered in the last year include: • Vice presidents/deans/CODRE • Dental School • Kent School of Social Work • Library (scheduled)
30	The University continues to implement innovative strategies to address issues that affect the climate of the campus. In the area of recruitment of faculty, we learned that the University is implementing a new policy that will place responsibility for recruitment efforts on high level administrators and link these efforts with merit bonuses. Finally, UofL is also in the process of adopting the Endowed Chairs in Community Issues Affecting African Americans that will combine money from the University and the Commonwealth to target disciplines that traditionally attract African Americans.	Our Highest Potential Campaign is ongoing and funds received include: $15 million – Oncology research-various (including chair with African American thrust) Request to Frankfort for matching funds – September 2001 $1 million – Endowed chair in Urban Health Policy research with African American Thrust – Request to Frankfort for matching funds – May 2001 $1 million – Endowed chair in cardiovascular research – Request to Frankfort for matching funds – May 2001	Our Highest Potential includes the creation of eight new endowed chairs matching university strengths with African American community needs. One million dollars is needed for each chair, with the expectation that the University will receive an equal match from the state's Bucks for Brains initiative. A second aspect of Our Highest Potential involves the creation of an endowed community trust fund. The Louisville Urban Community Trust is expected to raise a minimum of one million dollars and link university resources to key needs and issues affecting African Americans. Progress to date: Our Highest Potential Endowed chairs: Since inception in February 2001, funding has been secured for two of the eight proposed endowed chairs (Logistics & Distribution funded by Charlie and Betty Johnson and Cancer Research funded by J. Graham Brown Cancer Foundation). The funding of a third endowed chair in pediatrics is expected soon. Louisville Urban Community Trust: The trust has been incorporated and identified three areas of focus: senior citizens services, youth services, and bridging the digital divide in the African American community. Fundraising efforts to date reflect nearly $265,000 of the

			$1,000,000 goal. Lead gifts were received from African American businesses, clergy, athletes and a majority business match. Organization and staffing: In April of 2002, two senior university administrators were appointed to spearhead the fundraising activities of Our Highest Potential. An undergraduate student assistant was employed by the Provost's Office to assist the campaign.
	3. The University will develop and implement a mentoring system for faculty that addresses the concerns of the African American membership.		
14	Many attendees to our session were unaware or confused about the mentoring programs employed by their departments. Confusion and frustration with the mentoring process was cited as an important reason for leaving the University.	The Provost has a series of lunches with all junior faculty to discuss expectations and mentoring. The Vice Provost for Diversity and Equal Opportunity is working with the Director of the Mentoring Program on developing a University-wide mentoring program with specific guidelines and expectations. All junior faculty who enter the University will be assigned a faculty mentor.	In July 2002, the responsibility of the Mentoring Program was transferred to the Provost's Office reporting to the Vice Provost for Diversity and Equal Opportunity. The mentoring program continues to grow. Surveys have been used to determine: • if mentor is needed • climate issues that need to be addressed Annual work plans of faculty are negotiated between the faculty member and the department chair. The dean must approve the plan. Teaching, research and service responsibilities are outlined and mentoring responsibilities may be included in the service component. The workload of faculty of color (i.e., demands on African American faculty) is a focal point that is being addressed. The Multicultural Teaching Award has a new emphasis and mentoring responsibilities/activities are taken into full account when nominations are reviewed by the selection committee. A Transformation Tea for women faculty and staff of color is held each semester focusing on mentoring and support systems. These teas are sponsored by CODRE and the Commission on the Status of Women (COSW).

31	The University must begin to address what has become a consistent concern among African American faculty, the lack of an established mentoring program to assist new faculty in transitioning to the campus and in navigating the tenure process. If the University has an established and clearly articulated tenure system in place, it must effectively communicate this process to all professors. Another concern that the University should address is the lack of recognition given to African American faculty who act as unofficial advisors to African American students. Finally, the University should more precisely articulate the review system for Deans regarding the recruitment of minorities for faculty positions.	Particular attention is being given to the mentoring needs of African American faculty, such as unofficial advising of students and serving on committees and other tasks that can deter them from meeting requirements for tenure and promotion.	Mentor/mentee opportunities are available to all faculty and staff through the Mentoring Program. Brown Bag lunches sponsored by the Department of Pan African Studies are held each month and open to all African American faculty. The purpose of the lunches is to discuss issues of concern. <u>Success rate of African American candidates for tenure for the past five years:</u> 2001/2002 - 100% successful (2 of 2) 2000/2001 - 50% successful (1 of 2) 1999/2000 - 100% successful (4 of 4) 1998/1999 - 100% successful (6 of 6) 1997/1998 - 100% successful (5 of 5) Summary: over this five-year period, 18 of 19 candidates were successful (95%).
	4. The University should modify the system used by the Commission on Diversity and Racial Equity to become aware of issues affecting the campus, allowing more direct input by the campus community.		
18	The University's group responsible for campus climate (CODRE) is the Commission on Diversity and Racial Equity. This organization reports directly to the President and also acts as a policy-advising body.	One of the strategies for improving the campus climate is to ensure that the University Diversity statement is more prominently displayed throughout the University and to ensure that each incoming faculty, staff and student receives same at orientation.	CODRE serves as the University's campus environment team and regularly surveys faculty and staff regarding climate issues. CODRE is represented on University-wide committees (e.g., policy advisory committees, search committees). Focus groups are established as necessary. CODRE members participated in Diversity Training along with the President, vice presidents and deans. The University Diversity Committee was merged with CODRE in fall 2002 to strengthen it as an advocacy group, avoid duplication and streamline budgets.
23	CODRE's current system for becoming aware of concerns on the campus should be modified to allow more direct access from the	CODRE has held lunches with the President, Provost and faculty of color on both campuses for people to discuss their	

	different components of the campus.	concerns and to ensure that the role and function of CODRE is widely known and understood. In addition, the Vice Provost for Diversity and Equal Opportunity has held meetings with: - all faculty of color (individual meetings) - groups of faculty of color all with the idea of becoming aware of concerns so that a pro-active approach can be taken to prevent/resolve problems. Other forums in which administrators (President, Provost, Vice Provost, Vice President for Student Affairs) have participated include: Porter's Scholars, NAACP, and Black Student Organization. The Vice Provost is working with the CODRE chair to develop a plan to be pro-active and to systematically get input and respond to concerns.	
24	The University should devote more resources to making the campus aware of the Commission and its functions	All units have been informed of the CODRE's existence, role and function. CODRE has a web page on the University's web site that is linked with the President's web page since it is advisory to the President that includes: description, members, resources, news and contact information.	
	5. The University must immediately address the concern among African American students that the campus police are targeting them for traffic stops.		
20	The office of Minority Student Services and the Office for Student Life have created a comprehensive list of possible avenues (including a student grievance officer) for students to share their concerns or experiences about the climate of the campus and surrounding community. This list is sent to all incoming freshmen and is included in the student handbook	Alvin Herring was hired as the Executive Director for Counseling and Career Services and Cultural Diversity effective July 2001. Mr. Herring has a national reputation in diversity training. Mr. Herring is providing Diversity Training to faculty, staff	Monthly student forums are held by the President where climate issues can be raised

		and students.	
22	We learned that all racial incidents that occur must be reported to the campus security office and the University keeps a continuing record of all such incidents	In addition to reporting racial incidents to public safety, they are to be reported to the Vice Provost for Diversity and Equal Opportunity and the Vice President for Student Affairs for immediate action. Following the terrorist attacks of September 11, the University was pro-active in pulling the campus together. Letters calling for unity, respect for differences and civility were written by the President, Vice President for Student Affairs, Director of the International Center and Vice Provost for Diversity and Equal Opportunity. These letters were distributed to the entire University community via e-mail, web site, and the student newspaper (see attached-#3). In addition, counseling hours were extended, a safe place was provided for international students who feared for their safety, and unity cookouts were held on both campuses. Diversity dialogues continue to be held each week. All of these efforts served to improve campus climate and to help build an inclusive campus community.	The department of Public Safety established an advisory committee to address relationships with all segments of the University and training for community-oriented policing (COPS). Part of the COPS training includes officers getting to know African American students/student groups personally and meeting with student sponsors prior to events to ensure understanding of the responsibilities of the student/student groups and the role of DPS. A feedback form (Exhibit A hereto) is required to be completed by all sponsors immediately following an event. This form provides an opportunity to voice concerns, list any problems, relay viewpoint of any incidents. Completion of this form immediately upon the conclusion of an event gets the problem on paper immediately and alleviates details that might be forgotten at a later time. These forms are personally reviewed by the Associate Vice President for Administration following events and followed-up upon as needed.
25	During our visit, African American students cited concerns about their treatment by the campus security. Specifically, African American students stated that campus police target them for traffic stops and disperse them when gathered in a social atmosphere.	Dwain Archer, Administrator for the Department of Public Safety, was hired effective August 15. Mr. Archer has worked in higher education for 11 years and has served as a black student advisor much of that time. Mr. Archer is serving as liaison between the students and the department of public safety. He attends meetings of African American student organizations. All Public Safety and Parking Officers received Sensitivity Training by a Jefferson County Police Officer as part of in-service training required by the Department of Public Safety. <u>Mandatory</u> Diversity Training has been instituted for each and every employee in the units reporting to the Vice President for Finance and Administration, including the Department of Public Safety. This training is being conducted by an outside human resources development firm and is specifically designed to the unique needs of each of the units (e.g., public	Dwain Archer, the University's fire marshal, also acts as an advisor to minority students and organizations and serves as public safety liaison. Diversity training was completed for all DPS and Finance and Administration employees. All new employees are given an orientation and formally trained on a quarterly basis. A tracking system (reporting mechanism) was established in 2000 that records race, sex, and other identifiable characteristics of persons stopped. It is tied to the Kentucky State Policy reporting system. After one year of data collection, there is no indication of any pattern of discrimination in stops made by campus police. DPS is developing an implementation plan for the use of video cameras in police cars DPS is developing an implementation plan for the use of personal tape

		safety, purchasing, accounting needs vary). Post-assessment is planned following completion within the VPFA units for possible institution for the entire University.	recorders by officers
26	A general sentiment throughout the session with the students was that it is necessary to raise concerns about their treatment with specific individuals on campus to achieve a satisfactory resolution rather than with the official bodies charged with examining the treatment of individuals on campus. The belief among the students is that the offices of University charged with addressing these issues will not adequately investigate specific charges or problems.	The Vice Provost for Diversity and Equal Opportunity and the newly-hired Executive Director for Counseling and Career Services and Cultural Diversity in the division of Student Affairs have been working collaboratively on investigating and responding to problems encountered by students.	An interim University-wide Discriminatory Harassment Policy was initiated in Spring 2002. **The official University-wide Discriminatory Harassment Policy was implemented in Fall 2002.** Monthly student forums chaired by the President are available to students who feel that their problems are not being dealt with adequately.

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www.louisville.edu/admin/dps

The University of Louisville Police Department is dedicated to maintaining a positive educational environment for the university community. It is the ongoing mission of the police department to maintain public peace and to safeguard the assets of the institution and its faculty, staff, students and visitors; and to assist in providing an environment conducive to teaching, research, and public service mission of the University of Louisville. The University of Louisville Police Department recognizes that diversity, the differences between people, exist as a driving force in our interactions with people and institutions in the University community. We recognize, as well, that the people in our community predicate our authority, and, ultimately, our institutional existence. In order to provide the highest quality service, we must be committed to the recognition and reflection of that diversity and incorporate the realities of diverse people into our strategic planning and our day-to-day operations. To help us better serve the University community, we ask that you take the time in filling out this questionnaire concerning your event and the performance of our police officers.

Date of the event: _____ Location of the event: _____

Group sponsoring the event: _____

Advisor of the group at the event: _____ Phone number: _____

Type of event: _____

Was a police officer stationed at the front door checking for picture ID's? _____ Yes _____ No
Was a police officer stationed at the metal detectors? _____ Yes _____ No
Was a police officer monitoring the crowd for any security problems? _____ Yes _____No
If no, please explain:_____
_____
_____
_____

Were there any security problems at your event: _____ Yes _____ No
If yes, please explain:_____
_____
_____
_____

Did the police officer(s) handle the security problem(s) to your satisfaction: _____ Yes _____ No
If no, please explain:_____
_____
_____
_____

Do you have any other comments, negative or positive, that you would like to voice concerning how the University of Louisville Police Department handle the security for your event: _____
_____
_____
_____

Advisor's Signature: _____ Date: _____

PATHYWAYS TO SUCCESS
Summary of Pathways Notification Process:

When a student does not meet minimum admission criteria and is denied admission to UofL directly, the student receives a letter from the Director of Admissions informing her/him that she/he is not yet ready for regular admission to the university. The letter (Document #1) briefly outlines the Pathways to Success Program and informs the student she/he will receive more information soon.

One week after the letter denying direct admission is sent, the Pathways Programs sends the student a letter with three attachments (Document #2) explaining the program and encouraging the student to make application and enroll at Jefferson Community College. We provide names of persons to contact directly, information about financial aid, housing and requirements for automatic admission to UofL.

If we do not receive a response from a student within 10 days a postcard notice (Document #3) is sent to the student reminding him/her about the Pathways Program and inviting the student to attend an information session. We also provide a name, telephone number and e-mail address for direct contact.

If in 10 days we have not yet heard from the student, we send a third letter (Document #4) notifying the student of another information session. We also ask that they return a postage-paid card to us regarding future plans.

When a student has not responded to any of our correspondence, we attempt to call students directly to determine his/her intentions.

When a student comes to an information session, each individual is provided with a complete set of materials, including an application form to JCC (Document #5).

If a student enrolls at JCC but has not yet signed and returned the Pathways to Success consent agreement, we send a letter requesting that he/she does so (Document #6).

At information/orientation sessions early in the semester, each student is provided with a PASSPORT (**P**athways **A**ctivities, **S**tudent **S**trategies, **P**lanner, **O**rientation, **R**esources, **T**ransition) booklet that helps guide him/her through requirements and responsibilities (Document #7) of the program.

UNIVERSITY of LOUISVILLE
dare to be great

OFFICE OF ADMISSIONS
University of Louisville
Louisville, Kentucky 40292
Office: 502-852-6531
800-334-8635 (Ext. 852-6531)
Fax: 502-852-6526
http://admissions.louisville.edu/

May 20, 2002

«First_Name» «Last_Name»
«Address_1»
«City», «St» «Postal»

Dear «First_Name»:

Thank you for your application for admission to the University of Louisville. Based upon our thorough and careful consideration of your application, we find that you are not yet ready for regular admission to the University of Louisville. You clearly have, however, the potential to succeed at U of L after some additional academic preparation.

I am very pleased to inform you of your eligibility to enroll in the Pathways to Success Program, a cooperative program between the University of Louisville and Jefferson Community College (JCC). If you choose to enroll in this unique and special program, you will begin by enrolling in courses at one of the JCC campuses. You will be guaranteed automatic admission to U of L once you successfully meet the requirements established by the Pathways Program. While a Pathways student, you are eligible for a U of L identification card, student housing, and other services at U of L such as tutoring, mentoring, library and computer services, and athletic tickets.

Very shortly, you will receive information from the Pathways to Success Program, which will provide you with specific information about the program. Thank you for your interest in the University of Louisville. We look forward to seeing you at U of L in the near future.

Sincerely,

Jenny L. Sawyer
Executive Director of Admissions

UNIVERSITY of LOUISVILLE
dare to be great

■ **UNDERGRADUATE STUDIES: PATHWAYS**

Strickler Hall - 126 East
University of Louisville
Louisville, Kentucky 40292
Office: 502-852-3125
Fax: 502-852-4184

«First_Name» «Last_Name»
«Address_1»
«City» «St» «POSTAL»

Dear «First_Name»,

You recently received notification that you are not immediately eligible for admission to the University of Louisville (UofL) for the fall 2002 semester. However, you are eligible to join **Pathways to Success,** a partnership program between Jefferson Community College (JCC) and UofL. Enrolling at JCC is an option for you to improve your academic future and to prepare you for transfer to UofL.

There are many advantages to joining **Pathways to Success**. One of the major benefits is ***guaranteed admission to UofL*** after successful completion of any required developmental course work and 12 additional academic credit hours with a 2.0 or higher grade point average.

Pathways to Success has many additional benefits that are detailed in the enclosed documents.

All of us in **Pathways to Success** want you to join other students like yourself who are making progress toward admission to UofL. Please review the enclosed documents that outline positive steps you can take toward meeting your academic goals. The enclosed flier, **How Do I Begin Pathways to Success,** lists the steps you must take ***to begin*** the process for fall 2002. We hope you will join the **Pathways to Success** partnership program as soon as possible.

