

**BUSINESS PLAN
FOR
TRANSFORMING KCTCS**

Presented to the KCTCS Board of Regents

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KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

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INTRODUCTION

For the first time in history, there is a growing national recognition of the vital role that community colleges play in America's higher education system by preparing people for some of the most highly-skilled and high demand occupations in the 21st century. America aspires to once again have the highest proportion of college graduates in the world, and community colleges are being challenged to produce an additional 5 million graduates by the year 2020. The role that Kentucky's community and technical colleges will play in achieving this national goal is both exciting and challenging.

Fortunately, Kentucky is better positioned than most states to be a national leader in this agenda due to the passage of revolutionary legislation in 1997, the *Kentucky Postsecondary Education Improvement Act* known as House Bill One (HB1), that reformed postsecondary education at all levels and created the Kentucky Community and Technical College System (KCTCS). Long before national leaders realized the critical role community colleges play in job creation, economic development, and global competitiveness, Kentucky's legislature set out to create a single system of community-based, 2-Year colleges that would produce a well-educated and highly trained workforce that provides businesses in the Commonwealth with the competitive edge critical for their success. The ultimate benefits of achieving the goals of postsecondary education reform were to enhance the "general welfare and material well-being" of Kentucky citizens and to provide them with the opportunity to achieve a standard of living in excess of the national average by the year 2020. A major part of achieving these lofty goals was vested in KCTCS and was articulated in our unique mission and the accompanying statutory mandates.

Today, KCTCS is the largest institution of higher education in Kentucky, educating more than 50 percent of all undergraduate students enrolled in public higher education and serving as the major pipeline for job creation, the employability of Kentucky citizens, and the economic prosperity of families and communities. Our 16 colleges and their respective 68 campuses offer more than 600 certificate, diploma, and associate-degree programs that have increased access for Kentuckians to pursue their academic and career aspirations and provided business and industry with a highly educated and trained workforce to keep them globally competitive.

The role of KCTCS in Kentucky's future is indeed exciting but we are challenged by limited state resources at a time when postsecondary education and training is more essential than ever to Kentucky's future, especially the type that KCTCS offers. This new economic reality has caused us to take a hard look at how we do business.

In the summer of 2010, I launched a year-long *Transformation Initiative* aimed at harnessing our collective strengths and building on the extraordinary talents and skills of our 10,000+ full- and part-time faculty and staff. The definition of "transform" is to alter or be altered radically in form and/or function. Through this initiative, KCTCS is choosing to transform itself by implementing the nine strategies outlined in this plan that will enable KCTCS to make a greater impact throughout Kentucky and swiftly advance our vision of being the premier community and technical college system in the nation. And in the end, the *KCTCS Transformation* will further enhance access, retention, and success for KCTCS students that will improve their quality of life and employability, and that will lead to global competitiveness and economic prosperity that benefits every citizen in the Commonwealth.

Michael B. McCall, President

Kentucky Postsecondary Education Improvement Act of 1997

Statutory Mandates for KCTCS

KCTCS shall be responsive to the needs of students and employers in all regions of the Commonwealth with accessible education and training to support the lifelong learning needs of Kentucky citizens in order to:

- Increase the basic academic and literacy skills of adults through adult basic education and remedial education services;
- Increase the technical skills and professional expertise of Kentucky workers through associate and technical degrees, diploma, and certificate programs;
- Increase the access for students to complete the pre-baccalaureate associate degree in arts or associate degree in science for ease of transfer to four (4) year institutions;
- Enhance the relationship of credentials between secondary and post-secondary programs which permit secondary students to enter programs through early admission, advanced placement, or dual enrollment;
- Facilitate transfers of credit between certificate, diploma, technical, and associate degree programs;
- Develop a pool of educated citizens to support the expansion of existing business and industry and the recruitment of new business and industry;
- Enhance the flexibility and adaptability of Kentucky workers in an ever-changing and global economy through continuing education and customized training for business and industry;
- Promote the cultural and economic well-being of the communities throughout Kentucky; and
- Improve the quality of life for Kentucky's citizens.

“Now is the time to build a firmer, stronger foundation for growth that will not only withstand future economic storms, but one that helps us thrive and compete in a global economy. It’s time to reform our community colleges so that they provide Americans of all ages a chance to learn the skills and knowledge necessary to compete for the jobs of the future.”

*President Barack
Obama*

TRANSFORMING STUDENTS

KCTCS focuses all of its efforts in serving three distinct target populations: high school students, incumbent working adults, and unemployed adults. Each of these groups of students come to KCTCS with a specific goal - either to receive the education and job training they need to enter or re-enter the workforce and/or to transfer to a 4-Year institution to complete a baccalaureate degree. Both intentions result in KCTCS students ultimately filling many of the job openings requiring postsecondary education in the Commonwealth of Kentucky, whether they require an associate degree or less or a baccalaureate degree or higher.

Through *KCTCS Transformation*, we will focus on three overarching outcomes for our students:

Access

- Attract more working age adults to college.
- Attract more ethnically diverse students.
- Increase the number of workforce students who return to pursue a KCTCS credential.

Retention

- Effectively engage students in positive learning outcomes.
- Focus on helping students stay in school to achieve their goals.
- Assist ethnically diverse students to stay in school to achieve their goals.

Success

- Help underprepared students be more successful in college.
- Increase the number of people who are professionally licensed or certified.
- Increase the number of credentials awarded – especially at the Associate Degree level.
- Increase the number of students transferring successfully to 4–year schools.
- Prepare more workers for high wage/high demand jobs.
- Provide students with an education that leads to economic prosperity.

The focus of *KCTCS Transformation* on preparing students for high wage, high demand, and emerging careers not only transforms their individual lives but also provides Kentucky business and industry with the highly educated and trained workforce they need to remain globally competitive. *KCTCS Transformation* also focuses on helping students earn their desired credentials (certificate, diploma, and/or associate degree) in less time, which means they will become productive workers more quickly or they will successfully enter one of Kentucky’s 4-Year colleges and universities sooner to pursue their career objectives. Both result in Kentucky advancing more swiftly toward the 2020 goals envisioned by Kentucky’s postsecondary education reform.

TRANSFORMING KENTUCKY

Kentucky's 2020 goals for postsecondary education reform are approaching swiftly and there is much yet to be achieved. Studies conducted by the Lumina Foundation show that only 29 percent of Kentucky's 2.3 million working-age adults (25-64 years old) hold at least a 2-Year degree compared to a national average of around 38 percent.

Lumina states, "if Kentucky continues to increase attainment at the rate it did over the last decade (2000-2008), the state will have a college-attainment rate of 39 percent in 2025 — far short of the Big Goal of 60 percent... By increasing production by 5,092 associate or bachelor's degrees each year between now and 2025 — an annual increase of 7.5 percent — Kentucky will reach the Big Goal." But they go on to say that "it will be impossible to reach the Big Goal without significantly increasing college success among the groups that can accurately be called 21st century students, including working adults, low-income and first-generation students and students of color." In Kentucky, the majority of these students attend KCTCS. Clearly, KCTCS must do more to reach these students as efficiently and effectively, and as quickly, as possible. However, KCTCS will not do this alone. Close coordination, planning, and communication with our many external partners and stakeholders will leverage our resources and actively engage them in achieving our transformation...and perhaps theirs as well.

The KCTCS Strategic Plan 2010-2016 and the *KCTCS Transformation* strategies are closely aligned with the agendas, plans, and public policy initiatives of the following:

Kentucky Council on Postsecondary Education (CPE)

The CPE Strategic Agenda for 2011-2015 entitled *Stronger by Degrees* calls upon Kentucky's postsecondary and adult education system to focus on four urgent priorities:

- **College Readiness** - CPE acknowledges the important role KCTCS's dual credit/dual enrollment programs play in preparing high school students for college-level work. KCTCS's dual enrollment transformation strategy is intended to improve the quality and scope of these programs.
- **Student Success** - CPE emphasizes the importance of increasing the number of Kentucky students who earn a postsecondary credential. Performance metrics established for *Stronger by Degrees* requires KCTCS to maintain growth in total credentials awarded by 2015, while dramatically increasing Associate degrees as a proportion of those credentials. The *KCTCS 2010-16 Strategic Plan* similarly emphasizes Associates degrees. *Stronger by Degrees* also focuses attention on graduation rates and on achievement gaps among targeted groups of students. Performance targets established for KCTCS would halve the graduation gaps for under-represented minority students and under-prepared students, while maintaining the positive performance of low-income students at KCTCS.

Stronger by Degrees recognizes the importance of KCTCS's transfer function. According to the plan, transfers from KCTCS to Kentucky 4-Year institutions will increase by 15 percent by 2015. The KCTCS transfer transformation strategy, Foundations of Excellence Transfer

Focus, also seeks to increase the number of KCTCS students who successfully transition to 4-Year institutions.

