PROJECT ABSTRACT

Madisonville Community College (MCC) is a two-year public community college located in the coal mining country of rural western Kentucky. Formerly governed by the University of Kentucky (UK), the college is now a member of the newly-created Kentucky Community & Technical College System. In the Fall 2002 term, it enrolled 2,356 students, 75% of whom were first generation college students and 59% of whom received some form of federal financial aid. Its typical student profile is thus consistent with the low-income, under-prepared student profile characteristic of so many small rural communities. Many of its students are "at risk" and struggle to be successful, and thus the college is beset with low retention and graduation rates. Sixty-eight percent (68%) of first-time students who enrolled in the Fall 2002 term were placed in remedial courses to prepare them for college-level work. In addition to under-prepared students, the college is struggling with issues related to the KCTCS-mandated implementation of the PeopleSoft integrated software system that has complicated the development of effective student tracking and record keeping. Faculty and students do not have access to a web-based, user-friendly student records system that can enable them to develop effective, individualized Student Education Plans. Too often "advising" becomes simply "registration." The result is too many under-prepared students who have not identified an appropriate educational goal—and who eventually fail to graduate.

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Activity ($1,474,326): The college will strengthen instructional programs and student services in order to improve student success. The activity will consist of two key components: the development and implementation of 1) classroom interventions and 2) student services interventions. Classroom interventions will focus on the review and revision of pedagogy in key courses that too often serve as *barriers* rather than *paths* to success. A Teaching & Learning Center will be created and staffed to promote faculty development and curriculum reform. Key measures of success include: a) an increase in graduation and retention rates; b) an increase in the number of students successfully completing key developmental and college-level "gateway" courses; c) an increase in the amount of instructional technology incorporated in the classroom; and d) an increase in the use of classroom formative assessment strategies. Student services interventions will focus on the development and implementation of a web-based Student Education Plan and Early Warning/Tracking System. The goal is to provide faculty with comprehensive and timely information so that they can advise and retain students more effectively. Key measures of success include: a) a decrease in the number of "undeclared" majors; b) a decrease in the number of students on Financial Aid Probation; c) an increase in FTE enrollment; and d) the implementation of an interactive, student-accessible website. Approximately 85% ($1,226,256) of the Activity budget will be used for personnel costs; approximately 9% ($133,570) for equipment.

Project Management and Evaluation ($148,813): The college has in place a strong on-going planning and evaluation process that is consistent with the management and evaluation plan detailed in the project. Approximately 86 % ($128163) of the PME budget will be used for personnel costs, including an External Evaluator; approximately 4% ($5,650) for equipment.

Madisonville Community College
Title III Grant Proposal
March 2003

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PART I: OVERVIEW OF THE INSTITUTION and COMPREHENSIVE DEVELOPMENT PLAN

A. Institutional Narrative

Introduction to Madisonville Community College and Service Area

A Coal Mining Culture: Madisonville Community College (MCC) is a rural, public, two year comprehensive community college in Madisonville, Kentucky, enrolling 2,356 students in Fall 2002. The college serves a five county area commonly referred to as the "Western Kentucky coal-field": Crittenden, Hopkins, McLean, Muhlenberg, and Webster Counties, home to approximately 110,000 people. At one time, this area led the entire nation in coal production. From 1970 to 1975, for example, more tons of coal were mined in Muhlenberg County than in any other county in the United States. During that time relatively high paying mining jobs that required little or no postsecondary education were readily available.

Today, the coal industry no longer dominates the economy like it once did in the 1970s and early 1980s. The market for high-sulfur coal is down and automation has dramatically reduced the number of jobs available. For example, at 11.6% Muhlenberg County has one of the highest unemployment rates in the state, and is also home to one of the least educated adult populations in the nation.

The one positive note in this equation is that black lung and other mining related deaths and disabilities have also decreased. According to Kentucky Department of Adult Education and Literacy statistics, **44.3% of working age adults in Muhlenberg County function at low literacy levels and MCC TRIO Program staff document that adults in 88.4% of the households have no postsecondary degree of any kind.** The low number of available employees trained at the postsecondary level and a lingering "coal culture" mentality that has traditionally not valued postsecondary education have merged to create an area struggling to

revitalize its local economy. Furthermore, Kentucky has traditionally lagged behind the rest of the nation in the number of students who graduate from high school and in the number of high school graduates who choose to continue their education at the postsecondary level. In the college's five county service area, **only 56.7% of adults 25 years of age or older have a high school diploma** or some level of postsecondary education beyond the diploma; only 8.7% of that same population have an associate or baccalaureate.[1] When compared to regional and national data, Kentucky fares very poorly. According to data compiled by the Southern Regional Education Board, Kentucky ranks 15 out of 16 states in the region in the number of adults, 18-24 years of age, who enroll full-time or part-time in college, and ranks 48th when compared to the entire nation.[2]

The Beginning of an Economic Recovery: After more than a decade of mine lay-offs and plant closings, the local economy is rebounding. General Electric, for over 30 years the largest industrial employer in the community, expanded its facility in the mid-90s and increased its workforce to just under 1,000. Within the past two years, seven new industries have opened in MCC's home county, Hopkins County: AutoLiv, Rexam Closures & Containers, Period Furniture, Tango Motor Transit, Millennium Plastics, Gemtron. According to figures supplied by the Economic Development Authority of Greater Madisonville, at full capacity these industries will create over 1,500 new job opportunities during the next five years, most of which will require some level of postsecondary education.

The presence of the Trover Foundation, one of the largest health care providers in Kentucky, has enabled Madisonville to develop into a regional hub for health care, creating a dramatic increase in the need for skilled employees in the local health care industry. During the

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[1]Kentucky State Data Center, Census 2000 <http://cbpa.louisville.edu/ksdc/profiles.htm>
[2]*SREB Fact Book on Higher Education* <http://www.sreb.org/main/EdData/FactBook/factbookindex.asp>

1990s, the Trover Foundation expanded its operations significantly. It now operates the 400 bed Trover Regional Medial Center, the Mahr Cancer Center, the Sports Medicine and Rehabilitation Center, and the Trover Clinic, a multi-specialty clinic that employs over 100 physicians, and eight satellite clinics surrounding counties. The need for technically trained health care employees such as Registered Nurses, Licensed Practical Nurses, and Radiographers is significant—and in response to this need, MCC has developed quality offerings in health occupations programs which are now a hallmark of MCC.

More job opportunities are also becoming available in light manufacturing, retail, and service industries associated with economic expansion. However, few people in the area have the appropriate level of training and education to compete successfully for these jobs. **MCC is in a position to enable the residents of its service area to successfully acquire the postsecondary education necessary to prepare them for a rapidly evolving 21st century workforce that places a premium upon technical skills and higher-order reasoning.** According to a study conducted by the American Association of Community Colleges, business and industry estimate that 80% of the 21st century workforce will need some postsecondary education.[3] Unfortunately, the two negative legacies of the "coal culture," although slowly changing, are ingrained among many of those living in the MCC service area: 1) a lack of understanding of the need for postsecondary education and 2) a low-level of preparedness for postsecondary education.

In accordance with the Title III CND invitational priority, this application is based on the priority of providing academic programs designed to improve and enhance opportunities for low-income students in the workforce and meet local community workforce needs."

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[3]Robert H. McCabe, *No One to Waste: A Report to Public Decision-Makers and Community College Leaders* (Washington, DC: Community College Press, 2000) 23.

Mission and Governance

Control/Affiliation: MCC began offering classes in Fall 1968 as a member of the University of Kentucky (UK) Community College System. In May 1997, the Kentucky General Assembly enacted the *Kentucky Postsecondary Education Improvement Act* that established the Kentucky Community and Technical College System (KCTCS), transferring the governance of the community colleges from UK to the KCTCS. The change in governance was significant. In effect, the legislation charged the KCTCS with re-inventing postsecondary educational programming at the associate degree, diploma and certificate levels in order to increase the number of adults enrolled in postsecondary educational programs state-wide.

MCC Mission: The challenge to prepare Kentucky's workforce to compete on a regional and national level lies at the heart of MCC's Mission Statement.

The Mission of Madisonville Community College
• To offer curricula for the first two years of a baccalaureate program which lead to the awarding of the Associate of Arts or Associate of Science degree and which are transferable to all colleges and universities, public and private, in the Commonwealth;
• To offer curricula for two-year, career oriented programs which lead to the Associate in Applied Science degree and which prepare students for immediate technical or semi-professional employment;
• To offer curricula for technical diploma and certificate level programs which are not necessarily intended for transfer and which are designed to meet the changing demands of business and industry;
• To offer courses in general education, including adult education, within a two-year curriculum, which are not necessarily intended to transfer nor are technically oriented;
• To provide customized training services to Kentucky employers; and
• To provide continuing education, professional development and personal enrichment opportunities to the public, and arts appreciation and arts education opportunities for the region—all for the purpose of encouraging life-long learning and improving the quality of life, knowledge and skills of Kentucky workers and citizens.