Please call Ms. Tawana Oliver McWhorter at 213-2541 or Dr. Prafula Sheth at 852-8113 for additional information or for follow up. **RSVP to Rebecca Suter at 852-3125 by Wednesday, July 31, 2002 to confirm your attendance at the August 1, 2002 (5:30-7:30 p.m.) Information Session.**

We look forward to meeting you as you prepare to meet your academic goals.

Sincerely,

David A. Howarth
Associate University Provost and
Dean of Undergraduate Studies

Enclosures

HOW DO I BEGIN PATHWAYS TO SUCCESS
FALL 2002

- **Complete the application process as soon as possible to ensure greatest access to classes and benefits:**

  1. **Submit an application for admission to JCC at the campus you plan to attend.**
  2. **Submit another official transcript from your high school to JCC.**
  3. **Take COMPASS Placement.**

- **Make Financial Aid changes no later than May 15, 2002:**

  1. **Call 1-800-433-3243 to add JCC to the list on the Federal Financial Aid Form – allow four to six weeks for total processing.**
  2. **Call 1-800-928-8926 to change school from UofL to JCC for CAP Grant – defer to any KEES money first.**

- **Submit an application to UofL Housing – pick up housing applications at the information session or contact Dr. Prafula Sheth – priority deadline April 1, 2002.**

- **Attend Pathways Information Session**
  August 1, 2002 from 5:30-7:30pm at UofL
  Strickler Hall Room 102

RSVP by Wednesday July 31, 2002 – Rebecca L. Suter at 502-852-3125 or e-mail pathways@gwise.louisville.edu

Prafula P. Sheth, Director, Admissions & Transfers, prafula.sheth@louisville.edu
Tawana O. McWhorter, Counselor, JCC, tawana.oliver@kctcs.net

PATHWAYS TO SUCCESS

What is the Pathways to Success Program?

The Pathways to Success Program, a partnership between the University of Louisville and Jefferson Community College, is an opportunity for you to further your education and to ensure your enrollment at the University of Louisville.

Why Should You Be Interested in the Pathways to Success Program?

Consider the Benefits!

1. **Automatic admission to UofL, upon successful completion of your program at JCC.**
   - No cost for participation in the Pathways to Success Program.
   - No application fees!
   - Free transfer transcript
   - Transfer after 12 hours instead of the standard 24!
2. **Special Privileges at UofL While Enrolled at JCC.**
   - Eligibility to purchase UofL Student ID Card.
   - Eligibility for residential housing at UofL.
   - Access to UofL student services and academic support services including math labs, computer labs, learning resources, libraries, etc.
3. **Increased Opportunity for Academic Success**
   - UofL academic counselor/advisor located at JCC.
   - Smaller classes.
   - More individualized instruction.
   - More one-on-one interaction with master teachers.
   - Transition programs available both at JCC and UofL.

What must you do to complete the Pathways to Success Program?

1. Sign the Pathways to Success Agreement. *You will not become a member of the Pathways Program until you have signed the agreement.*
2. Complete all required developmental courses, according to your placement test scores, and complete each of those courses with a "C" or better.
3. Complete 12 transferable hours with a GPA of 2.0 or better.
4. Complete GE 100 or GE 101.
5. Complete activities designed to ensure your transfer to and success at UofL.

How do you get started in the Pathways to Success Program?

1. Get Financial Aid transferred (if necessary).
2. Submit application to JCC.
3. Submit transcripts.
4. Take Compass Placement.
5. Register for classes at JCC.
6. Submit schedule and signed UofL Agreement to Tawana Oliver McWhorter.

Who do you contact for more information?

Prafula Sheth, Director
Of Admission and Transfer
(502) 852-8113
prafula.sheth@louisville.edu

Tawana Oliver McWhorter
UofL Counselor/Advisor at JCC
(502) 213-2541
tawana.oliver@kctcs.net

Pathways to Success
University of Louisville
(502) 852-3125
pathways@gwise.louisville.edu

Document #3

Second Notice

Pathways to Success Information Session Reminder

FIRST STEP TO ENROLLING IN THE PATHWAYS PROGRAM

YOU ARE INVITED TO ATTEND AN INFORMATION SESSION ON PATHWAYS TO SUCCESS

DATE: April 25, 2002 **TIME: 5:30-8:00PM**

Where: University of Louisville, Strickler Hall Rm. 102

RSVP April 24, 2002 – Rebecca Suter at 852-3125 or e-mail: pathways@gwise.louisville.edu

University of Louisville
126 Strickler East
Louisville, KY 40292

PATHWAYS TO SUCCESS

Non-Profit Org.
U. S. Postage
Paid
Permit No. 769
Louisville, KY

QUESTIONS AND ANSWERS ABOUT THE PATHWAYS PROGRAM

What is the Pathways program?

The Pathways to Success program will give you the foundation you need to transfer to and be successful at the University of Louisville. Some students already plan to start their college work at a quality community college. Others simply need additional preparation to get them ready to enroll at the university. The Pathways program will give you that preparation in a community college environment at the same time you have access to university support services. You'll be automatically eligible to transfer to U of L once you meet the requirements of the program.

How do I transfer to U of L?

To be eligible to transfer to U of L from a traditional community college program, you need to earn 24 transferable college credit hours with a 2.0 grade point average (GPA). Through the Pathways program, you need to complete 12 transferable credit hours with a 2.0 GPA in addition to successfully completing your required developmental course work. You also have access to U of L services while you're taking courses at JCTC and the advantage of automatic admission to U of L—without filling out additional paperwork—once you've successfully completed the program.

What courses will I take?

The specific courses you'll take will be determined by your placement test scores. Most students will take preparatory courses in English, math or reading as well as an additional 12 hours of courses that can be transferred to U of L. Your academic adviser will work with you to determine the courses you need to complete the program.

What do I have to do to stay in the program?

You'll need to earn a "C" or better in each of your developmental courses and at least a 2.0 GPA in your transferable courses. You'll also be required to attend an informational meeting about the program, participate in workshops to help you achieve academic success, attend class, and meet regularly with and follow the advice of a Pathways program counselor.

Will I have an adviser?

Pathways participants will meet regularly with their academic advisers. You'll also receive a midterm grade report to help you know how you're doing.

What else will I have access to?

You'll have access to U of L academic support services, including libraries and computer labs, as well as campus life through the Student Activities Center and athletic events.

Why should I choose JCTC?

Jefferson Community and Technical Colleges offer the developmental courses you need to increase your chances for success when you enter U of L. Through JCTC, you'll have access to quality, personalized instruction that will prepare you for university-level work once you enroll at U of L.

How do I get started?

Your first step is to fill out and return the attached postcard. You'll be invited to attend an informational session at U of L, where you'll receive valuable information and the documents you'll need to enroll in the Pathways program.

Where can I attend JCTC?

You may attend any of JCTC's three campuses:

Downtown Campus (DT)
109 E. Broadway
Louisville, KY 40202
502-213-5333, Admissions: 213-4000

Southwest Campus (SW)
1000 Community College Road
Louisville, KY 40272
502-213-5333, Admissions: 213-4000

Carrollton Campus (CAR)
324 Main St
Carrollton, KY 41008
502-732-4846, 1-800-853-3887

What happens when I enroll?

You'll take placement tests at your JCTC orientation. Your test results will be evaluated immediately, and you'll meet with an adviser who will help you plan your classes and register for your first semester.

Who can I contact for more information?

Contact: Pathways to Success
130 Strickler East
University of Louisville
Louisville, KY 40292
502-852-6706
jasimp01@gwise.louisville.edu
prafula.sheth@louisville.edu

Jefferson Community & Technical Colleges

UNIVERSITY of LOUISVILLE
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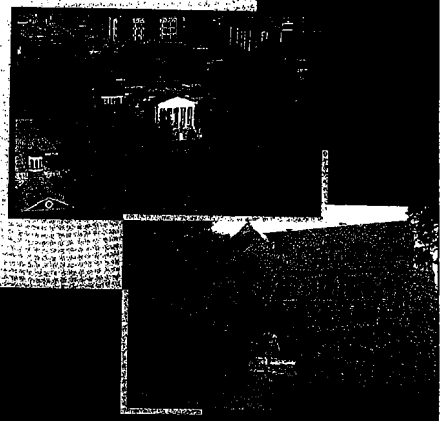
PATHWAYS TO SUCCESS

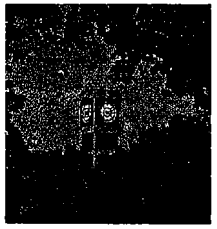
COLLEGE PATH



University of Louisville

Jefferson Community and Technical Colleges

CAN TAKE MORE THAN ONE PATH TO EARN A DEGREE FROM THE UNIVERSITY OF LOUISVILLE. WHILE SOME STUDENTS ENROLL DIRECTLY AT U OF L, MANY OTHERS MAY START THEIR ADVANCED EDUCATION IN A QUALITY COMMUNITY COLLEGE LIKE JEFFERSON COMMUNITY AND TECHNICAL COLLEGES. AT JCTC, YOU TAKE COURSES THAT WILL PREPARE YOU TO SUCCEED WHEN YOU'RE READY TO TRANSFER TO U OF L.



IF YOUR GOAL IS TO EARN A UNIVERSITY DEGREE, THE PATHWAYS TO SUCCESS COLLEGE PATH OFFERED BY U OF L AND JCTC CAN MAKE IT POSSIBLE. THE PROGRAM PROVIDES GUARANTEED ADMISSION TO U OF L FOR STUDENTS WHO SUCCESSFULLY COMPLETE REQUIRED COURSES THROUGH JCTC. FROM THE TIME YOU INITIALLY ENROLL AT JCTC, YOU'LL HAVE ACADEMIC COUNSELING TO HELP KEEP YOU ON TRACK FOR ENROLLMENT AT U OF L AS WELL AS ACCESS TO MANY U OF L STUDENT SERVICES AND ACTIVITIES.

MOST IMPORTANTLY, THE PATHWAYS PROGRAM WILL HELP YOU GAIN THE FOUNDATION YOU NEED TO BE SUCCESSFUL IN COLLEGE AND GRADUATE FROM U OF L.

GUARANTEED ADMISSION TO THE UNIVERSITY OF LOUISVILLE

The Pathways to Success College Path is designed for students who enroll at Jefferson Community and Technical Colleges and want to go on to complete a four-year degree from the University of Louisville. You're eligible to participate if:

- You have already decided to enroll in JCTC to begin your college career, or
- You have been advised that you need additional coursework to prepare you to enter U of L.

Once you successfully complete your Pathways requirements at JCTC, you'll earn automatic admission to U of L. Here's how it works:

- First, return the attached postcard to let us know of your interest. You'll be invited to attend an informational session at U of L, where you will receive an information packet that includes a Pathways agreement, an application to JCTC and a checklist to help you monitor your progress.
- Then you will enroll at JCTC, attend orientation, turn in your Pathways agreement, take placement tests, meet with an academic adviser and register for classes. At this point, you've joined the Pathways program.
- You'll need to earn a "C" or better in each of your required courses and complete an additional 12 transferable hours of courses with a grade point average of 2.0 or better. You'll meet regularly with an academic adviser to help you stay on track.
- As you near the time you're ready to transfer, you'll let your adviser know of your plans to enroll at U of L. Your adviser will check to make sure you've met your requirements before sending your transcripts to U of L and giving you the name of your new U of L adviser. There will be no additional fees for transcripts and no need to fill out application forms. You'll automatically be accepted to U of L.

SERVICES AND SUPPORT

While you're taking courses at JCTC as part of the program, you'll have on-site access to an academic adviser to answer your questions and help you plan. You'll be enrolled in small classes that will allow one-on-one interaction with master teachers. And, as a future U of L student, you'll receive a U of L student I.D. card and more:

- Opportunities to apply for residential housing at U of L
- Access to U of L math and computer labs, libraries and other learning resources
- Access to U of L's Student Activities Center and tickets for U of L athletic and cultural events (at standard fees for U of L students)

Academic support continues even after you enroll at U of L through the university's REACH program, which provides academic counseling, tutoring, classes in study and time management skills and other help for all U of L students.

[illegible]

The Pathways to Success College Path is part of a larger initiative designed to put each student interested in attending U of L on the best path to him or her successfully complete a four-year degre U of L and its Pathways to Success partners, whicl include JCTC and the Jefferson County Public Schc recognize that students with the potential to earn college degree begin from different starting points The best way to ensure that students can enroll in U of L and successfully earn a four-year degree—t goal of all of the Pathways to Success programs—make sure they get the right start.

The College Path is especially designed for studer who will benefit from preparatory courses that wil them ready for university-level academic work. It combines the benefits of intense developmental courses and personal instruction at the communit college level, connections to the university environment and strong support services through their college careers.

University of Louisville
126 Strickler East
Louisville, KY 40292

PATHWAYS TO SUCCESS

Non-Profit Org.
U. S. Postage
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Permit No. 769
Louisville, KY

Undergraduate Studies: Pathways
126 Strickler Hall - East
University of Louisville
Louisville, KY 40206

#4

Pathways To Success
UofL/JCC
Future Plans

Please check the response that best represents your choice. Please print any responses you make.

Full Name: _____

Address: _____

_____

__ **I plan to participate in the Pathways Program**

OR

__ **I am registered at JCC**

OR

__ **I plan to attend college at**

_____

OR

__ **I Plan to** _____

Document #4

Third and Final Letter - Pathways

UNIVERSITY of LOUISVILLE
dare to be great

UNDERGRADUATE STUDIES: PATHWAYS

Strickler Hall - 126 East
University of Louisville
Louisville, Kentucky 40292
Office: 502-852-3125
Fax: 502-852-4184

Date

Dear

Recently you received a letter from UofL asking you to join the Pathways to Success Program. We are sorry that we have not heard from you.

Our next information session will be on June 13, 2002 at 5:30 p.m. in 102 of Strickler Hall. We will discuss with you the many good reasons for joining this program and tell you how to go about joining us.

RSVP to 502-852-3125 no later than June 12, 2002. If we can answer any questions prior to the information session, please call Dr. Prafula Sheth at 502-852-8113 or Ms. Tawana Oliver McWhorter at 502-213-2541.

Please take a minute to complete the postage paid, addressed card indicating your future plans.

We wish you much success in your endeavors.

Sincerely,

David A. Howarth
Associate University Provost and
Dean of Undergraduate Studies

Welcome to the Pathways to Success Program

What is Pathways All About?	***Dr. Cheryl Gilchrist*** ***Director of Academic Services*** ***University of Louisville***
How Do I Begin?	***Ms. Tawana Oliver McWhorter*** ***UoL Counselor*** ***Jefferson Downtown Campus***
What Can I Expect at JCC?	***Professor Sharon Bennett*** ***Instructional Coordinator of Pathways*** ***University of Louisville Campus***
What Can I Expect from UofL?	***Dr. Prafula Sheth*** ***Director of Pathways*** ***Admissions and Transfer*** ***University of Louisville***
What Else Do I Want to Know?	***Questions and Answers***

Pathways

Success Notes

Pathways to Success
Information Session Evaluation

Please circle how beneficial each item was to you. Fill in appropriate blanks and mark NA if an item does not pertain to you.

1. Did you find the materials you received in the mail helpful?

	Not Helpful				Very Helpful	
♦ Pathways to Success brochure	1	2	3	4	5	NA
♦ "How do I begin Pathways to Success":	1	2	3	4	5	NA
♦ Benefits associated with Pathways program:	1	2	3	4	5	NA

2. Did today's session provide you with adequate information about the:

♦ Purpose of today's session:	1	2	3	4	5	NA
♦ Process you must follow to begin at JCC:	1	2	3	4	5	NA
♦ Benefits of joining Pathways/JCC:	1	2	3	4	5	NA
♦ UofL benefits such as ID, housing, etc.:	1	2	3	4	5	NA

3. After today's session, do you understand the requirements? _____

_____

4. After today's session are you still interested in the Pathways to success program? _____

_____

5. What did you find **MOST** helpful about today's session? _____

_____

6. What did you find **LEAST** helpful about today's session? _____

_____

7. Give us your suggestions and ideas on ways to improve on the process. _____

_____

DO NOT SIGN THE SURVEY.
Leave the completed survey with the staff. Thank you.

