Call to order

Approval of Minutes
   October 3, 2011

President's Report: Senator Whitlock

New Business:
   • Senate Vice-Chair Nominees
   • Report from Council on Academic Affairs
     (CAA agenda is included in the Senate packet.)
     (See separate PDF file for the curriculum forms. 39 pages)

Report Overview & Questions:
   Executive Committee Report: Senator Noblitt
   Faculty Regent: Senator Frisbie
   COSFL Representative: Senator Summers
   Provost: Senator Vice
   Student Government Association: Rachel Mollozzi
   Financial Planning/Strategic Planning Council: Senator Noblitt

Standing Committees:
   Academic Quality Committee: TBA, Chair (last year: Senators Shordike/Schmelzer)
   Budget Committee: TBA, Chair (last year: Senator Johnson)
   Committee on Committees: Senator Roush, Chair
   Elections Committee: TBA, Chair (last year: Senator Nelson)
   New Senators Orientation Committee: Senator Pressley, Chair
   Rights & Responsibilities Committee: Senator Palmer, Chair
   Rules Committee: Senator Hensley, Chair
   Welfare Committee: TBA, Chair (last year: Senator Eser)

Adjournment
The Faculty Senate of Eastern Kentucky University met on Monday, October 3, 2011, in the South Ballroom in the Keen Johnson Building. Parliamentarian Miller called the second meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

*indicates prior notification of absence
^ ALT A. Lewis attended for M. Bhandari
^ ALT S. Farrar attended for W. Borowski

Visitors to the Senate: Sheila Lippman, Model; Rick McGee, Registrar; Nancy McKenney, Library; Sherry Robinson, Provost Office; Garett Yoder, General Education

SENATE ELECTIONS
Senate Chair. Senator Noblitt was elected to serve as Senate Chair for the 2011-2012 academic year.

Senate Vice Chair. Senator Day was elected to serve as Senate Vice-Chair for the 2011-2012 academic year.

Executive Committee. Senator Pressley was nominated and elected to serve on the Executive Committee.

COSFL Alternate. Senator Eser was nominated and elected to serve as a COSFL alternate.

APPROVAL OF MINUTES:
The September 12, 2011 minutes were approved as written.

REPORT FROM THE PRESIDENT: Senator Vice Reported for Senator Whitlock
Senator Whitlock shared the following in his written report to the Senate.

Senator Whitlock left last Friday for Tokyo. On Sunday he, Joanne and Joe Foster will attend a reception for Alumni and friends. Later, he will visit with Rikkyo University before moving on to Kiyosato where he will participate in meetings with the ACK Board and the KEEP Board. After that, he will travel on to Hokuto City to meet with the 2011 Madison County Delegation before returning home.

Senator Whitlock has been appointed by AASCU to a three-person leadership team for the College Readiness Partnership, a collaborative venture between AASCU, SHEEO and CCSSO.

In addition, Senator Whitlock has been elected by the Board of Directors of the Japan/America Society of Kentucky to serve as a member of that board.

There is much work being done toward the goal of securing a Presidential Debate at EKU next year.
October 31 through November 2, Senator Whitlock will be heading an NCAA certification site visit team to the University of North Dakota.

Next March, Senator Whitlock has been invited to participate in a site visit for SACSCOC reaffirmation at Radford University in Virginia.

In Senator Whitlock's absence, Senator Vice presented two PowerPoints which were recently shared with the Council on Postsecondary Education. First was a presentation on EKU's institutional goals around the metrics of the CPE Strategic Agenda. Next, was a "good news" presentation which included a crosswalk of EKU's Strategic Plan with the Council's Strategic Agenda.

**UNFINISHED BUSINESS:**

**General Education Restructure.** Garett Yoder was in attendance to discuss the revised proposals and gather additional feedback. The proposals will go before the Council on Academic Affairs at the October meeting and will be presented for action at the Senate's November meeting. Additional questions or comments may be directed through e-mail to garett.yoder@eku.edu.

**NEW BUSINESS:**

**Posthumous Degree.** Senator May moved approval, seconded by Senator Jackson, of a posthumous degree for April (Alex) Williams. Motion carried.

**Report from Council on Academic Affairs - Senator Vice**

**Curriculum Proposals**

1. Master of Science in Nursing  
   Add professional work experience to the admission requirements

**Action Items**

2. Independent Study Courses, Curriculum Guide Edit  
3. Additional Employment for Graduate Assistants  
4. Credit by Examination Revisions

Senator Vice moved approval of item 1, seconded by Senator Pogatshnik. Motion carried.

Senator Vice moved approval of item 2, seconded by Senator Shordike. Motion carried.

Senator Vice moved approval of item 3, seconded by Senator Pressley. The majority were opposed and the motion failed for lack of support.

Senator Vice moved approval of item 4, seconded by Senator Frisbie. Senator Vice noted that in number nine on item 4, the word “not” was erroneously left out. It should read “will not receive”. Motion carried.
REPORT FROM SENATE CHAIR: Senator Noblitt
The Faculty Senate Executive Committee met last month to set the agenda for the October Senate meeting and to plan future actions for the upcoming academic year.

The Executive Committee heard a presentation by E.J. Keeley and Provost Vice on current processes under development to analyze faculty workload and department productivity. While this work is still in the preliminary stages, the committee felt it necessary to give early feedback to the workgroup. The committee plans to review these efforts in early 2012 and will report further to the Faculty Senate at that time.

The Executive Committee reviewed several policy proposals that are in various stages of the policy development process. Many of these policies have been added to committee charges for future review and study. The next proposed policy which is expected to come to Faculty Senate for review is the Policy on Faculty Authored Texts.

Faculty Regent, Malcolm Frisbie, reported that the Board of Regents plans to hire the Pappas Consulting Group to assist in the evaluation of President Whitlock. The Executive Committee will work with the Board of Regents to design an appropriate assessment instrument, but will ultimately conduct a separate evaluation of the data gathered in the review.

The Executive Committee reviewed a set of proposed charges for all standing faculty senate committees. These charges will be sent to all members of each standing committee as a starting point for their work this year.

REPORT FROM FACULTY REGENT: Senator Frisbie
At the September 28 meeting, the Board welcomed two new members: Janet Craig, an attorney practicing in Lexington, and Rachel Mollozzi, the student body president. Craig Turner, Steven Fulkerson, Virginia Underwood, and Deborah Newsom were re-elected as vice chair, secretary, assistant secretary, and treasurer for the Board. Gary Abney continues as Board chair.

The Board heard several reports concerning the financial health of the institution. In addition, VP Newsom reported to the Board that so far this year, revenues are down slightly from budgeted amounts. This is expected because enrollment is down 1.5% relative to last year. The decrease in revenue should be largely offset by a decrease in expenditures (for example, through a decreased financial aid burden), also driven by a smaller enrollment.

The Board received the yearly audit for 2010-2011 from the Crowe-Horwath accounting firm. The University was given an "unqualified opinion" – in other words, everything looked good to the auditors. The auditors were very complimentary and only offered two minor suggestions for modified internal procedures.

VP Conneely provided an update on Enrollment Management. Enrollment Management has established a goal of increasing enrollment by 2000 students by 2015. Within this overall goal, Enrollment Management has identified five specific objectives and six "dashboard" measures to monitor its progress toward the goal. Enrollment will need to grow primarily from three populations of potential students: out-of-state students, underrepresented groups, and transfers. Enrollment Management began implementing some strategies last year, utilizing $200,000 in additional budget appropriations. Some of these efforts include adding two new personnel in Admissions, which, in turn, is allowing Admissions to improve its "customer service",

...
particularly in management of communication with prospective students and their parents, and to add a new recruiting region. Admissions is also becoming more strategic in targeting its recruiting to geographic areas with expected high payoff. Marketing has begun reformatting its materials and rethinking how it uses those materials. For example, it is creating smaller and less expensive brochures for widespread distribution and restricting distribution of its "big book" to those who follow up after initial contact. Some of this strategy is being driven by suggestions from Noel-Levitz, a consulting firm that has been working for EKU for about a year. They have developed for us, and are helping us implement, a predictive modeling program. Director of Fiscal Effectiveness Fister and Budget Director Neubauer presented new models for financial aid and tuition structure. Utilizing the Noel-Levitz predictive model, and working from projected budget needs, EKU is considering establishing dollar amounts (as opposed to percentage of tuition) for financial merit aid based on ACT scores and high school or transfer GPA. One advantage to this approach is that it would allow recruiters to tell prospective students at recruiting fairs and other venues what scholarship money is available to them without requiring students to submit an application and waiting for a scholarship decision. A closely linked effort on another front will be to rethink the tuition structure.

Executive VP Street reported on construction projects on campus. The new Center for the Arts ($33M) has officially opened. The New Science Building ($65M) has reached substantial completion, and will open for classes in January. The Stratton addition ($5.5M) will be completed by December. The Board approved the sale of bonds ($21M) to construct a new suite-style student housing unit. Financing for this project comes from reserves accumulated within University Housing for this purpose and projected revenue from the housing unit when it comes online.

The Board has engaged the Pappas Consulting Group to help with a review of President Whitlock. The Board anticipates conducting the review similarly to the review it conducted two years ago. The review will include faculty, staff, and student surveys and telephone interviews. The Board is working with the Senate Executive Committee to see that the faculty survey will serve its purposes as well as those of the Board.

The Board will next convene for a regular quarterly meeting in January.

