



**Strategic  
Planning:  
ENGAGEMENT**

**Board of Directors  
March 24, 2011**



**KNOWLEDGE MANAGEMENT  
& STRATEGIC INITIATIVES**

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

# Discussion Points

- Educational “pipeline” as context
- Strategic Focus Areas:
  - Review of **Pathways**
  - Discussion of **Engagement**
- Measuring and monitoring progress of success with **Pathways** and **Engagement**
- Discuss next steps

# Gateway 2010-2016 Strategic Focus Areas

## **PATHWAYS**

Gateway will reach out to students, wherever they are, and provide them with access to a variety of educational pathways to enhance their individual quality of life, the overall economic development of the Northern Kentucky/Greater Cincinnati Region, and the global community at large.

## **ENGAGEMENT**

Gateway will engage all learners as full partners in the learning process by: providing as many options for learning as possible, assisting learners to form and participate in collaborative learning activities; and defining the roles of the learning facilitators by the needs of the learners, the community, and business and industry.

## **ORGANIZATIONAL CAPACITY**

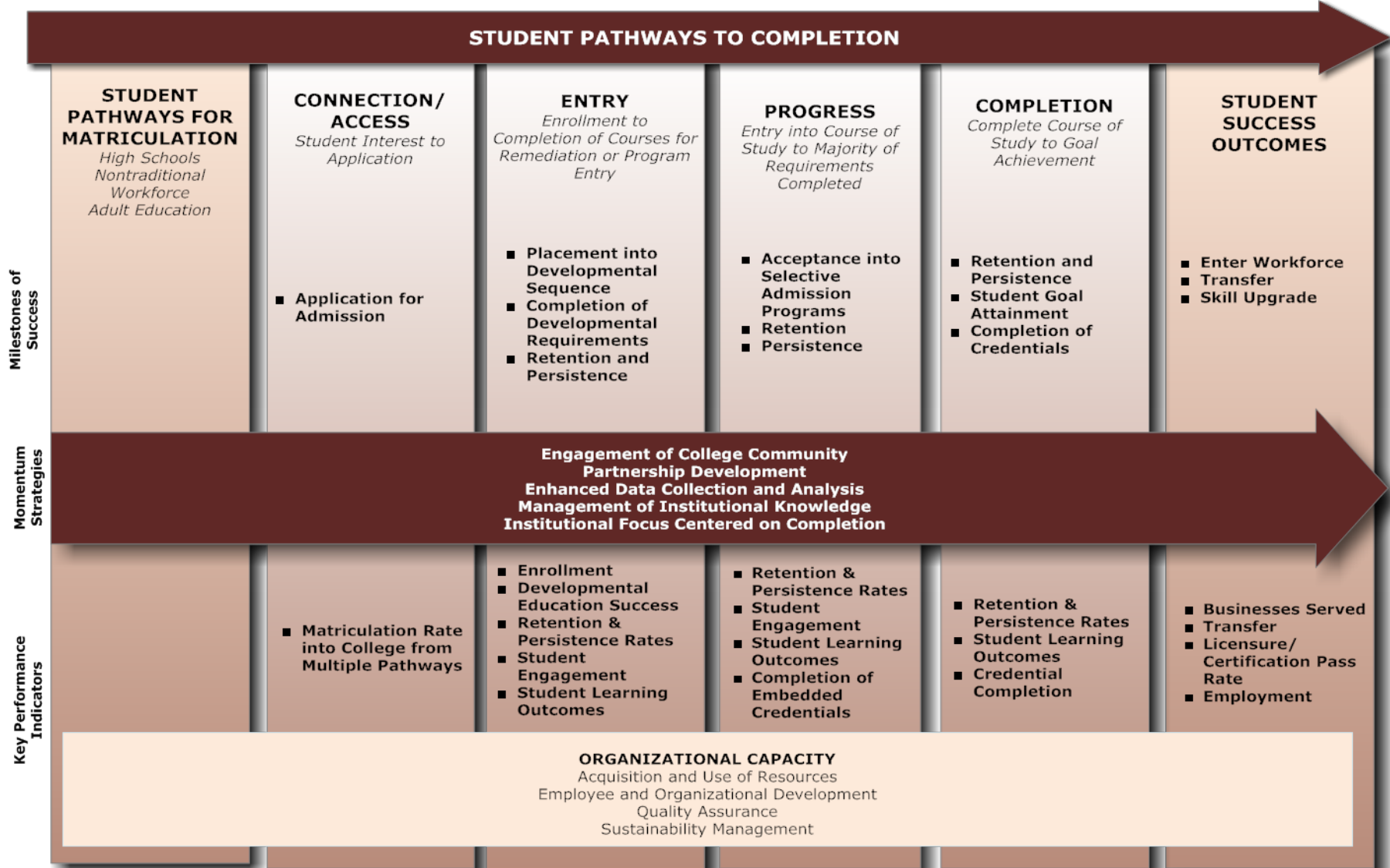
Gateway will embrace individual accountability and knowledge management in the development of a sustainable culture that supports increasing organizational capacity while ensuring a consistent, quality educational experience for students, and a valuable working environment for employees.

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



# Gateway 2010-2016 Strategic Focus Area:

## **ENGAGEMENT**

Gateway will engage all learners as full partners in the learning process by: providing as many options for learning as possible, assisting learners to form and participate in collaborative learning activities; and defining the roles of the learning facilitators by the needs of the learners, the community, and business and industry.

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION

Milestones of Success

**STUDENT PATHWAYS FOR MATRICULATION**  
 High Schools  
 Nontraditional  
 Workforce  
 Adult Education

**CONNECTION/ ACCESS**  
 Student Interest to Application

- Application for Admission

**ENTRY**  
 Enrollment to Completion of Courses for Remediation or Program Entry

- Placement into Developmental Sequence
- Completion of Developmental Requirements
- Retention and Persistence

**PROGRESS**  
 Entry into Course of Study to Majority of Requirements Completed

- Acceptance into Selective Admission Programs
- Retention
- Persistence

**COMPLETION**  
 Complete Course of Study to Goal Achievement

- Retention and Persistence
- Student Goal Attainment
- Completion of Credentials

**STUDENT SUCCESS OUTCOMES**

- Enter Workforce
- Transfer
- Skill Upgrade

Momentum Strategies

Engagement of College Community  
 Partnership Development  
 Enhanced Data Collection and Analysis  
 Management of Institutional Knowledge  
 Institutional Focus Centered on Completion

Key Performance Indicators

- Matriculation Rate into College from Multiple Pathways

- Enrollment
- Developmental Education Success
- Retention & Persistence Rates
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- Employment

**ORGANIZATIONAL CAPACITY**

Acquisition and Use of Resources  
 Employee and Organizational Development  
 Quality Assurance  
 Sustainability Management