Stronger by Degrees seeks to ensure that low-income students maintain access to Kentucky postsecondary institutions by monitoring the net-cost of college attendance. KCTCS's financial aid and student services transformation strategies will contribute to this effort by bringing KCTCS financial aid practices in-line with national best practices and by providing 24/7/365 support for financial aid and other student services processes.

- **Research, Economic, and Community Development** – To meet the requirements of *Stronger by Degrees*, KCTCS must increase its production of credentials in the STEM+H (science, technology, engineering, mathematics, and health) fields. KCTCS's curriculum review transformation strategy, and the *KCTCS 2010-16 Strategic Plan's* emphasis on high wage/high demand occupations will promote this effort.
- **Efficiency and Innovation** - CPE calls upon Kentucky's postsecondary institutions to increase the number of graduates by improving the efficiency with which students move through the system and by stressing innovative teaching practices. To meet the requirements of *Stronger by Degrees*, KCTCS must reduce the average number of credit hours accumulated by associate degree graduates and increase the proportion of credit hours offered online. KCTCS's curriculum review transformation strategy similarly stresses the development of efficient and innovative curricula.

Kentucky Education and Workforce Development Cabinet

The *Kentucky Occupational Outlook to 2018* issued by the Education and Workforce Development Cabinet highlights the importance of postsecondary education and training below the 4-year baccalaureate degree. This report states the following:

- Obtaining a postsecondary degree offers more job opportunities, increased job security and greater potential for financial gain.
- Occupations that require an associate's degree are projected to grow at a very fast rate of 19.1 percent, making it one of the fastest growing education/training categories.
- Occupations requiring only a high school diploma or on-the-job training will decrease in share of total employment.
- Occupations requiring at least postsecondary vocational training accounted for 27.5 percent of all Kentucky employment in 2008. This share is projected to increase to 28.9 percent by 2018.
- Occupations requiring postsecondary vocational training accounted for an additional 119,000, or 6.0 percent, of total employment in 2008. Over half of these occupations earn an average of \$15 per hour or more.
- Occupations requiring an associate's degree account for 88,000, or 4.4 percent, of total employment in 2008 with an average annual wage of over \$51,000.

The occupational outlook for Kentucky is a driving force behind many of the strategies of *KCTCS Transformation* that focus on high-wage, high demand programs, such as:

- Allied Health Diagnostic, Intervention and Treatment
- Business Administration and Management, General
- Carpentry/Carpenter
- Construction/Heavy Equipment /Earthmoving Equipment Operation
- Criminal Justice/Law Enforcement Administration
- Dental Hygiene/Hygienist
- Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
- Electrician
- Mason/Masonry
- Medical Radiologic Technology/Science - Radiation Therapist
- Nuclear Medical Technology/Technologist
- Nursing (RN Training)
- Occupational Therapist Assistant
- Plumbing Technology/Plumber
- Real Estate

Kentucky Workforce Investment Board

In May 2010, Kentucky's Workforce Investment Board (KWIB) released a strategic action plan, *WorkSmart Kentucky*, with an expressed vision of transforming Kentucky's "workforce development system through innovative practices which enhance sustainable economic and job growth to improve the lives of Kentuckians." Among many things, the plan focuses on the sectors of the Kentucky economy with the most promise of quality job growth, which aligns perfectly with a similar focus by KCTCS to prepare workers for high wage, high demand occupations. The KWIB is focused on the following industry sectors as major drivers of Kentucky's economy:

- **Automobile and Aircraft Manufacturing:** Development of automotive and aircraft assembly, prototype development, conversion, overhauling/rebuilding, and industries that manufacture aircraft components.
- **Transportation, Distribution, and Logistics:** Movement and storage of goods and support activities related to different modes of transportation, such as water, rail, road, and air.
- **Business Services and Research and Development:** Industries that specialize in performing professions, scientific and technical services for others, including research and development.
- **Health Care/Social Assistance:** Industries involved in the provision of health care and social assistance to individuals, delivered by health or social service practitioners.
- **Energy Creation/Transmission:** Creation of energy (e.g., coal, gas, wind, etc.), transmission of energy (power-lines, pipe, etc.), and supporting the creation and distribution of energy.

The *KCTCS Strategic Plan 2010-2016* and *KCTCS Transformation* concentrates greater attention on these industry sectors as we evaluate our current education and training programs and in the development of new programs to meet the needs of emerging industries and related career opportunities.

TRANSFORMING KCTCS

Recent statewide marketing research conducted by KCTCS reveals that students of all ages are seeking educational opportunities that are more convenient and flexible, easier to access, and that lead more quickly to higher paying jobs. Through the statewide uses of new and emerging technology and the application of uniform standards and benchmarks, and by incorporating best practices and national models into our instructional programs and student services, KCTCS can greatly enhance student retention and success as well as the satisfaction of our students and business clients.

The *KCTCS Transformation* planning process identified the most critical programs and services that could be delivered in a more unified manner by all 16 colleges and that employed innovative, cost-effective approaches, such as outsourcing, standardization, automation, and realignment. Many of the resulting strategies contained in this plan also incorporate more computer-supported, accelerated, and interactive formats that are consistent, equitable, and seamless for all of our students and that expand our web-based, self-service functions with on-demand, quality wrap-around services 24/7/365.

Because the prospects of additional state funding between now and 2016 are limited, *KCTCS Transformation* focuses on creative ways to reallocate existing resources and to pursue alternative funding sources. These are outlined in a strategic needs analysis and resource development plan as part of this plan. (See Appendix A and B)

Revised Leadership Structure

KCTCS Transformation is a system-wide initiative that involves all 16 colleges and the System Office in Versailles. Since the year 2000, the KCTCS President's Leadership Team (PLT), which is comprised of the 16 college presidents and the KCTCS Cabinet led by President McCall, has used an inclusive planning model known as RSVP (Responsive Solutions through Vigorous Planning) to successfully address every major academic, financial, and service-related function within KCTCS. To effectively oversee the implementation of the nine transformation strategies across KCTCS, a new cross-functional project team structure is being added to the RSVP model. Two KCTCS college presidents will serve as co-facilitators for each of the teams, which are comprised of college and KCTCS System office experts in their respective transformation topic. KCTCS cabinet members will provide overall leadership, service, and support to the project teams to ensure their success.

Change and Project Management

The cross-functional teams will also be supported by a new KCTCS Change and Project Management Office (CPMO) to provide essential tools, templates, and methods for planning and managing the implementation of the nine transformation strategies outlined in this plan. In the coming years, the CPMO will also focus on building a culture of innovation, improvement, and formal change and project management across KCTCS to improve implementation of other major projects and initiatives.

Key personnel and expertise among the various transformation projects must be well-planned and managed, and resources must be carefully allocated to ensure that projects can run effectively without harm to existing audiences and operations. The CPMO will help ensure that technical aspects of the projects - management of risks, schedules, budgets, and scope, for instance - are executed in a uniform fashion consistent with the standards of the Project Management Institute (PMI). The following PMI standards establish a disciplined, coordinated approach to implementing transformation strategies and achieving the desired outcomes on time and on budget:

- **Selection/Initiation:** Assessment of the project’s potential impact on the organization and the readiness of identified stakeholders for the change, as well as the development of a formal project charter authorizing the project;
- **Planning:** Development of several critical plans for sponsor management and coaching, operational transition, resistance management, communications, resources, budgeting, quality, risk management, training, project governance, and scope definition;
- **Executing and Monitoring:** Implementing the approved plans, adjusting to changes during the project, tracking quality, and status reporting; and
- **Closing:** Concludes the project and captures lessons learned that can be applied to help improve future efforts.

Beyond simply implementing strategies, *KCTCS Transformation* represents significant changes in the types and quality of service to our students, in the nature and purpose of many employees’ daily tasks, and in the tone and timbre of the KCTCS workplace culture itself. Research shows that managing these critical people-oriented aspects of change is just as important as managing the technical aspects of a project. Therefore, KCTCS is also integrating formal organizational change management (OCM) alongside our project management methodology to effectively manage this “people side” of change.

KCTCS will use the research and tools developed by Prosci Research to implement its formal change management methodology, which is best represented by the five-step ADKAR model of individual change:

- **Awareness** of the need to change.
- **Desire** to participate and support the change.
- **Knowledge** of how to change.
- **Ability** to implement the change on a day-to-day basis.
- **Reinforcement** to keep the change in place.

Additionally, KCTCS will use an array of other tools such as Appreciative Inquiry, Mental Models, and formal business process analysis to drive quality, effective planning, strategic alignment, and whole-system engagement throughout and beyond *Transformation*.

TRANSFORMATION STRATEGIES

CURRICULUM REVIEW

Focus: High-Wage/High-Demand Careers for the 21st Century

Streamline Curriculum Development Utilizing Technology-Driven Enhanced Processes

Transformation Strategy A:

Create a technical program development and review process supported by research, development, and analysis.