REPORT FROM COSFL: Senator Summers
COSFL met on September 22nd, prior to the Kentucky Council on Postsecondary Education's Governor's Conference on Postsecondary Education. The theme was "Stronger by Degrees".

The majority of the meeting consisted of a discussion surrounding WKU president's attempt at placing term limits on the faculty regents, and campus reports. The faculty senate of WKU has adopted a resolution which states:

> Election of the faculty representative to the Board of Regents is a fundamentally important right and responsibility of the university faculty. Applying term limits to the faculty regent infringes on the faculty's right to elect their chosen representative. In the current system, faculty can choose to limit the number of terms served by their elected regent through the election process. Therefore, we strongly recommend that the Western Kentucky University Board of Regents refrain from placing term limits on the faculty regent.

A recommendation was made at the COSFL meeting to support the WKU resolution. The motion passed unanimously. Thus, there is a clear and strong sentiment against term limits for the faculty regent.
Nancy McKenney, Faculty Representative to the CPE, provided a written report covering the CPE's meeting in Frankfort on April 28. The April meeting focused on the area of “College Readiness”. Another major action item was the 2011 Tuition and Mandatory Fee Recommendation. A second report by Ms. McKenney, covered the June 10, 2011 CPE meeting which focused on the area of "Student Success".

Elections were made as follows:
Louisa A. Summers, Secretary  
Nancy McKenney, CPE representative  
President, Peg Munke  
Vice-President - Nancy McKenney  
Treasurer - Molly Kerby  
Webmaster - Molly Kerby

The American Association of University Professors will have a state-wide Board meeting on Saturday, November 19 from 1pm-5pm at the University of Kentucky's library in the auditorium.

REPORT FROM PROVOST: Senator Vice  
The first semester for first-time freshmen is pivotal to academic success and graduation. Beginning this fall, all first-time freshmen will have their mid-term grades reviewed by the Office of University Advising and the Registrar. If a student receives all mid-term grades of F, FN, U, or UN (indicating nonattendance and/or failure to meet course requirements), the student will be required to participate in an intervention program that includes the following:  
• a study skills workshop  
• a student success contract  
• a registration hold

Additionally, the students will be moved from a baccalaureate program into the Associate of General Studies major until they have earned a 2.0 term GPA. Students who do not comply with these intervention measures may be academically suspended at the end of the semester.

Many thanks go to the Advising Office and to each EKU faculty member who contributed to the success of the Early Alert Retention System this semester.

Through Operation Veteran Success initiatives and EKU’s national ranking as the number one Best for Vets: College by Military Times EDGE Magazine, enrollment from Fall 2010 to Fall 2011 has grown by 40 percent – from 658 student veterans and military dependents to 919. Retention of the first-time freshman student veterans was 75.1 percent. Even more impressive is the retention of 81.8 percent of the students in the Veteran Bridge to College Success cohort program designed to help retain veterans with college readiness deficiencies. The Office of Veteran Affairs is grateful to the faculty and staff who helped expedite the implementation of this ground-breaking initiative.

Significant improvement has also been made in the recording and articulation of credit for prior military learning and experience. Through a collaborative effort between the Registrar’s office and the Office of Veterans Affairs, student veterans’ credit recommendations from the American Council on Education are clearly recorded on the student’s DegreeWorks audit, providing a
clearer record of the student veterans educational experiences. These joint efforts demonstrate the power of breaking down silos, ceilings, and walls of communications.

Please join the Provost for lunch at noon on Wednesday in the Powell Cafeteria, outside the Faculty Dining Room. Sign in with the cashier at either door.

**STRATEGIC PLANNING/FINANCIAL PLANNING COUNCIL:** Senator Noblitt
The FPC/SPC hasn't met yet. However, the Financial Planning Council met last month and passed a new tuition scholarship structure.

**STANDING COMMITTEES**

New Senator Orientation Committee. Senator Pressley reported that 13 members attended the New Senator Orientation meeting which was held on Monday, September 19. Anyone who was not able to attend may contact Senator Pressley to obtain the information packet which was shared with those in attendance.

**ADJOURNMENT**
Senator Vice moved to adjourn at approximately 4:50pm.
President's Report to Faculty Senate, 11/7/11

1. I regret missing this meeting of the Faculty Senate, but I am engaged in good work on behalf of the Commonwealth and EKU. Kentucky is one of seven states (the others are Maine, Massachusetts, Missouri, Oregon, Tennessee and Wisconsin) invited to participate in the College Readiness Partnership project, a joint venture of the American Association of State Colleges and Universities, the State Higher Education Executive Officers, and the Council of Chief State School Officers. It is supported by grants from the Lumina Foundation and the Hewlett Foundation. A leadership team for each state has been formed, with the sponsoring organizations each naming a person. Kentucky's team is Education Commissioner Terry Holliday, Council on Postsecondary Education President Bob King, and me. The focus of the various leadership teams' work will be the implementation of the new core curriculum requirements. I am convinced the leadership role the faculty of this institution has played in the implementation of Senate Bill 1 requirements in Kentucky and the related work on the core curricula are why I have been asked to serve. Our involvement in this important work and recognition of EKU's leadership is a very positive thing.

2. In my last report, I indicated I had an upcoming trip to Japan. I am pleased to report that we had a very successful alumni and friends event in Japan and that Rikkyo University, generally regarded as one of Japan's most prestigious institutions, has agreed to lift its moratorium on new institutional partners and to execute a partnership with EKU. Our initial collaborations will be between Rikkyo's College of Business and the School of Business in our College of Business & Technology, but this has opened a very important door.

3. We will soon be launching a restructuring of our institutional scholarship program. This new program has been designed in collaboration with our enrollment management consultative partner, Noel Levitz, to 1) Grow enrollment, 2) Increase Net Tuition Revenues, and 3) Increase our enrollment of students more likely to persist and succeed.

4. I have also directed that we consolidate our marketing efforts to focus on our mission statement in our new strategic plan, to brand us as a school of opportunity, and with a message centered on the success of our graduates and students --"You can get there from here." The opportunity brand will not be limited to "open admissions," but rather on opportunity "writ large." This will include addressing the value added of an EKU education and the doors to success it has opened for our graduates and students.

5. In a related matter, I am very supportive of the work of the Implementation Team about which Provost Vice will have more to say. This effort is an important part of our work to integrate and facilitate our enrollment management and student success efforts.
6. Earlier today, I attended a state presidents' meeting in which a good part of the discussion was focused on funding for the coming biennium. As I have reported before, the priorities continue to be protection of institutional funding base, maintenance and operation for new facilities, performance funding in the second year of the biennium, and a planned approach to capital requests. New science building phase II remains our top capital project.

7. Later in your meeting, you will discuss the recommendations of the General Education Committee. Provost Vice's charge and my expectations for this committee were twofold: 1) Make recommendations that would bring our general education program into compliance with the requirements of House Bill 160 and 2) Find a way to maintain at EKU what we could proudly point to as an uniquely "Eastern Experience." Under the able leadership of Dr. Garrett Yoder, the committee has done, in my view and that of others, a remarkable job in addressing this charge. I am confident the proposal might not be exactly what any one of you might prefer. What I request is a spirit of compromise for the greater good of our students and the University. Data show that despite our increase in transfer enrollment this year, our position of leadership in terms of transfers from KCTCS institutions is slipping. It is important to us that the Board of Regents have a revised general education program on its January agenda.

8. I would be remiss if I did not express my pride for the National Remembrance Day program which is an initiative of our veterans and Brett Morris. What began as a program to be held on the campus of EKU this Friday has grown in an event of national scope. On Veteran's Day (11/11/11) there will be a program on this campus that will be replicated in essence on at least 182 campuses in all 50 states and the District of Columbia. The names of those who have lost their lives in Iraq and Afghanistan will be read. Our featured speaker will be LTG (ret.) Bob Yerks. At 11 a.m. PST (2 p.m. here) there will be a synchronized moment of silence at all places of observance. This is an initiative that was begun here by members of our campus family and which has taken on national significance and scope.

9. I am sure you share my disappointment over EKU's not being selected as a debate site for the presidential campaign next year. That does not, however, diminish my appreciation for the effort our team made. It was a learning experience and an honor to have been considered. I truly believe this campus will be a debate site in some future campaign.
Dear Lynnette,

Upon reviewing the bylaws of the Faculty Senate earlier this week, I found the qualification that any member serving as vice chair must be tenured. I am not tenured, and am sorry that I was unaware of the qualification at the time of my nomination. Regretfully, it is incumbent upon me to submit my resignation as vice chair.

So far as I know, my resignation will only have implications in two areas: the Faculty Senate Executive Committee and the University Diversity Planning Council.

I will be stepping down from the Executive Committee as a result of this resignation. If a new vice chair is named from among the members of the current Executive Committee, I suppose a new vacancy would occur and I would be willing to be nominated for the Executive Committee once again.

As you also know, I also serve on your behalf, as a member of the University Diversity Planning Council. If this is strictly ex-officio, as I suspect, then you might need to replace me on the council. I will serve at your pleasure until you inform me otherwise.

My biggest regret is the additional disruption to the start of your term as chair. It has certainly been an unusual start to the year.

Sincerely,

Dr Richard E Day
Assistant Professor of Educational Foundations
EKU College of Education
TO: Members of the Faculty Senate

FROM: Janna P. Vice, Chair
The Council on Academic Affairs

DATE: October 21, 2011

SUBJECT: CAA Agenda for Faculty Senate

As a result of the Council on Academic Affairs’ meeting on October 20, 2011, the following items are presented for the Faculty Senate’s agenda on November 7, 2011.