# ENGAGEMENT Strategic Goals:

**2.1** Prepare all learners to communicate effectively, think critically, learn independently, and examine complex and diverse relationships through challenging and supportive learning environments that require students to take responsibility for their own learning

**2.2** Provide opportunities for active and collaborative learning, on and off campus, through connections to business and industry and community partners resulting in increased workforce readiness and regional stewardship

**2.3** Provide comprehensive academic and student support services that promote student persistence and cultivate positive working and social relationships among different groups on campus and beyond

# ENGAGEMENT Strategic Goals:

2.1 Prepare all learners to communicate effectively, think critically, learn independently, and examine complex and diverse relationships through **challenging and supportive learning environments** that require students to take responsibility for their own learning

2.2 Provide opportunities for **active and collaborative learning, on and off campus**, through connections to business and industry and community partners resulting in **increased workforce readiness and regional stewardship**

2.3 Provide **comprehensive academic and student support services** that promote **student persistence and cultivate positive working and social relationships** among different groups on campus and beyond



# ENGAGEMENT

## Key Performance Indicators

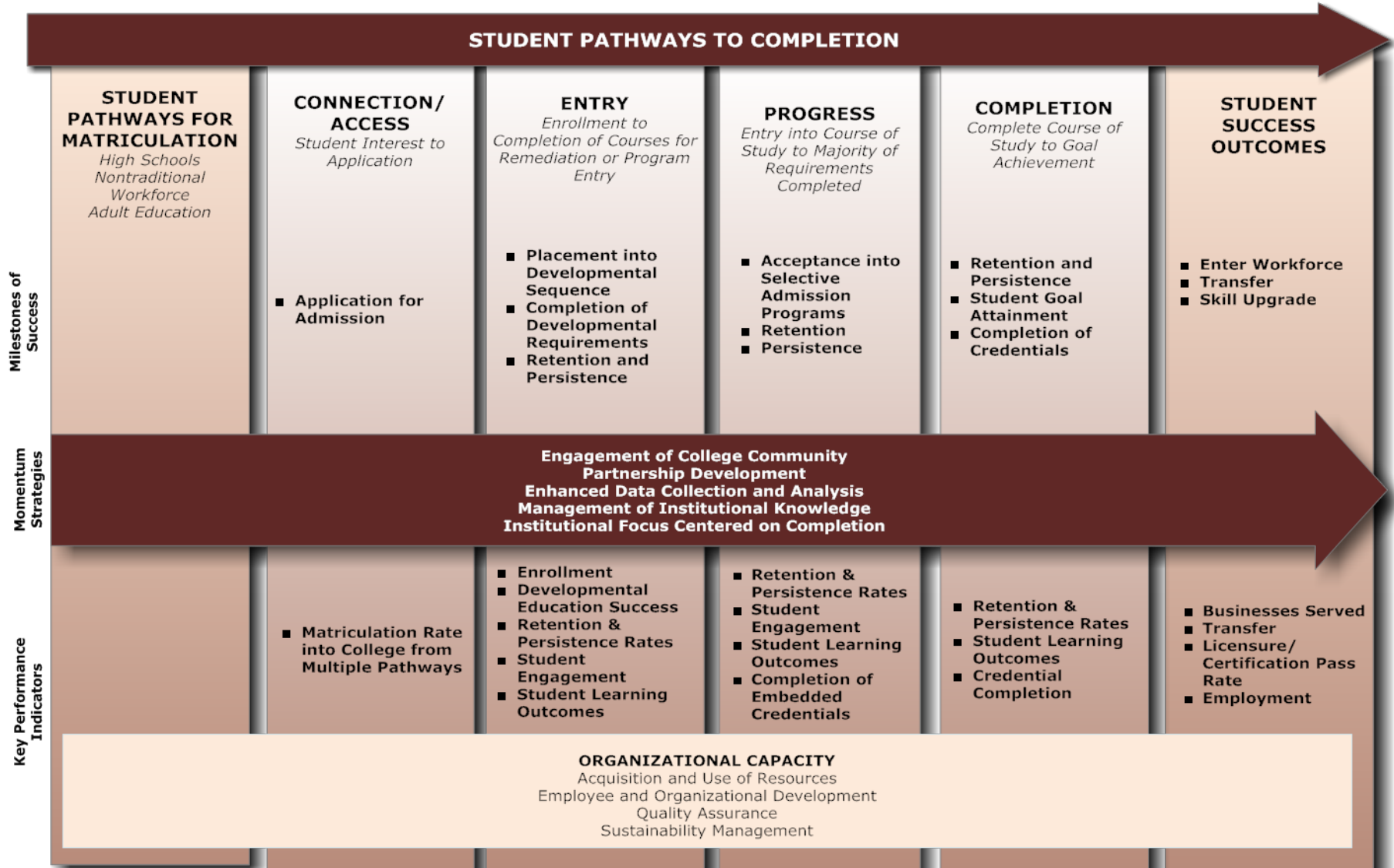
- Student Engagement\*
- Student Retention and Persistence\*#
- Developmental Education Success\*
- Partnership Development
- Student Learning Outcomes

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION





ENTRY & PROGRESS

**STUDENT ENGAGEMENT**

# ENTRY & PROGRESS: Student Engagement

*The engagement of students in a variety of on- and off-campus experiences that evaluate academic challenge, active and collaborative learning, student effort, student/faculty interaction, and support for learners, as measured through the Community College Survey of Student Engagement (CCSSE).*

## Performance Measures:

- Academic Challenge\*
- Active and Collaborative Learning\*
- Student Effort\*
- Student/Faculty Interaction\*
- Support for Learners\*

\*KCTCS Performance Measure; +Perkins Performance Measure; #Strive Performance Measure

## Performance Measure

## Definition

### Academic Challenge\*

Challenging intellectual and creative work is central to student learning and collegiate quality. Survey items in this benchmark address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance

### Active and Collaborative Learning\*

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives

### Student Effort\*

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals

**Performance Measure****Definition**

Student/Faculty Interaction\*

In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty become role models, and guides for continuing lifelong learning.