Programs Offered: MCC provides a full range of associate degree, diploma, certificate and continuing education programs to prepare students for immediate employment or transfer. These programs are offered at three locations: the MCC Main Campus, the Health Technology Campus, and the Technology Campus (previously Madisonville Vocational-Technical School).

In addition, the college operates an off-campus facility in Muhlenberg County. The following table provides an overview of the associate degree, technical diploma, and certificate programs offered:

Associate Degrees		
Associate of Arts	**Assoc. of Applied Science cont'd.**	**Associate of Applied Technology**
Associate of Science	Registered Nurse	Diesel Technology
Associate of Applied Science	Licensed Practical Nurse	Electrical Technology
Business Technology	Occupational Therapy Assistant	Electronics Technology
Accounting	Physical Therapy Assistant	Industrial Maintenance
Office Systems Management	Radiography	Machine Tool Technology
Early Childhood Education	Respiratory Care	Welding Technology
Information Technology	Surgical Technology	Industrial & Electrical Technology
Law Enforcement	Biomedical Equipment Technician	
Technical Program Diplomas		
Biomedical Equipment Technology	Fire Chief	Paramedic Technology
Construction Carpenter	Construction Worker I	Practical Nurse
Mechanical Drafter	Industrial Maintenance Technician	Surgical Technologist
Medium & Heavy Truck Mechanic	CNC Machinist Apprentice	Radiologic Technologist
Industrial Electrician	Machine Shop Apprentice	Medical Transcriptionist
Industrial Electronics Technician	Combination Welder	Medical Insurance Technician
Technical Program Certificates		
Carpenter Helper	Electrician Helper	Surgical First Assistant (Fall 02)
Residential Carpenter	Firefighter	E-commerce
Residential Roofer	Exploratory Machining	Network Administration
Rough Carpenter	Machine Operator I	Industrial & Engineering Technology Fundamentals
Computer Assisted Drafter	Machine Operator II	Electrician Assistant I & II
Detailer	ARC Cutter	Automation Technician I
Drafter Assistant	ARC Welder	Electronics Technician I & II
Diesel Air Conditioning Mechanic	Gas Welder	Maintenance Technician I & II
Residential Electrician	Production Line Welder	CAD Technician I
Electronics Tester	Tack Welder	Computer Technician
Construction Electrician	Emergency Medical Technician I	
Electrician Apprentice	Medicaid Nurse Aide	

Accreditation: Madisonville Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the diploma and certificate programs offered on the Technology Campus are accredited by the Council on Occupational Education (COE). Finally, many of the health occupation programs are accredited by discipline-specific accrediting agencies, such as the National League of Nurses.

Student Body Characteristics

First generation college students who are academically under-prepared are the norm in MCC's service area. Over 70% of new students enrolled in the Fall 2002 semester identified themselves as "first generation." Of the new students who were admitted without an ACT score, and thus were required to complete mandatory placement testing in Fall 2002, over 80% of first-time, full-time students tested required academic remediation in math, over 50% in writing and reading. Skill deficiencies were even higher among part-time students.

Student Body Characteristics—Fall 2002			
Fall 2002 Headcount Enrollment	2,356	Percentage First Generation Attending College	75%
Fall 2002 FTE Enrollment	1,385	Percentage Enrolled in Associate Degree Programs	78%
Gender Distribution			
Male	724	Percentage Enrolled as Non-Degree	22%
Female	1,632		
Average Age	28		
Ethnicity		Percentage on Financial Aid	
Caucasian	2,205	Pell	45%
African American	117	Stafford	8%
Hispanic	12	SEOG	6%
Native American	7	KEES (State program)	25%
Asian	6		
Unknown	9		

Faculty Characteristics

The college employs an experienced and appropriately credentialed faculty, which although lacking in diversity, closely resembles the student population of MCC and its service area. The following table identifies key faculty characteristics.

Faculty Characteristics—Fall 2002					
Status/Ethnicity		**Degree Earned**		**Tenure**	
Full-time	95	Doctorate	11	Less than 5 years	41
Part-time	80	Masters	59	5-10 years	22
Male	76	Bachelors	19	11-15 years	23
Female	99	Associate or less	6	More than 15 years	9
Caucasian	92	Faculty/Student Ratio	1/25		
African American	3				

B. Comprehensive Development Plan

Preface to Comprehensive Development Plan:

The challenge facing Madisonville Community College (MCC) as it enters the 21st century is to increase the number of adults in the service area completing some level of postsecondary education so they can obtain the skills needed to become productive and responsible employees and citizens. It is a daunting challenge. Data indicate that a significant percentage of Western Kentuckians enrolled for the first time at the postsecondary level are ill-prepared to succeed. That is particularly true in the MCC service area. It is imperative that MCC remove as many barriers to success for its students as possible if it is to meet the long term workforce development goals of the Kentucky legislature, goals established upon passage of the *Kentucky Postsecondary Education Improvement Act of 1997.*

Generally speaking, the college has done a good job of developing programs that meet community needs. However, developing educational programs that meet community needs is one thing; developing strategies to enable inadequately prepared students to successfully complete those programs is quite another. As documented in the following pages, data compiled by the college indicate that retention, persistence and graduation rates in many courses and programs are low. Core curriculum courses in Math, English and the sciences often serve as barriers—not gateways—to success, and remedial programming is underdeveloped. In sum, students are not as successful as they could or should be. There are many specific weaknesses that contribute to the problem of student success:

- Remediation of under-prepared students is under-emphasized and not fully integrated across the curriculum.

- Professional development opportunities for the improvement of instructional design and delivery are difficult to access given Madisonville's relatively remote rural location.
- Inadequate and underemphasized academic support services and intervention strategies allow many students to perform poorly without proactive follow-up that could significantly improve student achievement.
- Formative assessment at all levels is under-developed and under-utilized at both the classroom and program levels.
- Under-developed and under-utilized student information systems inhibit timely and accurate advising and tracking.

These issues and others contribute to disappointingly low levels of student success. It is the purpose of this grant proposal to analyze institutional deficiencies and identify an integrated set of institutional strategies and activities that, when implemented, will increase the success of MCC students.

Planning Processes and Involvement of Major Constituencies

Planning Processes and Involvement of Major Constituencies: The timing is excellent for Madisonville Community College to launch successfully a significant effort to strengthen its academic and student support programs. The college has recently completed a number of broad-based, participatory assessment activities. In March 2001, the college completed a **comprehensive reaffirmation of accreditation institutional self-study**, as required by the Commission on Colleges of the Southern Association of Colleges and Schools. The Commission's *Criteria for Accreditation* require that the self-study assess every aspect of the institution; that it involve personnel from all segments of the institution, including faculty, staff, students, administration and governing board; and most importantly, that it provide a comprehensive analysis of the institution, identifying strengths and weaknesses. This comprehensive analysis by internal and external constituents provides the ideal starting point for developing a meaningful plan to strengthen the institution.

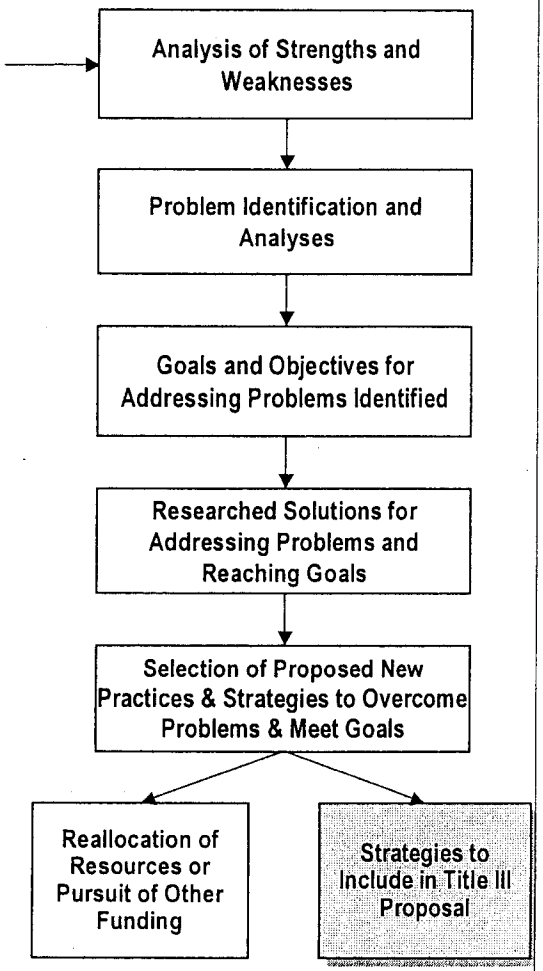
In addition to the recently completed Self-Study, the college also conducted two broad-based assessment activities that involved external and internal constituencies. In Fall 1998, MCC conducted **a community-wide *Needs Assessment Survey*** to determine what educational programs and services employers and other key community organizations most needed. Although many employers had very specific technical training needs, it was clear from the data that they were also concerned about the level of basic communication, math, and problem solving skills of their employees. A more recent assessment of local employers indicated that employers felt 25% of the existing workforce exhibited "low" problem solving skills.