Curriculum Proposals

Program Revisions

   Add new writing-intensive course, AFA 202W
   Page 1

2. Minor in Industrial Technology
   Change the name of the minor to Applied Engineering Management; drop the three-credit requirements for AEM 238; reduce the number of credits required to obtain the AEM Minor from 21 to 18 credits; drop the three-credit QMB 200 option from the list of prerequisites for AEM 202.
   Page 3

3. Minor in Quality Assurance Technology
   Add one three-credit alternative: STA 585 (Experimental Design) to AEM 530 (Design of Experiments).
   Page 5

4. Public Relations B.A.
   Add PUB 410S (Social Media & Public Relations) to the “Supporting Course Requirements” for the Public Relations major.
   Page 7

5. Business and Marketing Education/Teaching B.S.
   Drop CCT 201 as a “Major Requirement” for Business & Marketing Education/Teaching majors and add CCT 300W in its place.
   Page 9

6. Admission Requirements and General Information in the Department of Counseling and Educational Psychology
   Catalog Corrections for introductory sections of graduate catalog (Section I, II, III and IV) for both the MA: Mental Health Counseling & MAED School Counseling with the removal of MA in Human Services degree from department. Also remove Praxis as admission requirement, revise MAT requirement and correct an error in required course designation for MA in Mental Health Counseling (COU 849 instead of COU 814).
   Page 11
Program Revisions continued

7. Master of Arts in Education – Reading/Writing
   Revise the Master of Arts in Education - Reading / Writing program to meet KY EPSB requirements for the Literacy Endorsement.

8. Clinical Laboratory Science B.S.
   Revise the program title from Clinical Laboratory Science to Medical Laboratory Science and revise all CLS and CLT course prefixes in the program to MLS and MLT.

9. Clinical Laboratory Technology A.A.S.
   Revise the program title from Clinical Laboratory Technology to Medical Laboratory Technology; revise the CLT prefix to MLT in the Program requirements section; revise CHS 105 to EMC 105 based on prior revision to EMC 105.

10. Associate Degree Nursing
    Discontinue the Associate Degree Nursing accelerated option for LPNs; revise course prefixes and requirements within the Nursing ASN program.

11. Nursing B.S.N. Second Degree Option
    Replace the current NSC 252 course (3 credit hours) with the new NSC 262 course (4 credit hours) and change the total curriculum requirements to reflect the additional hour in the new course (i.e., total curriculum requirements from 79-80 hours to 80-81 hours) for students in the second-degree BSN option.

12. Nursing Pre-RN B.S.N.
    Correct the prefix for CLT to MLT and CHE 107 lab to CHE 105L.

Action Item

The Council approved the following item in the October 20, 2011, meeting:

13. General Education Restructure
Revision Proposal to General Education Program and University Baccalaureate Degree Requirements

Whereas: Kentucky House Bill 160 has mandated 1) that all baccalaureate programs must be completed in 120 credit hours of course work and 2) easier transfer of General Education courses between Kentucky state schools,

Whereas: The University General Education Committee accepted the Provost’s charge to review our General Education Program and University requirements in response to HB 160,

Whereas: Eastern Kentucky University values a strong General Education Program and Baccalaureate Degree requirements that address important educational goals,

Whereas: The General Education Program needs to be easy to understand and navigate for students and advisors,

The University General Education Committee is proposing the following changes to the EKU General Education Program and Baccalaureate Degree Requirements:

1) Remove Block VII: Breadth of Knowledge and Block VIII: Depth of Knowledge from the General Education Program,
2) Remove Block VC: Historical or Social and Behavioral Sciences from the General Education Program,
3) Create a new General Education requirement called Diversity of Perspectives and Experiences, as described below,
4) Remove the distinction between Block IVA: Biological Sciences and Block IVB: Physical Sciences,
5) Remove the distinction between Block VA: Historical Sciences and Block VB: Social & Behavioral Sciences,
6) Move Wellness from the General Education program, but include Wellness as a Baccalaureate Degree Requirement,
7) Create a new Baccalaureate Degree Requirement called Applied Critical and Creative Thinking (ACCT), as described below,
8) Allow courses to be listed in more than one General Education category,
9) Allow any General Education course that is listed as a supporting course in a degree program’s requirements to satisfy both the General Education requirement and the degree program requirement,
10) Add a statement to catalog stating that students are expected to complete the Written Communication, Oral Communication, and Mathematics General Education requirements in their first 60 hours of college course work and
11) Change the Titles of the General Education categories from General Education Blocks to Elements of General Education.

Attached below are (a) descriptions of the requirements for Diversity of Perspectives and Experiences and Applied Critical and Creative Thinking, and (b) catalog changes associated with all of the proposed changes. The catalog changes are color-coded to correspond with the colors of the numbers in the list above.
Current Requirements

General Education

Block I:
  IC: Oral Comm.  3 hrs.

Block II: Mathematics  3 hrs.

Block III:
  IIIA: Arts  3 hrs.
  IIIB: Humanities  3 hrs.
  or  IIIA/B Integrated A&H  6 hrs.

Block IV:
  IVA: Bio. Sci.  3 hrs.
  IVB: Phys. Sci.  3 hrs.

Block V:
  VA: Hist. Sci.  3 hrs.
  VB: SBS  3 hrs.
  VC: Hist/SBS  3 hrs.

Block VI: Wellness  3 hrs.

Block VII: Breadth of Knowl.  6 hrs.

Total GE:  48 hrs.

University Requirements

Orientation  1 hr

Total  49 hrs

Proposed GE & University Requirements

General Education

Element 1:
  IC: Oral Comm.  3 hrs.

Element 2: Mathematics  3 hrs.

Element 3:
  3A: Arts  3 hrs.
  3B: Humanities  3 hrs.
  or  3 A/B Integrated A&H  6 hrs.

Element 4: Nat. Sci.  6 hrs.

Element 5: Hist. and SBS  6 hrs.

Element 6: P&E  6 hrs.

TOTAL GE: 36 hrs.

University Requirements

Orientation  1 hr

Wellness  3 hrs.

ACCT  3 hrs.*

TOTAL: 40-43 hrs.
**Diversity of Perspectives and Experiences (P&E)**

**Philosophy of P&E Element**

The purpose of this requirement is to expose the student to perspectives from other cultures and/or historically marginalized groups (within the U.S. or elsewhere).

As a general principle, the material of the courses would require students to study the differences that have set groups apart from one another and develop a greater capacity for intellectual open-mindedness. Examples would include, but are not limited to, courses that address intersections of race, ethnicity, language, gender, culture, class, age, sexuality, ability, and/or religion.

**P&E Courses:**

To satisfy this requirement, students must take 6 hours of approved Diversity of Perspectives and Experiences courses, which will include the following:

- Courses in a language non-native to the student (2 courses in the same language recommended for minimal language competency)
- Courses with content focused on non-U.S. cultures and/or historically marginalized groups.

Courses from any discipline can be approved for this Element provided the course is consistent with the philosophy stated above and includes an assessment process based on current General Education Goals 1, 2, 7 & 8 as well as the newly drafted General Education Goal 9.

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**General Education Goals Addressed**

After completing the General Education Program at EKU, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology.

2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions.

7. Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.

8. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance.

9. **Recognize perspectives from other cultures and/or historically marginalized groups.**
**Approval Process:**

Courses already approved in General Education may be approved for the Diversity of Perspectives and Experiences Element through an abbreviated process. This process includes a review by the General Education Committee solely with regard to appropriate alignment of student learning outcomes with General Education goals and a review by the Council on Academic Affairs. Departments will use a brief form (provided by the Registrar) for this purpose.

Courses must go through the normal (non-abbreviated) curriculum process IF the course is not already a general education course, and/or there is a change in

- course description
- title
- prefix
- prerequisites
- credit hours

Abbreviated and non-abbreviated curriculum-change forms would be submitted to the College Curriculum Committee, the GE Committee, and CAA (in that order).

An assessment rubric that aligns with the GE goals for the P&E Element will be developed in summer 2012 by faculty representatives from each approved course. The GE Assessment Coordinator will facilitate a workshop to accomplish this task, and will work with individual faculty to develop appropriate assessment instruments.
**Applied Critical and Creative Thinking (ACCT)**

**Description:** This student experience is a program-directed university requirement.

Options to satisfy this requirement may vary by degree program and will be determined by the department from the list below.

- Discipline-specific capstone course
- Program-approved Co-op or other applied learning experience (e.g., internship, practicum, student teaching, or clinical)
- Program-approved Service-Learning courses
- Program-approved undergraduate scholarly or creative activity
- Program-approved Honors Thesis (HON 420)
- Program-approved Leadership Experience
- Program-approved Study Abroad

Each option is expected to be at least a 3-credit hour course, or an experience that requires equivalent effort, as determined by the program.

**Rationale:** This requirement is intended to showcase the unique experiential and applied components and opportunities of all undergraduate degrees at EKU. It is expected to be an integrated critical and creative thinking experience. Departments will determine what existing or new courses or experiences could be used to satisfy this requirement. Any course or experience used to meet this requirement may also be used to satisfy program requirements.