Support for Learners\*

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

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# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION

Milestones of Success

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ENTRY, PROGRESS, & COMPLETION

**STUDENT RETENTION AND PERSISTENCE**

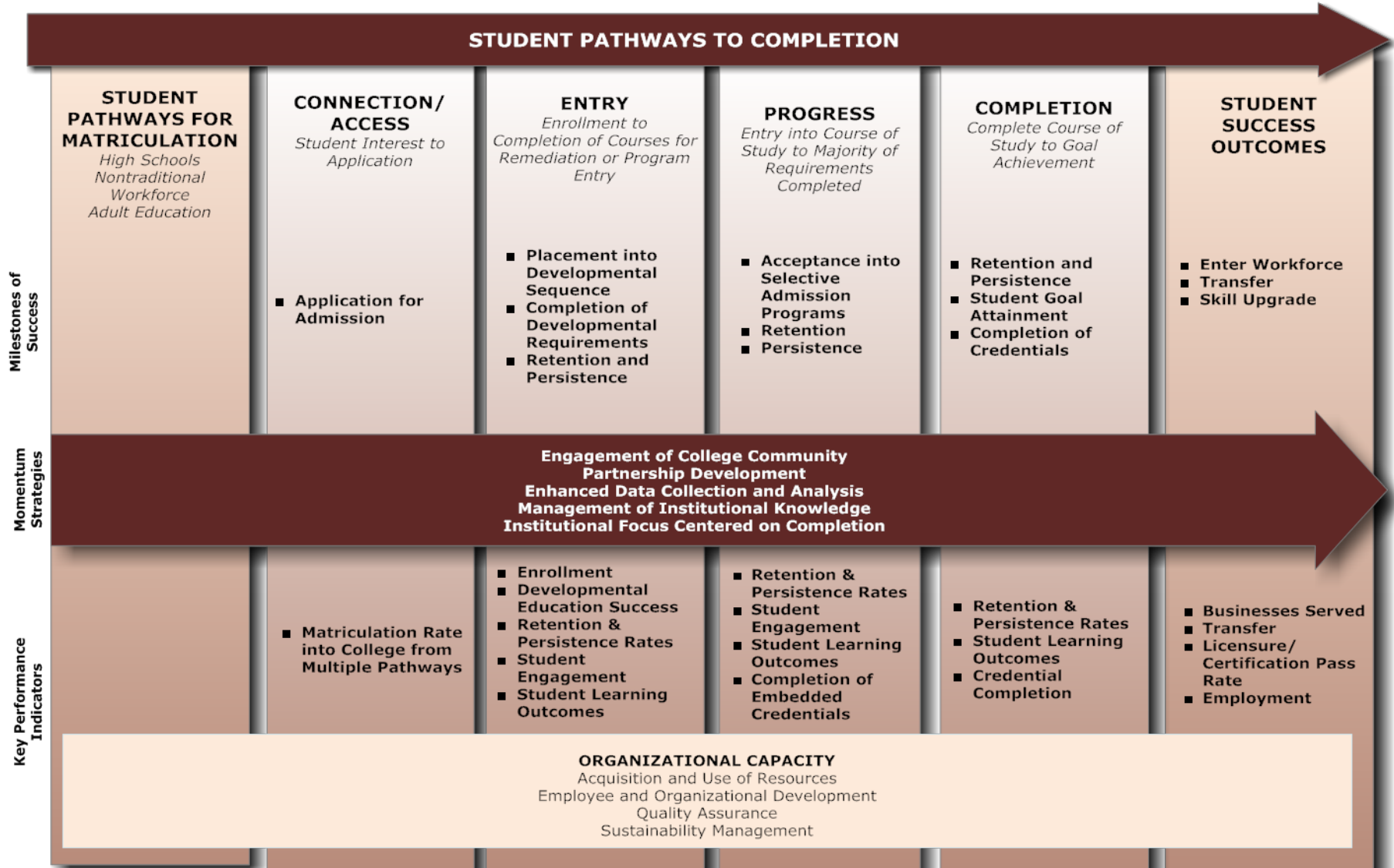


# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



# Student Retention and Persistence

*The retention of students as they persist toward completing their educational goals.*

## Performance Measures:

- Persistence Rate\*
- Diversity Persistence Rate\*
- Fall-to-Fall Retention
- Within Semester Retention
- Student Retention or Transfer for Technical Programs<sup>+</sup>
- Percent of Students Retained in College<sup>#</sup>

\*KCTCS Performance Measure; +Perkins Performance Measure; #Strive Performance Measure

Performance Measure	Definition
Persistence Rate*	Percent of fall/summer first-time credential-seeking students who have re-enrolled, earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years
Diversity Persistence Rate*	Percent of minority fall/summer first-time credential-seeking minority freshmen who have re-enrolled, earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years
Fall-to-Fall Retention	Percent of fall enrollment (excluding graduates) who return the subsequent fall semester, as reported in the CPE official data base
Within Semester Retention	Percent of students in a given semester (excluding high school and non-degree) who complete the semester
Student Retention or Transfer for Technical Programs+	<p>Technical Students:</p> <p><b>Numerator:</b> Preparatory students retained in their programs plus preparatory students who transfer to baccalaureate degree programs in the reporting year</p> <p><b>Denominator:</b> Preparatory students retained in their programs plus preparatory students who transfer to baccalaureate degree programs in the reporting year plus the number of preparatory students who leave the programs in the reporting year</p>
Percent of Students Retained in College#	The percent of first-time, full-time Gateway students, who are graduates of Strive high schools, that return to college in the fall term of their second year