For additional information contact

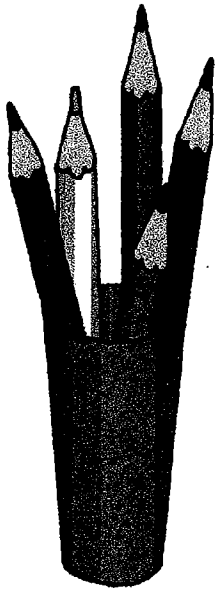
Dr. Prafula Sheth
University of Louisville Campus
(502) 852-8113
E-mail prafula.sheth@louisville.edu

Professor Sharon Bennett
University of Louisville Campus
(502) 852-8108
E-mail skbenn01@gwise.louisville.edu

Ms. Tawana Oliver McWhorter
Jefferson Community Campus
(502) 213-2541
E-mail tawana.oliver@kctcs.net

Ms. Rebecca Suter
University of Louisville Campus
(502) 852-3125
E-mail rlsute01@gwise.louisville.edu

Pathways website: www.pathways.louisville.edu



PATHWAYS CHECK LIST

I. How do I begin at JCC?

- ❑ Return Card of Intent to U of L
- ❑ Attend Pathways Information Session at U of L
- ❑ Submit JCC Application to JCC
- ❑ Attend Orientation at JCC
- ❑ Take Placement Tests at JCC (if ACT score is below 18 in any area)
- ❑ Receive advising from JCC
- ❑ Register at JCC
- ❑ Pay tuition at JCC
- ❑ See U of L Pathways Counselor at JCC
- ❑ Submit Consent Agreement to U of L Counselor, along with a schedule of classes being taken

II. Complete the following each semester:

Activity	1st Semester	2nd Semester	3rd Semester	4th Semester
One workshop in the Successful Transition to U of L Program				
Ten hours of learning resources				
One academic/ cultural event at U of L				
See JCC advisor				
See U of L counselor/ advisor at JCC twice				
Documentation of participation with advisor via PASSPORT				

III. Complete the following Coursework:

REQUIRED COURSE:
Note: If you are required to take RDG010 and/or RDG020, you will take GE101 paired with RDG020. You should not take it separately.

Course	Cr.Hrs.	Grade
GE 100 **or** GE101	_____	_____

DEVELOPMENTAL COURSES:
Note: Complete with a "C" or better any developmental classes that you are required to take. Your beginning point in each sequence is based on your COMPASS placement. You may be exempt from taking these courses if your ACT or COMPASS score is sufficient.

ENGLISH

Course	Cr.Hrs.	Grade
ENC 090	_____	_____
ENC 091	_____	_____

❑ Check if none required

MATH

Course	Cr.Hrs.	Grade
MAH 060	_____	_____
MAH 070	_____	_____
MA108 **or** MAH 083	_____	_____

❑ Check if none required

READING

Course	Cr.Hrs.	Grade
RDG 010 **and** DRE 012	_____	_____
RDG 020 **and** GE 101	_____	_____
RDG 030	_____	_____

❑ Check if none required

TRANSFERABLE COURSES:

Note: Complete at least 12 transferable credit hours with at least a 2.0 GPA.

Course	Cr.Hrs.	Grade

IV. Complete the following in final semester before transfer:

- ❑ Notify U of L counselor at JCC of intent to transfer by October 1st for Spring or March 1st for Fall
- ❑ Schedule and complete interview with Director of Admission and Transfer at U of L
- ❑ Schedule and complete appointment with U of L academic advisor
- ❑ Register for and attend transfer orientation at U of L
- ❑ Register for classes at U of L

How to Register for JCC Classes

1. Complete and submit a JCC Admissions Application. (Allow 2-3 business days for your application to appear in the JCC computer system).

2. If required, take the COMPASS placement test in the Assessment Center. At that time an appointment for orientation and registration will be assigned.

    - If you have an 18 in English and Reading and a 20 in Math on the ACT, you will not have to take the COMPASS

    - You may be exempted from one-subject areas and not the other (Take your ACT scores with you).

    - If exempted from the COMPASS, you must take a copy of your ACT scores to the Assessment Center to be assigned an orientation and registration appointment.

3. Attend the assigned session with ACT or COMPASS, whichever is applicable.

4. With the help of a JCC advisor, select courses to take based on COMPASS or ACT scores.

5. Choose from the schedule of classes the times and days that you wish to attend classes.

6. Have the selection (s) put into the computer database and get a printout. **(STAND IN LINE).**

7. If it is not given, ask when the deadline for payment and/or completion of Financial Aid file is to be complete.

    - FYI: If you miss the deadline to pay and/or do not have your Financial Aid file complete enough to hold your classes, they will be erased.

    - Touch base with the Financial Aid office to insure that the Student Aid Report (SAR) has been returned to that office, that no other documentation is needed to complete file, and that there is enough information in your file.

Last printed 3/20/02

HOW DO I BEGIN PATHWAYS TO SUCCESS
FALL 2002

- **Complete the application process as soon as possible to ensure greatest access to classes and benefits:**

  1. **Submit an application for admission to JCC at the campus you plan to attend.**
  2. **Submit another official transcript from your high school to JCC.**
  3. **Take COMPASS Placement.**

- **Make Financial Aid changes no later than May 15, 2002:**

  1. **Call 1-800-433-3243 to add JCC to the list on the Federal Financial Aid Form – allow four to six weeks for total processing.**
  2. **Call 1-800-928-8926 to change school from UofL to JCC for CAP Grant – defer to any KEES money first.**

- **Submit an application to UofL Housing – pick up housing applications at the information session or contact Dr. Prafula Sheth – priority deadline April 1, 2002.**

- **Attend Pathways Information Session**
  Tuesday April 9, 2002 from 5:30-7:30pm at UofL
  Strickler Hall Room 102

RSVP by Monday April 8, 2002 – Rebecca L. Suter at 502-852-3125 or e-mail pathways@gwise.louisville.edu

Judy A. Simpson, Acting Director, Pathways to Success, jasimp01@gwise.louisville.edu
Prafula P. Sheth, Director, Admissions & Transfers, prafula.sheth@louisville.edu
Tawana O. McWhorter, Counselor, JCC, tawana.oliver@kctcs.net

COMMUNITY COLLEGE ADVANTAGES

***Low Tuition – about one-third the tuition of the University**

Jefferson: <u>Summer 2002</u>
$61 per credit hour or
$725 full-time (12+ credit hours)

<u>Fall 2002</u>
$64 per credit hour, or
$960 full-time (15+ credit hours)

***Small Campuses – Easy Parking**

Downtown
Southwest
Carrollton
Shelbyville (Fall 2002)

***Small classes**

Developmental classes – 20-30 students
Credit classes – 30-60 students
More personal contact with teaching faculty
Better interaction with fellow students

***Flexible scheduling**

Most classes meet Mon and Wed, or Tue and Thu

***Services similar to the University**

Library
Math/Science Learning Lab
Disabilities Resource Center
Tutoring
Student Organizations
Study Skills Center
Writing Center
Counseling
Financial Aid

And much more . . .

SEQUENCE OF DEVELOPMENTAL COURSES AT JEFFERSON COMMUNITY COLLEGE

ENGLISH

ENC090 → ENC091 (leading to ENG101)

MATH

MAH060 → MAH070 → MA 108 or MAH083 (leading to MT109 or MAT107)

READING

RDG010 and DRE 012 → RDG 020 and GE101 → RDG 030

Successful completion of each course with a grade of C or better is required before enrollment in the next course in the sequence.

Consent Agreement: Pathways to Success
University of Louisville and Jefferson Community College

Name: _____ Social Security Number: _____

Mailing Address:
Street: _____ City: _____ State: _____ Zip: _____

Permanent Address:
Street: _____ City: _____ State: _____ Zip: _____

Local Telephone:
(____)_____-_____

Permanent Telephone:
(____)_____-_____

Email: _____

Requirements for Early Seamless Transfer to UofL

- **Complete either JCC's GE 100 or GE 101, preferably during the first two semesters at JCC.**
- **Complete each recommended developmental course with a "C" or above.**
- **Complete an additional 12 credit hours of courses numbered 100 or above with a GPA of 2.00 or above.**
- **Attend all required classes.**
- **Participate in at least one (1) Successful Transition workshop each semester while enrolled in the Pathways Program.**
- **Participate each semester in ten (10) hours of learning resource support activities (such as the math lab, writing center, tutoring, etc.), at JCC or UofL, while enrolled in the Pathways Program.**
- **Attend each semester at least one (1) academic lecture or one (1) cultural event at UofL while enrolled in the Pathways Program.**
- **Schedule one-on-one meetings each semester with both the UofL and the JCC academic advisor/counselor, once each semester with the JCC advisor and twice with the UofL Counselor while enrolled in the Pathways Program.**
- **Attend and participate in all informational meetings or orientations relative to the Pathways Program.**
- **Participation in these requirements must be documented via the Pathways PASSPORT.**

I have read this agreement and understand that I must adhere to all requirements stated herein. I understand that in order to be in good academic standing and to be eligible to transfer to the University of Louisville, full participation is essential. I understand that this agreement may be rendered void should I fail to fulfill my obligations. I give my consent for JCC to forward my official transcript to UofL at the time of transfer.

Student's Signature: _____ **Date:** _____

Revised 3/07/02

What Do I Need to Know about Applying for UofL on Campus Housing?

Am I Eligible for On-Campus Housing?

Yes, if you are enrolled in the Pathways to Success Program.

Will I Have Priority in Getting Housing?

- You will not have priority in getting housing; therefore, you must realize that submitting an application does not guarantee an assignment.
- If you do get housing, you will be assigned based on the date your application and application fee are received in the Housing and Residence Life Office.
- Application should be made by April 1.

How Do I Apply for UofL Housing?

Mail in Housing Application

1. Request an application form at 502-852-8113 or pick-up one from the Pathways to Success Office.
2. Complete the application form.
3. Return to

   Housing and Residence Life Office
   University of Louisville
   Stevenson Hall, Room 124
   Louisville, KY 40292

4. Include a $25.00 non-refundable application fee.

What Happens If I Am Accepted?

- You will receive a Housing Confirmation Form and a Housing Agreement in the mail.
- If you wish to accept the terms set forth, sign and return the Confirmation Form.
- Include a $200.00 non-refundable prepayment (which will be applied to your first semester rent)
- If you decide not to accept the assignment or choose to withdraw your application before receiving an assignment, you may do so without financial penalty.

What Happens If I Decide Not to Live in Housing After I Sign the Agreement and Pay?

- If you accept the agreement, you are bound to live on campus for the entire academic year--both fall and spring—or whatever remains after the agreement is signed.
- If you cancel your assignment during the period of the agreement, you must pay a $200.00 penalty.
- No rent refunds are made after Nov. 1 or March 1.

***For information about privately owned on- campus housing (Bettie Johnson Hall), call (502) 854-2417**

Miller, Threlkeld, Unitas, Honors, West, Wellness, Greek,

Double	$2,208.00 + $1,400.00* per academic year
Private (when available)	$3,312.00 + $1,400.00* per academic year

Stevenson

Private	$3,312.00+ $1,400.00* per academic year

Louisville

Double Room	$2,544.00 per academic year
Double w/Bath	$2,856.00 per academic year
Small Private	$2,916.00 per academic year
3-bedroom suite	$2,292.00 per academic year
2-bedroom suite	$2,616.00 per academic year

(Private Rooms, when available, costs an additional 50% to the base room rate.)

University Tower Apartments

2 bedroom	$645.00 per month
1 bedroom	$540.00 per month
Efficiency	$470.00 per month

***All first-Year students are required to participate in a mandatory meal plan regardless of the hall assignment.**
Rates include furniture, all utilities, local phone service, basic cable TV and ethernet connection.

Medical/Dental Hall

Private	$2,700.00 per academic year

Medical/Dental Apartments

2 bedroom	$645.00 per month
1 bedroom	$540.00 per month
Efficiency	$470.00 per month

When completing your housing application, please determine which of the following living arrangements are your top 3 preferences.

First-Year Student Housing
Belknap Campus
Miller Hall
Unitas Tower
Threlkeld Hall
West Hall
Wellness Hall

Returning/Continuing Student Housing
Belknap Campus
Stevenson Hall (private rooms only)
Wellness Hall
Honors Hall
Louisville Hall- Double
Louisville Hall- Double w/bath
Louisville Hall- Small private
Louisville Hall- Two Bedroom Suite
Louisville Hall- Three Bedroom Suite

Health Sciences Campus
Medical/Dental Hall- (private rooms only)

Graduate and Family Housing
Belknap Campus
University Tower- Efficiency
University Towers- One bedroom
University Towers- Two bedroom

Health Sciences Campus
Medical/Dental- Efficiency
Medical/Dental- One Bedroom
Medical/Dental- Two Bedroom

Addendum

Hall Features:
Stevenson Hall will be converted to a double room facility for first-year students for Fall 2002. Furniture will be provided according to the double room setup.

First-Year Student Housing:
Belknap Campus

Center Hall (smoke-free)
Miller Hall
Stevenson Hall
Threlkeld Hall (Honors eligible)
Unitas Tower
Wellness Hall
**Bettie Johnson Hall

Returning/Continuing Student Housing
Belknap Campus

Bettie Johnson Hall
Louisville Hall
Threlkeld Hall (Honors eligible)
University Tower Apartments
Wellness Hall
West Hall

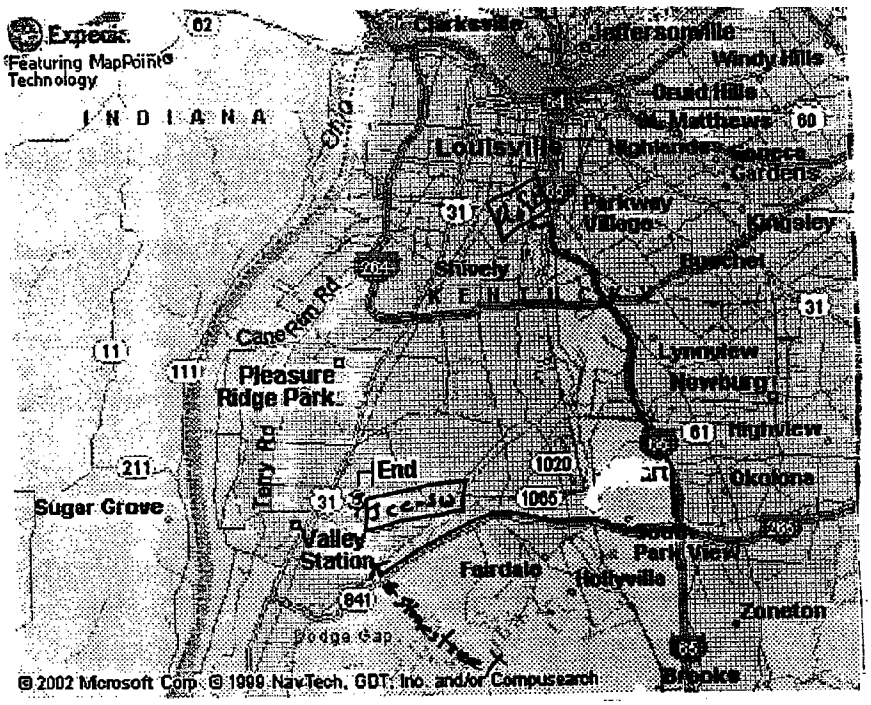
Living Learning Communities
First-Year Experience. Center Hall, Miller Hall, Stevenson Hall, Threlkeld Hall and Unitas Tower are all designated to specifically accommodate the needs of first-year students. Programs and services are designated to assist first-time students in their transition to the University community. Center Hall is designated as a smoke-free environment.

**Bettie Johnson Hall is an apartment living option designed for returning students. However, for the 2002-2003 academic year, first-year students will be allowed to live there. Please note: the First-Year Experience Program is not offered in Bettie Johnson Hall. Students wishing to participate in the First-Year Experience should apply to live in the traditional halls noted above. Students desiring to live in Bettie Johnson Hall should apply directly to that office. Information can be obtained by calling 502-854-2417.

Honors Hall
Threlkeld Hall will become the hall designated for Honor students. Application requests for Threlkeld Hall will be weighted based on grade-point average, academic scholarship awards, and participation in the University Honor's Program. Upper class honor students will live in this hall as well.