In Fall 2001, the President conducted **a series of "visioning" meetings with all employees** in the college to determine where *they* wanted the college to be in five years. The findings from these sessions were distilled into a vision statement that serves as a focus for strategic and annual planning. One theme that emerged clearly from the visioning process was a common commitment on the part of all employees to be members of the highest quality "learning" institution in the region. This **commitment to student learning and student success** is the foundation of this Title III proposal.

The **college regularly surveys its students and employees** as part of its comprehensive on-going planning and evaluation process. Data are collected and disseminated to unit supervisors and used to assess key unit performance indicators annually, on a regular cycle. Of particular note are the comprehensive Noel-Levitz Student Satisfaction Inventory and Institutional Priority Survey conducted each Fall. Recent data from these instruments indicate a need to improve advising and intervention strategies. Students felt that the college should "show more concern for students as individuals" and "be more understanding of students' unique life circumstances."

Finally, **Program Advisory Committees comprised of community members** appointed by the President are a key component of on-going assessment. These committees meet regularly to assess program strengths and weaknesses. Findings derived from these processes were reviewed at the college's Fall 2002 administrative planning retreat. There, key problems were identified and general strategies discussed for the development of a proposal.

Process for Analysis and Involvement of Constituencies in Title III Application Development

Planning Documents and Input from Major Constituencies	Title III Planning Process
On-Going Annual Institutional Effectiveness Process: • annual review of strategic goals, • analysis of key data prepared by IR Office, • unit by unit assessment of key performance indicators, • unit by unit annual planning linked to budget requests • individual action planning linked to unit plans • review and approval of overall annual plan by Board of Directors (included pursuit of Title III grant) **On-Going Annual Data Collection:** • Noel-Levitz Students Satisfaction Inventory • Noel-Levitz Institutional Priority Survey • Student Exit Survey • Student and Employer Follow-Up Surveys **On-Going Use of Lay Program Advisory Committees:** committees comprised of community members appointed by the President. **1998 and 2002 Community Needs Assessment Survey:** a process developed and conducted by internal and external constituents. **2000-01 Self-Study Process:** site visit completed March 2001 and accreditation reaffirmed December 2001. **2001 Visioning Process:** a process conducted by the President that included all employees. **2002 Institutional Effectiveness Process:** Continuation of constituency-based planning and goal setting.	

Academic Programs: Strengths, Weaknesses and Significant Problems

Strengths	Weaknesses
Dedicated faculty and staff Excellent Nursing education programs Strong support services for targeted populations Customized workforce development training Comprehensive Adult Basic Education Program Mandatory placement process	Underdeveloped Developmental Education Program Weak learning assistance programs Over-reliance on traditional lecture methods Minimal integration of instructional technology across disciplines Part-time faculty are disconnected
Major Problems	
Problem #1: Low Levels of Student Success as measured by retention between terms, and persistence to goal completion, graduation, and transfer. **Problem #2: Progress of Students is Obstructed** at critical developmental and degree-path gateways.	

Strengths of Academic Programs:

Dedicated faculty and staff: Student satisfaction data indicate that faculty are readily available to help students and that they are knowledgeable in their fields. Faculty publish, present at regional conferences, and hold key positions in professional organizations.

Excellent Nursing Education Program: The college has long been a key provider of Registered Nurses and Licensed Practical Nurses for the Trover Regional Medical Center. Together, the programs graduate over 130 students a year, with first-time pass rates on licensure exams routinely in the 90% range.

Strong Support Services for Targeted Populations: Currently the college administers the three TRIO programs: Educational Talent Search, Student Support Services, and Upward Bound. These programs have operated successfully through several funding cycles since the mid-1980s. Unfortunately, **the Student Support Services program serves only about 150 students annually of the thousands of MCC students who qualify** for their services on the basis of low-income, first-generation, and ability to benefit. Expansion of key components of this highly successful model for the general student population is included in the Title III Activity.

Customized Workforce Development Training: The college was the first in the Kentucky community college system to establish a Business & Industry Training Program in 1985. The program delivers customized, short-term training and continuing education classes to meet the specific needs of business and industry in the area.

Adult Basic Education Program: In 1999 the college was awarded a substantial grant from the Kentucky Department of Adult Education and Literacy to be the sole provider of adult education and literacy programs in Hopkins County. Key to the successful proposal was the innovative use of computer-aided, self-paced, competency-based instructional technology.

Mandatory Placement Process: A successful comprehensive mandatory placement process was implemented in the Fall 2000 term.

Weaknesses Contributing to Significant Academic Problems

Underdeveloped Developmental Education Program: Mandatory placement has focused attention on the Developmental Education Program—attention that was long overdue. Enrollment continues to increase significantly, exceeding space and capacity, and there is a pressing need to reexamine the curriculum, how that curriculum integrates with key gateway courses, and how pedagogical methods can be improved to increase the success of the under-prepared student.

Weak Learning Assistance Programs: The college makes use of limited learning assistance and intervention strategies. Typically, under-prepared students are assigned on a drop-in basis to a small cadre of student tutors or referred to a single Developmental Education faculty member. Neither the faculty member nor tutors have been trained in current remedial learning strategies.

Over-Reliance On Traditional Lecture Methods: Student success rates (when defined as a student who receives an A, B, C or Pass in any given class) indicate that there is ample room for

improvement in promoting student learning. This, coupled with the desire of the faculty to be the highest quality "learning" college in the area, argues convincingly for focused professional development in classroom instruction grounded in the latest learning theory

Minimal Integration of Instructional Technology Across Disciplines: The college has access to a number of state-of-the art instructional technologies. Unfortunately, many faculty do not have the training to use these technologies effectively. They need on-going, convenient professional assistance in the use of technology to enhance instructional design and improve student outcomes.

Part-Time Faculty are Disconnected: Over 35% of the total student credit hours taught at the college in the Fall 2002 term were taught by part-time faculty. The percentage of part-time instruction in the Developmental Education Program is particularly high at 74%. It is important that strategies be developed to connect part-time faculty effectively with instructional reform in order to improve the consistency and effectiveness of part-time instruction.

Major Academic Problems

Problem #1: Low levels of student success as measured by retention between terms and by persistence to completion of educational goal, graduation, and transfer.

Problem #2: Student progress is obstructed at critical developmental and degree path gateways.

Documentation and Analysis of Problem: Historically, MCC has struggled with low retention rates, on average over 55% from term to term. The most recent data bear this out. The percentage of all first-time, degree-seeking students, enrolled either full-time and part-time, who returned from the Fall 2000 to Spring 2001 term is 63%, from Fall 2000 to Fall 2001 term is 48%, and from Fall 2001 to Fall 2002 is 53%.

Likewise, MCC struggles with low persistence and graduation rates. **In a study of a Fall 1995 cohort of first-time, full-time, degree-seeking students, the college found that only 18% of those students (68 of 365) graduated within six years.** The following table shows the percentage of the cohort who persisted from Fall term to Fall term. Note the significant decline between the first and second year, since the first year is the year in which students are most likely to encounter critical gateway courses—a focus of the proposed Activity:

Tracking of First-time/Full-time Students Entering Fall 1995 Fall-to-Fall Persistence and Graduation Status of Six-Year Cohort							
	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Graduates
Number enrolled	362	115	61	34	13	16	68
Percentage persisting	---	31.7%	16.8%	9.3%	3.5%	4.4%	18.8%

The *Kentucky Postsecondary Education Improvement Act of 1997* set ambitious enrollment goals for the KCTCS: 95,000 students system-wide by 2020. This represents a 111% increase over the system-wide Fall 1997 enrollment of 45,000. In addition to simply increasing access to postsecondary educational opportunity, Kentucky community and technical colleges must *retain* those students who have enrolled through goal completion. It is not enough just to increase the college-going rate of Kentuckians, although that in itself is a worthy goal. The best way to retain those students is by providing the kind of high quality instruction, support services, and advising necessary for them to pass their classes and make progress toward a career goal that is within their reach. Retention and graduation rates are problems that have persisted at MCC. It is time for the college to attack them aggressively and more effectively, in an integrated manner.