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## MAKE CHANGE HAPPEN



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ENTRY

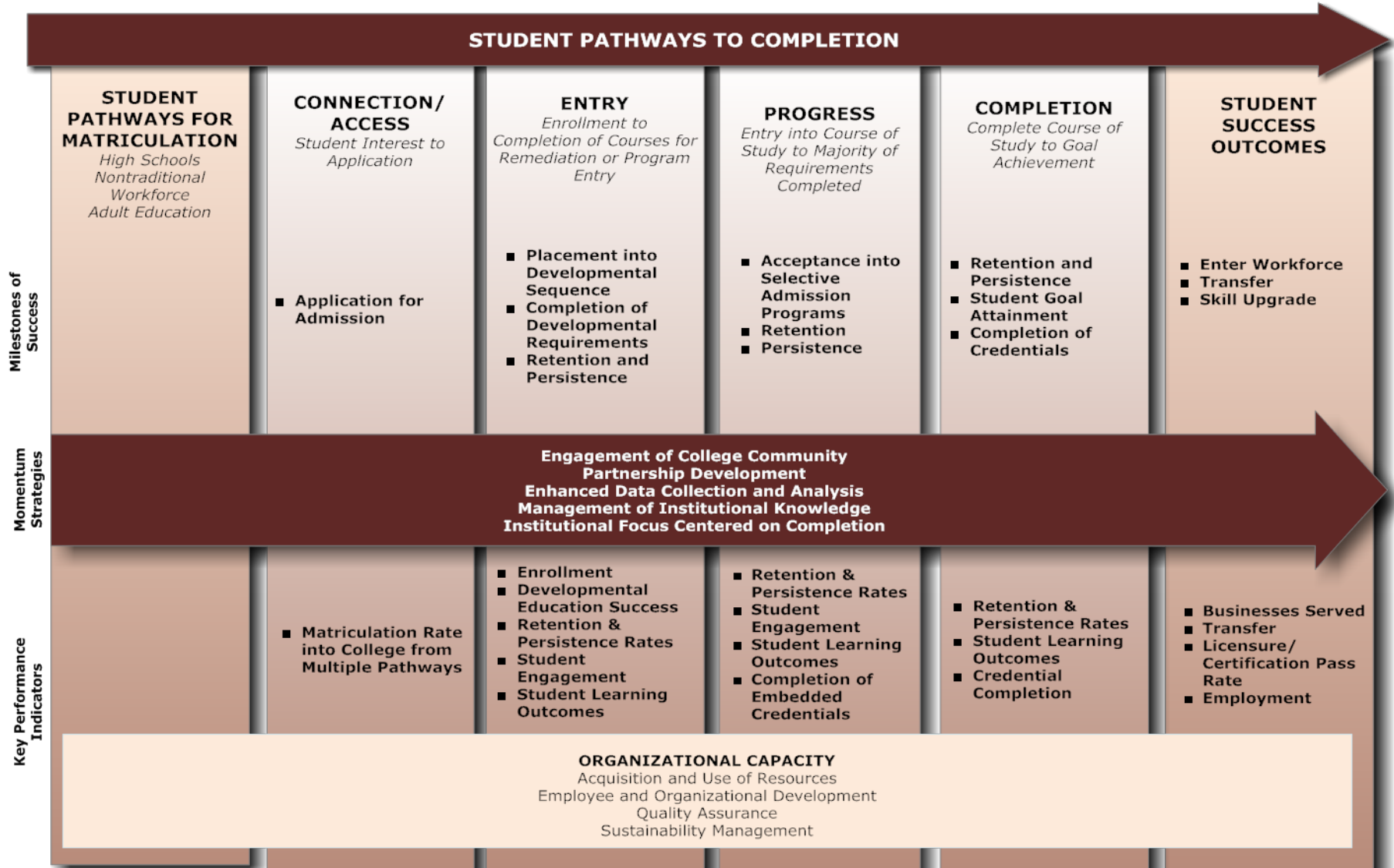
**DEVELOPMENTAL EDUCATION SUCCESS**

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



# Developmental Education Success

*The percent of students referred to developmental courses by subject who complete a developmental course in that subject or re-test at a college level by the end of the second year.*

## Performance Measures:

- Developmental Education Success Rate: English\*
- Developmental Education Success Rate: Math\*
- Developmental Education Success Rate: Reading\*

\*KCTCS Performance Measure; +Perkins Performance Measure; #Strive Performance Measure

**Performance Measure****Definition**

Developmental  
Education Success  
Rate: English\*

Percent of first-time, credential-seeking students testing at a developmental English level who successfully complete a developmental course or re-test at a college English level within two years. Remedial English courses used: ARI 10, ENC 90, ENC 91, ENC 92, ENC 99

Developmental  
Education Success  
Rate: Math\*

Percent of first-time, credential-seeking students testing at a developmental math level who successfully complete a developmental course or re-test at a college math level within two years. Remedial Math courses used: ARI 30, MA 108, MT 50, MT 55, MT 60, MT 65, MT 120, MT 122

Developmental  
Education Success  
Rate: Reading\*

Percent of first-time, credential-seeking students testing at a developmental reading level who successfully complete a developmental course or re-test at a college reading level within two years. Remedial Reading courses used: ARI 20, DRE 10, DRE 12, DRE 15, DRE 19, RDG 20, RDG 30, CMS 185