**IT IS NOT:**

- part of the General Education Program
- a mandate to add new courses or increase program hours
- an assessment or reporting requirement

Departments will use a specific curriculum form (provided by the Registrar) to designate courses and/or experiences that they choose for their programs. Departments may identify one or more options to meet this requirement and options may differ by program. The curriculum form would be submitted for approval to the College Curriculum Committee and CAA.
GENERAL EDUCATION REQUIREMENTS

[Effective Fall 2006 through Summer 2012. NOTE: EKU is scheduled to move to a revised general education program effective Fall 2012. Any and all students may move forward to a newer general education program at any time they wish to do so.]

The mission of general education is to promote learning that is central to the intellectual pursuits associated with our educational programs and to enable students to make informed choices about matters of public and personal significance in a diverse, democratic society and global community. The general education program helps students to become informed, independent thinkers by developing competencies in communication, quantitative analysis, and critical thinking by helping them understand and appreciate the diversity of culture, individuals, the natural environment, and the global society. For certain curricula, individual requirements are waived if they are satisfied in the major program. Refer to the program plans in Section Five of this Catalog. Courses used to satisfy the program’s Major Requirements cannot also be used to satisfy General Education requirements.

The General Education Program consists of 48 hours of course work in eight blocks of elements (identified with Roman numerals): communication (I), mathematics (II), arts and humanities (III), natural sciences (IV), social and behavioral sciences (V), and perspectives & experiences (VI), breadth of knowledge (VII), and depth of knowledge (VIII). These blocks of elements are subdivided into 16 course categories. Students must earn the specified number of hours in each of these course categories.

Some courses may be listed in more than one General Education category. However, no single course can be used to satisfy more than one General Education requirement.

Students are expected to complete Elements 1 and 2 within their first 60 hours of college credit.

NOTE: The courses listed award three hours of credit, unless a number appears in parentheses following the course name. This number represents the hours awarded for such courses. Course numbers followed by an asterisk (*) have prerequisites or other restrictions on enrollment. Refer to Course Descriptions in Section 6 of this Catalog for specific restrictions. Letters in brackets [ ] designate Kentucky statewide General Education core coding.

I. Communication. [WC], [OC]

IA. Written Communication. Three hours required. [WC]

ENG 101* English Composition I
ENG 105* First Year Writing Seminar

IB. Written Communication. Three hours required. [WC]

ENG 102* English Composition II
HON 102* Honors Rhetoric (6; for blocks IA and IB)

NOTE: Students earning “A” or “B” in ENG 105 will earn six hours of credit, three hours of which will be applied to category IB. Those earning “C” or “D” will earn three hours credit and will then take ENG 102.

II. Mathematics. Three hours required. [MA]

MAT 105* Mathematics with Applications
MAT 106* Applied Finite Mathematics
MAT 107* College Algebra
MAT 108* Trigonometry
MAT 109* Precalculus Mathematics (5)
MAT 124* Calculus I (4)
MAT 124H* Honors Calculus I (4)
MAT 211* Calculus with Applications for Business and Economics
MAT 224* Calculus II (4)
MAT 224H* Honors Calculus II (4)
MAT 261* Calculus with Applications for Science

III. Arts and Humanities. [AH]

Select three hours in arts courses listed in III 3A and three hours in humanities courses listed in III 3B or select six hours in two of three courses listed III 3A/B, Integrated Arts and Humanities.

III 3A Arts. Three hours required. [AH]

ART 200 Art Appreciation
ENG 335* Modern Drama
HON 205W Honors Humanities I
MUH 171 Music Appreciation
MUH 271 Jazz History
MUH 272 Music Literature
MUH 273 Survey of American Popular Music
PHE 200 Dance and Culture
THE 100 Introduction to Theatre

III 3B Humanities. Three hours required. [AH]

AFA 201 & 201W The African Experience
ENG 210* & 210W Enjoying Literature
ENG 211* & 211W Survey of World Literature I
ENG 212* & 212W Survey of World Literature II
FCC 210 Topics in Culture
FCC 220 French Culture and Civilization
FCC 222 German Culture and Civilization
FCC 226 Hispanic Culture and Civilization
FCC 227 Japanese Culture and Civilization
HON 306W Honors Humanities II
PHI 110 & 110W* Beginning Philosophy
PHI 130 Beginning Ethics
PHI 240 & 240W* Philosophy of Religion
PHI 300 & 300W Greek and Roman Philosophy
PHI 320 Modern Philosophy
REL 301& 301W* World Religions

III 3A/B Integrated Arts and Humanities. Six hours required. [AH]

HUM 124 Humanities and the Search for Meaning
HUM 226 The Search for Meaning: The Ancient
IV. Natural Sciences. Six hours required [NS] [SL]

Choose two courses with different prefixes from the list below:

IVA Biological Laboratory Science. Three hours required. [NS]

BIO 100* Introductory Biology
BIO 101 Essentials of Biology
BIO 102 Inquiry Biology for Teachers
BIO 121 Principles of Biology (4)

IVB Physical Science Laboratory. Three hours required. [NS] [SL]

AST 135* Introductory Astronomy
CHE 100 Inquiry Chemistry for Teachers
CHE 101/107* Chemistry in Everyday Life/Introductory Chemistry Lab (4)
CHE 105/107* Chemistry for the Health Sciences/Introductory Chemistry Lab (4)
CHE 111/111L* General Chemistry I/General Chemistry Lab I (4)
CHE 112/112L*/112HL General Chemistry II/General Chemistry Lab II (4)
GEO 210 Introduction to Physical Geography
GLY 102 Earth Science for Teachers
GLY 107 Gold and Diamonds
GLY 108 Plate Tectonics: The Active Earth
GLY 109 Great Moments in Earth History
GLY 172 Geology and Human Health
GLY 304 The World Ocean
PHY 101* Conceptual Physics
PHY 102 Inquiry Physics for Teachers
PHY 131* College Physics I (5)
PHY 132* College Physics II (5)
PHY 201* University Physics I (5)
PHY 202* University Physics II (5)

V. Social and Behavioral Sciences. Six hours required [SB]

Choose any two courses with different prefixes from the list below:

VA History. Three hours required. [SB]

ANT 200 Anthropology of Human Society
ANT 212 American Civilization to 1877
ANT 203 American Civilization Since 1877
ANT 204W* Historical Inquiry
ANT 231* Western Civilization to 1687
ANT 232* Western Civilization Since 1687
ANT 246* World Civilization to 1500
ANT 247* World Civilization Since 1500
HON 210W Honors Civilization I

VB Social and Behavioral Science. Three hours required. [SB]

ANS 200 Introduction to Animal Studies
ANT 120 Introduction to Cultural Anthropology
ECO 120* Economic Reasoning and Issues
ECO 130* Contemporary Economic Problems
ECO 230* Microeconomics
ECO 231* Macroeconomics
GEO 100 Regions and Nations of the World
GEO 220 Human Geography
POL 100 & 100S Principles of Politics and Government
POL 101 Introduction to American Government
POL 212 Introduction to Comparative Politics
POL 220 Introduction to International Relations
PSY 280* & 280W* Introduction to Psychology
PSY 280* & 280W* Lifespan Development
SOC 131 Introductory Sociology
SOC 235 Social Problems
SWK 310* & 310W* Social Welfare Policy History

VI. Wellness. Three hours required.

BIO 310 Biology of Aging
HEA 285 Health Across the Lifespan
NFA 201 Essentials of Nutrition
PHE 180* Lifetime Wellness

*Student Veterans will obtain credit for PHE 180 by submitting their military service transcripts to the SOTO Office (SSB 442). For further information, contact the SOTO Office at 859-622-7838.

7. Diversity of Perspectives and Experiences. Six hours required.

Select any two courses from the list below:

**If Foreign Language is used to meet the requirement, it is highly recommended that students take two courses in the same language.

VII. Breadth of Knowledge.

Select six hours (two courses) from two of the following four areas.

VII(AH) Arts and Humanities.

Select an additional three hours from categories IIIA, IIIB, or IIIA/B or select one of the following:

ARH 390 Survey of Art History I
ARH 391 & 391W* Survey of Art History II
BEM 350 Cinema History I
BEM 351 Cinema History II
ENR 112* Academic Literacy and Learning
HON 308* Special Topics
Taken from pages 45-47 of EKU Undergraduate Catalog 2011-2012.

MUH 371* Survey of Music History I
MUH 372* Survey of Music History II

**VII(NS) Natural Sciences.**
Select an additional three hours from Block IVB or select one of the following:

- ANT 201 — Introduction to Physical Anthropology
- AST 130* — Introductory Astronomy
- AST 330* — Stars, Blackholes: The Cosmos
- BIO 171 — Human Anatomy
- BIO 273 — Clinical Microbiology
- BIO 301 — Human Physiology
- BIO 303 — Human Heredity and Society
- BIO 317 — Conservation of Wildlife Resources
- CHE 102* — Introductory Chemistry II
- GEO 115 — Hollywood Weather
- GLY 302 — Earth Science
- GLY 303 — Global Environmental Challenges
- GLY 305 — Dinosaurs
- HON 316* — Special Topics
- NAT 380 & 380W — Science and Society

**VII(QS) Quantitative Skills.**
Select an additional three hours from Block II from MAT 106 or higher or select one of the following:

- CIS 212 — Introduction to Computer Information Systems
- CIS 240 — Introduction to Web Information Systems
- CSC 104 — Computer Literacy with Software Applications
- CSC 160 — Introduction to Programming
- CSC 173 — Introduction to FORTRAN
- CSC 177 — Introduction to Visual Basic
- CSC 190 — Objected-Oriented Programming
- HON 304 & 304S — Special Topics
- PHI 100 — Practical Reasoning
- PHI 371 — Symbolic Logic
- STA 215* — Introduction to Statistical Reasoning
- STA 270* — Applied Statistics

**VII(SBS) Social and Behavioral Sciences.**
Select an additional three hours from categories VA, VB, or VC or the following:

- AFA 202 — The African-American Experience
- APP 200 — Intro to Appalachian Studies
- COM 200 & 200W — Mass Media and Society
- HIS 310 — History of Science
- HON 312 & 312S — Special Topics
- POL 100S — Principles of Politics and Government
- POL 301 — Citizens’ Assembly (CACTUS)
- POL 302 — Science and the Liberal Arts

**VIII. Depth of Knowledge.**
Select six hours from one of three options:

### Option 1. Six hours in a coherent set of supporting courses for specific degree programs. Consult your advisor to determine if your major requires supporting courses in this option.