(over)

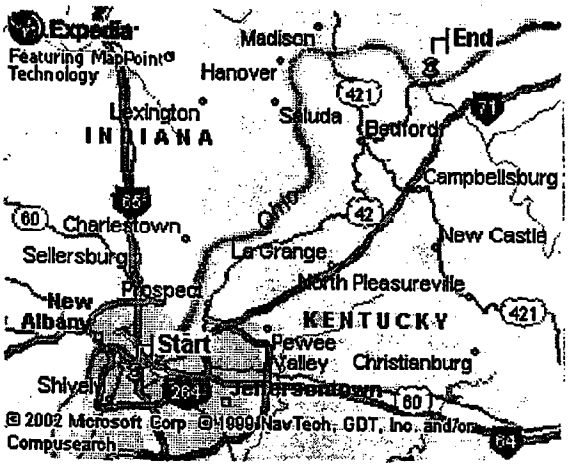
Directions from UoL To JCC- Southwest Campus



From UofL Campus

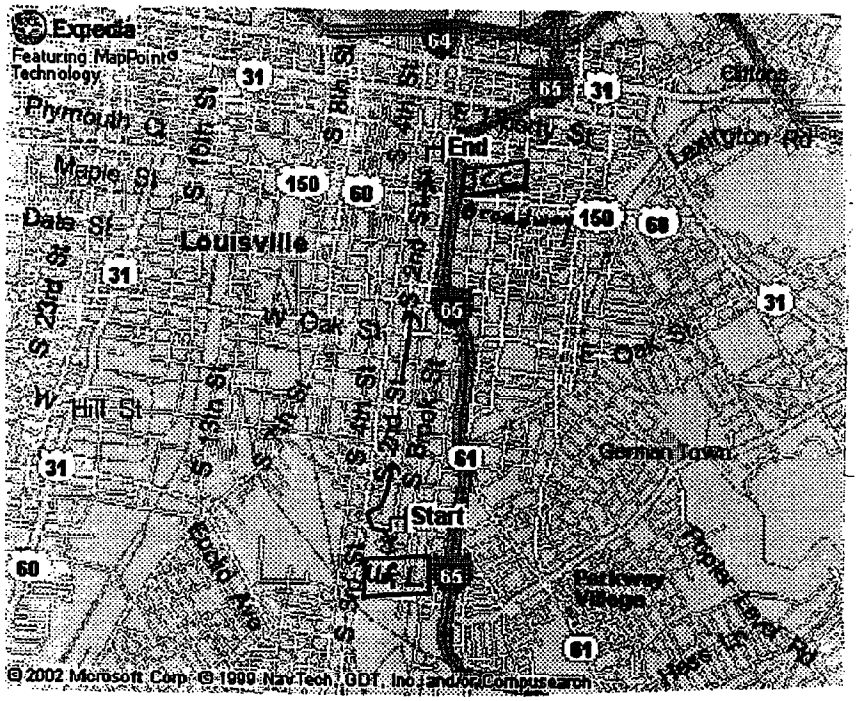
1. Go south on I-65	8.6 Miles
2. At I-65 Exit 125, Go west on Gene Snyder Freeway (I-265)(SR 841)	7.2 Miles
3. Turn right on Stonestreet Road	About 1 Mile
3. Turn left onto Valley College Drive to JCC SW Campus (1000 Community College Drive)	

Directions from UoL To JCC- Carrollton Campus



Directions	Distance	Time
Start: Depart 2211 S Brook St, Louisville, KY, 40208 on **S Brook St** (North)	0.2	0:01
1: Turn **RIGHT** (East) onto **E Brandeis Ave**	0.5	0:02
2: Turn **LEFT** (North-West) onto **SR-61 [S Preston St]**	0.6	0:02
3: Turn **LEFT** (West) onto **S Jackson St**	0.1	0:01
4: At I-65 Exit 134A, turn **RIGHT** (North) onto **I-65**	2.5	0:03
5: At I-64 I-65 Exit, turn **RIGHT** (East) onto **I-64**	0.8	0:01
6: Bear **LEFT** (East) onto **I-71**	44.6	0:42
7: At I-71 Exit 44, turn **LEFT** (North-West) onto **SR-227**	1.6	0:03
8: Bear **LEFT** (North-West) onto **SR-227 [Owenton Rd]**	1.0	0:02
9: Bear **LEFT** (West) onto **SR-36 [SR-227]**	0.9	0:02
10: Bear **LEFT** (West) onto **US-42 [SR-36]**	1.1	0:02
11: Turn **RIGHT** (North) onto **3rd St**	0.1	< 1min
End: Arrive 324 Main St, Carrollton, KY, 41008	< 0.1	< 1min
Total Route	**54.1 mi**	**1 hr 1 min**

Directions from UoL To JCC- Downtown Campus



From UofL Campus

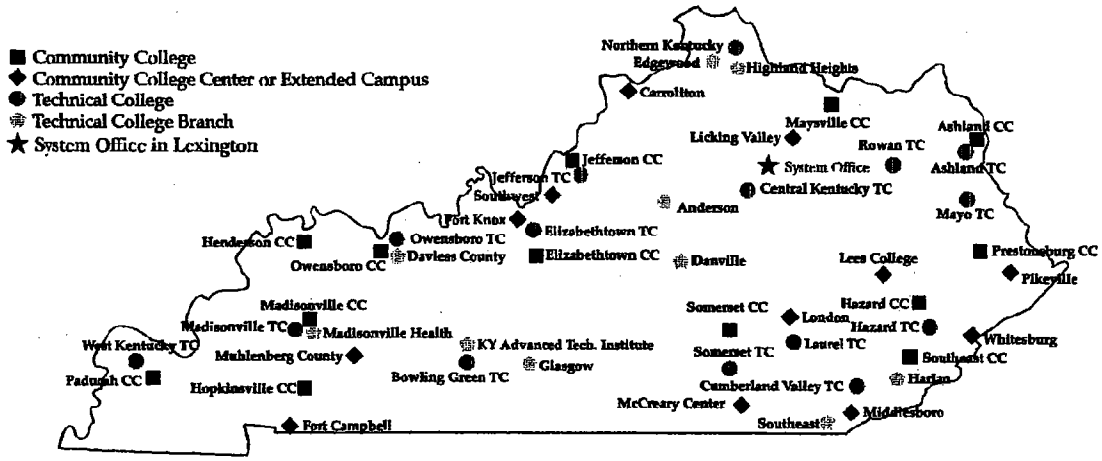
1. **Go north on Second Street to Broadway** **1.6 Miles**

2. **JCC Admissions is located in the Jefferson Education Center on the southwest corner of 2nd and Broadway**

KCTCS
Kentucky Community & Technical College System

Jefferson Community College
Jefferson Technical College

Phone: 502-213-JEFF
E-mail: www.jcc.kctcs.net
www.jtc.kctcs.net



Welcome to KCTCS Where Lives Are Changed

Your application for admission to the Kentucky Community and Technical College System is valid for all 28 colleges in the system. Please choose *one* of the 28 KCTCS colleges as your "Home College" and identify it using the code on the back page of the application. You also will need to select an academic plan or program of study. A complete list of academic plans is available in the College Admissions Office. Contact a college or visit the KCTCS web site (**www.kctcs.net**) to find the programs offered by each college. Please return your completed application to any KCTCS college.

KCTCS is an equal opportunity institution and does not discriminate against persons because of race, age, religion, sex, disability, color or national origin.

Questions concerning compliance with regulations may be directed to Kentucky Community and Technical College System's Office of Diversity Programs. Kentucky Community and Technical College System, 2750 Research Park Drive, P.O. Box 14092, Lexington, KY 40512-4092, (859) 246-3100 or to the Director of the Office for Civil Rights, U.S. Department of Education, The Wanamaker Building, Suite 515, 100 Penn Square East, Philadelphia, PA 19107.

ENTERING STUDENT SURVEY

KCTCS wants to help you achieve your educational goals. Your answers to the questions below will help us understand the background and needs of our students. Please fill out the General Purpose Answer Sheet enclosed with this application to record your responses to this survey.

REMEMBER, YOUR ANSWERS ARE STRICTLY CONFIDENTIAL AND WILL NOT AFFECT THE AWARD OF FINANCIAL AID OR ACCEPTANCE TO KCTCS. YOUR ADMISSIONS FORM WILL NOT BE COMPLETE UNLESS THESE QUESTIONS ARE ANSWERED.

Program Goals

1. Which statement below reflects YOUR CURRENT GOAL?
   a. To take a few courses but NOT earn a degree, diploma or certificate
   b. To complete an associate degree, diploma or certificate
   c. To complete an associate degree AND go on to earn a four-year bachelor's degree
   d. To take a few courses then TRANSFER to a university
   e. I am uncertain about completing a degree, diploma or certificate

Enrollment Intent

2. I plan to (select one):
   a. Enroll for only this semester
   b. Enroll for this semester AND the next semester
   c. Enroll every semester until I reach my goal
   d. Unsure about future enrollment

Access to Computer Technology

3. Do you have access to a personal computer, either at home or at work, that you can use for school work?
   a. Yes b. No

4. If yes, do you have access to the Internet from that computer with e-mail access?
   a. Yes b. No

Employment Plans

5. While attending college, I plan to work:
   a. Not at all
   b. 1 - 20 hours per week
   c. 21 - 39 hours per week
   d. 40 hours per week
   e. More than 40 hours per week

College Goals

Below are goals some people give for going to college. Please indicate if these goals are very important, somewhat important or not important in your decision to attend college.

	Very Imp.	Some Imp.	Not Imp.	
6.	a.	b.	c.	To increase my general knowledge and understanding of the world.
7.	a.	b.	c.	To decide on a career goal.
8.	a.	b.	c.	To develop or improve skills required in my current job.
9.	a.	b.	c.	To help me obtain a raise or promotion.
10.	a.	b.	c.	To help prepare for a new career.
11.	a.	b.	c.	To be with others who want to learn.
12.	a.	b.	c.	To increase my self confidence.
13.	a.	b.	c.	To become more self reliant.
14.	a.	b.	c.	To improve my academic skills before going to a large university.

Reasons for Attending this College

Please indicate whether the following reasons were very important, somewhat important or not important in your decision to attend this community or technical college.

	Very Imp.	Some Imp.	Not Imp.	
15.	a.	b.	c.	Costs less than other colleges.
16.	a.	b.	c.	I could not leave the area due to family obligations.
17.	a.	b.	c.	I can keep my job and still go to college.
18.	a.	b.	c.	My grades were too low to get into another college or university.
19.	a.	b.	c.	This college offers the courses I want.
20.	a.	b.	c.	This college has a reputation for good teaching/training.
21.	a.	b.	c.	Classes are small and more personal.
22.	a.	b.	c.	This college is close to my home.
23.	a.	b.	c.	My family wants me to come here.
24.	a.	b.	c.	I can take courses at night.
25.	a.	b.	c.	I can take courses on weekends.

26. If there had not been a community or technical college in the area, I probably would (check one):
   a. Not attend college at all
   b. Go to one of the state universities.
   c. Go to a private college
   d. Go to a private technical school
   e. Go to an out-of-state college or university

Parents and Family College Experience

27. Check any statement which is true for your family or parents.
   a. I am the first person in my immediate family to go to college.
   b. One or both of my parents or guardians went to college but did not earn a degree.
   c. One or both of my parents or guardians earned an associate degree from a community college or junior college.
   d. One or both of my parents or guardians earned a bachelor's degree from a college or university.

Financial Information

28. What is your total annual income?
   a. less than $10,000
   b. $10,000 - $14,999
   c. $15,000 - $19,999
   d. $20,000 - $24,999
   e. more than $25,000

29. What is your total family household income?
   a. less than $10,000
   b. $10,000 - $14,999
   c. $15,000 - $19,999
   d. $20,000 - $24,999
   e. more than $25,000

30. Other than yourself, how many people rely on you for ALL or MOST of their financial support?
   a. 0
   b. 1
   c. 2
   d. 3
   e. 4 or more

31. How many people live in your household?
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5 or more

Please indicate the major source through which you learned about this college.

32. Which of the following media:
   a. Internet
   b. Television
   c. Radio
   d. Newspaper
   e. Brochure

33. Which of the following people:
   a. Faculty or staff member
   b. High school counselor or instructor
   c. Parents
   d. Friend or other relative
   e. Coworker or supervisor

EDUCATION PAYS

APPLICATION for Admission

KCTCS

Please Print or Type

Imp. ID: _____

App. # _____

Kentucky Community & Technical College System

Name _____
Last First Middle

Social Security Number _____ Date of Birth _____ Circle one: Male/Female
Month Day Year

Citizenship Status o USA o Naturalized o Alien (Temporary) o Alien (Permanent)

If not a US citizen, what is your Visa Type? _____

Military Status _____ Will you be receiving veteran's benefits? Yes ____ No ____

E-Mail Address [to receive grades and other college information] _____

Please list all the names that you have used on previous educational records. _____

_____

Home Phone No. _____ Work Phone No. _____

Address _____

_____
City County State Zip Code

Starting Term o Summer o Fall o Spring _____ Year

Home College Code[A] _____

[[A]College locations and codes listed on pg. 3. Attachment A]

Academic Plan Code[B] you wish to pursue: _____ Name[B] _____

[[B]Look for Academic Plan Codes and Names in Insert, Attachment B]

Admit Status

- o Freshman (no previous college credit)
- o High School (currently in High School)
- o New-Non-degree (enrolling for credit not toward degree)
- o *New Visiting Student
- o *Returning Visiting Student
- o Readmit (attended this institution previously)
- o ***Returning (have attended another college since last attended this institution)
- o ***Transfer (are you eligible to return to your former college? o yes o no)

* Visiting students should bring permission letter from their college

*** Transcripts from all previously attended institutions are required before applicant can be admitted.

High School Attended _____
City State (If you earned a GED enter GED for High School.)

High School Graduation or GED Completion Date _____

Other Postsecondary institutions attended and Dates: (An official transcript from each institution listed is required for admission.)

College	City	State	Dates Attended

Residency Status o Kentucky o Non-Kentucky How long have you been living in Kentucky? _____

Optional information will not be used for discriminatory purposes.

Marital Status _____ If not a US citizen: What is your country of origin? _____

Predominant Ethnic Background o Caucasian/White o Hispanic o Asian/Pacific Islander o African American o Native American

Unless otherwise indicated, all information on this form must be complete and accurate. Withholding or providing false information may make you ineligible for admission or enrollment. You will not be officially admitted to this college until all required credentials are received by this Admissions Office. If you do not enroll, application materials will be retained on file for one year.

Upon signing this application for admission you acknowledge that you understand that upon the completion of associate degree requirements, you will receive a degree awarded by the Kentucky Community and Technical College System.