Transformation Strategy B:

Create a standardized, rapid-response curriculum and program approval development process

Desired Transformation Outcomes:

- **Leads to high-wage/high-demand careers.**
- **Increases the number of students in high growth/high wage programs.**
- **Increases partnerships with business and industry.**
- **Better aligns our program offerings with economic needs.**
- **Focuses on new and emerging careers based on market demand and Kentucky's Workforce & Economic Development plans.**

It is essential that KCTCS programs remain current with industry workforce needs and that we increase the number of KCTCS graduates who are employed in high-wage/high demand careers. This will enable KCTCS to provide students with more seamless career pathways toward attaining higher level credentials, clearly defined entry and exit points, and innovative learning content in multiple formats that are engaging and easy to access.

It is equally critical to the success of KCTCS students that the curriculum for their program meets the industry standards and requirements of national associations and that of valid national accrediting bodies, whenever possible. KCTCS will enhance its collection and analysis of data to determine if programs meet industry needs and standards.

KCTCS currently has a unified inventory of courses and curriculum that meets the education and training needs of students. The development of statewide processes to identify common core competencies will further expand the alignment and coordination of KCTCS efforts in standardizing curricula statewide while also meeting local needs. The strategies validate the role of KCTCS faculty for the content, quality and rigor of all curricula and the established approval process within the KCTCS Faculty Council. The KCTCS Board of Regents reviews and approves all KCTCS programs.

Another critical factor that influences the development of these strategies is that the Kentucky Workforce Investment Board (KWIB) has similarly developed workforce and economic development strategies based on industry sectors and high wage, high demand jobs. To the extent possible, KCTCS will partner with KWIB and business and industry to support the achievement of this new statewide workforce development plan.

This strategy calls for KCTCS to create an efficient and standardized system-wide approach to curriculum development and review in order to evaluate current programs, eliminate those that are no longer viable, and reallocate funds to current and new high wage/high demand/high skilled programs in sectors that have been identified by the Kentucky Workforce Investment Board's Sectors Strategies Plan. KCTCS will also maximize efficiency by applying technology and innovative practices to shorten the time from program conception to approval.

DEVELOPMENTAL EDUCATION

Focus: Flexible and Effective Developmental Education

Utilizing Emerging Best Practices

Transformation Strategy:

Develop and implement an alternative model for the delivery of developmental/ transitions education in reading, writing, and math, which is modularized, self-paced, competency-driven, and computer-assisted/lab-based.

Desired Transformation Outcomes:

- **Increase the completion and success rates of developmental students in reading, writing, and math.**
- **Support SB1 mandates and KCTCS goals to transition more college ready high school graduates into KCTCS colleges with fewer developmental education needs and to improve student success and completion rates.**
- **Enroll developmental education students in only the course competencies where mastery has not been demonstrated through diagnostic assessment.**

In 1997, the Kentucky legislature mandated that *KCTCS* “shall be responsive to the needs of students and employers in all regions of the Commonwealth with accessible education and training to support the lifelong learning needs of Kentucky citizens in order to increase the basic academic and literacy skills of adults through adult basic education and remedial education services.” *KCTCS* is the only public postsecondary education institution with such a mandate; and since the majority of underprepared students in Kentucky attend *KCTCS*, developmental education is at the core of improving the success of our students. It is also essential that *KCTCS* be as effective as possible in providing developmental education for entering students needing remediation in order to better prepare the workforce of Kentucky and improve the overall educational attainment of Kentucky’s citizens. Research shows that the core academic standards for success in college are essentially the same standards for success in the workforce.

Lack of success in developmental coursework serves as a major barrier to educational attainment for 78 percent of entering *KCTCS* students, thus restricting their ability to secure employment in a job that provides at least a sustainable wage. Failure to employ new innovative strategies for low skilled students may continue the cycle of poverty in Kentucky significantly reducing the state’s ability to remain competitive in a global economy. By applying the use of technology and innovative teaching practices, *KCTCS* will decrease the student’s cost and time to graduation which in turn will decrease student debt, time away from family, and expedite the student’s entry into the workforce.

Nationally, over 60 percent of students entering community colleges are not college ready according to a 2009 Report from the Community College Research Center. The Education Commission of the States, in a 2011 *Getting Past Go* State Profile on remedial education reported even higher remediation rates of 77.7 percent for *KCTCS*. Effectively and efficiently moving these students

through developmental education and on to postsecondary success is the goal because evidence shows that students completing developmental education courses are more successful, are retained at a higher rate, graduate at higher rates, and are more successful in subsequent courses than students that enter ready for college.

Even though KCTCS has made significant strides in meeting the needs of this population and several KCTCS colleges have developed successful models for success, the overall percentage of KCTCS students achieving success in developmental courses has remained relatively unchanged over the past three years as illustrated in the table below.

KCTCS Developmental Success Rates by Subject Area

	Fall 2006 Cohort Successful by Fall 2008	Fall 2008 Cohort Successful by Fall 2010
Math	58.0%	60.2%
English	64.2%	64.8%
Reading	57.9%	57.4%

Source: KCTCS Performance Measures, 2010-2016

The challenges of serving this population are multi-faceted. It is a sad fact that far too many high school graduates and GED recipients are underprepared for college. Clearly, more must be done in partnership with Kentucky’s high schools to support SB1 mandates and KCTCS goals to transition more college ready high school graduates into KCTCS colleges with fewer developmental education needs and to improve student success and completion rates. However, there is an even greater number of adult students entering KCTCS at all levels of preparation, most lacking basic skills. Responding only to the secondary pipeline of underprepared students is only part of the solution. A serious, system-wide commitment is necessary to meet the needs of all students who are unprepared for college work.

All 16 KCTCS colleges have made significant commitments to the success of developmental students through programs that are targeted, goal driven, and individually focused. Curriculum developed by KCTCS faculty for each area of developmental education (math, English, and reading) ensures that standards are incorporated, best practices drive design, and that the inventory of courses prepares students for college-level achievement. KCTCS is engaged in the Lumina Foundation *Achieving the Dream* initiative that is seeking to identify evidence-based innovations such as:

- Accelerated developmental education that cuts the time students spend in developmental education and typically features self-paced, computer-based instruction.
- Supplemental instruction/paired courses for students who test close to the placement test cut score to matriculate in college-level courses that are supplemented with tutoring sessions and labs.

- Integrated/contextualized developmental education that links content more tightly to students' personal, educational, and workforce-related goals.
- Programs that support struggling students in their first and second years of college.

Some colleges are redesigning their transition math curriculum based on the National Center for Academic Transformation (NCAT) Emporium Model, which employs computer-based technology and targeted instruction to accelerate transition math and increase student success based on highly successful national models. Nearly all KCTCS colleges have partnerships with Kentucky Adult Education (KYAE) to provide instruction for students in transitional math, writing, and English that increases their level of academic preparedness and accelerates completion of an academic credential and with local high schools to provide early assessment, college readiness, and transition courses at the high schools.

On a system-wide basis, the recent creation of the *KCTCS Online Learn on Demand* program offers developmental courses for reading, writing, and math through a 24/7/365 modularized, self-paced, competency-based format that allows students to rapidly complete their educational goals by demonstrating mastery of content and college readiness outside of the traditional semester, three-hour course format. In addition, KCTCS has a long-standing relationship with the Kentucky Cabinet for Health and Family Services that supports our *Ready to Work* and *Work and Learn* programs to provide intensive education-focused case management and work study opportunities for low-income parents.

Despite the breadth and depth of activities and strategies being used to enhance the success of developmental students, many of these programs are local, narrow in focus and are not always disseminated to other KCTCS colleges to produce a statewide, comprehensive approach. There is still much more to do in addressing developmental courses with overlapping competencies and courses that operate in silos without consistent alignment and with unknown success. Although developmental students perform better if they complete all required courses, between 25 and 50 percent do not complete their developmental courses successfully. Recent KCTCS data reflect current success rates for developmental education students who complete a developmental education course or re-test as college ready within two years is 64.8 percent for English courses, 60.2 percent for math courses, and 57.4 percent for reading courses. More so, 26.4% of recent Kentucky high school graduates entering KCTCS require remediation in all three academic areas.

In 2009 Senate Bill 1 (SB1) was enacted to provide the impetus to increase college readiness for secondary students and increase the graduation rate for all students requiring remediation by 3 percent annually beginning in 2009. SB1 further requires that students entering college with scores below college readiness standards be placed in appropriate developmental courses during the first two semesters and continue in those courses until readiness is demonstrated. Subsequently, the Unified College and Career Readiness Plan adopted by both KDE and CPE sets forth timelines, responsibilities, and goals to achieve increased success for this vital population. Kentucky's adoption of National Core Academic Standards has the potential for a single, unified educational system based on vital academic skills. By establishing aggressive performance goals, the stage is set for Kentucky, and KCTCS specifically, to have a major impact on providing real access leading to success for postsecondary students.