### Option 2. Six hours in the same language from the following:

- ASL 101 — American Sign Language I
- ASL 102* — American Sign Language II
- FLS 101 — Language Topics:
- FLS 102 — Language Topics:
- FRE 101* — Conversational French I
- FRE 102* — Conversational French II
- FRE 201* — Intermediate Conversational French I
- FRE 202* — Intermediate Conversational French II
- FRE 204* — Review of French Grammar
- GER 101* — Conversational German I
- GER 102* — Conversational German II
- GER 201* — Intermediate Conversational German I
- GER 202* — Intermediate Conversational German II
- JPN 101 — Conversational Japanese I
- JPN 102 — Conversational Japanese II
- JPN 201 — Intermediate Japanese I
- JPN 202 — Intermediate Japanese II
- LAT 101 — Beginning Latin I
- LAT 102* — Beginning Latin II
- SPA 101* — Conversational Spanish I
- SPA 102* — Conversational Spanish II
- SPA 201* — Intermediate Conversational Spanish I
- SPA 202* — Intermediate Conversational Spanish II

### Option 3. Six hours in coursework addressing a common theme. Themes and courses are listed in Block VIII of the CARES Report and at www.gened.eku.edu.

#### Gender, Race and Sexuality in the United States
- AFA 201 & 201W — The African Experience
- AFA 202 — The African-American Experience
- AFA 330/EDF 330 — U.S. South and Black Education
- AFA 345/POL 345 — Minority Group Politics
- CDF 232/WGS 232 — Identity and Sexuality
- EDF 330 — U.S. South and Black Education
- GER 101* — Conversational German I
- GER 102* — Conversational German II
- GER 201* — Intermediate Conversational German I
- GER 202* — Intermediate Conversational German II
- JPN 101 — Conversational Japanese I
- JPN 102 — Conversational Japanese II
- JPN 201 — Intermediate Japanese I
- JPN 202 — Intermediate Japanese II
- LAT 101 — Beginning Latin I
- LAT 102* — Beginning Latin II
- SPA 101* — Conversational Spanish I
- SPA 102* — Conversational Spanish II
- SPA 201* — Intermediate Conversational Spanish I
- SPA 202* — Intermediate Conversational Spanish II

#### Society, Science, Technology and Values
- CSC 123 — Exploring Virtual Worlds
- CSC 207 — Cyberspace Security and Ethics
- HIS 310 — History of Science
- NAT 380 & 380W — Science and Society
- POL 340 & 340W — Philosophy of Science
- PHI 362 — Technology and Values
- TEC 102 — Technology and Society

#### War and Peace
- ENG 374 — Shakespeare at War
- ENG 386W — War and Peace in Literature Since 1900
- POL 325 — International Security Affairs
- POL 415 — Terrorism and Political Violence
REL 360  Religion and Global Ethics
DEGREE INFORMATION AND REQUIREMENTS

Catalog

For general education requirements, students will be governed by the Catalog in use at the time they enter the University. However, any student regardless of her or his term of entry to the University may opt into the revised current general education program commencing in fall 2006. Their major program requirements will be those in effect at the time they declare their major. However, if those requirements change, students may elect to complete the later requirements. Students who stop out for more than two years but who stay in the same major upon returning will meet the major requirements in place at the time they reenroll. Students who stop out for fewer than two years may elect to be returned to the major requirements in place at the time they declared their major by submitting a request to the Registrar’s Office.

The above refers only to curricular requirements. With respect to policy requirements, all students are governed by current University policies that have been approved by appropriate University committees.

Comprehensive Associate Degree Requirements

To qualify for an associate degree, students must satisfy the following requirements:
1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, including basic skills proficiencies in English, reading, and mathematics; and general education; as established by appropriate University committees for each degree program.
3. Complete a minimum of 60 semester credit hours.
4. Earn a minimum grade point average (GPA) of 2.0 on all college-level work taken at Eastern Kentucky University. In addition, transfer students must earn a minimum GPA of 2.0 on the combined transfer work and Eastern Kentucky University work.
5. Earn a minimum of 16 semester hours through Eastern Kentucky University.
6. Earn the credits applicable to major and supporting degree requirements within eight years prior to the date the degree is awarded. Credits more than eight years old may be used to meet general education, upper division, and free elective areas. The college dean of a student’s major may validate individual eight-year-old (or older) coursework as meeting major and/or supporting requirements.
7. Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.

Degree Requirement Notes:

*General Education Requirements for Associate Degrees: Students in associate degree programs must earn a minimum of 15 hours in courses approved for general education. These hours must include ENG101 and ENG102 or their equivalent. The nine additional hours must include approved one course in each of the following categories: H3A, H3B, or H3A/B, or VII (arts and humanities); 5 VA, VB, VC, or VII (social and behavioral sciences); and 2 IV-A, IV-B, or 4 VI (mathematics and/or natural sciences).

Comprehensive Baccalaureate Degree Requirements:

To qualify for a baccalaureate degree, students must satisfy the following requirements:
1. Complete all requirements in the degree program as established by appropriate University committees.
2. Complete University academic requirements, as established by appropriate University committees for each degree program, that includes: including
   a) Basic skills proficiencies in English, reading and mathematics.
   b) An orientation course.
   c) A writing-intensive course.
   d) One of the wellness courses listed below:
      BIO 310  Biology of Aging
      HEA 285  Health Across the Lifespan
      NFA 201  Essentials of Nutrition
      PHE 180  Lifetime Wellness.
   e) General Education and
   f) The Applied Critical and Creative Thinking (ACCT) requirement.

   b, c, d, e, f, g

Student Veterans will obtain credit for PHE 180 by submitting their military service transcripts to the SOTO Office (SSB 442). For further information, contact the SOTO Office at 859-622-7838.

Degree Requirement Notes:

*Students enrolled in MAT 090 are not permitted to enroll in any course with the following prefix: AST, BIO, CHE, CIS, CNM, CSC, FOR, GLY, NAT, PHY, SCI or STA.

*Transfer students with 30 or more hours will not be required to take the University Orientation class.

*Student Veterans will obtain credit for PHE 180 by submitting their military service transcripts to the SOTO Office (SSB 442). For further information, contact the SOTO Office at 859-622-7838.

General Education Requirements for Baccalaureate Degrees: The General Education Program consists of eight six blocks elements (identified with Roman numerals): communication (I 1), mathematics (II 2), arts and humanities (III 3), natural sciences (IV 4), social and behavioral sciences (V 5), wellness (VI), breadth of knowledge (VII), and depth of knowledge (VIII). and diversity of perspectives and experiences 16). These blocks elements are subdivided into 18 six course categories. Students must earn the specified
number of hours in each of these course categories. See the General Education section in this Catalog for more detailed information about general education requirements.

Individual major programs decide which courses or experiences can be used to satisfy the ACCT requirement. Refer to program descriptions in Section 5 of this catalog for more information.

According to AACSB International business accreditation standards, students enrolled in University baccalaureate degree programs, other than those within the School of Business, will not receive credit toward their degrees for more than 25 percent of their undergraduate programs in credit hours in courses offered through the School of Business and/or business courses (courses commonly taught in school of business) transferred from other colleges and universities or taken from other units within Eastern Kentucky University. Students who desire to take business courses are encouraged to enroll in the Business minor.

Degree programs offered by the College of Business and Technology have more stringent residency requirements. Please refer to degree requirements in the College of Business and Technology section of this Catalog.
TO: Dr. Garett Yoder, Chair
General Education Committee

FROM: Janna P. Vice

DATE: February 4, 2011

SUBJECT: Charge to the General Education Committee

I am pleased to learn the General Education Committee has agreed to review our General Education Program and to submit their recommendations to me. The recommendations should help us (a) achieve our agreed upon goals, (b) face our challenges with courage and resolve, and (c) capitalize on our opportunities to improve the quality of education for all EKU students.

Goals

Although the entire campus is committed to achieving the following goals, the General Education Program has an important role in our ability to reach these goals successfully:
1. Provide an education of quality and integrity by
   a. enabling students to graduate with a valued degree or certificate and
   b. making student success a priority for faculty and staff.
2. Increase the number of degree holders in our Service Region—particularly among adult students who have some college credit, but do not have an official credential.
3. Decrease students’ time and cost needed to earn a degree.
4. Work with K-12 to increase college readiness. (Comply with Senate Bill 1)
5. Provide KCTCS/community college students the opportunity for a seamless transfer of credit to EKU, enabling us to remain competitive and retain our ranking as the Number 1 transfer school in Kentucky. (Comply with House Bill 160.)
Challenges

We must also acknowledge and overcome the challenges potentially inherent in

a. modifying our program to match more closely our feeder schools and our competitors,
b. responding to legislative mandates,
c. considering the added value of each requirement, which may impact our current General Education philosophy, and
d. reallocating resources as a result of changing the General Education Program requirements.