Degree Path Gateways: When we think of persistence *in the classroom*—i.e. in terms of the percentage of students who actually complete any given class with a successful grade of A, B, C, or Pass—the data is equally disturbing, particularly in those courses which are critical "gateway" courses that provide foundational skills upon which technical or transfer curricula are

built. For example, it is easy for MA 109 (College Algebra) to become a *barrier* to success rather than a *gateway* in the Engineering Technology curriculum. Mastery of foundational college level math skills delivered in MA 109 is critical if a student is to be successful in subsequent required classes such as PHY 201 (General Physics). Courses like MA 109 stand out as potential barriers to student success. Student success over a four term period for four key "gateway" courses are identified in the following table:

Student Success Rates (Success = A, B, C or Pass)			
	Fall 1999	Fall 2000	Fall 2001
MAH 60 Pre-Algebra	40%	43%	62%
MAH 70 Elementary Algebra	49%	37%	44%
MA 108 Intermediate Algebra	41%	51%	46%
MA 109 College Algebra	50%	60%	86%
ENC 90 Foundations of College Writing I	43%	45%	64%
ENC 91 Foundations of College Writing II	68%	50%	60%
ENG 101 Writing I	65%	69%	77%
BSL 110 Anatomy & Physiology	70%	58%	61%
PSY 223 Developmental Psychology	67%	70%	90%

Of special note in this table are the MA 108 and MA 109 courses. MA 109 success appears to be trending upward; however, faculty believe that this is a direct result of the attrition in the pre-requisite MA 108 course. Only the best students survive and enroll in MA 109.

Ensuring that these courses serve as gateways and not barriers to success, however, is not the only issue: students must be adequately remediated *before* they enroll in gateway courses. As noted earlier in the introduction, MCC serves a regional population that is often under-prepared for college level curricula. The majority of parents and family members of MCC students are unfamiliar with the expectations associated with postsecondary education. Over 70% of MCC students newly enrolled in the Fall 2002 term identified themselves as "first-generation" college students. Moreover, the vast majority need some level of remediation, and thus are required to enroll in Developmental Education classes. The following table identifies the number and percentage of newly enrolled students in the Fall 2002 term who required at least

some level developmental math, writing and reading based upon mandatory placement testing with the COMPASS test. Students are also placed using their ACT scores, but many have not taken the ACT prior to admission, thus the use of COMPASS testing at the point of admission.

Students Identified as Skill-Deficient Based on ACT and COMPASS Scores			
Fall 2002	Number Tested	Number Placed	Percentage Placed
Math	879	726	82%
Writing	637	343	53%
Reading	546	339	62%

These placement data are not surprising considering that, according to the Kentucky Department of Adult Education and Literacy, over 40% of working age adults in the college's five county service area are functioning at a level of literacy below grade 12. When an adult chooses to enroll at the college, chances are he or she will not be prepared to succeed at the associate degree level. For most adults in MCC's service area, simply obtaining a high school diploma or GED is a mark of academic distinction, an attribute of the "coal culture" mentality that lingers in spite of the significant decline in high-wage, low-skill mining jobs. Historically, postsecondary education has not been a priority. Of course, that is precisely why the *Kentucky Postsecondary Education Improvement Act of 1997* came into being. The state felt compelled to do something to educate its citizens for high skill employment if it is to compete economically with the rest of the nation. National research has shown time and again the correlation between level of education, economic status, and quality of life. For example, according to data published by the Education Trust in 1998, **only 7% of children from low-income families are college graduates by the age of 24.**[4] In the college's service area there seems to be an equally strong correlation between income level and degree of postsecondary success. Just under 60% of MCC's student body received federal need-based financial aid in the Fall 2002 term. In that

[4] *Education Watch: The Education Trust 1998 State and National Data Book* (Washington, DC: Education Trust, 1998).

same term, for example, over 700 of the students who took mandatory placement tests required some level of developmental math; over 300 required developmental writing. Low income levels, low adult literacy levels, and a local "coal culture" whose academic expectations are limited, all contribute to the problem of student success. Effective assessment and advising, effective developmental programs, and effective intervention strategies are critical to addressing the problem.

Likewise, there is an increased need for professional development among full-time faculty. In order to meet the increasing need for more developmental sections, full-time faculty were reassigned from college-level classes to developmental classes. Reassigned full-time faculty were confronted with a brand new pedagogical challenge: teaching the under-prepared. There is a significant difference in teaching a 19 year old high school graduate with a 22 ACT score in math and teaching a 28 year old with a GED who is placed into developmental math. In short, with the inception of mandatory placement, **the college found it had to create a new organizational culture of success—one that made room for developmental education and effectively supported its presence across the curriculum.**

Finally, mandatory placement underscored the critical need for improved management of student records, improved tracking of student success, and improved delivery of effective advising. Repeated throughout the research on best practices for developmental education is the finding that at-risk students require effective intervention strategies delivered in a timely manner if they are to be successful.[5]

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[5]F. Brower, "Retention-Attrition in the Nineties." ERIC Digest. <http://www.ericfacility.net/ericdigests>

Institutional Management: Strengths, Weaknesses and Significant Problems

Strengths	Weaknesses
Exemplary 2001 SACS Review Strong planning and assessment processes Strong linkages to community New facilities development Strong Financial Aid Program	Challenges of governance restructuring mandated by State Ineffective general advising system No development of web-based programs and services
Major Problems	
Problem #3: Historically poor Management Information Systems prevent access to student data needed for advising, student tracking, educational planning, and decision-making.	

Strengths of Institutional Management:

Exemplary 2001 Southern Association of Colleges and Schools (SACS) Review: During the recently completed 2000-01 Self-Study process, the SACS Reaffirmation of Accreditation Visiting Committee identified only 13 recommendations for improvement; the average number of recommendations for all public two-year colleges in SACS is 26. Further, the Committee noted that MCC's comprehensive planning and evaluation process was exemplary. The college received no recommendations or suggestions for improvement in this very important area of institutional management. Such an outcome is rare in Kentucky—and profoundly reassuring.

Strong Planning and Evaluation Processes: MCC has refined a process—first implemented in FY 1996 as an outcome of a comprehensive institutional review—that effectively integrates on-going, college-wide planning, evaluation, and budget development. Each functional unit within the college is expected to identify a set of key performance indicators, assess the extent to which the unit successfully addresses those indicators, and plan to improve performance where data indicate it is necessary. Further, these annual plans are linked, unit by unit, to a comprehensive annual budget development process.

Strong Linkages to Community: The College routinely collaborates with the Economic Development Authority of Madisonville-Hopkins County to deliver workforce development training and services. Further, its Program Advisory Committees, comprised of community

representatives from business and industry, regularly advise Program Coordinators and faculty on issues related to technical curricula and programming.

New Facilities Development: The college was the first in the community college system to use private gifts, totaling $4.6 million, as seed money for construction of a facility, the Glema Mahr Center for the Arts, which opened in 1991. It subsequently used private gifts to leverage the construction of two additional facilities, the Muhlenberg County Campus facility and the Joe C. Davis Science & Technology Building, both of which opened in 2001.

Strong Financial Aid Program: Financial aid staff assist over 65% of the degree and certificate seeking student to obtain federal financial aid. In addition, the Development Office distributes over $100,000 in supplementary scholarships generated through private gifts.

Weaknesses Contributing to Significant Institutional Management Problems:

Challenges of Governance Restructuring Mandated By State: In 1997 the state General Assembly passed the *Kentucky Postsecondary Education Improvement Act*. It separated the existing Community College System from the University of Kentucky and created a brand new Kentucky Community and Technical College System (KCTCS). Since that time, MCC has been struggling with implementing new processes, procedures and initiatives associated with change in governance. Perhaps the most significant challenge has been implementation of the new PeopleSoft integrated software system for budget and student records management. Technology infrastructure and training of personnel has not been able to keep pace with the change. For example, the college found it necessary to develop a "shadow" accounting system while the KCTCS trained personnel and worked out bugs in the software. Both the shadowing and de-bugging continue at this time. A similar situation exists in the use of student records software. The college has not been able to take advantage of the capabilities of the software.

Ineffective General Advising System: Full-time faculty serve as advisors to students in addition to teaching five classes and attending to a variety of other institutional service responsibilities. Advising suffers. What should be a meaningful goal-setting activity between advisor and student too often becomes simply a registration activity, ensuring only that a student gets enrolled for the upcoming term. PeopleSoft can help by providing easy access to vital student information—if only its capabilities could be fully developed and utilized, and faculty and staff trained.

No Development of Web-Based Programs and Services: Students and faculty do not have access to web-based services on a fully interactive MCC website. Currently, the website functions as nothing more than an electronic bulletin board. There is no on-line registration, virtual advising, degree and transfer audit, management of student records, or early warning system for tracking academic progress.

Institutional Management Problem

Problem #3: Historically poor Management Information Systems prevent access to student data needed for advising, student tracking, educational planning and decision making.