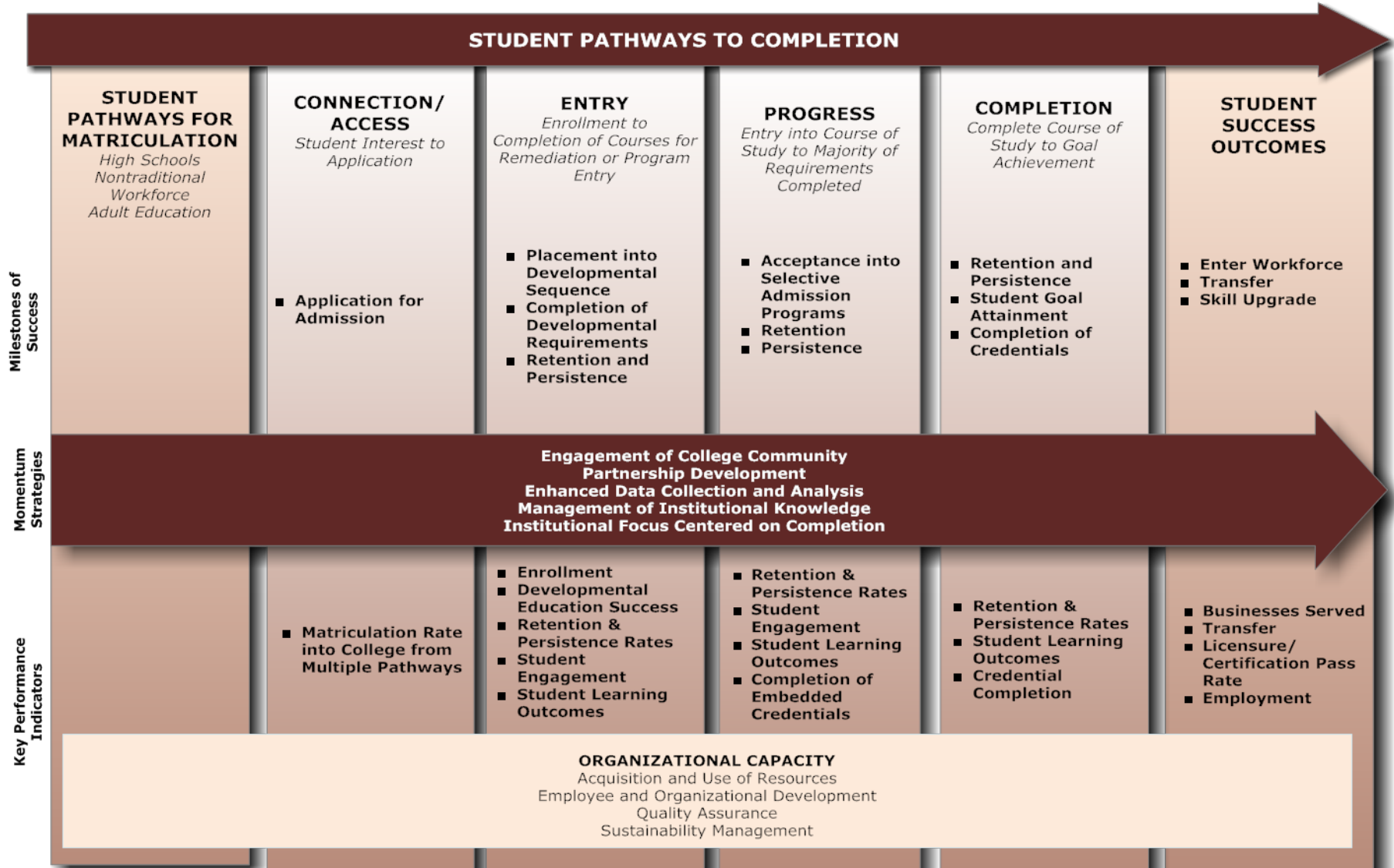


# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



CONNECTION/ACCESS through STUDENT SUCCESS OUTCOMES

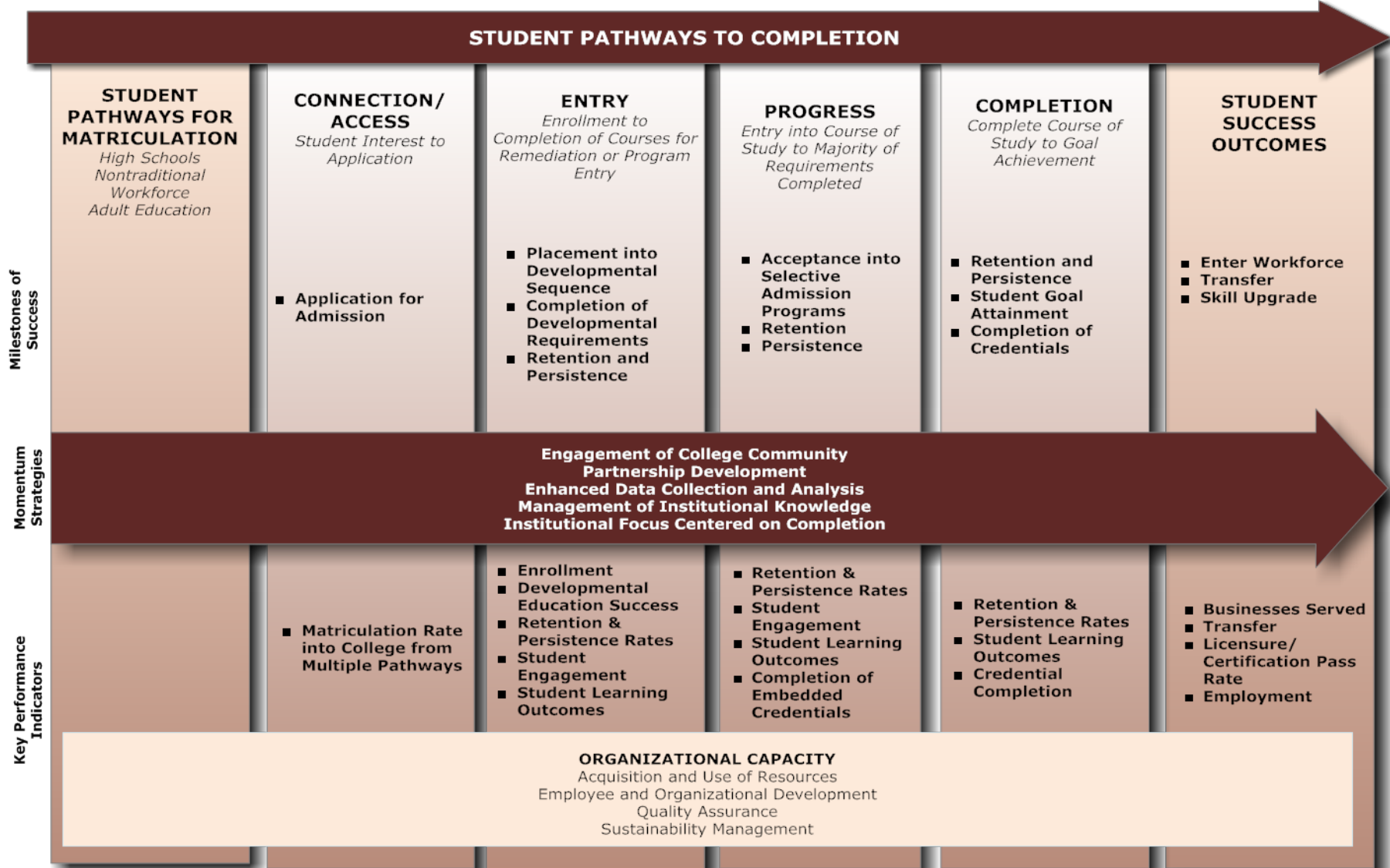
# **PARTNERSHIP DEVELOPMENT**

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



# Partnership Development

## *A Momentum Strategy*

*The development of new or existing partnerships with school districts, colleges, universities, business and industry, and the community at large to support the strategic direction of the college*