As we face these challenges together, I ask the Committee to pursue this charge in a way that

1. Builds on the success of our current General Education Program.
2. Follows an aggressive timeline. We need the most substantive modifications in place by Fall 2012.
3. Follows a process that is transparent, inclusive, and unifies rather than divides our academic community.
4. Engages faculty, staff, students, the academic leadership (chairs, associate/assistant deans, deans, and other administrators), and other stakeholders as needed.

Opportunities

With challenges come opportunities. As we articulate our vision, mission, and new Strategic Plan, we have the opportunity to develop a curriculum that captures/defines the Eastern Experience for all students. Whether students enter with freshmen or transfer (online or face to face), this Experience might include at least one of the following:

1. Undergraduate Research
2. International Experience
3. Internship/Co-op Experience
4. Service Learning Project
5. Leadership Opportunity
6. Integrated Capstone Course

We all realize the task is great; but because of our commitment to the University and to the students we serve, I am confident we will succeed. As the work moves forward, please let me know how Academic Affairs and I can assist you.

I am grateful to you and the General Education Committee for engaging in this valuable service to the University.
### College Readiness

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Teacher Excellence</strong>&lt;br&gt;(Percent scoring in top 15% nationally on teacher exam)</td>
<td>17%</td>
<td>21%</td>
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### Student Success

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<th>State Percent Change</th>
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<td>11 ppt</td>
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For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)

September 19, 2011
### Research, Economic and Community Development

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### Efficiency and Innovation

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## Eastern Kentucky University

### College Readiness

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<tr>
<td>New Teacher Excellence</td>
<td>15%</td>
<td>25%</td>
<td>71%</td>
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<tr>
<td>(Percent scoring in top 15% nationally on teacher exam)</td>
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### Student Success

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<th>Target</th>
<th>Percent Change</th>
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<th>State Percent Change</th>
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<td>Transfers from KCTCS</td>
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September 19, 2011
## Research, Economic and Community Development

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## Efficiency and Innovation

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<tbody>
<tr>
<td>Online Learning</td>
<td>15%</td>
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<td>Credits to Degree</td>
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## Kentucky Community and Technical College System

### College Readiness

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</thead>
<tbody>
<tr>
<td>New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)</td>
<td>Teacher preparation programs are at the Bachelor’s degree level and are not offered at KCTCS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Credentials (Total)</td>
<td>24,838</td>
<td>25,084</td>
<td>1%</td>
<td>59,400</td>
<td>8%</td>
</tr>
<tr>
<td>Associate degrees</td>
<td>7,270</td>
<td>9,528</td>
<td>31%</td>
<td>9,500</td>
<td>31%</td>
</tr>
<tr>
<td>Associate Graduation Rate</td>
<td>21.2%</td>
<td>25.8%</td>
<td>22%</td>
<td>25.8%</td>
<td>22%</td>
</tr>
<tr>
<td>Associate Graduation Rate Gap – Low Income</td>
<td>-2 ppt</td>
<td>-2 ppt</td>
<td>0%</td>
<td>-2 ppt</td>
<td>0%</td>
</tr>
<tr>
<td>Associate Graduation Rate Gap – Underprepared</td>
<td>11 ppt</td>
<td>5 ppt</td>
<td>-56%</td>
<td>5 ppt</td>
<td>-56%</td>
</tr>
<tr>
<td>Associate Graduation Rate Gap – Underrepresented Minority</td>
<td>13 ppt</td>
<td>7 ppt</td>
<td>-54%</td>
<td>7 ppt</td>
<td>-54%</td>
</tr>
<tr>
<td>Transfers to Four-Year Colleges and Universities</td>
<td>8,321</td>
<td>9,580</td>
<td>15%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$2,025</td>
<td>-$2,025</td>
<td>0%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>

For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)

September 19, 2011
### Research, Economic and Community Development

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEM+H Degrees</strong></td>
<td>9,275</td>
<td>10,004</td>
<td>7.9%</td>
<td>19,350</td>
<td>12%</td>
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</table>

### Efficiency and Innovation

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Learning</strong></td>
<td>23%</td>
<td>25%</td>
<td>10%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Credits to Degree</strong></td>
<td>93</td>
<td>81</td>
<td>-13%</td>
<td>135</td>
<td>-4%</td>
</tr>
</tbody>
</table>
## Kentucky State University

### College Readiness

<table>
<thead>
<tr>
<th>New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>25%</td>
<td>100%+</td>
<td>22%</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Success

<table>
<thead>
<tr>
<th>Degrees and Credentials (Total)</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>304</td>
<td>295</td>
<td>-3%</td>
<td>59,400</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
<td>213</td>
<td>232</td>
<td>9%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>54</td>
<td>63</td>
<td>17%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate</td>
<td>22.7%</td>
<td>26.4%</td>
<td>16%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>-2 ppt</td>
<td>-2 ppt</td>
<td>0%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>14 ppt</td>
<td>11 ppt</td>
<td>-19%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>-6 ppt</td>
<td>-6 ppt</td>
<td>3%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>109</td>
<td>115</td>
<td>6%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$31</td>
<td>-$30</td>
<td>-3%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>

For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)

September 19, 2011
### Research, Economic and Community Development

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
<td>$5,190</td>
<td>$5,189</td>
<td>0%</td>
<td>$455</td>
<td>24%</td>
</tr>
<tr>
<td>STEM+H Degrees</td>
<td>80</td>
<td>115</td>
<td>43.8%</td>
<td>19,350</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Efficiency and Innovation

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>13%</td>
<td>16%</td>
<td>24%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>148</td>
<td>130</td>
<td>-12%</td>
<td>135</td>
<td>-4%</td>
</tr>
</tbody>
</table>

For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)
Morehead State University

<table>
<thead>
<tr>
<th>College Readiness</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Excellence</td>
<td>12%</td>
<td>17%</td>
<td>41%</td>
<td>22%</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Success</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Credentials (Total)</td>
<td>1,452</td>
<td>1,743</td>
<td>20%</td>
<td>59,400</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
<td>926</td>
<td>1,100</td>
<td>19%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>368</td>
<td>450</td>
<td>22%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral degrees – Professional Practice</td>
<td>0</td>
<td>43</td>
<td>N/A</td>
<td>1,300</td>
<td>26%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate</td>
<td>40.3%</td>
<td>43.0%</td>
<td>7%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>16 ppt</td>
<td>14 ppt</td>
<td>-16%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>23 ppt</td>
<td>17 ppt</td>
<td>-27%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>11 ppt</td>
<td>9 ppt</td>
<td>-19%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>1,018</td>
<td>1,030</td>
<td>1%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$1,590</td>
<td>-$1,500</td>
<td>-6%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>
## Research, Economic and Community Development

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
<td>$1,313</td>
<td>$2,360</td>
<td>80%</td>
<td>$455</td>
<td>24%</td>
</tr>
<tr>
<td>STEM+H Degrees</td>
<td>332</td>
<td>400</td>
<td>20.5%</td>
<td>19,350</td>
<td>12%</td>
</tr>
</tbody>
</table>

## Efficiency and Innovation

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>25%</td>
<td>27%</td>
<td>6%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>145</td>
<td>130</td>
<td>-10%</td>
<td>135</td>
<td>-4%</td>
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</tbody>
</table>
## Murray State University

### College Readiness

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Excellence</td>
<td>16%</td>
<td>18%</td>
<td>12%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>(Percent scoring in top 15% nationally on teacher exam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Success

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Credentials (Total)</td>
<td>2,185</td>
<td>2,272</td>
<td>4%</td>
<td>59,400</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
<td>1,535</td>
<td>1,596</td>
<td>4%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>638</td>
<td>680</td>
<td>7%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate</td>
<td>49.6%</td>
<td>53.0%</td>
<td>7%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>20 ppt</td>
<td>17 ppt</td>
<td>-15%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>22 ppt</td>
<td>22 ppt</td>
<td>-2%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>13 ppt</td>
<td>13 ppt</td>
<td>-4%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>956</td>
<td>1,013</td>
<td>6%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$1,224</td>
<td>-$1,312</td>
<td>7%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>

For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)

September 15, 2011
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### Research, Economic and Community Development

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
<td>$618</td>
<td>$1,454</td>
<td>135%</td>
<td>$455</td>
<td>24%</td>
</tr>
<tr>
<td>STEM+H Degrees</td>
<td>636</td>
<td>687</td>
<td>8%</td>
<td>19,350</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Efficiency and Innovation

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>10%</td>
<td>12%</td>
<td>25%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>140</td>
<td>138</td>
<td>-1%</td>
<td>135</td>
<td>-4%</td>
</tr>
</tbody>
</table>
## Northern Kentucky University

<table>
<thead>
<tr>
<th>College Readiness</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
</table>
| New Teacher Excellence  
(Percent scoring in top 15% nationally on teacher exam) | 18% | 22% | 21% | 22% | 28% |