Documentation and Analysis of Problem: A situation came to light during the Fall 2001 term which underscored the scope of the Management Information Systems problem existing at MCC. The associate degree Registered Nurse program is the flagship competitive admissions program at the college. It has successfully produced graduates to fill a critical community need for well over a decade. Nonetheless, processes for managing student records and tracking student progress can be embarrassingly inefficient. Currently there are 144 students enrolled in the RN program; unfortunately, records show only 107 of those students have

actually *declared* Nursing as a major. This situation is **indicative of a significant problem in the MCC advising system** which is repeated throughout the College.

One group presenting a special challenge for advising and educational planning is the "undecided" student. In the Fall 2001 term, almost one quarter of new students (24%) identified themselves as "undecided" regarding their educational goals. When this cohort was analyzed, it yielded the following information:

Profile of Fall 2001 Undecided Majors	
• Total number undecided: 184	• Average GPA after one semester: 2.73
• Total credit hours enrolled: 1,873	• Percentage on academic probation: 18.4%
• Total developmental hours enrolled: 180	• Average family income: $21,600
• Enrollment intent: 85% degree seeking	• Percentage on financial aid: 67%

This group of students presents an interesting profile. Although not necessarily a group at risk, it is nonetheless a group with a significant percentage of students on academic probation at 18.4% and enrolled in a significant number of hours of developmental coursework. This is a group of students at a crossroads. Timely intervention could make the difference in their persisting to graduation. When such a group of students can be so readily identified, it is an obvious place to start in the development of effective intervention strategies. Cuyahoga Community College in Ohio conducted a study of effective retention strategies for first year students and successfully implemented many of those strategies. The availability of on-going intervention was one successful strategy.[6]

Too Many Left Outside the Safety Net of Special Student Support Services: MCC has well-established, highly successful TRIO programs. As is the case in nearly all Student Support Services (SSS) programs across the nation, dedicated staff provide a "safety net" of

[6]A. B. Johnson and G. McFadden, "The Value of Multi-Dimensional Retention Programs for First-Time Students at Community Colleges." Paper presented at the International Conference on Teaching and Leadership Excellence of the National Institute for Staff and Organizational Development, Austin, TX (May 2000).

academic support and related services to those students who qualify for admission to the program. At MCC, the SSS staff can document strong outcomes. However, MCC is different from most institutions to which SSS programs are awarded, since nearly the entire college is eligible for low-income and first-generation college status, and thus, for participation in the SSS program. Currently, the college's SSS serves only 156 students—leaving an estimated 1,500 low-income, first-generation students outside the safety net. The chart below clearly documents the much higher rate of success of those students receiving improved advising and support services, as well as tutoring and learning assistance.

MCC's Student Support Services Program vs. General Student Population Comparison of Various Factors, 2001-02		
	MCC's Student Support Services	**MCC's General Student Population**
Number/Percentage Low-Income, First-Generation Students	156 total served	1,743 (74%)
Average Fall-to-Fall Persistence	84%	51%
Approximate Advising Time per Student per Year	4.47 hours	Not tracked, but probably no more than 2 hours per student per year
Percentage of Students receiving special orientation, career planning, goal setting, motivational support, etc.	100%	16%
Percent of Students receiving academic support, tutoring, assistance with papers, dealing with test anxiety, etc.	40%	26%

At MCC, faculty advising and teaching loads are heavy, and there is little extra time for effective intervention. Faculty do not have key information conveniently at hand to develop or re-work an individual educational plan in any detail. The bulk of advising takes place during open registration sessions, in a public setting, as students make their way through long lines. The challenge is to develop an advising infrastructure that uses up-to-date information systems and technology to deliver accurate and timely information to both faculty and students when they most need it.

Fiscal Stability: Strengths, Weaknesses and Significant Problems

Strengths	Weaknesses
Strong accounting systems and good audits Highly successful fund-raising campaigns for development of special facilities Effective Development Office and College Foundation	High attrition rates cost college enrollment- driven revenues Effective budget planning stifled by budget revisions from state and KCTCS
Major Problems	
Problem #4: Scarce Resources prohibit investment in programs and services development which are needed to overcome problems related to attrition and low levels of student success.	

Strengths Related to Fiscal Stability:

Strong accounting systems and good audits: MCC received a "commendation" from the SACS Reaffirmation of Accreditation Visiting Committee for its accounting processes and procedures—in spite of the difficulties created by the mandated implementation of the PeopleSoft financial software.

Highly successful fund-raising campaigns for special facilities development: As noted earlier, the college has been able to leverage construction of three new facilities within the last decade by raising private gifts as seed money.

Effective Development Office and College Foundation: In addition to raising private gifts for capital construction projects, the college has established modest fine arts center, equipment, and scholarship endowments. The college has also worked effectively with the Trover Foundation and Trover Regional Medical Center, obtaining money to expand the Registered Nursing program in 1989, as well as establishing a Physical Therapist Assistant program in 1995.

Weaknesses Contributing to Significant Fiscal Stability Problems:

High Attrition Rates Cost College Enrollment-Driven Revenues: It is common for people in Kentucky to refer to a community colleges as a public, "state funded" institution. Such a description is misleading. It is much more accurate to describe MCC as a "state-assisted"

institution. On average, only 40% of the college's annual budget is derived from recurring state allocation. This has been the case since the inception of the college. Furthermore, the college does not fare well when compared to public four-year colleges in the state. Data compiled by the Southern Regional Education Board indicate that "per student" general fund expenditure within the community college system is the lowest of any public institution in the state.[7] If we add to this history of under-funding the legislative mandate of the *Kentucky Postsecondary Education Improvement Act* to serve more, not less, students, then add a high attrition rate which decreases potential tuition revenue, this increases the difficulty of implementing and sustaining significant long-term change. Whatever additional revenue is generated through increased enrollment is more than offset by increased expenditures associated with recruiting new students and paying for faculty to teach them. There is little discretionary money to release faculty and staff from day-to-day responsibilities in order to analyze and change existing institutional processes and strategies to improve student success.

Effective Budget Planning Stifled by Budget Revisions From State: In addition to below-average state allocations and legislative pressure to increase enrollment, there have been state-wide budget cuts. In FY 2002, the KCTCS mandated that 3.5% of the college's recurring allocation be set aside on a contingency basis in anticipation of a 2% state-wide budget reduction. The reduction became a reality and 2% of the contingency money was needed. In FY 2003, the college has been told to expect a 9% reduction in its recurring allocation. A 9% reduction equals $740,000. Given these fiscal realities, it is virtually impossible to reallocate existing college funds to bring about substantive, long-term institutional improvement. Simply maintaining current levels of effectiveness is challenge enough.

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[7] *SREB Fact Book on Higher Education* <http://www.sreb.org/main/EdData/FactBook/factbookindex.asp>

Fiscal Stability Problem

Problem #4: Scarce resources prohibit investment in development of programs and services needed to overcome problems related to attrition and low levels of student success.

Documentation and Analysis of Retention and Persistence Problem: The *Kentucky Postsecondary Education Improvement Act of 1997* was both an opportunity and a threat to MCC: an opportunity in that it focused statewide attention on the new Kentucky Community and Technical College System and gave it equal voice among the state's senior postsecondary institutions; a threat in that it set ambitious enrollment goals for the KCTCS: 95,000 students by 2020, an 111% increase over the system-wide Fall 1997 Headcount Enrollment of 45,000.

According to data provided by the Kentucky Department of Adult Education and Literacy, **over 43% of working age adults in the service area are functioning at a literacy level below the 12th grade.** Note that this number includes a significant number of high school graduates. According to Census 2000 data provided by the Kentucky State Data Center, over 90% of adults over the age of 24 may have completed some college, but have not completed a postsecondary credential.

MCC has a history of under-funding Developmental Education. Currently less than 2% of the entire instructional personnel budget is devoted to developmental education. Supervision of developmental support services is assigned part-time to an existing full-time faculty position, and there is only one full-time Instructional Specialist to provide tutorial services. The Instructional Specialist's salary is funded, in part, by soft money, and in FY 2001, due to a reduction in the state's recurring budget allocation the college lost a Developmental Education

support position. The following table breaks down the overall instructional budget by academic division, including the Library:

General Education Budget vs. Developmental Education Budget FY 2002			
Library	246,439		
Humanities	751,378		
Social Sciences	1,013,927		
Natural Sciences	809,546	Developmental Education	88,562
Nursing	992,378		
Allied Health	720,694		
Applied Technology	563,821		

That Developmental Education is currently under-funded is not surprising. Prior to the implementation of mandatory placement at the college, enrollment in developmental classes was relatively low because advisors did not have the leverage they needed to place students where they belonged. Once faculty had the leverage, enrollment increased significantly. Furthermore, prior to mandatory placement, the college could conveniently manage the small number of part-time faculty used to deliver developmental classes. Although using part-time faculty was not an ideal situation, at least it was a manageable one. With an increase in the number of developmental education sections came an increased need for coordination between part-time and full-time faculty, as well as an increased need for review and revision of course content to support existing educational programs. Simply put, there arose a need for someone to coordinate Developmental Education now that it had become an integrated sequence of courses with specific sets of competencies.