Date _____ Signature _____

Home College Codes

Choose One and Fill In appropriate space on Page 1

Home College Code	
ASC	**Ashland Community College** 1400 College Drive Ashland, KY 41101-3683 Phone (606) 329-2999
AST	**Ashland Technical College** 4818 Roberts Drive Ashland, KY 41102-9046 Phone (606) 928-6427
BGT	**Bowling Green Technical College** 1845 Loop Drive Bowling Green, KY 42101 Phone (270) 746-7461
BGTGL	**Glasgow Campus** Phone (270) 651-5673
BGTKI	**KY Advanced Technology Institute** Phone (270) 746-7807
CKT	**Central Kentucky Technical College** 308 Vo-Tech Road Lexington, KY 40511 Phone (859) 246-2400
CKTAN	**Anderson Campus** Phone (502) 839-8488
CKTDN	**Danville Campus** Phone (859) 239-7030
CVT	**Cumberland Valley Technical College** P.O. Box 187 Pineville, KY 40977 Phone (606) 337-3106
CVTHA	**Harlan Campus** Phone (606) 573-1506
CVTMD	**Middlesboro Campus** Phone (606) 242-2145
ELC	**Elizabethtown Community College** 600 College Street Road Elizabethtown, KY 42701-3081 Phone (270) 769-2371
ELCKX	**Fort Knox Campus** Phone (502) 942-0101
ELT	**Elizabethtown Technical College** 505 University Drive Elizabethtown, KY 42701 Phone (270) 766-5133
HZC	**Hazard Community College** One Community College Drive Hazard, KY 41701-2402 Phone (606) 436-5721
HZCLE	**Lees College Campus** Phone (606) 666-7521
HZCKN	**Knott County Branch** Phone (606) 785-4114
HZT	**Hazard Technical College** 101 Vo-Tech Drive Hazard, KY 41701 Phone (606) 435-6101

Home College Code	
HEC	**Henderson Community College** 2660 South Green Street Henderson, KY 42420 Phone (270) 827-1867
HPC	**Hopkinsville Community College** PO Box 2100 Hopkinsville, KY 42241-2100 Phone (270) 886-3921
HPCFC	**Fort Campbell Center** Phone (270) 431-3777
JFC	**Jefferson Community College** 109 East Broadway Louisville, KY 40202-2005 Phone (502) 584-0181
JFCCA	**Carrollton Campus** Phone (502) 732-4846
JFCSW	**Southwest Campus** Phone (502) 935-9840
JFT	**Jefferson Technical College** 727 W. Chestnut Street Louisville, KY 40203 Phone (502) 595-4136
LAT	**Laurel Technical College** 235 South Laurel Road London KY 40744 Phone (606) 864-7311
MDC	**Madisonville Community College** 200 College Drive Madisonville, KY 42431-9241 Phone (270) 821-2250 **Muhlenberg County Campus** Phone (270) 821-2250
MDT	**Madisonville Technical College** 150 School Avenue Madisonville, KY 42431 Phone (270) 824-7544
MDTHE	**Madisonville Health Extension** Phone (502) 824-7552
MYC	**Maysville Community College** 1755 US 68 Maysville, KY 41056-9606 Phone (606) 759-7141
MYCLV	**Licking Valley Campus** Phone (859) 234-8626
MOT	**Mayo Technical College** 513 Third Street Paintsville, KY 41240 Phone (606) 789-5321
NKT	**Northern Kentucky Technical College** 1025 Amsterdam Road Covington, KY 41011 Phone (859) 292-3930
NKTED	**Edgewood Campus** Phone (859) 341-5200

Home College Code	
NKTHH	**Highland Heights Campus** Phone (859) 441-2010
OVC	**Owensboro Community College** 4800 New Hartford Road Owensboro, KY 42303 Phone (270) 686-4400
OVT	**Owensboro Technical College** 1501 Frederica Street Owensboro, KY 42301 Phone (270) 687-7255
OVTDV	**Daviess Co. Extension** Phone (270) 687-7260
PDC	**Paducah Community College** PO Box 7380 Paducah, KY 42002-7380 Phone (270) 554-9200
PBC	**Prestonsburg Community College** One Bert T. Combs Drive Prestonsburg, KY 41653-9502 Phone (606) 886-3863 **Pikeville Campus** Phone (606) 432-4800
RWT	**Rowan Technical College** 609 Viking Drive Morehead, KY 40351 Phone (606) 783-1538
SMC	**Somerset Community College** 808 Monticello Street Somerset, KY 42501-2999 Phone (606) 679-8501
SMCLA	**Laurel Co. Campus** Phone (606) 877-1424 **McCreary Co. Campus** Phone (606) 376-5747
SMT	**Somerset Technical College** 230 Airport Road Somerset, KY 42501 Phone (606) 677-4049
SEC	**Southeast Community College** 700 College Road Cumberland, KY 40823-1099 Phone (606) 589-2145
SECMD	**Middlesboro Campus** Phone (606) 242-2145
SECWH	**Whitesburg Campus** Phone (606) 633-0279
WKT	**West Kentucky Technical College** 5200 Blandville Road Paducah KY 42002-7408 Phone (270) 554-4991
WKTPT	**West Kentucky Purchase Training Campus** Phone (270) 247-9633

REV 03/02

JEFFERSON COMMUNITY COLLEGE and JEFFERSON TECHNICAL COLLEGE PROGRAM OFFERINGS

TRANSFER DEGREE

2420101500	Associate in Arts
2420101600	Associate in Science

ASSOCIATE IN APPLIED SCIENCE

5220302700	Accounting Technology
1530803701	Automotive Technolgy
5220201704	Business Tech Management
1120301701	CIS Programming
1120301700	CIS Micro Computer
5020402700	Commercial Art Advertising
5020402701	Commercial Art Photography
1220503700	Culinary Arts
2030202700	Early Childhood Education
1520805700	ET Computer Aid Design
1520805702	ET Computer Repair
1520303700	ET Electrical
5220201700	Food Service Management
3039999701	Gen. Occupational Technology
4420701700	Human Services
1520403700	IET Computer Aid Design
1520403701	IET Computer Maintenance
1520503700	IET Electrical
1520403703	IET Industrial Maintenance
1520403702	IET Manufacturing
4120301700	Industrial Chemical Technology
1520607700	Industrial Plastics Technology
1101017049	IT Computer Program Opt
1101017029	IT Database Adm Opt
1101017039	IT E-Commerce Opt
1101017059	IT Info System Supt Opt
1101017019	IT Tech Network Adm Opt
1101017069	IT Web Development Admin Opt
4320107700	Law Enforcement Technology
1139999701	Network/Info System Tech
5120905701	Nuclear Medicine
5121601701	Nursing Pending
5120803701	Occupational therapy Assistant
5220402700	Office Systems
5120806702	Physical Therapy Assistant
5221099700	Quality Technology
5120907701	Radiography Pending
5221501700	Real Estate
5121601701	Respiratory Care Pending

ASSOCIATE IN APPLIED TECHNOLOGY

5110907801	Radiography
4810508802	Welding Technology

DIPLOMA

5210302400	Accounting Assistant
5210401401	Administrative Assistant
4810508401	Combination Welder
4610201401	Construction Carpenter
1210403400	Cosmetologist
4710104403	Electronic Computer Technology
4810201407	Electronic Prepress Specialist
4310203403	Fire Chief
4810201409	Flexography Specialist
0110601400	Groundskeeper
4710201400	Heat/Vent Air Con Mechanic
0110601402	Horticulture Technology
5210404405	Medical Administrative Assistant
5110801400	Medical Assistant
5210404406	Medical Records Clerk
5210404407	Medical Transcription
5210401404	Office Assistant
4610501401	Plumbing Apprentice
5111613400	Practical Nursing
4810201410	Printer
5110909401	Surgical Technologist
4810703401	Wood Technologist
1210403301	Apprentice Cosmo Instructor
4810508301	ARC Cutter
4810508302	ARC Welder
4710604301	Auto Air Conditioning Mechanic
4710604304	Auto Transmission Mechanic
4710604303	Automotive Electronics
4710604311	Automotive Technology
4810201309	Bind/Finish/Print
5210401301	Bookkeeper Account
5210302300	Bookkeeper Office Tech
4710604306	Brake Repairer
4810703301	Cabinetmaker
4610201310	Carpenter Helper
5110601301	Chair-side Dental Assistant
4810503301	CNC Machine Specialist
1101013139	Computer Programming
4610201302	Construction Form Helper
1101013109	Database Admin Microsoft
1101013089	Database Admin Oracle
1101013119	Database Web Progm Microsoft
1101013099	Database Web Progm Oracle
5210401302	Data Entry Operator
4710201302	Domes AC Furnace Installer
4810201300	Electrical Prepress Trainer
4710105304	Electronics Tester
5110904201	Emergency Medical Tech CEC

CERTIFICATE

4710604308	Engine Repairer
4710201303	Environmental Cont Sys Service
4710201304	Environmental Sys Rep Helper
4810503303	Exploratory Machinist
4310203301	Firefighter I
4810201301	Flex. Press Operator
4710604309	Front End Mechanic
4810703302	Furniture Maker
4810508303	Gas Welder
0110601301	Greenhouse Grower
0110601302	Greenhouse Worker
5110703301	Hlth Unit Sec & Mo
0110601303	Horticulture Sales
5210404301	Hospital Adm. Clerk
1101013149	Information System Support
1101013049	Information Technology A+
1101013039	IT Fundamentals
0110601304	Landscaper
0110601306	Lawn Service Worker
5110907301	Limited Radiographer
4810503305	Machine Operator I
4810503306	Machine Operator II
5210404303	Medical Receptionist
5110703302	Medical Bill Specialist
5111613301	Medicaid Nurse Aid
5111613302	Medication Aide
4810703303	Millworker
1210403302	Nail Technician
1101013029	Networking CISCO Basic
1101013069	Networking CISCO Enhanced
1101013019	Networking Microsoft 2K Basic
1101013019	Networking Microsoft 2K Basic
1101013059	Networking Microsoft 2K Enhanced
1101013079	Networking Novell
0110601307	Nursery Grower
0110601308	Nursery Worker
4810508304	Pipeline Welder
4610501301	Plumb Apprentice 1 Yr.
4610501302	Plumb Apprentice 2 Yr.
4610501303	Plumber Helper
5111613303	Product Line Welder
5210401303	Receptionist
4710201305	Refrigeration Mechanic
4610201307	Residential Site Lay Assistant
4610201305	Residential Carpenter
4610201306	Residential Roofer
4610201308	Rough Carpenter
5210401304	Software Applications Operator
4810508306	Tack Welder
4910205301	Truck Driver Trainer
4710504310	Tune Up Mechanic
1101013159	Web Administrator
1101013169	Web Site Developer

Jefferson Community College Jefferson Technical College

Congratulations! You have made the first step toward a rewarding educational experience. To ensure that your experience is positive from start to finish, we are providing some general instructions for completing the application and a quick reference guide for our programs.

General Instructions:

1. Personal information: complete each item.
2. Starting term: Check the box that indicates when you want to begin college.
3. Home College Code: Our codes are: JFC (Downtown); JFCSW (Southwest); JFCCA (Carrollton); JFC (Jefferson Technical).
4. Academic Plan Code: Look on the back of this sheet to select the Academic Plan codes and names for JCC and JTC program offerings.
5. Admit Status: Check only **one** box.

   Visiting Students – A letter from the institution you are currently attending is required. The letter should be on file prior to registering for classes.

   Other Post Secondary Institutions – Enter the name (s) of each college you have previously attended. We must receive an official transcript for each institution listed. Transcripts should be on file prior to registering for classes.
6. High School Attended: Enter High School or GED.
7. Residency Status: Check the appropriate box. If you are an Indiana resident living in one of the following Indiana Counties, you should check the box for Kentucky Residency status. Indiana Counties: Clark, Crawford, Dearborn, Floyd, Franklin, Harrison, Jefferson, Ohio, Orange, Ripley, Scott, Switzerland, and Washington.
8. Complete the survey. Use a pencil to mark your answers on the enclosed answer sheet. Return the answer sheet with your completed application to any of our campus locations. If you need additional information, feel free to contact us at your earliest convenience.

Downtown
109 E. Broadway
Louisville, KY 40202
(502) 213-4000

Southwest
1000 Community College Dr
Louisville, KY 40272
(502) 213-4000

Carrollton
324 Main St.
Carrollton, KY 41008
(800) 853-3887

JCC & JTC have adopted a policy that requires **all** students to have an email account. Students will receive grades, schedule changes and other pertinent information via email.

KCTCS offers equal education and employment opportunities M/F/D

NCS General Purpose Answer Sheet

120 ITEM

Form No. 93329 Reorder Phone Number 1-800-367-6627

MARKING INSTRUCTIONS: Fill the oval completely ⊗ wrong ⊘ wrong ● RIGHT

STUDENT NAME (Last, First, Middle Initial)

STUDENT ID NUMBER

GR. 9 10 11 12 13 14 15 16

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SPEC. CODES

A	B	C	D	E	F

Place your bar coded label over this barcode

U.S. Patent No. 5,001,330

NCS™ With Education in Mind™

Write-in Area

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NCS® FallSafe™, Mark Reflex® MM93329 2221

120 ITEM

NCS General Purpose Answer Sheet

Form No. 93329 Reorder Phone Number 1-800-367-6627

With Education in Mind™

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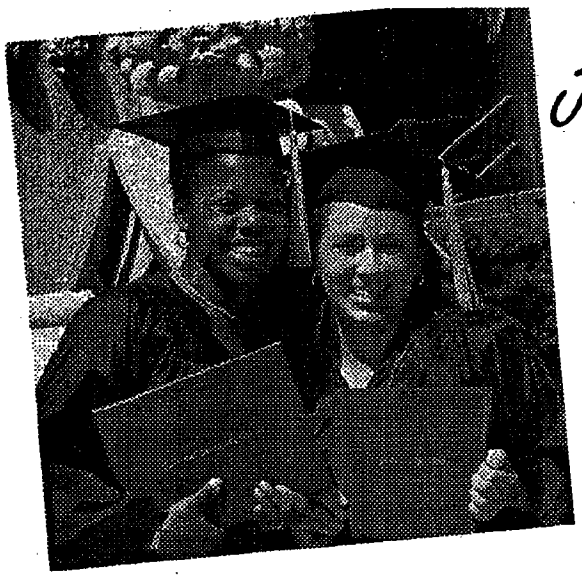

Jefferson Community College & Jefferson Technical College

Your Link To Success!

Quality education you can afford

Jefferson Community College and Jefferson Technical College are the most affordable institutions in our community. Financial aid opportunities include the following:

> Scholarships
> Grants
> Student Loans
> Work Study

Transfer Courses

Jefferson Community College offers a variety of courses that are transferrable to four-year institutions. We also prepare students for immediate employment in areas such as Culinary Arts, Business Technology, Occupational Therapy, Industrial Electrical Engineering, Computer Repair, and many more.

Weekend Classes?

For those who can't fit college into the work week, Jefferson Community College offers a Weekend College program. A variety of classes are scheduled on Friday nights, Saturdays and Sundays, making it possible for you to earn a degree in your "spare" time.

A partner in learning

Jefferson Community College and Jefferson Technical College makes your success our top priority. With small classes, personal attention, the Colleges provides flexible class schedules, multiple locations, and an array of student services including:

> Tutoring
> Counseling
> Computer-equipped Writing Centers
> State-of-the-art computer facilities with Internet and student e-mail access
> Natural science and mathematics lab

Whether you've just finished high school or been away from education for a while, you'll find that Jefferson offers what you need:

A partner in your future

Jefferson Community College and Jefferson Technical College will help you make the career decision that fits your future goals. Academic advising, job placement counseling, and job readiness training are only some of the services which help ensure your success.

For more information

> **Call** 502-213-5333 (213-JEFF)
Carrollton, 800-853-3887.

> **Visit our websites:**

www.jcc.kctcs.net
www.jtc.kctcs.net

Four campus locations

Four convenient locations to serve you:

Jefferson Technical College
727 W. Chestnut St.
Louisville, KY 40203

Jefferson Community College
Downtown Campus
109 E. Broadway
Louisville, KY 40202

Southwest Campus
1000 Community College Dr.
Louisville, KY 40272

Carrollton Campus
324 Main St.
Carrollton, KY 41008

Study with us!

> Associate degrees
> Certificate and diploma programs
> Transfer education

Rev 09/01

Document #6

UNIVERSITY of LOUISVILLE
dare to be great

UNDERGRADUATE STUDIES: PATHWAYS

Strickler Hall - 126 East
University of Louisville
Louisville, Kentucky 40292
Office: 502-852-3125
Fax: 502-852-4184

July 19, 2002

Dear

Summer 2002 is almost over and it is time to look ahead to Fall 2002 semester. We hope your summer months have been enjoyable and that you are ready to face new academic challenges and opportunities.

Our records show that you have registered for classes at JCC, however, have not yet signed the Pathways to Success consent agreement. This letter is to remind you to make an appointment with Ms. McWhorter, 213-2541, to review your current class schedule and to sign the consent agreement.

It is essential that you attend one of the open house information sessions early in the semester. Meet us, enjoy refreshments and pick up your **PASSPORT***.

Open House – Information Session

Downtown campus	**August 27, 2002 at 10:00 a.m.-5:00 p.m.** **Location: Jefferson Education Center 2nd Floor**
Southwest campus:	**August 28, 2002 at 10:00 a.m.-5:00 p.m.** **Location: TBA**

Welcome – we look forward to working with you during this academic year.

Sincerely,

Prafula P. Sheth

Prafula P. Sheth, Ed.D.
Strickler Hall, Room 131 East
University of Louisville
502-852-8113
prafula.sheth@louisville.edu

Tawana McWhorter

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Jefferson Comm. College
502-213-2541
tawana.oliver@kctcs.net

***PASSPORT** = **Pathways Activities, Student Strategies, Planner, Orientation, Resources, Transition**

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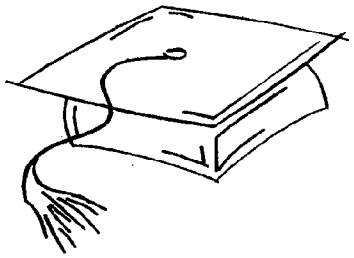
Pathways
Requirements for Early Seamless Transfer to UofL

- Complete either JCC's GE 101, preferably during the first two semesters at JCC.
- Complete each required developmental course with a "C" or above.
- Complete an additional 12 credit hours of courses numbered 100 or above with a GPA of 2.00 or above.
- Attend all required classes.
- Participate in at least one (1) Successful Transition workshop each semester while enrolled in the Pathways Program.
- Participate each semester in ten (10) hours of learning resource support activities (such as the math lab, writing center, tutoring, etc.), at JCC or UofL, while enrolled in the Pathways Program.
- Attend each semester at least one (1) academic event or one (1) cultural event at UofL while enrolled in the Pathways Program.
- Schedule one-on-one meetings once each semester with the JCC advisor and twice with the UofL Counselor while enrolled in the Pathways Program.
- Attend and participate in all informational meetings or orientations relative to the Pathways Program.
- Document your participation in all these requirements via the Pathways PASSPORT.