<table>
<thead>
<tr>
<th>Student Success</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Credentials (Total)</td>
<td>2,788</td>
<td>3,096</td>
<td>11%</td>
<td>59,400</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
<td>1,988</td>
<td>2,168</td>
<td>9%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>461</td>
<td>526</td>
<td>14%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral degrees – Professional Practice</td>
<td>144</td>
<td>198</td>
<td>38%</td>
<td>1,300</td>
<td>26%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate</td>
<td>31.7%</td>
<td>41.0%</td>
<td>29%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>15 ppt</td>
<td>11 ppt</td>
<td>-30%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>26 ppt</td>
<td>18 ppt</td>
<td>-30%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>20 ppt</td>
<td>14 ppt</td>
<td>-30%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>379</td>
<td>486</td>
<td>28%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>$24</td>
<td>-$100</td>
<td>-517%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>

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September 19, 2011
## Research, Economic and Community Development

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
<td>$1,346</td>
<td>$1,743</td>
<td>29%</td>
<td>$455</td>
<td>24%</td>
</tr>
<tr>
<td>STEM+H Degrees</td>
<td>707</td>
<td>757</td>
<td>7.1%</td>
<td>19,350</td>
<td>12%</td>
</tr>
</tbody>
</table>

## Efficiency and Innovation

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>10%</td>
<td>15%</td>
<td>58%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>142</td>
<td>135</td>
<td>-5%</td>
<td>135</td>
<td>-4%</td>
</tr>
</tbody>
</table>
## College Readiness

<table>
<thead>
<tr>
<th>New Teacher Excellence</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Percent scoring in top 15% nationally on teacher exam)</td>
<td>24%</td>
<td>30%</td>
<td>27%</td>
<td>22%</td>
<td>28%</td>
</tr>
</tbody>
</table>

## Student Success

<table>
<thead>
<tr>
<th>Degrees and Credentials (Total)</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degrees</td>
<td>3,521</td>
<td>4,000</td>
<td>14%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>1,211</td>
<td>1,450</td>
<td>20%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral degrees – Research</td>
<td>265</td>
<td>300</td>
<td>13%</td>
<td>550</td>
<td>18%</td>
</tr>
<tr>
<td>Doctoral degrees – Professional Practice</td>
<td>469</td>
<td>490</td>
<td>4%</td>
<td>1,300</td>
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<tr>
<td>Bachelor’s Graduation Rate</td>
<td>59.5%</td>
<td>61.0%</td>
<td>3%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>8 ppt</td>
<td>5 ppt</td>
<td>-30%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>20 ppt</td>
<td>14 ppt</td>
<td>-30%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>16 ppt</td>
<td>11 ppt</td>
<td>-30%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
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<td>9,580</td>
<td>15%</td>
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For more information, including definitions, visit: [http://dataportal.cpe.ky.gov/dashboard.shtm](http://dataportal.cpe.ky.gov/dashboard.shtm)
<table>
<thead>
<tr>
<th>Research, Economic and Community Development</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
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<td>$455</td>
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<td>STEM+H Degrees</td>
<td>1,979</td>
<td>2,356</td>
<td>19.1%</td>
<td>19,350</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efficiency and Innovation</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
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<td>6%</td>
<td>73%</td>
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</tr>
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<td>Credits to Degree</td>
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<td>132</td>
<td>-5%</td>
<td>135</td>
<td>-4%</td>
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</tbody>
</table>
## College Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Excellence</td>
<td>25%</td>
<td>27%</td>
<td>7%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>(Percent scoring in top 15% nationally on teacher exam)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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## Student Success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
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</thead>
<tbody>
<tr>
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<td>4,787</td>
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<td>59,400</td>
<td>8%</td>
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<td>Bachelor’s degrees</td>
<td>2,550</td>
<td>2,769</td>
<td>9%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>1,310</td>
<td>1,370</td>
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<tr>
<td>Doctoral degrees – Research</td>
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<td>191</td>
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<td>550</td>
<td>18%</td>
</tr>
<tr>
<td>Doctoral degrees – Professional Practice</td>
<td>347</td>
<td>385</td>
<td>11%</td>
<td>1,300</td>
<td>26%</td>
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<tr>
<td>Bachelor’s Graduation Rate</td>
<td>48.2%</td>
<td>53.9%</td>
<td>12%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>14 ppt</td>
<td>12 ppt</td>
<td>-14%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>19 ppt</td>
<td>13 ppt</td>
<td>-32%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>12 ppt</td>
<td>5 ppt</td>
<td>-59%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>860</td>
<td>989</td>
<td>15%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$1,815</td>
<td>-$2,104</td>
<td>16%</td>
<td>-$1,470</td>
<td>3%</td>
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</table>

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September 19, 2011
### Research, Economic and Community Development

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
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<td>$142,800</td>
<td>34%</td>
<td>$455</td>
<td>24%</td>
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<tr>
<td>STEM+H Degrees</td>
<td>1,357</td>
<td>1,580</td>
<td>16.4%</td>
<td>19,350</td>
<td>12%</td>
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</table>

### Efficiency and Innovation

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>5%</td>
<td>7%</td>
<td>40%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>140</td>
<td>136</td>
<td>-3%</td>
<td>135</td>
<td>-4%</td>
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</tbody>
</table>
### Western Kentucky University

#### College Readiness

<table>
<thead>
<tr>
<th>New Teacher Excellence</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Percent scoring in top 15% nationally on teacher exam)</td>
<td>15%</td>
<td>17%</td>
<td>17%</td>
<td>22%</td>
<td>28%</td>
</tr>
</tbody>
</table>

#### Student Success

<table>
<thead>
<tr>
<th>Degrees and Credentials (Total)</th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,906</td>
<td>4,325</td>
<td>11%</td>
<td>59,400</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor’s degrees</td>
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<td>2,950</td>
<td>10%</td>
<td>22,900</td>
<td>16%</td>
</tr>
<tr>
<td>Master’s degrees</td>
<td>858</td>
<td>930</td>
<td>8%</td>
<td>8,400</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral degrees – Professional Practice</td>
<td>0</td>
<td>50</td>
<td>N/A</td>
<td>1,300</td>
<td>26%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate</td>
<td>49.5%</td>
<td>50.5%</td>
<td>2%</td>
<td>53.0%</td>
<td>13%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Low Income</td>
<td>12 ppt</td>
<td>12 ppt</td>
<td>0%</td>
<td>5 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underprepared</td>
<td>17 ppt</td>
<td>10 ppt</td>
<td>-41%</td>
<td>18 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Bachelor’s Graduation Rate Gap – Underrepresented Minority</td>
<td>7 ppt</td>
<td>6 ppt</td>
<td>-18%</td>
<td>11 ppt</td>
<td>-30%</td>
</tr>
<tr>
<td>Transfers from KCTCS</td>
<td>1,115</td>
<td>1,225</td>
<td>10%</td>
<td>9,580</td>
<td>15%</td>
</tr>
<tr>
<td>Net Direct Cost</td>
<td>-$402</td>
<td>-$402</td>
<td>0%</td>
<td>-$1,470</td>
<td>3%</td>
</tr>
</tbody>
</table>

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September 19, 2011
### Research, Economic and Community Development

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally-Funded Research and Development</td>
<td>$7,629</td>
<td>$10,000</td>
<td>31%</td>
<td>$455</td>
<td>24%</td>
</tr>
<tr>
<td>STEM+H Degrees</td>
<td>900</td>
<td>1,100</td>
<td>22%</td>
<td>19,350</td>
<td>12%</td>
</tr>
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</table>

### Efficiency and Innovation

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Target</th>
<th>Percent Change</th>
<th>State Target</th>
<th>State Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>17%</td>
<td>19%</td>
<td>13%</td>
<td>18%</td>
<td>26%</td>
</tr>
<tr>
<td>Credits to Degree</td>
<td>139</td>
<td>137</td>
<td>-1%</td>
<td>135</td>
<td>-4%</td>
</tr>
</tbody>
</table>
To: Faculty Senate  
From: Lynnette Noblitt  
Date: November 2, 2011  
Re: Executive Committee Report

The Faculty Senate Executive Committee met last month to set the agenda for the November Faculty Senate meeting and other future plans for Faculty Senate. In this report, I will highlight a few items that you may wish to bring to your department’s attention.

**Presidential Review**

The Executive Committee reviewed the survey the Pappas Consulting Group used to evaluate President Whitlock in his last administrative review. The Pappas Group was quite pleased with the survey in the previous review. The consultant noted that there were no questions on the previous survey that appeared to cause confusion or conflicting interpretation. The Executive Committee agreed with these findings and suggested only minimal changes in the survey instrument.

The Executive Committee spent considerable time discussing which individuals should receive the faculty survey. Committee members were concerned about making sure that everyone on campus receives some type of survey regardless of their role. Ultimately the committee determined that full-time faculty – including Instructors, Lecturers, Assistant Professors, Associate Professors, Professors, and Chairs – will receive the faculty survey. Deans, Vice-Presidents, and other administrators holding faculty rank will receive the staff survey.

The Committee also decided that part-time faculty will receive a separate survey. In previous administrative reviews, part-time faculty did not have the opportunity to participate in the survey. The committee felt strongly that part-time faculty play a significant role in student success and must be given an opportunity to express their opinions. The Committee also agreed that part-time faculty should be surveyed separately so that their opinions can be properly identified. The Board of Regents agreed to cover the additional costs of this survey.

The surveys are scheduled to be launched during the first week of November and remain open for two weeks. The Committee has worked closely with E.J. Keeley to develop email distribution lists for the surveys. The Committee also decided to send an email to department chairs last week announcing the upcoming survey and asking them to remind faculty to turn off any email filters that may prevent delivery of the survey. I would ask Faculty Senators also to make this announcement to their colleagues.