Based on the criteria set forth in Senate Bill 1, the following benchmarks and goals exist for KCTCS:

**KCTCS Developmental Success Rates for Fall 2010
and Fall 2015 Targets by Subject Area**

	Fall 2010 Success Rate	Fall 2015 Target
Math	60.2%	69.2%
English	64.8%	77.7%
Reading	57.4%	78.9%

Source: KCTCS Performance Measures, 2010-2016

To reach these goals by 2015, a conceptual shift and a more holistic approach is required to meet the needs of entering students, regardless of their level of preparation.

There are several national initiatives and best practices in other states that provide KCTCS with alternative approaches that, if uniformly implemented by all KCTCS colleges, could hold promise for enhanced success of our developmental education programs. One such approach is by integrating and aligning student supportive services with the National Center for Academic Transformation (NCAT) model. The goals of adopting the NCAT model are threefold:

- Improve historically low student learning outcomes.
- Reduce the personnel costs associated with delivering instruction.
- Provide an opportunity for students to accelerate the pace at which they can complete developmental education coursework.

Evidence of this approach is documented in research conducted by the Gates Foundation and subsequent *Completion by Design* initiatives. NCAT has 10 years of experience with the math course redesign model at partner institutions with an average 51 percent increase in developmental math course completion success rate and an average 30 percent reduction in cost of instruction. Successful redesign efforts in reading have resulted in 21percent increases in student success and 20 percent increases in success for writing redesigns, all with increases in retention as high as 45 percent. If all 16 KCTCS colleges were to adopt the proven NCAT redesign model, we would expect similar results within KCTCS.

DUAL CREDIT

Focus: Align Career Pathways with State Regulations and National Best Practices

Transformation Strategy

Develop a consistent, statewide program of dual credit, using the National Association of Concurrent Enrollment Programs (NACEP) standards as a framework.

Desired Transformation Outcomes:

- **Increase matriculation of dual credit students, especially in programs related to transfer and to high growth, high wage jobs.**
- **Document programs and outcomes of colleges and relevant secondary partners in implementing national, state-of-the-art dual credit programs.**
- **Host the national conference for NACEP in Kentucky as a hallmark of KCTCS' success and preeminence as a postsecondary leader in the area of dual credit/concurrent enrollment and secondary-to-postsecondary transitions.**

KCTCS provides dual credit coursework as part of a broad base of educational opportunities to prepare students for postsecondary education and workforce success. The primary purpose of dual credit programs is to increase the opportunities for secondary students to take college-level courses while enrolled in secondary education and to enhance the overall quality of teaching and learning available through secondary schools. Additionally, national research shows that dual credit students are more likely to enroll in college, more likely to persist, and are more successful at attaining a postsecondary credential at a reduced cost and shortened time frame.

Dual credit programs enhance the relationship of credentials between secondary and postsecondary programs and provide early exposure to a college-level curriculum as well as college planning and advising support services. Dual credit programs have the potential to result in substantial benefits for secondary students, secondary schools, postsecondary institutions, and Kentucky in general. Research indicates that dual credit programs can:

- Lead to better completion rates for both secondary and college students.
- Reduce the need for remediation.
- Shorten the time to the completion of the postsecondary credential.
- Reduce the cost associated with participation in postsecondary education; and
- Reinforce the concept of lifelong learning.

Research conducted in 2009, using a Kentucky Council on Postsecondary Education data file consisting of 10,783 students in the 2004 college cohort, showed that students who participated in a dual enrollment program while in high school had statistically significant higher proportions of

year-to-year college retention levels as well as higher proportions of bachelor's degree attainment rates within four years. In addition, the study found that bachelor's degree attainment rates within four years increased among dual enrollment students as the number of dual enrollment courses increased.

All 16 KCTCS colleges offer dual enrollment programs where courses are taught: (1) at the high school by a high school teacher, (2) on campus by a KCTCS faculty member, (3) at Area Technology Centers, and (4) on-line. Early College models are operational on KCTCS campuses and several colleges offer dual enrollment through more than one model. As the state's largest provider of dual credit programs, KCTCS continually seeks to enhance the experience and success of dual credit/dual enrollment students, both through internal efforts and through collaborative activities with our partner organizations. In fall 2010, KCTCS colleges enrolled approximately 17,000 dual credit/dual enrollment students. This number is expected to grow dramatically as Kentucky and the nation continue to emphasize college completion. And with the enactment of Senate Bill 1 greater emphasis will be placed on bridge programs for the junior/senior year of high school to the first year of college, established goals for secondary to postsecondary transition programs across Kentucky, and enhanced information on best practices. However, only a quarter (26.8 percent) of our dual credit students matriculate to KCTCS within two years after their dual-credit enrollment. And despite our increased emphasis on dual credit programs over the past decade, data collection on its impact on student success remains inconsistent among KCTCS colleges, which makes the evaluation and comparison of present programs difficult.

States policies related to dual enrollment programs vary widely and have caused various education officials and organizations throughout the nation to express concern over the lack of standards, inconsistency of teacher instruction, and the general lack of oversight within dual enrollment programs. In response, the National Alliance of Concurrent Enrollment Partnerships (NACEP) was established in 1999 as a means to outline and promote national standards, encourage research, and strengthen relationships between schools sponsoring dual enrollment initiatives. NACEP defines concurrent enrollment as transcribed college classes taught by trained high school teachers for both high school and college credit at their high school during the regular school day.

NACEP defines its purpose as:

“Foster student success and achievement by supporting standards of excellence that promote program and professional development, accreditation, research and advocacy. NACEP standards are measurable criteria that address quality in concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:

- Concurrent enrollment courses offered in the high school are the same as the courses offered on-campus at the sponsoring college or university.
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.
- Instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring post-secondary institution.

In the spring of 2011, KCTCS, the Kentucky Department of Education, and the Office of Career and Technical Education collaborated on the first statewide dual credit Memorandum of Understanding (MOU) between the three entities. The purpose of the MOU is to provide a seamless pathway to a postsecondary credential for high school juniors and seniors - whether they are enrolled in a university transfer track or a career and technical education track. The MOU was developed using national standards outlined by the National Alliance of Concurrent Enrollment Programs (NACEP). Upon successful completion of a dual credit course, a high school student will receive college credit along with credit for the high school course. Students can enroll in up to 12 semester credit hours of college credit per year. Thus, a high school graduate who participates in the KCTCS dual credit program can earn almost one-half of an associate degree at less than one-half of the cost. The agreement is undergoing final approval and will go into effect August 2012.

FINANCIAL AID

Focus: Transparent and Standardized Financial Aid Processes

Transformation Strategy:

Establish unified financial aid standards at all KCTCS colleges based on industry-wide best practices.

Desired Transformation Outcomes:

- **Provide a consistent, equitable, and seamless means of implementing the process of awarding and disbursing aid.**
- **Enhance student access, awareness, and navigation of financial aid resources.**
- **Provide multiple approaches to help students make better decisions regarding financing their education and managing their personal finances.**
- **Integrate financial aid and scholarships/grants.**

KCTCS financial aid helps students achieve their educational potential by providing appropriate financial resources and removing financial barriers. Financial aid staff assist students with their financial need, monitor and maintain an acute awareness of the issues affecting students, and advocate their interests at the federal, state, and institutional levels. Aid administrators also educate students and families on financial opportunities through quality consumer information; using appropriate policies and procedures.

In 2010-11 KCTCS distributed more than \$459 million in federal and state financial aid to more than 75,000 KCTCS students. The following table shows the distribution of financial aid by funding source:

	AMOUNTED AWARDED
U. S. Department Of Education (Federal)	\$421,304,958.00
Kentucky Higher Education Assistance Authority (State)	\$ 38,164,366.00
TOTAL	\$459,469,324.00

Recent external and internal analysis has revealed that KCTCS financial processes can often be cumbersome, time consuming, and hard to understand. Given that 85 percent of KCTCS students received federal financial aid in fall 2010, it is essential that we evaluate our current practices to avoid any potentially negative impacts on these students. Though KCTCS financial aid directors are knowledgeable of financial aid regulations, they are limited in their time to counsel students on how to navigate through the financial aid process and financial decisions. As changes occur, the timely dissemination of information to students, aid administrators, and college staff continues to be a challenge that affects decision making and the overall operation of the financial aid program.

KCTCS desires to provide a consistent, equitable, and seamless means of implementing the process of awarding and disbursing aid; to enhance student access, awareness, and navigation of financial aid resources; to provide multiple approaches to help students make better decisions regarding financing their education and managing their personal finances; and to integrate financial aid and scholarships/grants. KCTCS also places a high priority on compliance with federal financial aid regulations, policies, and procedures.

By automating and outsourcing processes such as verification, financial literacy training, packaging and award notification, and managing incoming and outgoing phone calls to students, college financial aid staff can focus more attention on student-centered activities, minimize errors, and enhance the overall efficiency of delivering financial aid programs. The use of multimedia and social networks (such as text messaging, YouTube, Facebook, and Twitter) will be expanded to communicate changes and updates to students in order to expedite and increase the effectiveness and efficiency of awarding financial aid.