PATHWAYS CHECK LIST

I. How do I begin at JCC?

- ❑ Return Card of Intent to U of L
- ❑ Attend Pathways Information Session at U of L
- ❑ Submit JCC Application to JCC
- ❑ Attend Orientation at JCC
- ❑ Take Placement Tests at JCC (if ACT score is below 18)
- ❑ Receive advising from JCC
- ❑ Register at JCC
- ❑ Pay fees at JCC
- ❑ See U of L Pathways Counselor at JCC
- ❑ Submit Consent Agreement to U of L Counselor, along with a schedule of classes being taken

II. Complete the following each semester:

Activity	1st Semester	2nd Semester	3rd Semester	4th Semester
One workshop in the Successful Transition to U of L Program				
Ten hours of learning resources				
One academic/ cultural event at U of L				
See JCC advisor				
See U of L counselor/ advisor at JCC twice				
Documentation of participation with advisor via PASSPORT				

III. Complete the following Coursework:

REQUIRED COURSE:

Note: If you are required to take RDG010 and/or RDG020, you will take GE101 paired with RDG020. .You should not take it separately.

Course	Cr.Hrs.	Grade
GE101	_____	_____

DEVELOPMENTAL COURSES:

Note: Complete with a "C" or better any developmental classes which you are required to take. Your beginning point in each sequence is based on your COMPASS placement. You may be exempt from taking these courses if your ACT or COMPASS score is sufficient.

ENGLISH

Course	Cr.Hrs.	Grade
ENC 090	_____	_____
ENC 091	_____	_____

❑ Check if none required

MATH

Course	Cr.Hrs.	Grade
MAH 060	_____	_____
MAH 070	_____	_____
MAH 083	_____	_____

❑ Check if none required

READING

Course	Cr.Hrs.	Grade
RDG 010 **and** DRE 012	_____	_____
RDG 020 **and** GE 101	_____	_____
RDG 030	_____	_____

❑ Check if none required

Continued Next Page...

TRANSFERABLE COURSES:

Note: Complete at least 12 transferable credit hours with at least a 2.0 GPA.

Course	Cr.Hrs.	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

IV. Complete the following in final semester before transfer:

- ❑ Notify U of L counselor at JCC of intent to transfer by October 1st for Spring or March 1st for Fall
- ❑ Schedule and complete interview with Director of Admission and Transfer at U of L
- ❑ Schedule and complete appointment with U of L academic advisor
- ❑ Register for and attend transfer orientation at U of L
- ❑ Register for classes at U of L

Name_____ Fall 2002

PASSPORT ACTIVITY LOG

Workshop in Successful Transition to U of L (See pages 6-9)	Signature of Workshop Presenter/Leader	Date of Attendance

Learning Resources Total of *ten* (10) hours per semester (See list on page 10)	Time In	Time Out	Signature of Center Personnel	Date of Attendance

Lecture or Cultural Event at U of L (See pages 13-15)	Submit Program or Ticket Stub	Date of Attendance

Due Date: Turn in to Ms. Tawana McWhorter by Dec 6, 2002

Meet UofL & JCC Financial Aid Advisors
Downtown & Southwest

RESERVATIONS REQUIRED

Program specifically designed for Pathways to Success* students enrolled at Jefferson Community College:

- Introduction to UofL & JCC Financial Aid Advisors:
  - Learn more about completing 'FAFSA' Renewal Form.
  - Learn more about other financial aid resources for your educational goals.
  - Ask questions and receive feedback

September 10 – Tuesday: JCC Downtown (JCC Advisors Only)
October 8 – Tuesday: JCC Downtown
Noon – 1 PM

Conference Room, 2nd Floor
Jefferson Education Center

Sept 11 – Wednesday: JCC Southwest (JCC Advisors Only)
October 16 – Wednesday: JCC Southwest
2pm – 3pm

Lobby of the Administration Building

SIGN UP REQUIRED ONE WEEK PRIOR TO THE EVENT

Call/e-mail: Ms. Tawana McWhorter – 213-2541 or t0oliv02@gwise.louisville.edu
Dr. Prafula Sheth – 852-8113 or prafula.sheth@louisville.edu

****University of Louisville and Jefferson Community College***

Meet a Career Development Counselor
University of Louisville
University Career Center - Student Activities Center, W310

http://career.louisville.edu

October 1-4 & October 7-11, 2002:
Opportunity specifically designed for Pathways to Success*
Students enrolled at Jefferson Community College

- Check out trends and changes in career options and opportunities
- Plan your academic and career development
- Call 852-6927 to schedule an appointment with:

Mr. James L. Brown
UofL Career Counselor
852-6927 or Jlbrow01@gwise.louisville.edu
University Career Center
Student Activities Center W310

Plan your future now!

***University of Louisville and Jefferson Community College**

SURVIVAL SKILLS SEMINARS Sponsored by REACH

Plan to attend some or all of these helpful seminars to be held on the UofL campus during Fall 2002. (Times, dates, and location to be announced later.)

Each program in the series will run several times during a week and different topics will be offered each week. Here's a sampling of the topics:

How can I manage my time?

What's my learning style?

How can I handle Math?

What style of lecture notes should I use?

How can I improve my exam performance?

What do you mean by "reading to learn"?

How can I manage my money better?

Check with Ms Tawana McWhorter in September for details for these Successful Transition to UofL activities.

Scavenger Hunt

(Complete 4 out of 8 to count as one activity)

University of Louisville

Belknap Campus

Date of Visit

Program specifically designed for Pathways to Success students enrolled at Jefferson Community College:

_____ **Financial aid – Houchens Building**

_____ **College of Business & Public Administration – Academic Advising**

_____ **Campus Book Store**

_____ **GYM (Students Activities Center)**

_____ **College of Education & Human Development (Educational Advising Center)**

_____ **Resources for Academic Achievement – Computer Center (3rd Floor, Strickler Hall)**

_____ **Director of Admissions & Transfers – Room 131 Strickler Hall**

_____ **Ekstrom Library**

LEARNING RESOURCES

Resource	JCC DT Campus	JCC SW Campus	UofL Belknap Campus
Library	LIB 213-2154	LRC 213-7222	Ekstrom Library 852-6757
Writing Center	VTI Basement 213-2226	SOC101 213-7270	Ekstrom 312 852-2173
Natural Science/Math Learning Lab	HFD507 213-2293	SCI202 213-7315	Strickler 231 852-6706
Reading/Academic Success/ Strategic Learning Lab	LIB 214 213-2513 or 213-2160		Strickler 226 852-8105
Tutoring	LIB210 213-2344		Strickler 4th Floor 852-8114
Computer Labs	HFD 1110 Library VTI 204		Computer Center Strickler Hall 852-6089 North Computing Center College of Business and Public Administration 852-6882 South Computing Center Miller Information Technology Center 852-6303

STUDENT SERVICES

Resource	JCC DT Campus	JCC SW Campus	UofL Belknap Campus
Academic Advising	JEC 4th Floor 213-2347	ADM 151 213-7202	Strickler 126 852-6703
Assessment (Testing) Center	JEC 4th Floor 213-2256	LRC 2nd Floor 213-7390	Davidson 310 852-6606
Bookstore	HFD Basement 213-2150	SCC 213-7212	Student Activities Center 852-6679
Campus Security/ Public Safety	HFD 100 213-2222 or 639-8953	SCC 213-7301 or 639-4946	Floyd Street Parking Garage 852-6111
Cashier's Office/Bursar	JEC 1st Floor 213-4000	Administration Bldg 213-4000	Houchens 101 852-6503
Counseling	JEC 2nd Floor 213-2176	SOC 213-7277	Counseling Center 852-6585
Disabilities Resources	VTI111 213-2375	SOC 213-7120	Robbins 120 852-6938
Financial Aid	JEC 4th Floor 213-2137	Administration Bldg 213-7282	Houchens 110 852-5511
Minority Affairs/ Multicultural Center	BWY 202 213-2138		Minority Affairs Bldg 852-6656
Parking	HFD Lobby 213-2222	SCC 213-7301	Floyd St. Parking Garage 852-7275
Registrar	JEC200 213-2148	Administration Bldg 213-7288	Houchens 36 852-6522
Student Government	VTI Basement 213-2359		Student Activities Center 852-6695
ACCESS (UofL)/ Student Support Services	JEC 3rd Floor 213-2318		Davidson 105 852-7070
Veterans Affairs	JEC 4th Floor 213-2139		Houchens 36 852-0998
Women's Studies Center	BWY 1st Floor 213-2494		

Meet UofL Academic Advisors

Student Activities Center, Room 303A(UofL)
JEC 2nd Floor Conference Rm. (JCC)
11:30 a.m. – 1:00 p.m.

RESERVATIONS REQUIRED **– "Brown Bag" Lunch**

Program specifically designed for Pathways to Success* students enrolled at Jefferson Community College:

- Introduction to UofL academic advisors:
  - Learn about different academic disciplines and understand degree requirements
  - Ask questions and receive feedback
- Tour Student Activities Center if interested

Sept 20 – Friday (at UofL):

College of Business & Public Administration

College of Education & Human Development

College of Arts and Sciences

Resources for Academic Achievement (REACH)

October 22 – Tuesday (at JCC):

College of Education & Human Development

Resources for Academic Achievement (REACH)

November 8 – Friday (at UofL)

College of Arts and Sciences
Resources for Academic Achievement (REACH)
College of Education & Human Development

SIGN-UP REQUIRED ONE WEEK PRIOR TO THE EVENT

Call/e-mail: Ms. Tawana McWhorter – 213-2541 or t0oliv02@gwise.louisville.edu
Dr. Prafula Sheth – 852-8113 or prafula.sheth@louisville.edu

****University of Louisville and Jefferson Community College***

Meet UofL Faculty Members & Transfer Students

Academic Expectations & Academic Life

Student Activities Center, Room 303A

University of Louisville

Noon – 1:00 p.m.

RESERVATIONS REQUIRED

Program specifically designed for Pathways to Success* students enrolled at Jefferson Community College:

- Introduction to UofL Faculty Members:
  - Faculty expectations in a classroom
  - Student perspective on transfer issues
  - Ask questions and receive feedback
- Tour Student Activities Center if interested

September 27 – Friday :

Meet UofL Faculty Members & Transfer Students

SIGN-UP REQUIRED ONE WEEK PRIOR TO THE EVENT

Call/e-mail: Ms. Tawana McWhorter – 213-2541 or t0oliv02@gwise.louisville.edu
Dr. Prafula Sheth – 852-8113 or prafula.sheth@louisville.edu

****University of Louisville and Jefferson Community College***

You are invited to visit a class at UofL to observe and to learn about the differences and similarities between a university and a community college classroom experience.

Contact Dr. Prafula Sheth at 852-8113 for more information and to make a reservation to attend a class.

Reservations Required
Call 852-8113 or e-mail prafula.sheth@louisville.edu

YOU MUST SIGN UP ONE-WEEK PRIOR TO THE SCHEDULED EVENT

University of Louisville – Belknap Campus

Walking Campus Tours – Fall 2002

Pathways to Success* Students Enrolled at JCC

Program designed specifically for Pathways to Success Students:

- ❖ An opportunity to visit UofL Campus
- ❖ Take advantage of a student guide's perspectives on UofL
- ❖ Familiarize yourself with UofL campus
- ❖ Meet other Pathways/JCC students

Choose one scheduled tour (weather permitting):

October 25, Friday at 11:00 – 1:00 p.m.

OR November 15, Tuesday at 11:00 – 1:00 p.m.

You MUST make reservations to participate in the tour.

Tour begins at Intramurals Lobby at Student Activities Center

Call/email: Ms. Tawana McWhorter – 213-2541,
t0oliv02@gwise.louisville.edu or Dr. Prafula Sheth – 852-8113,
prafula.sheth@louisville.edu

**University of Louisville and Jefferson Community College*

University of Louisville - Belknap Campus
Playhouse and Thrust Theatre Fall 2002

For Information on Times and Ticket Prices
Contact the Box Office at 852-6814

October 9,10,11,12,13 (Playhouse)

"Joe Turner's Come and Gone"

November 13, 14, 15, 16, 17 (Thrust Theatre)
November 20, 21, 22, 23, 24 (Thrust Theatre)

"Vinegar Tom"

The Speed Art Museum
2035 South Third Street
Louisville, Kentucky 40208

(502) 634-2700
(502) 634-2706 TDD

Hours of Operation:

Tuesday	10:30 AM—4:00 PM
Wednesday	10:30 AM—4:00 PM
Thursday	10:30 AM—8:00 PM
Friday	10:30 AM—4:00 PM
Saturday	10:30 AM—5:00 PM
Sunday	noon—5:00 PM
Monday	Closed

Planetarium Hours

502-852-6664

Tuesday thru Friday 9:00 a.m. – 4:00 p.m. (call for special showings)

August

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 JCC **Classes Begin**	20	21	22	23 **Last day to ADD a Class**	24
25	26	27 **PASSPORT Pick up JCC DT**	28 **PASSPORT Pick up JCC SW**	29	30	31

2002

September

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
1	**2** **Labor Day**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10** **Financial Aid Workshop, JCC DT 2- 3PM**	**11** **Financial Aid Workshop, JCC SW 2-3PM**	**12**	**13**	**14**
15	**16**	**17**	**18**	**19**	**20** **Meet with a U of L Advisor 12 – 1PM**	**21**
22	**23**	**24**	**25**	**26**	**27** **Meet U of L Faculty and Transfer Students 12 –1PM**	**28**
29	**30**					

2002

October

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
		1 CAREER	**2** DEVELOPMENT	**3** WEEK →→→→→	**4** →→→→→→→	**5**
6	**7** CAREER	**8** Financial Aid Workshop, JCC DT 12 –1PM DEVELOPMENT	**9** "Joe Turner's Come and Gone" WEEK →→→→→	**10** "Joe Turner's Come and Gone" →→→→→→→→	**11** "Joe Turner's Come and Gone" →→→→→→→	**12** "Joe Turner's Come and Gone"
13 "Joe Turner's Come and Gone"	**14** Last Day to Drop Without Instructor Permission JCC Fall Break No Classes	**15** JCC Fall Break No Classes	**16** Financial Aid Workshop, JCC SW 2 – 3PM	**17**	**18**	**19**
20	**21**	**22** Meet with a U of L Advisor at JCC 11:30 – 1PM	**23**	**24**	**25** Campus Tour 11 – 1PM	**26**
27	**28**	**29**	**30**	**31**		

2002

November

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
					1 **Meet with U of L Faculty/Transfer Student at JCC 12 –1PM**	**2**
3	**4**	**5**	**6**	**7**	**8** **Meet with a U of L Advisor 11:30 – 1:00PM**	**9**
10	**11**	**12**	**13** **"Vinegar Tom"**	**14** **"Vinegar Tom"**	**15** **"Vinegar Tom"** **Campus Tour 11 – 1PM**	**16** **"Vinegar Tom"**
17 **"Vinegar Tom"**	**18** **"Vinegar Tom"**	**19**	**20** **"Vinegar Tom"**	**21** **"Vinegar Tom"**	**22** **"Vinegar Tom"**	**23** **"Vinegar Tom"**
24 **"Vinegar Tom"**	**25**	**26**	**27**	**28**	**29**	**30**

2002

December

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
1	2	3	4	5	6 **Last Day of Classes**	7
8	9 **JCC Finals**	10 **Finals**	11 **Week →→→→→**	12 **→→→→→→→→→**	13 **→→→→→→→→→**	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2002

For additional information contact

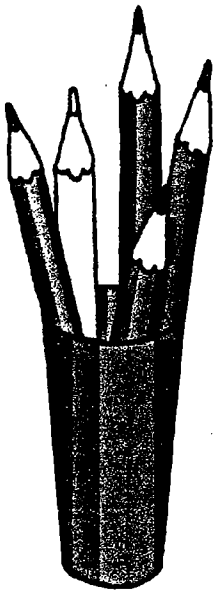
Dr. Prafula Sheth
University of Louisville Campus
(502) 852-8113
E-mail prafula.sheth@louisville.edu

Professor Sharon Bennett
University of Louisville Campus
(502) 852-8108
E-mail skbenn01@gwise.louisville.edu

Ms. Tawana Oliver McWhorter
Jefferson Community Campus
(502) 213-2541
E-mail tawana.oliver@kctcs.net

Ms. Rebecca Suter
University of Louisville Campus
(502) 852-3125
E-mail rlsute01@gwise.louisville.edu

Pathways website: www.pathways.louisville.edu



PATHWAYS TO SUCCESS INTENT TO TRANSFER FORM

This form must be completed prior to transfer.