The Executive Committee has requested summarized data from the Likert scale items and the unprocessed comments from the open questions for both the full-time and part-time faculty surveys. The Committee then plans to analyze the results, including categorization of open-ended comments, to prepare a report that we will present to the Board of Regents and Faculty Senate in January.
Policy Update

The Executive Committee discussed several upcoming policies. Sherry Robinson presented a draft of the revised Faculty-Authored Text Policy. Several Committee members had suggestions on the policy which Sherry Robinson will take to the drafting committee. The Committee hopes to review a revised policy draft next month. The Rights and Responsibilities Committee continues to work on revisions to the Tenure and Promotion Policy. There are tentative plans to host an all-day conference open to members of the campus community to discuss proposed revisions. The Executive Committee agreed to form an ad hoc committee to explore the issue of extra employment for graduate students. The Executive Committee will also be suggesting faculty to serve on the Non-Tenure-Track Faculty Evaluation Policy drafting committee.

If you have any questions or concerns related to this report, please do not hesitate to contact me.

Respectfully submitted,

Lynnette Noblitt
lynnette.noblitt@eku.edu
Good day Senators,

The next COSFL meeting is scheduled for Monday November 21st from 10:30 to 2:30 at the CPE offices in Frankfort KY. I will be attending this meeting. Therefore, I do not have anything new to report at this time regarding COSFL activities.

However, I would like to announce the activities of the AAUP. There are two AAUP (American Association of University Professor) meetings happening later this month.

The first meeting is here at EKU and sponsored by our local AAUP chapter.
AAUP Forum: Teaching in the Corporate University
A panel discussion on the pros and cons of assessment and the use of corporate-style performance measures in higher education. Panelists are EKU faculty from the Master of Public Administration program: Leann Beaty, William Hatcher, and Glenn Rainey

*Wed., Nov. 16th at 3:30 in the Teaching and Learning Center
All faculty are invited.

2nd meeting is:
AAUP Statewide Conference in Lexington, KY
Sat. Nov. 19th
1:00 to 5:00 p.m.
In the W. T. Young Library Auditorium
At the University of Kentucky
All faculty in Kentucky are invited to attend. The conference is free. Please RSVP by e-mail to Nancy McKenney (nancy.mckenney@eku.edu) here at EKU so the conference organizers will know how many people to expect.

Respectfully,

Louisa Ann Marie Summers
Louisa A. Summers, Ph.D.
Statewide Performance Scorecards

Last month President Whitlock provided the Board of Regents and the Faculty Senate the information on EKU’s performance goals, as negotiated with CPE. Recently CPE distributed the Institutional Performance Scorecards for all the State’s four-year institutions. These scorecards allow us to identify the areas of student success in which we must improve to remain competitive with other state institutions and to meet state performance targets.

While EKU continues to make progress in the area of student success, we must work diligently to meet our goals and the statewide targets. The attached one-page summary of the Scorecards provides a quick comparison of EKU’s baseline and target goals with our sister four-year institutions. The summary is also available online at http://www.academicaffairs.eku.edu/academicaffairsnews/student_success_scorecard_summary.pdf.

The complete set of scorecards for individual institutions is available on CPE’s website at http://cpe.ky.gov/NR/rdonlyres/93E7E1FA-ABC0-43D2-A95B-43AED43949E2/0/7_inst_scorecards.pdf.

Implementation Team

To be more strategic in our student-success efforts, an Implementation Team has been formed. You may have read about it in the Progress as a “new committee.” We have embarked on a collaborative initiative to unite the efforts of Academic Affairs, Student Affairs, Administrative Affairs, and Advancement to enhance Student Success at EKU.

The Implementation Team is focused on “discovering silos, ceilings, and walls in order to identify pathways” for students to enter EKU, to persist, and to graduate. While considerable progress has been made toward Student Success, we know that by working together we can achieve even more.

Team members include the vice presidents, AVPs, the deans, and the directors in Academic Affairs, Student Affairs, and Financial Affairs. Chairs, faculty, and students are also represented. The members were selected for this team because of the input they can provide and their role in helping implement the decisions. The decisions will focus on improving communication flow, procedures, and processes. Recommendations pertaining to established administrative or academic policies (e.g., curriculum) will be vetted through the normal processes.

The first meeting was Monday, October 3. The meetings are 8-10 a.m. each Monday morning.

Results of First-Time Freshmen Grade Review (The Party Is Over)

Thanks to the faculty for reporting mid-term grades, 66 first-time freshmen were identified as having received all F’s or FN’s at midterm. One half of these students had been admitted as Associate of General Studies students. Nineteen reported in the Early Alert Retention Survey. These students are required to participate in an intrusive, retention program. Further data will be forthcoming on these students.

Kentucky Recognized as National Leader for Improving Postsecondary Education

Kentucky has recently been recognized as the fastest improving state in the nation on key higher education performance measures, according to a report by the National Center for Higher Education Management Systems (NCHEMS). The NCHEMS report, “Realizing Kentucky’s Educational Attainment Goal: A Look in the Rear View
“Mirror and Down the Road Ahead” measured Kentucky’s improvement from 2000-09. The report ranked Kentucky first in three metrics:

- percent of adults 25-64 with college degrees,
- six-year graduation rates at 4-year institutions, and
- undergraduate credentials awarded relative to the population with no college degree.

NCHEMS also ranked Kentucky second in the nation for percent of adults between 25 and 44 with college degrees and recognized the state for three-year graduation rates at 2-year institutions and for total undergraduate credentials produced.


**Quality Enhancement Program Will Celebrate its 5th Birthday**

The QEP will celebrate five years of Quality Enhancement at EKU by showcasing strategies and projects EKU areas have implemented that support student learning and meet the QEP mission of graduating students who are “informed, critical and creative thinkers who communicate effectively.”

The showcase will be held February 7, 2012, from 11:30 a.m. – 1:30 p.m. at the Crabbe Library. All EKU faculty and staff are invited to submit ideas for the showcase. One department will be awarded $1,000 from a drawing of all participants. Submission will be accepted until November 18. For more information on the QEP Showcase, or to submit a concept, visit [http://qep.eku.edu/celebration](http://qep.eku.edu/celebration).

**Model Laboratory School Recognized for Test Scores**

Congratulations to Model Laboratory Middle School for ranking second among the state’s middle schools, according to results of the most recent Kentucky Core Content Test (KCCT). Model Middle’s ranking is based on the percentage of Proficient and Distinguished students in reading and mathematics. On the reading test, 87.35 percent of the school’s students scored at the Proficient or Distinguished level. On the math test, the score was 83.33 percent. For more information, visit [www.model.eku.edu](http://www.model.eku.edu). Thanks, faculty, staff, and students at Model for the hard work.

**November Faculty Senate Lunch – Cancelled this month because of CPE meeting November 9-10.**

Respectfully,

Janna P. Vice
### Student Success: Comparison of CPE’s Target Goals and the Kentucky Four-Year Institutions’ Scorecards

<table>
<thead>
<tr>
<th></th>
<th>Bachelor’s Graduation Rate</th>
<th>Bachelor’s Graduation Rate Gap – Low Income</th>
<th>Bachelor’s Graduation Rate Gap – Underprepared</th>
<th>Bachelor’s Graduation Rate Gap – Underrepresented Minority</th>
<th>Transfers from KCTCS</th>
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</thead>
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<tr>
<td></td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
<td>Goal</td>
<td>Baseline</td>
</tr>
<tr>
<td>STATE TARGET</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>UK</td>
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<td>8 PPT</td>
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<td>MuSU</td>
<td>49.6%</td>
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<td>20 PPT</td>
<td>17 PPT</td>
<td>22 PPT</td>
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<tr>
<td>WKU</td>
<td>49.5%</td>
<td>50.5%</td>
<td>12 PPT</td>
<td>12 PPT</td>
<td>17 PPT</td>
</tr>
<tr>
<td>AIKCU*</td>
<td>48.9%</td>
<td>55.0%</td>
<td>N/A**</td>
<td>N/A**</td>
<td>N/A**</td>
</tr>
<tr>
<td>UL</td>
<td>48.2%</td>
<td>53.9%</td>
<td>14 PPT</td>
<td>12 PPT</td>
<td>19 PPT</td>
</tr>
<tr>
<td>MoSU</td>
<td>40.3%</td>
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<td>16 PPT</td>
<td>14 PPT</td>
<td>23 PPT</td>
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<tr>
<td>EKU</td>
<td>37.7%</td>
<td>45.0%</td>
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<td>8 PPT</td>
<td>28 PPT</td>
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<tr>
<td>NKU</td>
<td>31.7%</td>
<td>41.0%</td>
<td>15 PPT</td>
<td>11 PPT</td>
<td>26 PPT</td>
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<tr>
<td>KSU</td>
<td>22.7%</td>
<td>26.4%</td>
<td>-2 PPT</td>
<td>-2 PPT</td>
<td>14 PPT</td>
</tr>
<tr>
<td>KCTCS</td>
<td>21.2%</td>
<td>25.8%</td>
<td>-2 PPT</td>
<td>-2 PPT</td>
<td>11 PPT</td>
</tr>
</tbody>
</table>

Source: CPE Performance Scorecards

* The Association of Independent Kentucky Colleges and Universities consists of 20 not-for-profit private four-year institutions.
** Data used to calculate these gaps was not available.
*** Transfers to Four-Year Colleges and Universities