JOB PLACEMENT AND CAREER DEVELOPMENT

Focus: Comprehensive Career Development Throughout the Student Lifecycle

Transformation Strategy:

Provide comprehensive career development and job placement services to engage students in their educational pursuit from pre-enrollment to post-graduation.

Desired Transformation Outcomes:

- **Enhanced services via web-based career exploration tools for college students and adults.**
- **Increased opportunities for students to access cooperative education, internships, practicum experiences, experiential education, and credit for prior learning.**
- **Enhanced sponsorship and coordination with external partners to promote job fairs and college career events.**
- **Alignment of career transitions and workplace competencies.**

KCTCS believes that all incoming KCTCS students should have an opportunity to map their career path and to develop 21st century life skills that enhance their employability. It is our goal to provide comprehensive and on-going career counseling to assist students, faculty, staff, and alumni in designing their career goals, employment opportunities, and external work experiences. In addition to services to traditional students, KCTCS should assist students returning with some college but no degree and adults looking to transition into a new career path. It is also essential that KCTCS graduates be placed in more high wage, high demand jobs to support Kentucky's economy.

An internal analysis showed that only 10 of 16 colleges have some form of career development in conjunction with the college's job placement office, counseling office, or as a separate office. Colleges that offer services often include cooperative education, targeted advising, websites, interest inventory assessments, and workshops. Several colleges have implemented promising strategies to guide students, including undecided and pending students, into academic plans. Most colleges have staff assigned to support work-based learning that includes cooperative education, internships, practicum, and experiential education.

However, when compared to the *Career Services and Guidelines* set forth by the Council for the Advancement of Standards in Higher Education (CAS), KCTCS colleges do not have a consistent scope of information and resources available for all KCTCS students. According to CAS, our career development services should include:

- Self-assessment and career planning.
- Occupational and job market information.
- Options for further study (e.g., community college program articulation and transfer information).

- Job search information.
- Experiential learning, internship , and job listings.
- Employer information.

CAS further recommends that career development and job placement services should be available to students throughout their academic experience. Recognizing that students' career decision-making is inextricably linked to additional psycho-social, personal, developmental, and cultural issues and beliefs, KCTCS should be providing assistance for students to assess their skills, values, and interests by reflecting on past experiences. Students should be provided opportunities to explore their career interests through field visits, student employment, cooperative education, internships, shadowing experiences, research or creative projects, and informational interviews with working professionals. And we should develop various formats for service delivery, such as scheduled appointments, drop-in periods, group programs, career planning courses, outreach programs, and information technology.

In addition to CAS Standard and Guidelines, KCTCS can also benefit from considering the *Community Career Development Center* model developed by the National Career Development Association that includes providing services to recent high school leavers, displaced adult workers in need of new occupations, dual-couple teams seeking employment, persons whose career development has suffered because of bias and/or stereotyping, and adults seeking to advance their careers through changing occupations.

STUDENT SERVICES

Focus: Tailor On-Demand Services to Student Needs

Transformation Strategy:

Develop a comprehensive outsourced student services delivery model that provides a seamless, scalable, virtual 24/7/365 student services call center help desk for all KCTCS students.

Desired Transformation Outcomes:

- **Target support services more accurately.**
- **Provide students with self-service functions to include: admissions, academic advising, financial aid, registration, recruitment, student financials, tutorial services, retention, and technology support/identity management.**
- **Ease the workload on the colleges and increase student satisfaction and access by providing students with on-demand, quality wrap-around services 24/7/365.**
- **Measure student service data accurately and consistently.**
- **Attain higher enrollment, student retention, and completion rates.**

Student services at KCTCS colleges provide the resources to assist, enhance, and support student enrollment, learning, and development. The student services programs and resources support each college's mission:

- To provide accurate and current information about the college, its programs, and services to students.
- To assist students in making a smooth transition to college life by providing quality admissions, enrollment, and financial aid programs.
- To provide students with comprehensive counseling and testing programs.
- To assist and support students in educational, career, and personal development while they are affiliated with the college.
- To provide adequate services for special needs students.
- To provide student activities and a close working relationship with the college administration through the Student Government Association.

KCTCS also utilizes an online Student Self-Service information system to provide access to a variety of services and information. With the creation of *KCTCS Online Learn on Demand*, a student services help desk with 24/7/365 assistance via multiple modalities was created for this unique

student population. Surveys indicate that students are very satisfied with the services provided overall. Some KCTCS colleges offer various forms of a “call center” to serve students, but there is no comprehensive approach among all 16 colleges to serve all KCTCS students in this manner.

KCTCS values comprehensive standards and consistent, integrated student services to increase student satisfaction, retention, and student success. However, in recent years, KCTCS has experienced a significant enrollment growth and an increase in walk-in and call volume traffic in student service areas system-wide. This increase has impacted the overall efficiency and effectiveness of service delivery. Recent budget declines have challenged KCTCS to accommodate these increases without additional staff, which has resulted in less than desirable service results.

In 2007, KCTCS launched a customer service initiative by providing colleges with telephony systems and professional development targeted at improving our ability to provide students with quality services. “Mystery Shopping” survey results over the past three years have shown that this initiative has been effective and that there are additional opportunities to improve customer service.

KCTCS needs to supplement existing services by providing students with a more efficient and comprehensive array of self-service functions to include: admissions, academic advising, financial aid, registration, recruitment, student financials, tutorial services, retention, and technology support/identity management. By providing students with on-demand, quality wrap-around services 24/7/365, on-campus student services staff can provide higher quality attention to students that increases their satisfaction and that contributes to better student retention and completion rates. Improving student success and retention will save money by decreasing facilities costs, target support services more accurately, and enhance revenue through retention of students.

KCTCS desires to build upon nationally known best practices to develop a comprehensive student services model that provides high quality effective and efficient wrap-around student services. Several organizations recommend establishing and adopting unified and timely professional standards to guide student learning and development support programs and services, such as:

- **Council for Advancement of Standards in Higher Education (CAS):** Promotes the improvement of programs and services to enhance the quality of student learning and development.
- **Gartner Group:** Provides technology research to make informed decisions.
- **National Association of Student Personnel Administrators (NASPA):** A leading voice for student affairs administration, policy, and practice.

TRANSFER

Focus: Support Integrated Student Transfer Based on National Best Practices

Increase Transfer Rates Through Partnerships with 4-Year Institutions

Transformation Strategy A:

Develop a holistic/integrated approach to transfer by developing coherent structures and integrated processes in the design and delivery of instructional and student services utilizing the Foundations of Excellence Transfer Focus.

Transformation Strategy B:

Utilize a comprehensive approach to developing partnerships and agreements with 4-year institutions by creating pathways for students completing associate degrees to transfer to baccalaureate degree programs.

Desired Transformation Outcomes:

- **Increase enrollment and retention.**
- **Increase campus-wide awareness of the importance of transfer.**
- **Improve academic affairs/faculty/student affairs collaboration.**
- **Encourage faculty buy-in to transfer efforts.**
- **Link to strategic planning, general education revision, integration with other multi-institution projects.**
- **Connect with institutional reaffirmation of accreditation.**
- **KCTCS students will realize the educational and financial benefit of remaining at a KCTCS college through the attainment of an associate degree before transferring to a university.**
- **KCTCS graduates will successfully transfer to other institutions of higher education and will perform at a level equal to or better than the native university students.**

The Kentucky Postsecondary Education Improvement Act of 1997 charged KCTCS with the unique mission of providing a 2-Year academic curriculum with credits transferable to 4-Year colleges and universities and creating partnerships with other public postsecondary institutions to assure access from a 2-Year course of general studies to a baccalaureate degree. Over the past decade, KCTCS has aggressively addressed our transfer mission and worked closely with CPE and the state's public and private 4-Year institutions to increase the number of KCTCS transfer students pursuing baccalaureate degrees. To achieve CPE's goal of doubling the number of Kentuckians with a baccalaureate degree by the year 2020, KCTCS will need to significantly increase the number of transfer students entering the state's public universities, which also means KCTCS must attract and retain more students who can successfully complete an associate degree.

Though the road has not always been smooth, a significant amount of progress has been made. The passage of House Bill 160 in the 2010 session was a revolutionary and bold step in the right direction by requiring CPE, in collaboration with public postsecondary institutions, to provide leadership in the transfer of academic credits between KCTCS and the public universities to provide seamless transitions among institutions. A Transfer Action Plan has also been developed which outlines an aggressive six-phase process to align public college and university curricula for the purpose of transfer. This plan includes specific implementation goals that both detail the work to accomplish the legislation and expand opportunities for KCTCS students.