DEADLINE:

October 1 for the Fall semester **or March 1** for Spring transfer.

NAME _____ **DATE** _____

MAJOR _____ **COHORT** _____

JCC EMPL ID _____

Have you completed all developmental course identified on the Compass or other placement test? Yes ☐ No ☐

Will you earn 12 college credit hours by the end this semester?
Yes ☐ No ☐

List courses taken or enrolled in that will satisfy the 12-college credit hour requirement.

Course	Grade
_____	___
_____	___
_____	___
_____	___

Have you fulfilled you academic and cultural workshop requirements described in the Consent Agreement? Yes ☐ No ☐

Have you met Pathways Academic Counselor/ Advisor? Yes ☐ No ☐

_____

Signature Date

UNIVERSITY of LOUISVILLE
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[redacted]

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REACH Program

Welcome to the new Undergraduate Studies, REACH Program website. We are in the process of changing things to better serve your needs. If you cannot find something, you may find the archived website here. You can contact the webmaster at uoflreach@yahoo.com.

Learning Resources

- Math Resource Center
- Computer Resource Center
- Learning Resource Center
- ReachOut Program

Advising Center

- Exploratory Advising
- Career Workshops
- Career Expo
- Online Resources
- Frequently Asked Questions

Continuing Studies

Mentoring Program

Pathways Program

Learning Communities

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Math Resource Center

We offer academic assistance for the following courses: all developmental Math courses, Math 105, 107, 111, 112, 180, 190, and 205. We offer tutoring on a drop-in basis.

Drop-in for help with your homework, to review lecture or textbook information, to do practice problems and or to analyze a returned exam.

Hours of Operation

Monday - Thursday	8:00am - 8:00pm
Friday	8:00am - 4:00pm

Resource Direc

Computer Cente
Learning Center
Math Center
ReachOUT Prog

Location

Strickler Hall
Room 426

Contact

Cathy Leist
502-852-8105

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Computer Resource Center

The Reach Computer Lab provides access to software, courseware, and the Internet. Primarily, the lab is used for academic enhancement and instruction. Other uses include research, document preparation, and introduction to various uses of the Internet.

Hours of Operation

Monday - Thursday	8:00am - 8:00pm
Friday	8:00am - 4:00pm

Resource Direc

Computer Cente
Learning Center
Math Center
ReachOUT Prog

Location

Strickler Hall
Room 323

Contact

Cathy Leist
502-852-8105

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Learning Resource Center

The Learning Resource Center offers students academic help through individual and group tutoring sessions. We have services to help students in many areas of study, with particular strength in Business School classes, Speed School Classes, Sciences, Psychology, Geosciences, and Foreign Languages. Students seeking help in math are referred to the Math Resource Center.

Specifically we offer four services:
- Individual and Group Appointment Tutoring
- Tutor Assisted Group Study
- Learning Assistance
- Supplemental Instruction

Resource Direc
Computer Cente
Learning Center
Math Center
ReachOUT Prog

Location
Strickler Hall
Room 426

Contact
Karen Seng-Carr
502-852-8134

Hours of Operation

Monday - Thursday	8:00am - 8:00pm
Friday	8:00am - 4:00pm

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REACH Out Program

Survival Skill Seminars by topic:

Time Management | Learning Styles
Math Skills | Note-taking Skills
Exam-taking Skills | Reading Skills
Grade Improvement | Writing Skills
Money Management | Stress Management
Procrastination Help

Resource Directory

Computer Center
Learning Center
Math Center
ReachOUT Program

Contact

Cathy Leist
502-852-8105

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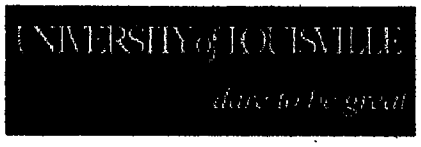

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Overview

Hours of Operation

Monday - Friday 8:30am - 5:30pm

Advising

Roads to Discovery

- Exploratory Advisir
- Career Workshops
- Career Expo
- Online Resources

Location

Strickler Hall
Room 126

Contact

Elizabeth Waller
502-852-6703

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Career Discover Workshop

Each semester, Undergraduate Studies/REACH and the University Career Development Center, conduct Career Discovery Workshops. The workshops are designed to help students learn the steps in the career development process by exploring their interests, values, and skills. Students learn how to use the Discover interactive software program and find out about campus resources available in helping them choose a major course of study. Counselors from the Career Development Center conduct the workshops. Undergraduate Studies/REACH advisors are also available to discuss the various majors offered at the university.

All workshops will be held in the University Career Development Center, Room W310, Student Activities Center.

Discover the possibilities!

Call 852-6703 to reserve a space in one of the workshops.

Workshop Schedule

Tuesday, Sept. 24	1:00pm - 3:00pm
Wednesday, Oct. 16	3:00pm - 5:00pm
Thursday, Nov. 14	3:00pm - 5:00pm

Advising
Roads to Discovery
Exploratory Advising
Career Workshops
Career Expo
Online Resources
Frequently Asked Questions
Location
Strickler Hall
Room 126
Contact
Elizabeth Waller
502-852-6703

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Career Discovery Expo

Career Discovery EXPO is an annual event each Spring semester, sponsored by Undergraduate Studies: REACH. Faculty members and advisors from the various schools/colleges at U of L are available to speak with students about specific majors, degree programs, and career opportunities. This is a great opportunity to check out the majors offered at the university and to talk with faculty and advisors in an informal setting. Free food and door prizes are an extra-added attraction.

The date for the 2003 EXPO has not yet been determined. Check the Calendar on the REACH web page for details when they become available.

Hours of Operation

Monday - Friday 8:30am - 5:30pm

Advising
Roads to Discovery
Exploratory Advising
Career Workshops
Career Expo
Online Resources
Frequently Asked Questions
Location
Strickler Hall
Room 126
Contact
Elizabeth Waller
502-852-6703

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Useful Web Sites for Exploratory Students

Self Assessment
Career and Major Exploration

Self Assessment

Listed below is a selection of useful, on-line resources. These sites are designed to help you explore your personality and to identify your personal values, attitudes, skills and interests.

Career Key
http://www.ncsu.edu/careerkey

CareerExplorer.net Career Assessment Test
http://www.careerexplorer.net/features/career_assessment.asp

Career Interests Game
http://career.missouri.edu/holland

CareerPerfect.com Quick Work Preference Inventory
http://www.careerpower.com/CareerPerfect/cpWorkPrefInv.htm

Career Toolbox Work Interest Quiz & Personality Test
http://www.myfuture.com/career/interest.html

Interest Assessment
http://www.uhs.berkeley.edu/Students/CareerLibrary/links/ASSESS.htm

Keirsey Temperament Sorter II
http://www.advisorteam.com

Michigan Occupational Information System Self-Assessment Career Search
http://mois.org

The Kingdomality Personal Preference Profile
http://www.cmi-lmi.com/enterppp.html

The Princeton Review Career Quiz
http://www.review.com/career

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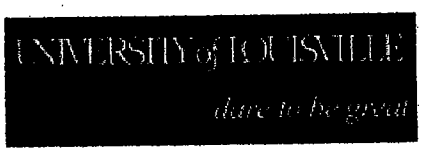

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Frequently Asked Questions

1. **I am clueless about what I want to major in. Some of my friends have already selected their major. Why am I having so much difficulty deciding on a major?** Answer
2. **Who can I talk to about choosing a major?** Answer
3. **Does U of L provide any special services that can help me in selecting a major?** Answer
4. **Are there any web sites that might help me?** Answer
5. **What courses should I take while I'm an exploratory student?** Answer
6. **How can I find out what majors are offered at U of L?** Answer
7. **There are so many choices! How will I know if I've chosen the right major?** Answer
8. **What if I make a bad choice for my major?** Answer
9. **How are careers related to majors?** Answer

Q: I am clueless about what I want to major in. Some of my friends have already selected their major. Why am I having so much difficulty deciding on a major?

You are not alone! Research shows that 70% of college freshmen change their majors at least once in the first year. It's OK if you don't know which major or career path is best for you. As an exploratory student, you have an unofficial pass to talk with anyone about majors and possible careers.

<TOP>

Q: Who can I talk to about choosing a major?

- Talk to your **advisor**. The Undergraduate Studies Advising Center is located in Room 126, Strickler Hall. Your advisor will assist you in exploring the major programs of study available at U of Land can direct you to appropriate resources. Call 852-6703 to schedule an appointment.

- Talk to your **instructors**. Instructors love to talk about what they know best! They have a wealth of knowledge, and they will be impressed that you took the time to ask.

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Pathways to Success

UNIVERSITY of LOUISVILLE
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PATHWAYS TO SUCCESS

The Pathways to Success College Path is a partnership program between the University of Louisville (UofL) and the Jefferson Community College (JCC) and the Jefferson Technical College (JTC). The unique program is designed for students who enroll at JCC and/or JTC and want to go on to complete a four-year degree from the University of Louisville. You are eligible to participate if:

- You have already decided to enroll at JCC to begin your college career, or
- You do not meet admission criteria and have been advised that you need additional coursework to prepare you to enter UofL.

Once you successfully complete your Pathways requirements at JCC or JTC, you will earn an automatic admission to UofL. The program also offers you privileges at UofL while enrolled at JCC. The Pathways program will help you gain the foundation you need to be successful in college and to graduate from UofL.

For more information on the program, contact us

University of Louisville

Schools and Departments

REACH

Housing

Jefferson Community College

Contact us

Spring 2003

Summer Transitions 2000 and 2001
Evaluation Data by Ethnicity

The Summer Transitions Program was offered for two consecutive summers, 2000 and 2001. The program was to provide an opportunity for admission to the University of Louisville for selected students who had been denied admission based on the University's minimum admission criteria. In Summer Transitions 2000, the Admissions Office selected students for the program. Students were placed into developmental instruction classes based on their scores on the Compass Tests for Mathematics, writing and reading. Students were required to complete developmental instruction in Mathematics, writing and reading and to post test with the Compass Tests. In addition, seminars were provided on study strategies for participating students. Students were evaluated by learning contracts, post Compass scores and by portfolios with specific learning outcomes for each of the skills classes. Successful students were admitted to UofL for the fall, 2000 semester.

In Summer Transitions 2001, changes were made to strengthen the program. A selection committee was formed. Selection criteria included consideration of students' ACT scores, high school GPAs and the completion of the pre-college curriculum. All registered students were required to enroll in Biology 102, a three hour, credit –bearing course meeting the general education requirements for University of Louisville. Students were also required to attend the same Summer Orientation and to enroll in the same freshman experience course section for the fall semester to continue the students as a community or cohort group. Each admitted student was also assigned an academic mentor for the fall semester. These changes encouraged more critical selection of students accepted into the program and more intrusive involvement of University staff, faculty and services with the students from this program who were admitted for the fall, 2001 semester.

Attached are two tables providing summary information by ethnicity for those students who attended the Summer Transitions Program during the summers for 2000 and 2001. Overall, for all ethnic groups, the students for 2000 and 2001 showed a lack of academic achievement with regard to GPA and credit hours earned, during the fall semesters following the summer programs. In addition a trend toward a decline in enrollment of these students can be seen for both the Summer Transitions students of 2000 and 2001. This suggests that while these non-admissible, "high risk" students can perform satisfactorily academically during an intrusive summer program providing extensive skills instruction, tutoring support, and advising, many of these same students were not able to perform satisfactorily academically during a regular fall semester without this type of mandatory/enforced attendance and support.

Attached are bar graphs showing the grades earned in Biology 102 during the Summer Transitions 2001 Program and the grades of these same students for their first Mathematics course during the fall, 2001 semester. Attached is a bar graph showing the decline in enrollment for students from the Summer Transitions Program 2001 from 2001-2002. These graphics illustrate the academic success of students in the summer, the

lack of academic success of students in the fall semester and the trend toward declining enrollment for all ethnic groups involved in this program from 2001-2002.
The Summer Transitions Program was not offered for summer 2002. In regular fall semesters, the lack of required and/or mandatory attendance and support services for "high risk" students -- regardless of race – appears to be a barrier to successful academic achievement for these "high risk" students.

We are examining ways to incorporate more mandatory activities during regular semesters for students who encounter academic difficulties that are the consequence of poor study habits, procrastination, poor class attendance, etc.