### Performance Measures:

To be determined

ENTRY through COMPLETION

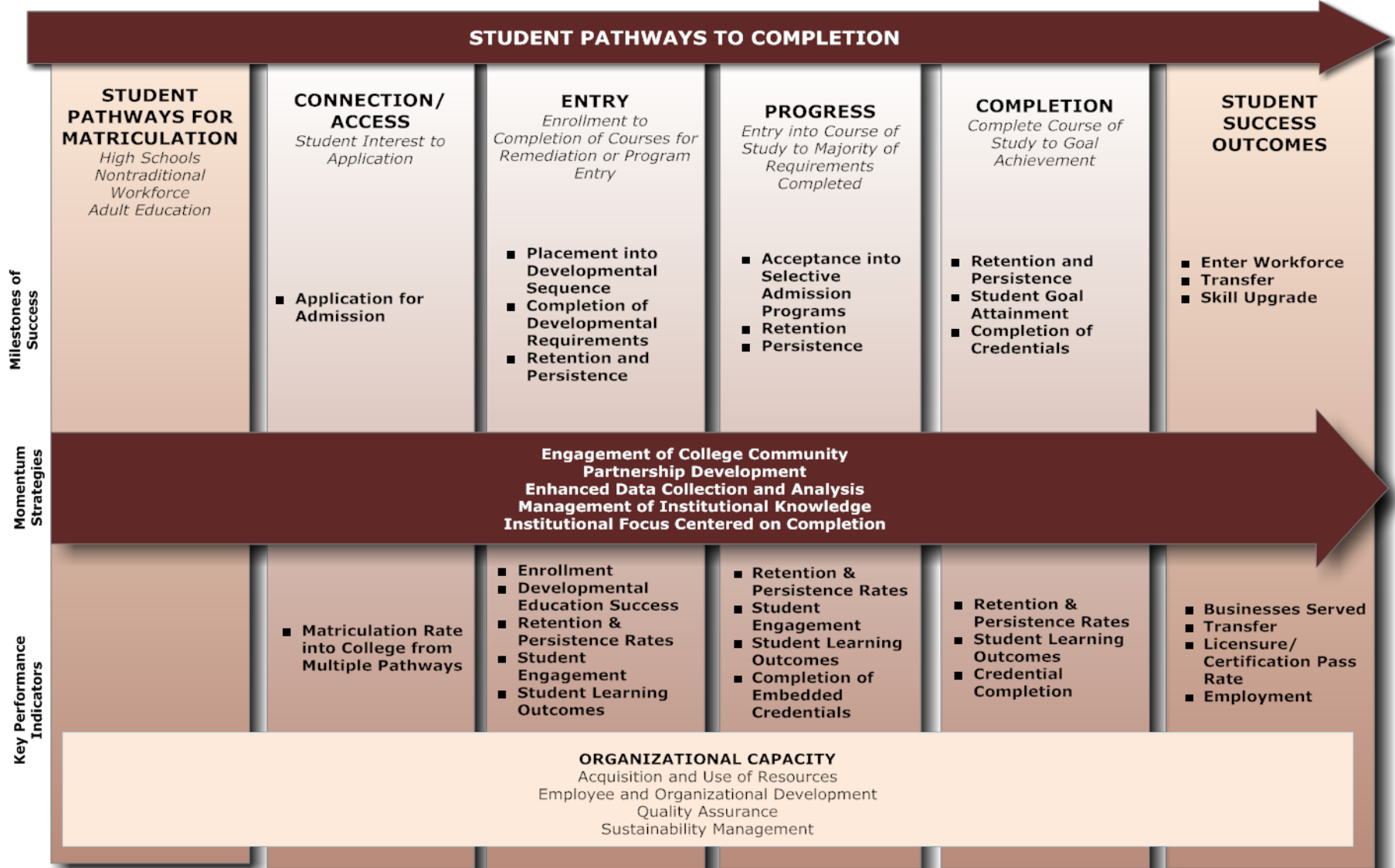
**STUDENT LEARNING OUTCOMES**

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



# Student Learning Outcomes

*The evaluation of the knowledge, skills, and abilities that students have attained as a result of their educational experiences at Gateway.*

## Performance Measures:

- SACS Comprehensive Standard 3.3.1
- SACS Comprehensive Standard 3.5.1
- SACS Federal Requirement 4.1

## Performance Measure

## Definition

SACS Comprehensive  
Standard 3.3.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness)

- 3.3.1.1 Educational programs, to include student learning outcomes

SACS Comprehensive  
Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-Level Competencies)

SACS Federal  
Requirement 4.1

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student Achievement)

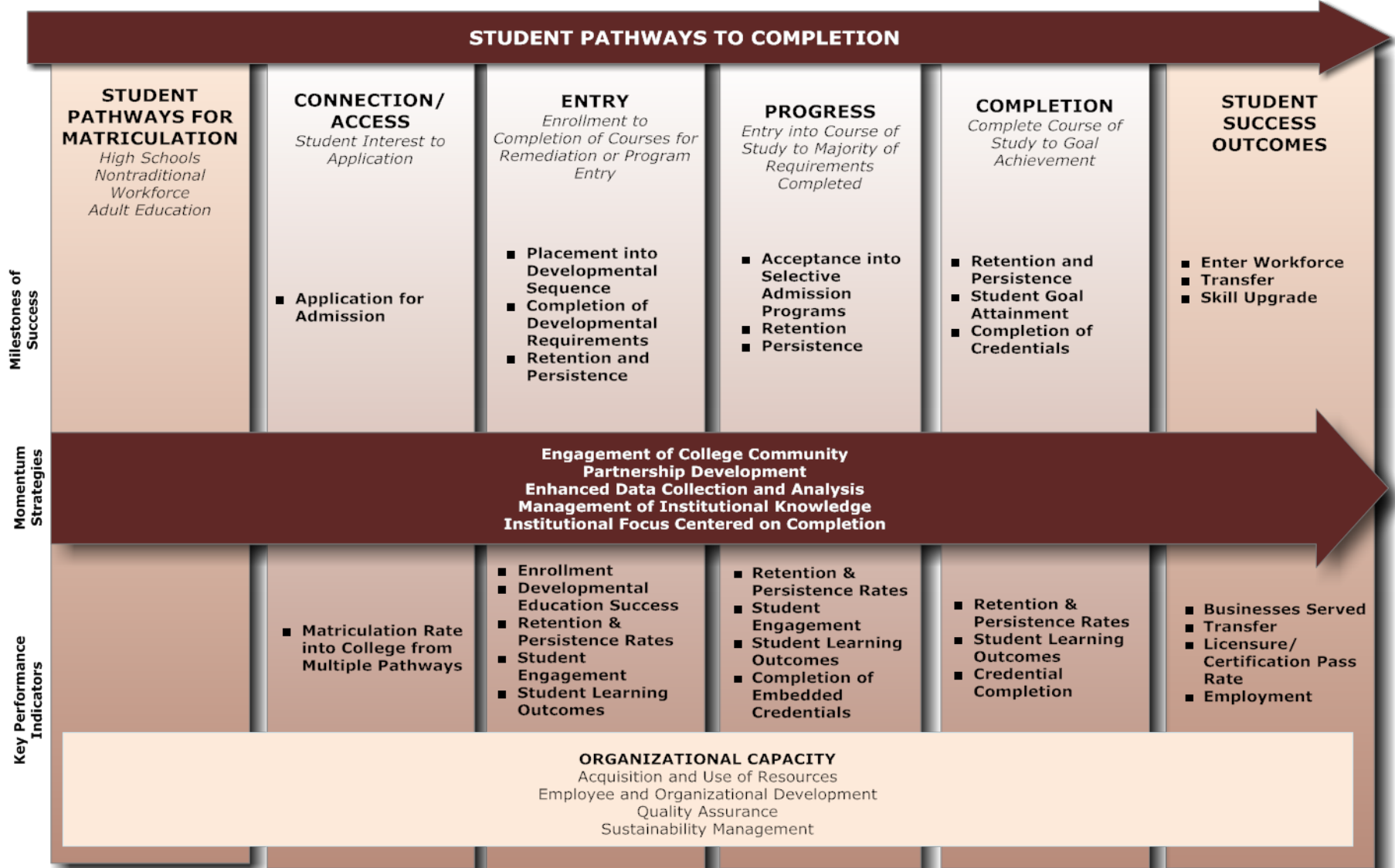


# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION



STUDENT PATHWAY

**FALL 2007 COHORT PERFORMANCE:**

*CONNECTION/ACCESS THROUGH COMPLETION*

# 2010-2016 Strategic Plan

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**ORGANIZATIONAL CAPACITY**

Acquisition and Use of Resources  
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The image features a dark red background with two white geometric elements: a solid circle on the left and a dashed arc on the right. The text 'CONNECTION/ACCESS' is centered horizontally across the middle of the image, overlapping both the solid circle and the dashed arc.