However, long before these signs of progress occurred, KCTCS had spent a number of years addressing the transfer issue, both internally and with our 4-Year university partners. KCTCS identified the barriers that had to be addressed to support KCTCS students who transfer to 4-Year institutions, which included course transferability, communication between 2- and 4-Year institutions about transfer, procedures to help resolve students' questions and concerns, and advising and information for students prior to matriculation about the courses that transfer. In 2008-2009, President McCall launched a KCTCS initiative to enhance 2- to 4-Year transfer in order to increase the educational attainment of Kentuckians and to strengthen the context for building transfer partnerships in Kentucky. The initiative was comprised of five components, including transfer summits between the KCTCS President and the presidents of Kentucky public universities, the formation of a system-wide team focused on transfer, the establishment of transfer center services at each KCTCS college, a review of system-wide transfer and articulation agreements, and the development of at least one new transfer/articulation agreement at each KCTCS college. The results of this initiative laid the essential groundwork for a more focused and collaborative transfer environment in which we are working today.

To better understand and address transfer-related issues, CPE and KCTCS collaborated in a statewide study in 2004 and again in 2010 of community college students' perceptions regarding transfer. The results of approximately 5,000 KCTCS student surveys identified four primary perceptions of barriers to student transfer:

- The financial barriers that limit students' access to postsecondary education and transfer.
- The benefit of postsecondary education is overshadowed by the desire for immediate employment and a bachelor degree is not required for the job.
- The delivery of academic programs and services at the university level is a barrier to transfer and degree attainment.
- The students' academic planning, preparation, and knowledge about transfer that can limit their success within the transfer process.

The study also provided information about community college students' plans related to transfer. Specifically, the study showed that more than 50 percent of students surveyed were interested in the fields of education, social and governmental services, STEM, and business-related fields. Most students indicated an interest in transferring in the near future or within three-to-five years of completing their degree at KCTCS.

Based on this and other state and national research related to transfer, it is clear KCTCS must do a better job of providing entering students with a clear pathway for transfer to any Kentucky institution of higher education and reinforce the educational and financial benefits of remaining at a KCTCS college through the attainment of an associate degree before transferring to a university. By doing so, research shows that KCTCS graduates who successfully transfer to other institutions of higher education will most likely perform at a level equal to or better than the native university students. Additional opportunities need to be developed to increase bachelor degree attainment for working adults and individuals who live in remote areas through online offerings.

A considerable amount of work remains to be done within KCTCS to articulate and elevate the transfer mission and to encourage faculty buy-in to transfer efforts through improved collaboration among the academic affairs and students affairs functions. It will also be important to link transfer more closely to strategic planning efforts, revisions to general education requirements, and institutional reaffirmation of accreditation. KCTCS must improve its collection of data on the experiences of KCTCS students related to transfer as well as data on students who have transferred to Kentucky 4-year-institutions. Information regarding the effectiveness of transfer strategies that have been implemented (such as transfer center services and other transfer supports like articulation agreements) in promoting transfer from 2-Year institutions need to be improved. Though considerable efforts to promote transfer are underway at almost every KCTCS college with their respective neighboring 4-Year institutions, the nature of these collaborations is virtually unknown to other 2- and 4-Year institutions, and moreover, among faculty and staff within KCTCS institutions. The lack of knowledge related to transfer priorities and practices underscores the need for better communication and integration related to transfer within KCTCS and consistent system-wide frameworks, formats, and crosswalks for transfer agreements to and from KCTCS.

In addition to the need for more research and information about successful transfer collaborations, more robust services are required to create a culture of transfer, beginning with high school students through transition to universities. A guiding principle for KCTCS should be the development and implementation of a holistic plan to assess and improve the educational preparation and experience of KCTCS students. Coherent structures and integrated processes must be established and articulated to make transfer a priority in the design and delivery of instruction and student services at KCTCS.

While there are no national standards per se regarding transfer programming and planning, there is national-level research and recommendations of national-level agencies and associations which offer a number of valuable resources and strategies to help KCTCS transform transfer. One such organization is the John N. Gardner Institute of Excellence in Undergraduate Education in North Carolina, which has established the *Foundations of Excellence (FoE)*, a nationally recognized self-study and action-planning process that will enable KCTCS to examine our strengths and weaknesses in assisting transfer students and make plans for improvement against a set of data-driven national standards and best practices. The Institute, founded in October 1999, has enjoyed the support of the following philanthropies for the development of its work: The Pew Charitable Trusts, The Atlantic Philanthropies, Lumina Foundation for Education, USA Funds, and Winthrop Rockefeller Foundation.

The *Foundations of Excellence Transfer Model* provides a framework for KCTCS to:

- Improve student experiences through a comprehensive, externally guided self-study.
- Develop intentional policies and practices related to student transfer based on a clear philosophy/rationale.
- Create organizational structures that provide oversight and coordination of student transfer.
- Define and support the transfer process beginning with student recruitment and entry, including the following areas: advising, partnerships, transfer center and services, student services and advocacy, curriculum, transfer services, and technology and web services.
- Assure the seamless development of transfer students' knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.
- Make transfer students a high priority for faculty and staff.

APPENDIX A:

STRATEGIC NEEDS ANALYSIS

The Strategic Needs Analysis (SNA) is the process KCTCS uses to calculate the cost of funding programs and initiatives to support the mission and goals of KCTCS. The KCTCS SNA process supports the Southern Association of Colleges and Schools (SACS) core requirement 2.5, which states: “The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.” The SNA process is designed to determine the cost of priority initiatives without being specific to the source of funds to support the initiative. In other words, the process is effective in determining the cost of an initiative that may ultimately be supported by public or private funds or a combination of funding sources. The SNA process has been used to determine the estimated cost over the next five years to implement the transformation strategies.

The first step in the SNA process for the *Transformation Initiative* was to establish a set of guiding principles for funding the cost, which were:

- There will be no new state appropriation in 2012-14 and little or no new state appropriation in 2014-16.
- Calculation of cost for each strategy will be based on national standards or other accepted best practices, whenever possible.
- Data for cost calculations will be derived from the records of the official KCTCS Student, Human Resources, and Financial systems (PeopleSoft).
- Standardization, automation, realignment, process improvement, and technology utilization strategies will be funded by internal reallocation.
- Other new initiatives may require new non-state appropriation funding.

To implement the *KCTCS Transformation* strategies and achieve the desired outcomes as presented in this business plan, the estimated costs over the five-year implementation period for the strategies are:

Strategy	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
Curriculum Review A	\$800,000	\$1,100,000	\$1,000,000	\$1,000,000	\$900,000	\$4,800,000
Curriculum Review B	\$0	\$200,000	\$200,000	\$200,000	\$200,000	\$800,000
Developmental Education	\$6,800,000	\$2,000,000	\$8,600,000	\$3,700,000	\$10,400,000	\$31,500,000
Dual Credit	\$400,000	\$400,000	\$400,000	\$500,000	\$300,000	\$2,000,000
Financial Aid	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
Job Placement / Career Dev.	\$0	\$0	\$0	\$400,000	\$200,000	\$600,000
Student Services	\$1,600,000	\$5,500,000	\$5,500,000	\$5,500,000	\$5,800,000	\$23,900,000
Transfer A	\$400,000	\$300,000	\$0	\$0	\$0	\$700,000
Transfer B	\$200,000	\$200,000	\$0	\$0	\$0	\$400,000
TOTAL	\$10,300,000	\$9,800,000	\$15,800,000	\$11,400,000	\$17,900,000	\$65,200,000

These cost estimates were derived using the funding principles, especially using national standards or other accepted best practices whenever possible and expecting standardization, automation, realignment, process improvement, and technology utilization. Specific action steps for implementing each transformation strategy will be identified by cross-functional implementation teams. The cost estimates were developed by KCTCS staff familiar with each strategy and, regardless of the specific action steps identified, anticipate necessary expenditures for additional technology, process innovation, additional professional development and training, staffing, and marketing.

APPENDIX B: RESOURCE DEVELOPMENT PLAN

KCTCS will pursue funds from both public and private sources to support transformation strategies, the 2010-2016 Strategic Plan, and its mission of improving the employability and quality of life of Kentucky citizens as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training

PRIVATE FUNDING

KCTCS will execute the following six-step process as part of a comprehensive resource development effort to raise funds from the private sector:

Step 1: Determine essential need for private support to fund System goals and objectives.

Objective 1: Define the vision.

Objective 2: Assess, quantify, and prioritize needs.

Objective 3: Establish a rationale for philanthropic support.

Objective 4: Analyze potential funding sources (reallocation of existing funds; local, state, and local government funds; and private sector funding) for prioritized needs.

Objective 5: Identify needs that can be funded by the private sector.

Objective 6: Quantify the needs to be funded by the private sector.

Objective 7: Set fundraising goals.

Step 2: Write a compelling case for support for each fundraising goal that will:

Objective 1: Articulate a clear, consistent, and well-developed message of the System's priorities.

Objective 2: Identify investment opportunities that are driven by the mission/vision of the System.