Summer Transitions
Students
Fall 2000-2002

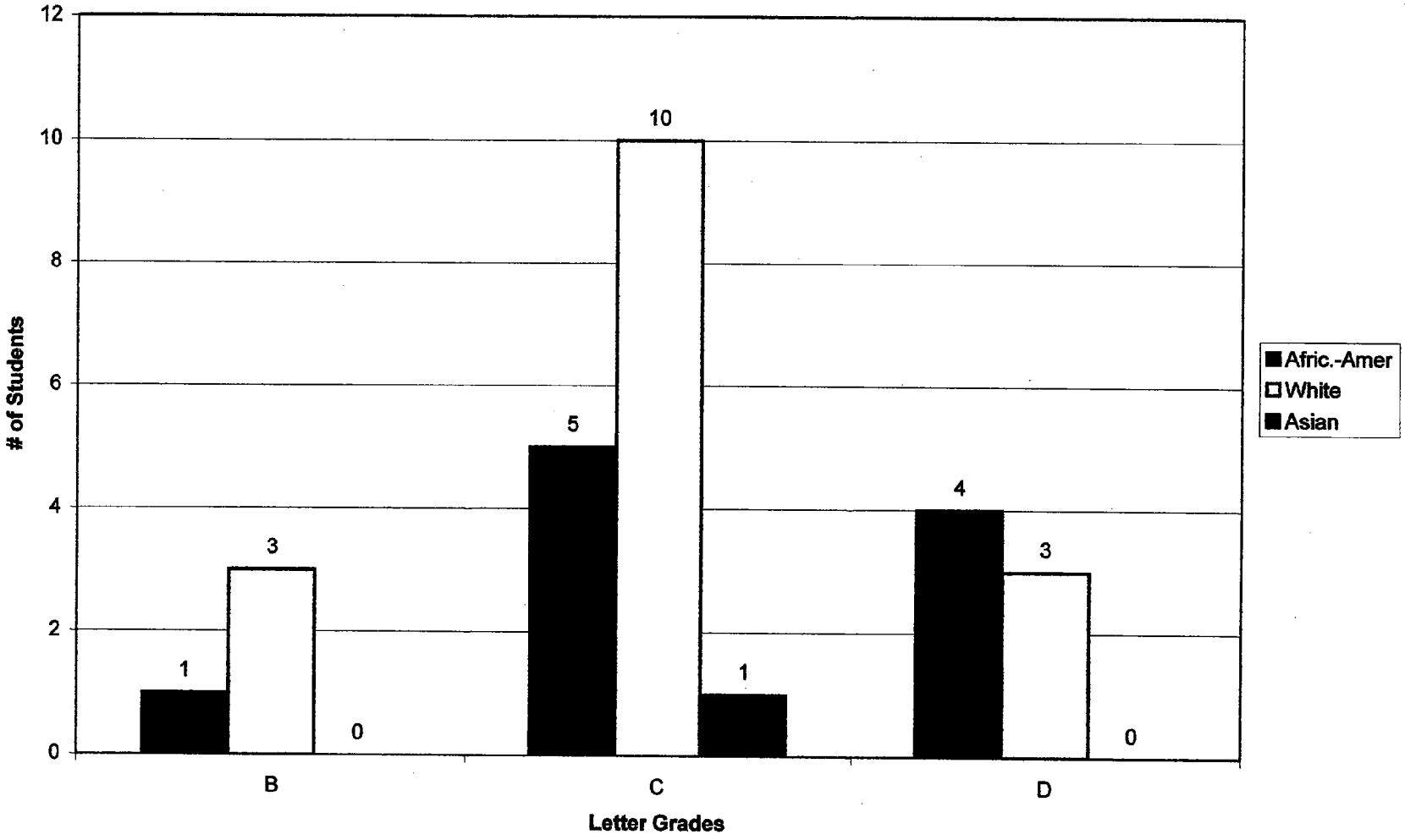
ID	Race	ST	Math	Fall '00	Fall GPA	Cred. Hrs.	Spring '01	Sp. GPA	Cred. Hrs.	Fall '01	Fa. '01 GPA	Fa.'01 Cred Hrs.	Spring '02	Sp.'02 GPA	Sp. '02 Cred. Hrs.	Fall '02
1235273	Af.-Amer	Inc.	*	Not	*	*	*	*	*	*	*	*	*	*	*	*
1244284	Af.-Amer	Pass	P	FT	2.28	7	FT	1.53	13	Not	*	*	*	*	*	*
1251941	Af.-Amer	Fail	*	Not	*	*	*	*	*	*	*	*	*	*	*	*
1230993	Af.-Amer	Pass	C	FT	0	3	FT	0.33	9	Not	*	*	*	*	*	*
1243605	Af.-Amer	Pass	F	FT	3.25	4	FT	2.42	7	FT	1.6	10	FT	0.92	13	FT
1268999	Af.-Amer	Pass	W	FT	3.25	12	FT	2.75	12	PT	2.66	9	PT	3	3	FT
1243657	Af.-Amer	Fail	*	Not	*	*	*	*	*	FT	2.84	13	FT	1	15	Not
1243410	Af.-Amer	Pass	F	FT	2.66	9	FT	2.07	14	FT	1.93	16	FT	1.25	12	FT
1256572	Af.-Amer	Pass	F	FT	2	10	FT	2.5	10	Not	*	*	*	*	*	*
1246767	Af.-Amer	Pass	F	FT	3	3	FT	1.33	9	FT	1.25	4	Not	*	*	*
1200003	Af.-Amer	Pass	F	FT	0.5	6	FT	1.2	10	FT	2.25	12	FT	1.25	12	Not
1245329	Af.-Amer	Pass	F	FT	3	3	FT	2.5	6	FT	2	6	FT	1.18	11	FT
1243638	Af.-Amer	Fail	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1245750	Af.-Amer	Fail	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1202086	Af.-Amer	Inc.	No	Not	*	*	Not	*	*	FT	1.1	10	FT	3.3	13	FT
1216793	Af.-Amer	Fail	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1258644	Af.-Amer	Pass	F	FT	0	10	Not	*	*	PT	0	3	Not	*	*	*
1256956	Af.-Amer	Pass	C	FT	3	3	FT	1.66	9	FT	1.6	8	FT	2	3	FT
1031145	Af.-Amer	Pass	F	Not	*	*	FT	0	9	Not	*	*	Not	*	*	Not
1139738	Asian	Pass	F	FT	2.2	10	FT	1.3	9	FT	1.5	10	FT	2.5	10	FT
1244636	Hisp.	Pass	F	FT	0	3	Not	*	*	*	*	*	*	*	*	*
1221778	W	Pass	F	FT	0.66	9	Not	*	*	*	*	*	*	*	*	*
1244336	W	Pass	C	FT	2	3	FT	1.5	12	Not	*	*	*	*	*	*
1040294	W	Fail	*	Not	*	*	*	*	*	*	*	*	*	*	*	*
1244427	W	Pass	F	FT	1	6	Not	*	*	*	*	*	*	*	*	*
1258046	W	Pass	W	FT	0	0	Not	*	*	*	*	*	*	*	*	*
1231199	W	Pass	F	FT	0	4	FT	0	9	FT	2	12	FT	1.33	9	Not
1019770	W	Pass	F	FT	0.25	4	FT	0	0	Not	*	*	*	*	*	*
1245092	W	Pass	F	FT	2.33	9	FT	2	12	FT	2.25	12	FT	1.75	12	FT
1248919	W	Pass	W	FT	0	7	Not	*	*	*	*	*	*	*	*	*
1245304	W	Pass	C	FT	0.66	9	Not	*	*	*	*	*	*	*	*	*
1245380	W	Pass	F	FT	0	3	FT	1.66	9	FT	1.6	10	Not	*	*	*
1231573	W	Pass	F	FT	1	6	FT	1.25	12	FT	1.25	12	Not	*	*	*
1200062	W	Pass	W	FT	1	4	Not	*	*	*	*	*	*	*	*	*
1231585	W	Pass	F	FT	0	6	FT	0	0	FT	0	0	FT	0	0	FT
1231644	W	Pass	F	FT	0	7	Not	*	*	*	*	*	*	*	*	*
1206162	W	Pass	F	FT	2.4	7	FT	2	9	FT	2.5	12	FT	2	9	FT
1215628	W	Pass	F	FT	1.4	7	FT	1.5	6	FT	2	9	FT	1.3	9	Not
1249622	W	Pass	W	FT	2.25	8	PT	1	3	Not	*	*	PT	0	3	PT
1200284	W	Pass	P	FT	1	6	FT	0.46	13	Not	*	*	*	*	*	*

Summer Transitions
Students
Fall 2000-2002

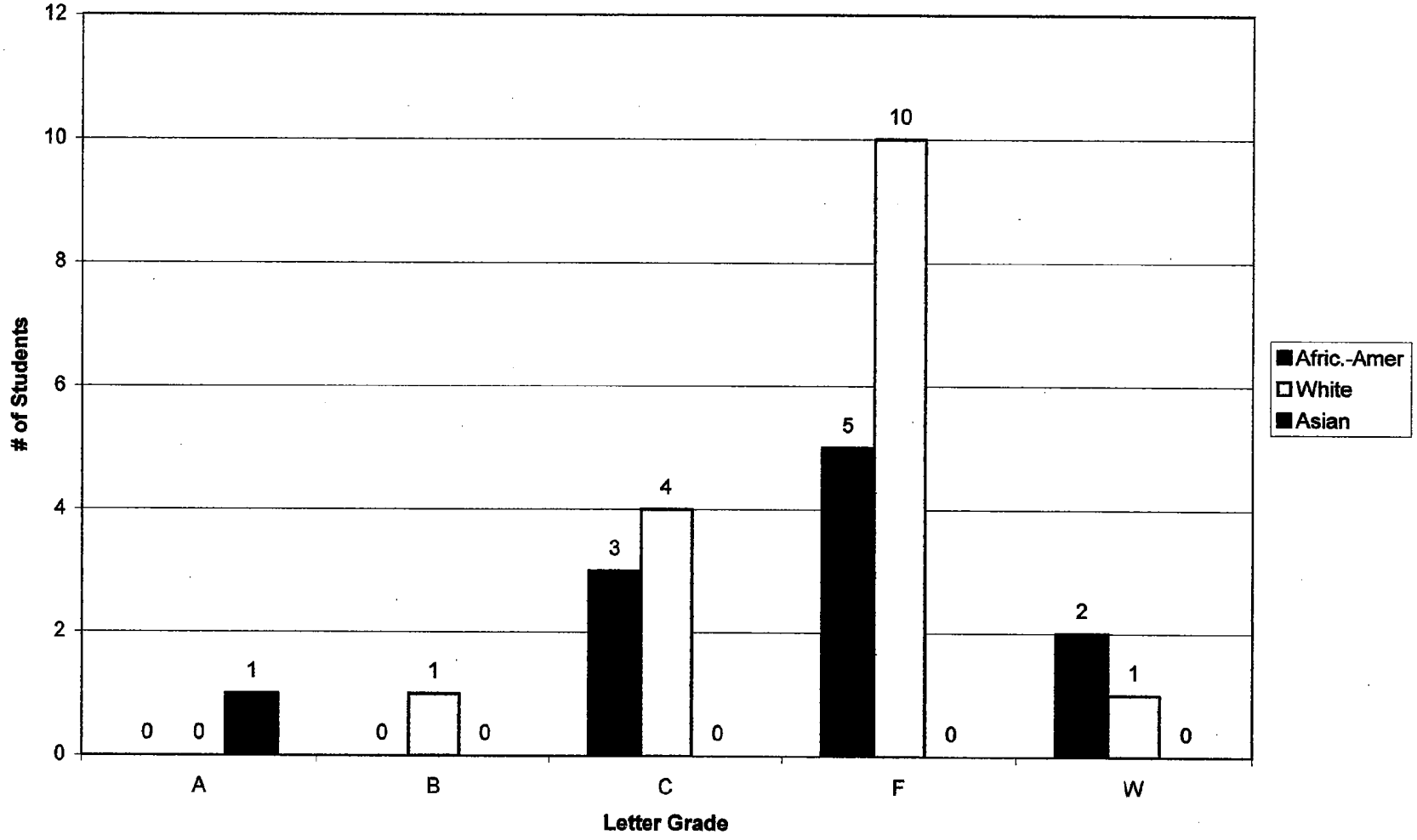
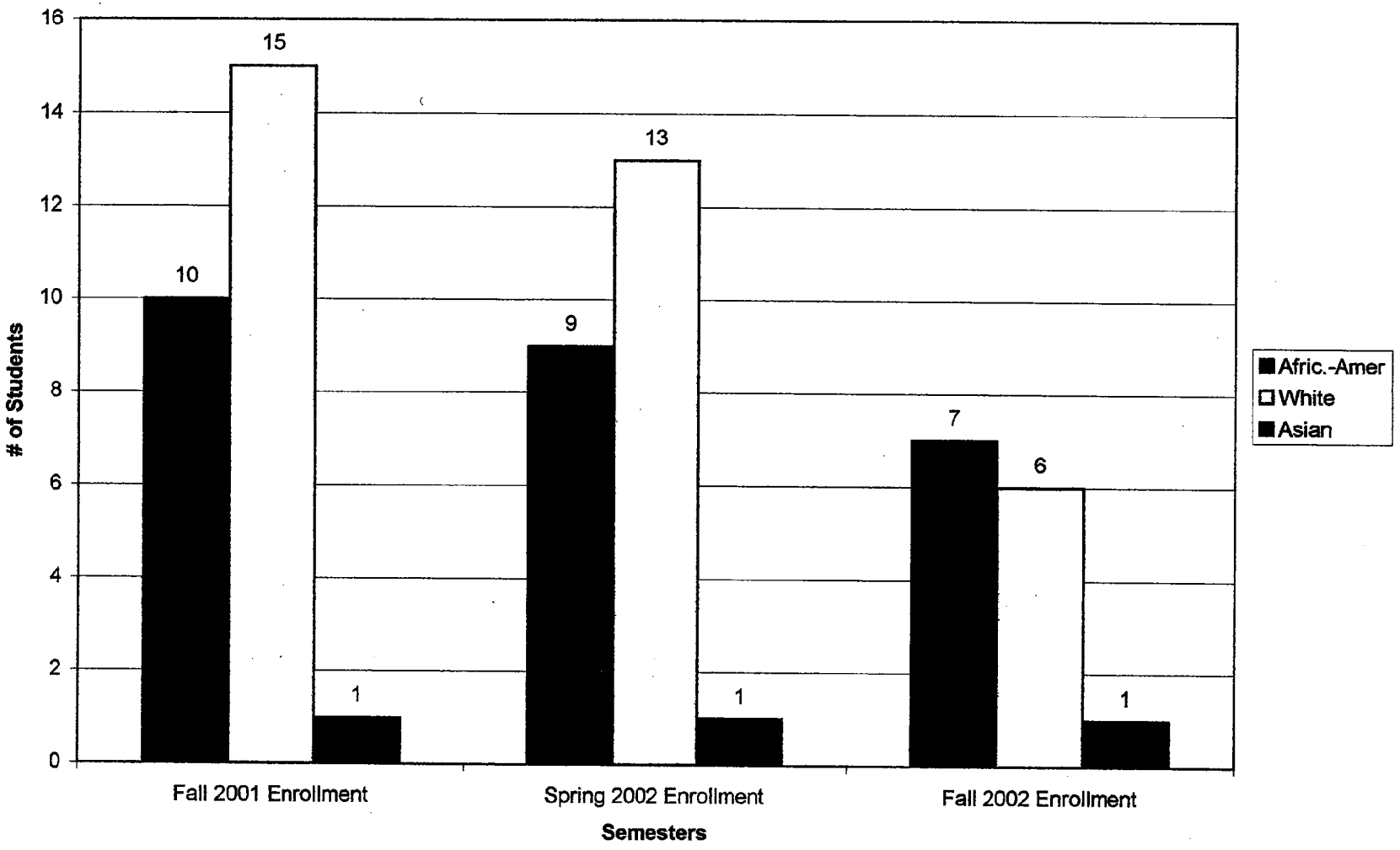
ID	Race	ST	Math	Fall '00	Fall GPA	Cred. Hrs.	Spring '01	Sp. GPA	Cred. Hrs.	Fall '01	Fa. '01 GPA	Fa.'01 Cred Hrs.	Spring '02	Sp.'02 GPA	Sp. '02 Cred. Hrs.	Fall '02
1231889	W	Pass	F	FT	1	9	FT	0	4	Not	*	*	*	*	*	*
1259445	W	Pass	F	FT	0	7	FT	0.3	9	Not	*	*	*	*	*	*
1249343	W	Pass	No	FT	0	9	Not	*	*	Not	*	*	Not	*	*	FT
1039001	W	Pass	F	FT	0.42	7	FT	0	13	Not	*	*	PT	0	3	Not
12592288	W	Pass	B	FT	2.53	13	FT	2.5	14	Not	*	*	Not	*	*	Not
1246154	W	Pass	F	FT	0.72	11	FT	0.4	10	Not	*	*	Not	*	*	FT

ID	Race	ST	Bio 102	Fall,01	Math	Fall GPA	Cred. Hrs.	Spring,02	Spring GPA	Cred. Hrs.	Fall,02
1231656	Afric.-Amer	Pass	C	Full-time	F	1.1	10	Full-time	1.25	12	Full-time
1250114	Afric.-Amer	Pass	C	Full-time	C	2.85	7	Full-time	2.38	13	Full-time
1267577	Afric.-Amer	Pass	C	Full-time	F	1.66	9	Full-time	2.25	8	Not Enroll.
1273255	Afric.-Amer	Pass	C	Full-time	C	2.42	7	Full-time	1.25	12	Part-time
1273256	Afric.-Amer	Pass	D	Full-time	F	4	3	Full-time	2.25	12	Full-time
1274808	Afric.-Amer	Pass	D	Full-time	W	0.5	6	Full-time	2	9	Part-time
1279628	Afric.-Amer	Pass	D	Full-time	F	3	3	Full-time	1.14	7	Full-time
1282280	Afric.-Amer	Pass	B	Full-time	C	3	7	Full-time	3	11	Full-time
1283230	Afric.-Amer	Pass	C	Full-time	F	0.63	11	Part-time	0	0	Full-time
1290130	Afric.-Amer	Pass	D	Full-time	W	1.9	10	Full-time	2.2	10	Full-time
1285766	Asian	Pass	C	Full-time	A	3	7	Full-time	3	9	Full-time
1204627	White	Pass	C	Full-time	B	3.7	10	Full-time	2.4	10	Full-time
1251479	White	Pass	C	Full-time	F	0	6	Full-time	0	3	Not Enroll.
1258378	White	Pass	B	Full-time	C	2.42	7	Full-time	1.25	12	Full-time
1263542	White	Pass	B	Full-time	F	3.14	7	Full-time	2.33	9	Not Enroll.
1273259	White	Pass	C	Part-time	F	3	3	Full-time	0	3	Part-time
1274631	White	Pass	C	Full-time	C	2.5	6	Full-time	2.75	12	Full-time
1279591	White	Pass	C	Full-time	F	2.85	7	Full-time	2.62	13	Full-time
1281908	White	Pass	D	Full-time	F	0	7	Not Enroll.	0	0	Not Enroll.
1284850	White	Pass	D	Full-time	F	0	4	Full-time	2.28	7	Part-time
1285944	White	Pass	C	Full-time	C	2.75	4	Full-time	2.25	12	Not Enroll.
1286431	White	Pass	D	Full-time	F	0.37	8	Full-time	0	6	Not Enroll.
1286631	White	Pass	B	Full-time	F	0	7	Not Enroll.	0	0	Not Enroll.
1286855	White	Pass	C	Full-time	F	1.71	7	Full-time	2.15	13	Full-time
1287929	White	Pass	C	Full-time	C	2	4	Full-time	3.14	7	Full-time
1289020	White	Pass	C	Full-time	F	0	6	Full-time	0	0	Not Enroll.
1298463	White	Pass	C	Full-time	W	0	0	Not Enroll.	0	0	Not Enroll.

Summer Transitions Biology 102 Grades



Summer Transitions Fall 2001 Math Grades



Declining Full Time Enrollment 2001-2002