**CONNECTION/ACCESS**

# Milestone: Application for Admission

<b>Individuals who applied for enrollment for the Fall 2007 semester</b>	<b>953</b>
Did not enroll	211 (22%)
Did enroll but left without completing a class	109 (11%)
Enrolled in “Workforce” offerings	246 (26%)
<b>Enrolled in and completed at least one class</b>	<b>387 (41%)</b>

*\*320 (33%) of applicants either never enrolled or never completed their first class.*

# 2010-2016 Strategic Plan

## MAKE CHANGE HAPPEN



### STUDENT PATHWAYS TO COMPLETION

Milestones of Success

#### STUDENT PATHWAYS FOR MATRICULATION

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Complete Course of  
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**ENTRY**

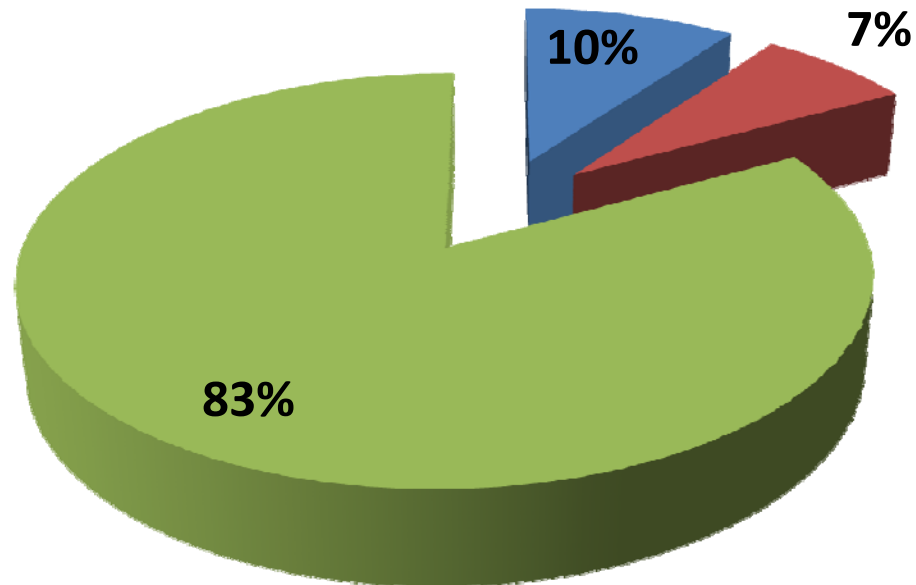
# Fall 2007 Student Cohort

	Traditional	Non-Traditional	TOTAL
Full-Time	66	89	155
Part-Time	48	184	232
<b>TOTAL</b>	<b>114</b>	<b>273</b>	<b>387</b>

*NOTE: The cohort data presented is based on N=387.*

## Educational Goals

■ Certificate    ■ Diploma    ■ Degree





Milestone:  
**Placement into Developmental Sequence**

	Number of Developmental Education Areas Needed	Number of Students in Category
Traditional Full-Time N = 66	0	25 (38%)
	1	12 (18%)
	2	16 (24%)
	3	13 (20%)
Traditional Part-Time N = 48	0	15 (31%)
	1	12 (25%)
	2	13 (27%)
	3	8 (17%)
Non-Traditional Full-Time N = 89	0	35 (39%)
	1	26 (29%)
	2	15 (17%)
	3	13 (15%)
Non-Traditional Part-Time N = 184	0	76 (41%)
	1	58 (32%)
	2	28 (15%)
	3	22 (12%)

	Fall 2007 Enrollment	Students Testing into One or More Developmental Subject Areas
Traditional Full-Time	66	41 (62%)
Traditional Part-Time	48	33 (69%)
<b>TOTAL TRADITIONAL</b>	<b>114</b>	<b>74 (65%)</b>
Non-Traditional Full-Time	89	54 (61%)
Non-Traditional Part-Time	184	108 (59%)
<b>NON-TRADITIONAL</b>	<b>273</b>	<b>162 (59%)</b>

Number of Developmental Education Areas Needed ALL GROUPS	Number of Students in Category
0	151 (39%)
1	108 (28%)
2	72 (19%)
3	56 (14%)
<b>TOTAL REQUIRING 1 or MORE DEVELOPMENTAL SUBJECTS</b>	<b>236 (61%)</b>

*\*Traditional students had a greater need for developmental education than non-traditional.*

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**ENTRY - PROGRESS**

Group	Developmental Needs	INITIAL Enrollment	YEAR 1 Fall 2008 Return	YEAR 2 Fall 2009 Return	YEAR 3 Fall 2010 Return
Traditional Full-Time	0	25	20 (80%)		
	1	12	11 (92%)		
	2	16	10 (63%)		
	3	13	10 (77%)		
Traditional Part-Time	0	15	7 (47%)		
	1	12	3 (25%)		
	2	13	9 (69%)		
	3	8	4 (50%)		
Non-Traditional Full-Time	0	35	24 (69%)		
	1	26	15 (58%)		
	2	15	9 (60%)		
	3	13	8 (62%)		
Non-Traditional Part-Time	0	76	40 (53%)		
	1	58	36 (62%)		
	2	28	13 (46%)		
	3	22	7 (32%)		

## FIRST-YEAR STUDENT RETENTION

	Fall 2007 Enrollment <i>N = 387</i>	Still Enrolled Fall 2008
Traditional Full-Time	66	51 (77%)
Traditional Part-Time	48	23 (48%)
Non-Traditional Full-Time	89	56 (63%)
Non-Traditional Part-Time	184	96 (52%)
<b>GATEWAY TOTAL</b>	<b>387</b>	<b>226 (58%)</b>

Comparison Group	Full-Time 1 <sup>st</sup> Year Retention	Part-Time 1 <sup>st</sup> Year Retention	Overall 1 <sup>st</sup> Year Retention
Gateway	69%	51%	58%
Kentucky	59%	42%	53%
National	60%	40%	52%

***NOTE:*** Data comparisons made with students who actually enrolled and completed a course. An additional 109 enrolled but never completed a course. Taking those students into consideration, first-year retention for Gateway would be: **226 out of 496, or 46%.**

Source for comparison data: NCHEMS Information Center

Group	Developmental Needs	INITIAL Enrollment	YEAR 1 Fall 2008 Return	YEAR 2 Fall 2009 Return	YEAR 3 Fall 2010 Return
Traditional Full-Time	0	25	20 (80%)	14 (56%)	
	1	12	11 (92%)	5 (42%)	
	2	16	10 (63%)	2 (13%)	
	3	13	10 (77%)	6 (46%)	
Traditional Part-Time	0	15	7 (47%)	6 (40%)	
	1	12	3 (25%)	3 (25%)	
	2	13	9 (69%)	7 (54%)	
	3	8	4 (50%)	3 (38%)	
Non-Traditional Full-Time	0	35	24 (69%)	9 (26%)	
	1	26	15 (58%)	6 (23%)	
	2	15	9 (60%)	5 (33%)	
	3	13	8 (62%)	3 (23%)	
Non-Traditional Part-Time	0	76	40 (53%)	19 (25%)	
	1	58	36 (62%)	25 (43%)	
	2	28	13 (46%)	7 (25%)	
	3	22	7 (32%)	4 (18%)	