- Objective 3: Focus on investment opportunities that provide solutions and empower constituents to realize their own objectives and have an external focus.
- Objective 4: Focus on a positive and compelling argument that is rational, logical, and defensible.
- Objective 5: Create an effective marketing statement for KCTCS.
- Objective 6: Create a sense of urgency.
- Objective 7: Describe benefits of proposed solutions to the community and to donors.

Step 3: Identify Influential Leadership.

- Objective 1: Construct a comprehensive list of candidates for volunteer leadership positions (internal and external).
- Objective 2: Develop the duties, responsibilities, and role of volunteer leaders.
- Objective 3: Evaluate the memberships of the boards in relationship to their potential fundraising roles.
- Objective 4: Enlist volunteers.
- Objective 5: Develop a volunteer leadership structure.

Step 4: Identify Sufficient Prospects to Fund the Need.

- Objective 1: Identify individuals, corporations, and foundations with a philosophical rationale for involvement and support.
- Objective 2: Conduct extensive research on those identified.
- Objective 3: Create a table of investments consistent with funding needs.
- Objective 4: Evaluate and rank prospects' giving potential.
- Objective 5: Develop a list of qualified prospects for solicitation.

Step 5: Develop a Plan of Action to Fund the Essential Need that will:

- Objective 1: Serve as a blueprint to reach specific fundraising objectives.
- Objective 2: Design a comprehensive fundraising strategy that incorporates annual giving, major gifts, planned giving, and special events.
- Objective 3: Provide a specific timeline and budget to carry out strategies.
- Objective 4: Describe the most productive approach based on tested principles and experiences.
- Objective 5: Achieve success by matching quality volunteers with prospective contributors.

Step 6: Provide sound management for the fundraising plan that will:

- Objective 1: Carry out the fundraising plan and adhere to a master schedule.
- Objective 2: Understand how to motivate, stimulate, coordinate, and sustain volunteers.
- Objective 3: Oversee production of fundraising promotional and training materials.
- Objective 4: Execute a plan for cultivation and solicitation of prospects.
- Objective 5: Prepare proposals and assist with contacts of major prospects as needed.
- Objective 6: Monitor fundraising success.
- Objective 7: Effectively and efficiently manage fundraising data including gift receipt, acknowledgment, and audit functions.
- Objective 8: Prepare timely progress reports for key leaders and board members.

GRANT AND CONTRACT FUNDING

KCTCS will pursue public sector funding from federal, state, and local sources and through sponsored projects and contracts by executing the following steps:

Step 1: Set annual sponsored project targets based on resource needs identified by program priorities.

Objective 1: Communicate with program staff and other departments to determine resource needs.

Objective 2: Identify priorities/goals that require public sector support.

Objective 3: Create decision-making matrix to more cost-effectively focus efforts on opportunities that support KCTCS priorities.

Step 2: Obtain federal, state, and local funding to meet annual targets.

Objective 1: Identify and evaluate potential public sector funding sources.

Objective 2: Maintain current and on-going federal, state, and local funding.

Objective 3: Comply with all necessary administrative functions as required by funders.

Objective 4: Create and disseminate standard tools to facilitate grant seeking and administration.

Step 3: Develop a systemic approach to sponsored project development and administration.

Objective 1: Increase the number of system-wide grants.

Objective 2: Increase participation by the KCTCS Grants and Contracts Peer Team.

Objective 3: Provide professional development activities to foster communication and collaboration.

Objective 4: Develop a statewide network of resource development expertise.

Objective 5: Identify and communicate best practices related to grant seeking and administration.

APPENDIX C:

KCTCS STRATEGIC PLAN 2010-2016

Following a 2-Year statewide planning process, a new *2010-2016 KCTCS Strategic Plan* began on July 1, 2010, and outlined the following future for KCTCS:

Our Vision

To be the nation's premier community and technical college system.

Our Mission

To improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training

Our Values

- Responsiveness to students, employers, and communities.
- Access with innovative and flexible delivery.
- Trust, respect, and open communication.
- Continuous improvement.
- Inclusion, multiculturalism, and engagement.

Our Goals

- Advance excellence and innovation in teaching, learning and service.
- Cultivate diversity, multiculturalism and inclusion.
- Increase student access, transfer and success.
- Enhance the economic and workforce development of the Commonwealth.
- Promote the recognition and value of KCTCS.

KCTCS STRATEGIC PLAN 2010-2016

Performance Measures and targets

Goal: Advance Excellence and Innovation in Teaching, Learning, and Service

Engagement

Performance Target: Exceed the national average on CCSSE's five benchmarks of effective educational practice.

KCTCS uses the Community College Survey of Student Engagement (CCSSE) to measure student engagement. Baseline data from 2008-09 and 2009-10 indicates KCTCS exceeded the national average in four of the five categories (student effort, academic challenge, student/faculty interaction, and support for learners).

Licensure and Certification Pass Rate

Performance Target: Exceed the national/state average.

The percentage of first-time takers passing licensure and certification exams increased from 87 percent in 2008-09 to 88 percent in 2009-10. The 2009-10 KCTCS rate matches the national/state average (comparison rates are not available for all exams).

Goal: Increase Student Access, Transfer, and Success

Developmental Education Success Rate

Performance Targets: English - 77.7 percent

Math - 69.2 percent

Reading - 78.9 percent

To measure success in developmental education, KCTCS establishes cohorts of first-time, credential-seeking students whose placement test scores indicate developmental needs in English, math, or reading. These cohorts are tracked for two years. Students who

successfully complete a developmental course in the appropriate subject or re-test at a college level are counted toward the success rate. Information from fall 2010 indicates improved performance on these indicators.

- **English:** Between fall 2009 and fall 2010, the success rate for developmental English students rose from 63.1 percent to 64.8 percent.
- **Math:** Between fall 2009 and fall 2010, the success rate for developmental math students rose from 59.5 to 60.2 percent.
- **Reading:** Between fall 2009 and fall 2010, the success rate for developmental reading students increased from 56.0 percent to 57.4 percent.

Participation Rate

Performance Target: 3.5 percent

The KCTCS participation rate indicator measures the percentage of adults aged 18-64 enrolled in a KCTCS college. In 2008 (the baseline used for the KCTCS 2010-16 Strategic Plan), the rate was 3.2 percent. KCTCS established 3.5 percent as the performance target for 2015. In 2010, the rate increased to 3.7 percent, exceeding the long-term performance target. The performance target for this measure will be reevaluated at the mid-point of the plan.

Credentials

Performance Targets: Total Credentials Awarded - 26,027
(Associate degrees, certificates, and diplomas)

Associate Degrees as Percent of Total – 40.2 percent

Credentials: The number of credentials (associate degrees, certificates, and diplomas) awarded by KCTCS increased from 24,838 in 2009-10 to 27,813 in 2010-11. The 2010-11 total exceeded the performance target established for 2015-16 (26,027 credentials). Associate degrees as a proportion of total credentials awarded decreased from 29.3 percent in 2009-10 to 28.4 percent in 2010-11. The 2015-16 performance target for associate degrees as a proportion of total credentials is 40.2 percent.

Persistence Rate

Performance Target: 54.3 percent

The persistence rate measure calculates the percentage of first-time, credential-seeking students who earn a credential, transfer to a 4-Year institution, or are still enrolled after three years. Between fall 2008 and fall 2009, the persistence rate increased from 45.8 percent to 49.1 percent.

Transfer Rate

Performance Target: 28.1 percent

To measure the transfer rate, a cohort of first-time KCTCS students who have earned 10 non-developmental credit hours is established. The cohort is followed for 8 years. Students who transfer to a 4-Year Kentucky institution and earn 10 non-developmental credit hours at the receiving institution are included in the transfer rate. The rate for the cohort completing the eight-year tracking period in 2009-10 was 20.2 percent, a decline from the previous year's transfer rate (22.1 percent).

Goal: Cultivate Diversity, Multiculturalism, and Inclusion

Student Diversity

Performance Target: 106.7 percent

The student diversity performance measure indexes minority representation in the KCTCS student body to the proportion of minorities in the state's population. An index above 100 indicates KCTCS enrollment is more diverse than Kentucky's population; a score below 100 indicates KCTCS enrollment is less diverse than the state. Between fall 2009 and fall 2010, the student diversity index increased from 103.8 percent to 104.9 percent.

Employee Diversity

Performance Target: 100.0 percent

The employee diversity performance measure indexes minority representation among KCTCS employees to the proportion of minorities in the state's population. Between fall 2009 and fall 2010, the employee diversity index decreased from 59.2 percent to 56.4 percent.

Diversity Persistence Rate

Performance Target: 54.3 percent

The diversity persistence rate measure calculates the percentage of first-time, credential-seeking minority students who earn a credential, transfer to a 4-Year institution, or are still enrolled after three years. Between fall 2008 and fall 2009, the persistence rate increased from 34.0 percent to 40.1 percent.