C. Institutional Goals and Objectives

During the recently completed 2000-01 Self-Study process, the reaffirmation of the Accreditation Visiting Team noted that MCC's comprehensive planning and evaluation process was exemplary. The college received no recommendations or suggestions for improvement in this very important area of institutional management. Such an outcome is rare—and profoundly

reassuring. It denotes that the college is skilled at identifying strengths and weaknesses and developing plans to improve weaknesses where data indicate improvement is necessary.

Each year the college conducts a comprehensive review of the preceding year's annual goals, measured against the college's long-term strategic goals. The review is data-driven. The senior administration assesses annual outcomes, then working closely with a representative group of key faculty and staff, drafts a set of strategic directives that are intended to serve as a general framework for individual unit planning for the upcoming year. **Of the sixteen goals developed at the 2001-2002 planning retreat, the following six are directly addressed by activities described in this Title III proposal:**

MCC 2002 Strategic Directives/Goals Related to Title III Proposal	
Strategic Directive	**Relationship to Proposal**
1. Increase enrollment consistent with KCTCS expectations; and	The Title III proposal focuses upon increasing institutional capacity to improve the success of our **non-traditional, under-prepared, low-income, first-generation college students**.
2. Improve retention rates.	
3. Increase emphasis on student learning and achievement ETC.	Faculty indicated over and over again in a recent "visioning" exercise that they wish to be known for high quality instruction. Data indicate that **student success rates in "gateway" courses** *are not as high as they need to be* if students are to reach their educational goals in a timely manner. The Title III proposal targets professional development to improve success rates in gateway courses, implementation of best practices, and a significantly strengthened developmental education program
4. Acquire and use technology effectively to support administrative services, student services, and educational programs.	The Title III proposal targets improvement of the advising infrastructure. **Upgrading technology to improve tracking and advising** processes enables faculty advisors to intervene in a timely manner to ensure student success.
5. Assess and enhance the quality of educational programs; and	Historically, the college has under-emphasized the role and funding of Developmental Education. Implementation of mandatory placement has forced a reexamination of this attitude. An **adequately staffed and pedagogically sound Developmental Education program** is critical to student success. Title III funding can address program inequities and enhance quality when other funding is unavailable.
6. Allocate fiscal resources consistent with planning priorities.	

Analysis of current data indicates that there is a group of interrelated problems involving academic programs, institutional management, and fiscal stability that inhibits student success at MCC. **The college is aware of its problems and has developed goals to address them. Lack of adequate fiscal resources, however, prohibit the college from addressing these problems in an effective and lasting manner.** Title III funding will be used to make fundamental changes in the institution's academic and student support infrastructure in order to improve student success. The table on this and the following page, entitled "Problems, Goals and Objectives," provides a brief overview of how the college has linked the key institutional problems, identified earlier, to appropriate institutional goals and specific measurable objectives.

Institutional Goals, Measurable Objectives and Related Institutional Problems		
Institutional Problems	**Institutional Goals To Overcome Problems**	**Five-Year Measurable Objectives To Strengthen Institution**
Low levels of student success as measured by retention between terms and by persistence to completion of educational goal, graduation, and transfer.	Maintain and develop on-going activities that increase enrollment and retention of all students, traditional and non-traditional.	**Objective 1:** By 2008, increase the Fall to Spring retention rate to 65% (over a 54% historical average baseline) and increase the Fall to Fall persistence rate for non-graduates to 55% (over a 48% 2000-2001 baseline). **Objective 2:** By Sept. 2008, increase six-year graduation rate by at least 8 percentage points over the 1996 cohort baseline of only 18%.
Student progress is obstructed at **critical developmental and degree path gateways**.	Deliver flexible, high quality educational programs to enhance student learning; Create a fully-staffed college that optimizes professional development to support success and growth.	**Objective 3:** By Sept. 2008 increase the number of students successfully completing the following developmental and degree-path "gateway" courses (gateway = a requisite or pre-requisite course for goal completion) from an historical baseline (baseline = avg. success rate of three most recent fall terms): • MAH 60—48% > 58% • MAH 70—43% > 53% • ENC 90—50% > 60% • ENC 91—59% > 69% • MA 108—46% > 56% • MA 109—65% > 75% • ENG 101—70% > 80% • BSL 110—63% > 73% • PSY 223—75% > 85%

Institutional Problems	Institutional Goals To Overcome Problems	Five-Year Measurable Objectives To Strengthen Institution
Historically poor Management Information Systems prevent access to student data needed for advising, student tracking, educational planning, and decision making.	Obtain, implement and support universal, state-of-the-art, cutting edge technology; Respond systemically to current needs and anticipate future trends of our diverse service area through effective planning for delivery of programs.	**Objective 4:** By Sept. 2008 decrease by half the number of students who have "undeclared" majors from a Fall 2002 baseline of 37%. **Objective 5:** By Sept. 2008 decrease the number of students on financial aid probation by 25% over Fall/Spring baselines for 2002-2003.
Scarce resources prohibit investment in development of programs and services that are needed to overcome problems related to attrition and low levels of student success.	Develop and implement a fair and equitable system to adequately fund all areas within the college.	**Objective 6:** Increase headcount enrollment, consistent with KCTCS and legislative expectations, from Fall 2002 level of 2,355 to Fall 2008 level of 3,249, an increase of 38%. **Objective 7:** By Sept. 2008, obtain $200,000 in matching endowment funds to sustain changes in academic and student support infrastructure.

D. Institutionalizing New Practices and Improvements

The college's overall purpose in applying for Title III funds is an ambitious one: **change the organizational culture by using Title III funds to facilitate that change**. Simply put, the measure of the college's success should be the measure of its students' success. For example, MCC's current graduation rate is just over 18%. **For every 180 graduates, the college must enroll 1,000 students.** Persistence and graduation rates are far too low.

As noted earlier, the college has institutionalized a highly effective comprehensive planning and evaluation process. The process is broadly participatory and data-driven. Most importantly, however, it is linked, unit by unit, to budget planning. **Thus, the college has in place a responsible method to reallocate funds if sound planning and evaluation warrant such a move.** Recently, for example, the college reallocated recurring funds to institutionalize a Developmental Education staff position when grant funds which had been supporting that position were no longer available. To maintain the practices and improvements described in this

proposal will require that the college reallocate funds, incrementally, to institutionalize the positions of Teaching & Learning Specialist, Instructional Technician, and Student Success Coordinator. These positions will be phased into the college budget in the following manner as detailed in the Activity Budget.

Position	Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Post Grant
T & L Specialist	Title III	$37,500	$50,000	$37,500	$25,000	$12,500	0
	College	0	0	$25,000	$25,000	$37,500	$50,000
Instructional Technician	Title III	0	$26,250	$26,250	$26,250	$17,500	0
	College	0	$8,750	$8,750	$8,750	$17,500	$35,000
Std. Success Coordinator	Title III	$17,500	$17,500	$14,000	$10,500	$7,000	0
	College	0	$17,500	$21,000	$24,500	$34,300	$35,000

Plan for Continuation of Funding: The grant proposal focuses upon improving student success as measured by increased retention and graduation rates. It is reasonable to expect that enrollment will increase as a result of an increase in retention rates. In fall 2002, the college's headcount enrollment was 2,356. If Title III retention activities were to increase this 2,356 figure by a modest 2%, that would result in an enrollment increase of 47 students, giving the college a new total of 2,402. Now, if the college were to increase the percentage of students retained by an additional 1% a year during the subsequent four years of a Title III grant—from 2% in fall 2003 to 6% in fall 2007—that would represent a total increase in the number of students enrolled of 507. Retaining 507 additional students during the five years of the grant represents an increase in tuition income during that period of $389,376. Note that in this scenario, tuition income has been calculated based upon each student taking only 6 credit hours per semester for two semesters at a cost of $64 a credit hour (6 **x** 2 **x** $64 = $768). Six credit hours a semester is a realistic number since the average community college student takes 5-6 years to complete an associate degree program. The accompanying table shows in detail how the college derived the $389,376 total.

	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07
Headcount enrollment	2,356	2,402	2,474	2,572	2,700
Annual increase in retention rate	.02	.03	.04	.05	.06
Annual increase in enrollment	47	72	98	128	162
Annual increase in tuition income	36,096	55,296	75,264	98,304	124,416
Total recurring contingency fund					**389,376**

The college will set aside the annual increase in tuition income identified in this table in a contingency fund, not to be allocated until the completion of the grant. The President has presented this contingency plan to the MCC Board of Directors and it has been approved. Upon completion of the grant, **these contingency dollars will be allocated on a recurring basis to sustain key Title III budget positions** identified above. It is important to note that the contingency plan produces a dollar amount more than equal to the annual budget for each year of the grant; thus, there will be adequate funds to ensure that key staff positions and activities will continue to be funded on a recurring basis.