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Traditional Full-Time	0	25	20 (80%)	14 (56%)	5 (20%)
	1	12	11 (92%)	5 (42%)	2 (17%)
	2	16	10 (63%)	2 (13%)	4 (25%)
	3	13	10 (77%)	6 (46%)	3 (23%)
Traditional Part-Time	0	15	7 (47%)	6 (40%)	1 (7%)
	1	12	3 (25%)	3 (25%)	3 (25%)
	2	13	9 (69%)	7 (54%)	2 (15%)
	3	8	4 (50%)	3 (38%)	2 (25%)
Non-Traditional Full-Time	0	35	24 (69%)	9 (26%)	4 (11%)
	1	26	15 (58%)	6 (23%)	1 (4%)
	2	15	9 (60%)	5 (33%)	2 (13%)
	3	13	8 (62%)	3 (23%)	1 (8%)
Non-Traditional Part-Time	0	76	40 (53%)	19 (25%)	15 (20%)
	1	58	36 (62%)	25 (43%)	14 (24%)
	2	28	13 (46%)	7 (25%)	4 (14%)
	3	22	7 (32%)	4 (18%)	2 (9%)



**COMPLETION**



Milestone:  
**Retention and Persistence**  
*3-Year Persistence*

<b>Student Cohort Fall 2007</b>	
<b>Enrolled in <u>and completed</u> at least one course</b>	<b>387</b>
<b>At end of 3 years:</b>	
Students who are NOT enrolled, and who DID NOT earn any credential	270 (70%)
Students still enrolled, and who HAVE NOT earned any credential	50 (13%)
Students still enrolled, who HAVE earned a credential	15 (4%)
Students who are NOT enrolled, and who DID earn a credential	52 (13%)
<b>TOTAL STUDENTS WHO EARNED A CREDENTIAL AND/OR ARE STILL ENROLLED AFTER 3 YEARS:</b>	<b>117 (30%)</b>

	Fall 2007 Enrollment	Non-Return/ Non-Credential	Credential and/or Still Enrolled Fall 2010 3-year period
Traditional Full-Time	66	40 (61%)	26 (39%)
Traditional Part-Time	48	33 (69%)	15 (31%)
Non-Traditional Full-Time	89	59 (66%)	30 (34%)
Non-Traditional Part-Time	184	138 (75%)	46 (25%)
<b>TOTAL GATEWAY*</b>	<b>387</b>	<b>270</b>	<b>117 (30%)</b>
<b>FULL-TIME Students GATEWAY</b>	<b>155</b>	<b>99</b>	<b>56 (36%)</b>
<b>PART-TIME Students GATEWAY</b>	<b>232</b>	<b>171</b>	<b>61 (26%)</b>

*\*NOTE: Gateway's total rate of 3-year persistence, taking into account the additional 109 students who enrolled but never completed a course, would be  $117/496 = 24\%$ .*

**3-Year Graduation Rate**  
**Fall 2007 Entering Students**  
*N = 387*

Completed a Credential No Longer Enrolled	+	Completed a Credential Still Enrolled	=	Total Completers	College 3- Year Graduation Rate
52	+	15	=	67	<b>17%</b>

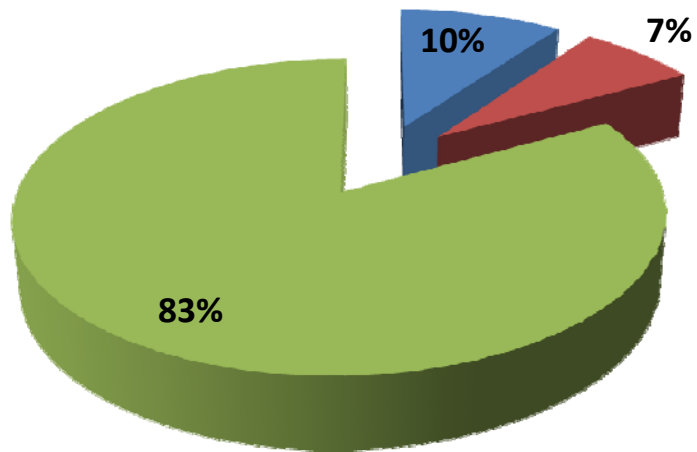
Comparison Group of Public Two-Year Colleges	Source	College 3-Year Graduation Rate
<b>Gateway</b>	<b>2007 Cohort</b>	<b>17%</b>
Kentucky	SREB 2004 Cohort	16%
SREB States	SREB 2004 Cohort	16%
United States	SREB 2004 Cohort	20%

*SREB States: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia*

# Milestone: Completion of Credentials

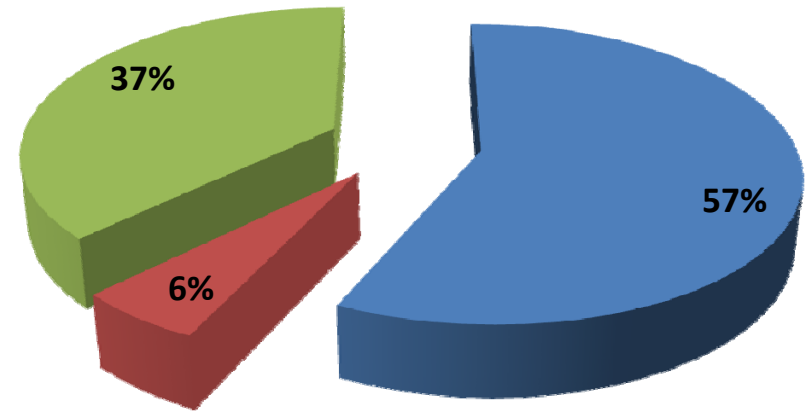
## Enrollment Goals

■ Certificate ■ Diploma ■ Degree



## Student Credentials Attained

■ Certificate ■ Diploma ■ Degree



# Milestone: Completion of Credentials

	CERTIFICATES	DIPLOMAS	DEGREES	TOTAL FOR GROUP
Traditional Full-Time	5	0	10	<b>15</b>
Traditional Part-Time	7	1	2	<b>10</b>
Non-Traditional Full-Time	15	2	16	<b>33</b>
Non-Traditional Part-Time	14	1	15	<b>30</b>
<b>TOTAL</b>	<b>41</b>	<b>4</b>	<b>43</b>	<b>88</b>

	CERTIFICATES	DIPLOMAS	DEGREES	TOTAL FOR GROUP
No Developmental	16	1	24	<b>41</b>
1 Developmental Subject	11	0	13	<b>24</b>
2 Developmental Subjects	12	2	4	<b>18</b>
3 Developmental Subjects	2	1	2	<b>5</b>

# Next Steps

- Continue analyzing the data!
- Engagement baseline and target data for review
  - Performance Measures reviewed and modified as needed to support Key Performance Indicators (KPIs)
  - Targets reviewed periodically and adjusted as needed
- May Board Meeting
  - Begin with review of Pathways and Engagement
  - Discussion of Organizational Capacity



**Questions?**