Goal: Enhance the Economic and Workforce Development of the Commonwealth

High Wage, High Demand Completions

Performance Target: 3,496 credentials

The number of credentials awarded in programs which crosswalk to a high wage, high demand occupation was 2,759 in 2009-10.

Wage Index

Performance Target: 100.0 percent

The wage index compares the median wage of KCTCS graduates to the state's median wage; an index of 100 indicates graduates' median wage is equal to the state's median wage. Between 2008-09 and 2009-10, the wage index decreased from 87.5 percent to 85.1 percent.

Workforce Matriculation Rate

Performance Target: 5.8 percent

The workforce matriculation rate measures the percentage of first-time workforce students who re-enroll as credential-seeking students within three years. Between 2009-10 and 2010-11, the workforce matriculation rate decreased from 3.1 percent to 2.7 percent.

Goal: Promote the Recognition and Value of KCTCS

Financial Contributions:

Performance Target: Monitor Only

Between 2008-09 and 2009-10, financial contributions to KCTCS from external sources increased from \$75,681,000 to \$92,601,000. These totals include funds from advancement, endowment growth, and grants and contracts. Federal financial aid is excluded. No performance target was established for this measure.

Media Focus

Performance Targets: 7,392 citations and at least 95 percent positive

The media focus performance measure calculates the number of media citations KCTCS receives and positive citations as a percent of the total. Updated information shows that between 2009 and 2010 the total number of citations increased from 4,173 to 6,249. The proportion of positive citations also increased, from 96 percent to 99 percent.

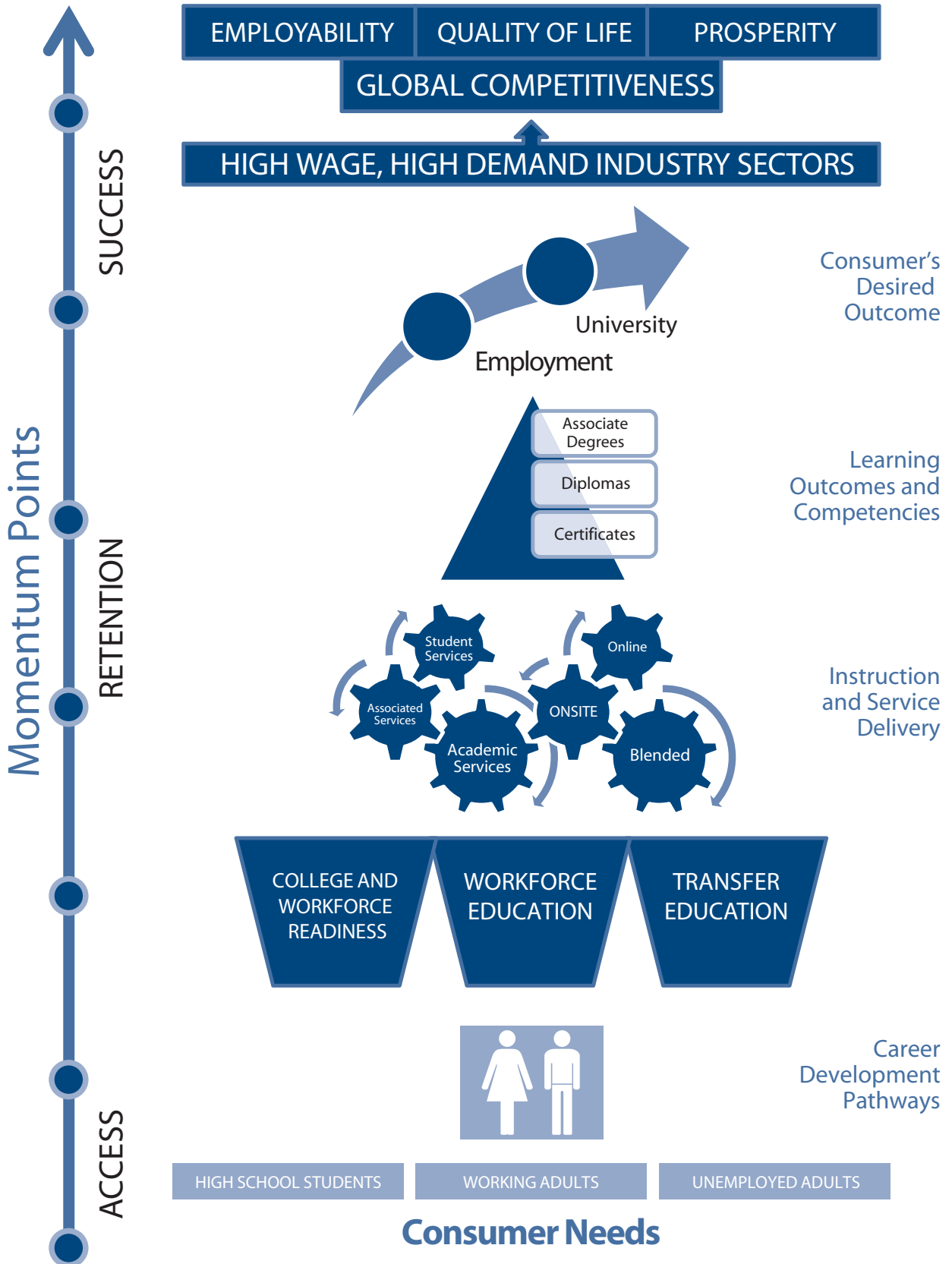
Crosswalk of KCTCS Strategic Plan 2010 - 2016 and Transformation Strategies

Transformation Topic

Measure	Definition	Transfer	Dual Credit	Developmental Education	Curriculum Review	Career Development	Job Placement Services	Student Services	Financial Aid
Goal:	Advance Excellence and Innovation in Teaching, Learning, and Service								
Engagement	Average scores on the Community College Survey of Student Engagement's (CCSSE) benchmarks of effective educational practice; results of the Community College Faculty Survey of Student Engagement.								
Licensure	Annual percent of first-time takers passing licensure and certification exams required by the profession for entry-level positions as reported by state and national examining boards or college licensure exam administrators/program coordinators.								
Goal:	Increase Student Access, Transfer, and Success								
Developmental Education Success Rates	Percent of first-time, credential-seeking students testing at a developmental English/math/reading level who successfully complete a developmental course or re-test at a college English/math/reading level within two years.								
Participation Rate	KCTCS fall credit enrollment from colleges' enrollment clusters divided by the population aged 18-64; KCTCS participation rate includes all Kentucky resident students.								
Credentials	Annual count of associate degrees, certificates and diplomas awarded, associate degrees as a proportion of total credentials.								
Persistence Rate	Percent of fall/summer first-time credential-seeking students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years.								
Transfer	Proportion of students who completed more than ten non-developmental credit hours at KCTCS who then transferred to a public or independent four-year institution in Kentucky and completed ten or more non-developmental credit hours within eight years, as reported in CPE's Comprehensive database, cohort completing 8-year period in 2008-09.								

Measure	Definition	Transfer	Dual Credit	Developmental Education	Curriculum Review	Career Development	Job Placement Services	Student Services	Financial Aid
Goal:	Cultivate Diversity, Multiculturalism, and Inclusion								
Student Diversity	Percent of students with known ethnicity in all racial/ethnic categories excluding white and nonresident alien, based on fall unduplicated headcount, compared to percent minority population aged 18-64 in enrollment cluster.								
Employee Diversity	Percent of employees in all racial/ethnic categories excluding white, nonresident alien, and unknown compared to percent minority population aged 18-64 (bridged race) in enrollment cluster. Data represents employees in the following categories: Executive/Administrative/Manager, Faculty, and Other Professional as defined for IPEDS. Includes both full-time and part-time.								
Diversity Persistence Rate	Percent of minority fall/summer first-time credential-seeking minority freshmen who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years.								
Goal:	Enhance the Economic and Workforce Development of the Commonwealth								
High Wage/High Growth Completions	Number of unduplicated credentials in programs crosswalked to a high wage, high demand occupation.								
Wage Index	Median quarterly wage of all graduates making at least \$2,500 in the 2nd quarter post-graduation divided by the Kentucky median occupational wage (occupational wage divided by four for comparison to quarterly wage).								
Workforce Matriculation	Percent of first-time workforce students who enroll as a credential-seeking students within three academic years from their workforce training cohort year.								
Goal:	Promote the Recognition and Value of KCTCS								
Financial Contributions	Annual dollar amount (rounded to the nearest \$1,000) of financial contributions from grants, contracts, advancement, and other external sources and endowment income.								
Media Focus	Number of media citations and positive citations as a percent of total, as reported by VOCUS media-tracking service and KCTCS Public Relations.								

Kentucky's Desired Outcomes



KCTCS does not discriminate based on race, color, religion, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Employment, Affirmative Action and Equal Opportunity, Kentucky Community and Technical College System, 300 North Main Street, Versailles, KY 40383, (859) 256-3264.