Funding Equipment Maintenance and Upgrades: All equipment purchased with grant funds will be placed upon MCC's on-going equipment maintenance and upgrade schedule. The college's annual unit-by-unit planning and evaluation process, as noted earlier, is integrally related to budget development, so on-going maintenance and upgrade needs are routinely and regularly identified. Likewise, post-grant needs will be incorporated into the annual planning and evaluation process, allowing for the flexible reallocation of funds to address on-going critical needs beyond the completion of the project. The college will purchase only that equipment which is compatible with existing equipment and which is capable of upgrade. In addition to this reallocation process, the college maintains a modest Instructional Equipment Endowment that generates approximately $31,000 of income annually. These funds can and will be used to supplement the maintenance, upgrade, and technical training associated with new equipment purchases. Furthermore, the college intends to obtain matching endowment funds through the

Title III grant in order to increase this endowment and thus strengthening the college's ability to sustain long term institutionalize change.

Impact of the Project on Facilities: MCC has adequate physical space to house the activities described in the grant proposal. The college opened two new classroom facilities in Fall 2001. State funding for these two projects was matched by the college's successful private gifts campaign for capital construction. **The new facilities have freed existing classroom and office space on the main campus that will be readily converted into dedicated space for the Title III project:** a Teaching & Learning Center; two seminar "smart" rooms; one "Gateway" seminar room; and an expansion of the existing Learning Center (the college's remedial learning lab). The Director of Technology Services estimates that outfitting these spaces for use will cost $13,500 in total for wiring and other related infrastructure.

Adherence to Approval Processes: The college has deliberately timed development of this Title III Strengthening Institutions Grant proposal to coincide with the recently completed reaffirmation of accreditation Self-Study, a process that is intended to identify institutional strengths and weaknesses in order to improve overall institutional effectiveness.

Should the Title III project generate substantive revision or modification of courses and curricula, the college will use the existing curriculum development and course revision process described in the KCTCS Rules of the Senate and published in the *KCTCS Curriculum Development and Rules Approval Manual.* The process is faculty driven, clearly defined, broadly participatory, and requires faculty approval at the both the local and system levels.

Finally, existing purchasing and requisition procedures established by the KCTCS and published in the *KCTCS Business Office Manual* will be used. The Title III Coordinator will be responsible for reviewing and approving all Title III requisitions and will forward them to the

Business Office for processing. Business Office staff will assist the Title III Coordinator in managing and tracking grant accounts.

Prior Title III Support

Madisonville Community College has never received a Title III Strengthening Institutions Grant.

PART II: DEVELOPMENT GRANT SPECIFICS

ACTIVITY: Improvement of Instructional Programs & Support Services

A. Overview of Activity and Relationship to the CDP

Brief Overview of the Activity: This Activity develops, pilots, and institutionalizes instructional and student services interventions to increase the retention and academic success of students. Instructional interventions include: **1)** strengthening of developmental education and learning assistance, including training at Appalachia State University's Kellogg Institute for the Developmental Educator; **2)** improving pass rates in "gateway" courses in both developmental and degree pathways; and **3)** creating a Teaching & Learning Center to serve as a hub for faculty development, instructional change and innovation. Student Services interventions for success include: **1)** strengthening of assessment, placement, and advising systems; **2)** developing web-based student information, including student educational plans, and degree and transfer audits; and **3)** creating proactive strategies to assist students in overcoming academic financial aid probation.

Relationship to Comprehensive Development Plan (CDP): As noted in the CDP, Madisonville Community College (MCC) is confronted with the persistent problem of low levels of student success. Retention and persistence rates and graduation rates are too low. Demographic data indicate that a typical student enrolling at the college is, and will likely continue to be, an academically under-prepared, low-income, first-generation college student. Research has shown time and again that this type of student is least likely to succeed. As Robert McCabe, noted community college educator, states succinctly: "Access and remedial

education are inseparable."[8] Over the years, MCC has persisted in using a traditional approach in delivering instruction and student services to this large non-traditional population. There are many reasons why the college persisted in its traditional approach, some justifiable, some not. For decades, the mindset of institutional leaders was to concentrate on high academic standards—that is, to "lift the bar." But to lift the academic bar for those who are not prepared to leap over it does little to increase success of students or change the educational profile of the region. The institution must undergo a fundamental and sustainable change in the way it attacks the problem of student success if it is to address the expectations of the state's General Assembly, as outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*, and increase access to postsecondary educational opportunity. Current faculty and leadership at MCC realize that "access" to education, alone, is not enough; that access can literally position academically and culturally under-prepared students for failure—unless effective support strategies are in place to help students "over the bar."

B. Measurable Objectives and Performance Indicators

This Activity and the measurable Objectives which follow, relate directly to CDP Goals and Objectives which address retention, persistence, graduation, opening obstructed pathways in both developmental and degree programs, and improving both advising and information systems.

[8]Robert H. McCabe, *No One to Waste: A Report to Public Decision-Makers and Community College Leaders* (Washington, DC: Community College Press, 2000) 7.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325.	FORM APPROVED OMB No. 1840-1114 EXP. DATE: 12/31/2002

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Institution: Madisonville Community College	2. Activity Title: Improvement of Instructional Programs & Support Services
3. Major Objectives in Measurable Terms	**4. Performance Indicators**
FIVE YEAR OBJECTIVES	
1. By Fall 2008, 25% more students will pass MA 108 and MA 109 with a grade of C or better when compared to a baseline of 46% and 65% respectively. The baseline was determined by averaging the pass rate for these courses from the three preceding fall terms (Fall 1999, 2000, 2001).	Yr. 1: 5% more students will complete **MA 108 and MA 109** compared to the Fall 02 baseline data. Yr. 2: 10% more students will complete MA 108 and MA 109 compared to the Fall 02 baseline data. Yr. 3: 15% more students will complete MA 108 and MA 109 compared to the Fall 02 baseline data. Yr. 4: 20% more students will complete MA 108 and MA 109 compared to the Fall 02 baseline data. Yr. 5: 25% more students will complete MA 108 and MA 109 compared to the Fall 02 baseline data.
2. By Fall 2008, 70% of full-time and part-time degree seeking students will have completed a formal Student Success Plan (including declaration of major) as compared to the Fall 2002 baseline of zero. The SSP is being implemented for the first time, thus the zero baseline.	Yr. 1: 30% of full- and part-time degree seeking students have developed an SSP and declared a major. Yr. 2: 40% of full- and part-time degree seeking students have developed an SSP and declared a major. Yr. 3: 50% of full- and part-time degree seeking students have developed an SSP and declared a major. Yr. 4: 60% of full- and part-time degree seeking students have developed an SSP and declared a major. Yr. 5: 70% of full- and part-time degree seeking students have developed an SSP and declared a major.
3. By Fall 2008 there will be a .20 point reduction in the "gap" between the degree of "importance" students assign to **instruction** and the level of "satisfaction" they experience, as measured by the Noel-Levitz Student Satisfaction Inventory (SSI), using a Fall 2002 baseline of 6.49 (importance), 5.61 (satisfaction) and .88 (gap).	Yr. 1: Reduce gap on SSI instruction indicator by .04 over Fall 02 baseline data. Yr. 2: Reduce gap on SSI instruction indicator by .08 over Fall 02 baseline data. Yr. 3: Reduce gap on SSI instruction indicator by .12 over Fall 02 baseline data. Yr. 4: Reduce gap on SSI instruction indicator by .16 over Fall 02 baseline data. Yr. 5: Reduce gap on SSI instruction indicator by .20 over Fall 02 baseline data.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325.	FORM APPROVED OMB No. 1840-1114 EXP. DATE: 12/31/2002

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Institution: Madisonville Community College	2. Activity Title: Improvement of Instructional Programs & Support Services
3. Major Objectives in Measurable Terms	**4. Performance Indicators**
4. By Fall 2008 there will be a .10 point reduction in the "gap" between the degree of "importance" students assign to **advising** and the level of "satisfaction" they experience, as measured by the Noel-Levitz Student Satisfaction Inventory (SSI), using a Fall 2002 baseline of 6.31 (importance), 5.48 (satisfaction) and .83 (gap).	Yr. 1: Reduce gap on SSI **advising indicator** by .02 over Fall 02 baseline data. Yr. 2: Reduce gap on SSI advising indicator by .04 over Fall 02 baseline data. Yr. 3: Reduce gap on SSI advising indicator by .06 over Fall 02 baseline data. Yr. 4: Reduce gap on SSI advising indicator by .08 over Fall 02 baseline data. Yr. 5: Reduce gap on SSI advising indicator by .10 over Fall 02 baseline data.
5. By Fall 2008 there will be a 15% increase in the Fall-to-Fall retention rate and a 20% increase in the Fall-to-Spring retention rate of degree seeking students over baseline data of 53% and 63% respectively.	Yr. 1 : Increase the **Fall-to-Fall and Fall-to-Spring retention rates** by 3% and 4% respectively over 2002 baseline data. Yr. 2 : Increase the Fall-to-Fall and Fall-to-Spring retention rates by 6% and 8% respectively over 2002 baseline data. Yr. 3: Increase the Fall-to-Fall and Fall-to-Spring retention rates by 9% and 12% respectively over 2002 baseline data. Yr. 4: Increase the Fall-to-Fall and Fall-to-Spring retention rates by 12% and 16% respectively over 2002 baseline data. Yr. 5: Increase the Fall-to-Fall and Fall-to-Spring retention rates by 15% and 20% respectively over 2002 baseline data.
6. By Fall 2008, there will be a 15% decrease in the number of students on financial aid probation and a .10 point reduction in the "gap" between the degree of "importance" students assign to **admissions/financial aid** and the level of "satisfaction" they experience, as measured by the Noel-Levitz Student Satisfaction Inventory (SSI), using a Fall 2002 baseline of 6.24 (importance), 5.06 (satisfaction) and 1.18 (gap).	6.1 Decrease by 3% annually the number of students on **Financial Aid Probation** over the 2002 baseline. 6.2 Reduce the "gap" between the degree of "importance" students assign to **admissions/financial aid** and the level of "satisfaction" they experience by .02 points annually, as measured by the SSI, using Fall 2002 baseline data.
7. By Fall 2008 the graduation rate will have increased from a 2002 baseline of 18% to a 2008 rate of 33%	Yr. 1: Increase the **graduation rate** by 3% over the 2002 baseline rate of 18%. Yr. 2: Increase the graduation rate by 6% over the 2002 baseline rate of 18%. Yr. 3: Increase the graduation rate by 9% over the 2002 baseline rate of 18%. Yr. 4: Increase the graduation rate by 12% over the 2002 baseline rate of 18%. Yr. 5: Increase the graduation rate by 15% over the 2002 baseline rate of 18%.

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YEAR ONE: 2003-04	
8. By Fall 2004 the number of full-time and adjunct faculty having access to and participating in faculty development activities through workshops, seminars, and other faculty development activities, as well as incorporating technology-enhanced strategies in their classrooms, will increase to 50% and 33% respectively.	8.1 By September 2004, a minimum of 50% of full-time faculty and 33% of adjunct faculty will have participated in at least one professional development activity related to instructional technologies and one professional development activity related to **learning styles**.
9. By Fall 2004 the percentage of students successfully completing developmental MA 60 will increase to 63% and Math 70 to 48% as compared to a Fall 2002 baselines of only 58% and 43% respectively.	9.1 Students participating in the Spring 04 sections of **Math 60 which pilot new strategies** will successfully complete the course (as measured by grades of A, B, C or pass) at a rate of at least 63%, compared to the Fall 02 baseline of 58%. 9.2 Students participating in the Spring 04 sections of **Math 70 which pilot new strategies** will successfully complete the course (as measured by grades of A, B, C or pass) at a rate of at least 48%, compared to the Fall 02 baseline of 43%.
YEAR TWO: 2004-05	
10. By Fall 2005 the percentage of students successfully completing developmental MA 108 will increase to 51% and MA 109 to 70% as compared to Fall 2002 baselines of 46% and 65%. respectively.	10.1 Students participating in the Fall 05 sections of **MA 108 which pilot new strategies** will successfully complete the course (as measured by grades A, B, C, Pass) at a rate of at least 51%, compared to the Fall 02 baseline of 46%. 10.2 Students participating in the Fall 05 sections of **MA 109 which pilot new strategies** will successfully complete the course (as measured by grades A, B, C, Pass) at a rate of at least 70%, compared to the Fall 02 baseline of 65%.
11. By Fall 2005, 33% of all full-time faculty (31 of 95) will use formative assessment activities in their classes, as measured by self-reporting, compared to a Fall 2002 baseline of zero. The baseline is zero because there has been no systematic program promoting formative assessment.	11.1 By September 2005 a minimum of 75% of full-time faculty and 33% of the regular adjunct faculty will have participated in at least one professional development activity related to faculty development with emphasis on use of **classroom formative assessment** activities.

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ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS

1. Name of Institution: Madisonville Community College	**2. Activity Title:** Improvement of Instructional Programs & Support Services
3. Major Objectives in Measurable Terms	**4. Performance Indicators**
12 By Fall 2005, the percentage of students successfully overcoming financial aid probation status will increase by 20%, as compared to the Fall 2002 baseline of 339. The baseline was determined by the number of financial aid appeals submitted in Fall 2002.	12.1 In 2004-05, increase by 20% the percentage of students successfully overcoming **financial aid probation** as compared to the 2002 baseline of 339. 12.2 Reduce the "gap" between the degree of "importance" students assign to **admissions/financial aid** and the level of "satisfaction" they experience by .4 points, as measured by the Noel-Levitz Student Satisfaction Inventory, using the Fall 2002 baseline data of a 1.18 gap.
13 By Fall 2005 the percentage of students successfully completing developmental ENC 90 will increase to 55% and ENC 91 to 64% as compared to Fall 2002 baselines of 50% and 59% respectively.	13.1 Students participating in the Fall 2005 sections of **ENC 90 and ENC 91 which pilot new strategies** will successfully complete the courses (as measured by grades of A, B, C or pass) at a rate of at least of 55% and 64% respectively. 13.2 Longitudinal tracking of developmental writing students who progress to college-level ENG 101 will indicate that these students **complete ENG 101 with grades as good as or better** than those students who were not required to take developmental coursework for skill deficiencies.
YEAR THREE: 2005-06	
14. By Fall 2006 the percentage of students successfully completing developmental RDG 20 will increase to 53% and RDG 30 to 76% compared to Fall 2002 baselines of 43% and 66% respectively.	14.1 Students participating in the Spring 06 sections of **RDG 20 and RDG 30 which pilot new strategies** will successfully complete the courses (as measured by grades of A, B, C or pass) at a rate of at least 53% and 76% respectively.
15. By Fall 2006, the number of full-time and adjunct faculty **integrating critical reading, writing, and math skills** into their courses will increase by 25%.	15.1 By September 2005 a minimum of 75% of full-time faculty and 33% of the regular adjunct faculty will have participated in at least one professional development activity related to faculty development with emphasis on use of **integration of critical thinking skills** into the classroom.
16. By Fall 2006 the percentage of students successfully completing MAH 151 and ENG 101 will increase to 73% and 75% as compared to Fall 2002 baselines of 68% and 70% respectively.	16 .1 Students participating in the Spring 06 sections of **MAH 151 and ENG 101 which pilot new strategies** will successfully complete the courses (as measured by grades of A, B, C or pass) at a rate of at least 73% and 75% respectively.

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YEAR FOUR: 2006-07	
17. By Fall 2007 there will be a 33% increase in the integration of reading, writing, math, and critical thinking skills across the curriculum over a baseline of zero. In Fall 2002 faculty were not addressing this need in their course syllabi.	17.1 By Fall 2007, 50% of all developmental and general education courses will have course objectives that have been modified to include **critical thinking skills**.
18. By Fall 2007 the percentage of students successfully completing BSL 110 will increase to 68% as compared to Fall 2002 baseline of 63%.	18.1 Students participating in the Spring 06 sections of **BSL 110 which pilot new strategies** will complete the course (as measured by grades of A, B, C or pass) at a rate of at least 68%.
19. By Fall 2007 on-line registration will be fully operational and there will be a significant increase in the use of web-based services by faculty and students over 2002 baseline as measured by percentage of students registering online and a 25% decrease in time spent by advisors doing simple registration processes over a 2002 baseline.	19.1 On-line registration is fully operational during 2006-07 registration periods and is used by 35% of all registering students. 19.2 By spring 2007, 85% of full-time faculty (77 of 85) have established a **web-based** course or created a personal MCC website.
YEAR FIVE: 2007-08	
20. By Fall 2008 there will be a 5% increase in the percentage of students successfully completing select gateway courses to be decided in Years One and Two as compared to Fall 2002 baselines.	20.1 By Fall 2008 the successful course completion rate of students in select **gateway courses** will increase by 5%.
21. By Fall 2008, 90% of all full-time faculty will use formative assessment activities in their classes baseline as measured through self-reporting, compared to a Fall 2002 baseline of 4 faculty.	21.1 By September 2005 a minimum of 95% of full-time faculty and 66% of the regular adjunct faculty will have participated in at least two professional development activities related to faculty development with emphasis on use of **classroom formative assessment activities.**