



**TEACHING...LEARNING...SERVING...**

**The Strategic Plan for  
Ashland Community & Technical College  
2010-2016**

Dynamic strategic planning is critical to any community and technical college. Ashland Community and Technical College is committed to meeting the needs and challenges of its community as well as being a supportive community partner. At ACTC, the strategic planning process engages our community as well as employees and students, as we shape the future of the college and our impact on the community. ACTC embarks on a plan that emphasizes a strong vision to meet the rapidly changing educational and workforce environment and a mission that recognizes our tradition of providing a quality education that is at the heart of it teaching excellence, passionate service, and life-long learning. ACTC values its community and the partnerships it has developed over time and looks forward to forging new partnerships to help improve the quality of life in the region.

## Vision

Ashland Community and Technical College will remain at the forefront of meeting a rapidly changing educational and workforce environment.

## Mission

Ashland Community and Technical College, a member of the Kentucky Community and Technical College System, is a public, two-year degree granting institution serving Northeast Kentucky with a tradition of accessible, affordable, and quality education and a commitment to meet the academic, workforce training, and lifelong learning needs of its community.

Teach with excellence. Serve with passion. Learn for life.

## Values

- Teaching and Learning Excellence
- Access and Support
- Community and Partnerships

To achieve the vision, mission, and values, ACTC has established six strategic goals and identified seven areas of emphasis. Additionally, the college will use fourteen performance measures to assess the achievement of its strategic plan.

## Goals

### Advance excellence and innovation in teaching, learning, and service

ACTC is an institution that embraces change that leads toward the improvement of the student's learning experience and engagement. This attribute is supported by the college's mission of *Teach with Excellence, Serve with Passion, and Learn for Life* as well as reflected in its Core Value of *Teaching Learning Excellence*. The performance measures identified for this goal include the results of both the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). Benchmark areas are: Active Learning, Student Effort, Academic Challenge, Student/Faculty Interaction, and Support for Learners. ACTC will also look at the annual percent of first-time takers passing licensure and certification exams required by the profession for entry-level positions as reported by state and national examining boards or college licensure exam administrators. Licensure exams include: Apprentice Cosmetologist, HVAC Journeyman exam, NCLEX-ADN, and NCLEX-PN.

#### Measures:

- Community College Survey of Student Engagement
  - Target: Benchmark scores exceed national averages for CCSSE
- Community College Faculty Survey of Student Engagement
  - Target: Benchmark scores exceed national averages for CCFSSE
- Licensure and Certification Pass Rates, First-Time Takers
  - Target: Exceed National/State Average

### Increase student access, transfer, and success

ACTC offers a "tradition of accessible, affordable, and quality education." The college's core value of *Access and Support* is important to helping students discover ACTC and develop a love for learning. Five measures will be used to determine the achievement of this goal. Developmental Education Success Rate is used to measure the percent of first-time, credential-seeking students testing at a developmental level who successfully complete a developmental course or re-test at a college level within two years. The Participation Rate will look at each fall term's credit enrollment in comparison to the adult population (ages 18-64) for ACTC's service area (FIVCO region including Boyd, Carter, Elliott, Greenup, and Lawrence counties). The Persistence Rate is a measure of fall/summer first-time credential-seeking students who complete with a credential, transfer to a four-year institution, or continue enrollment at the end of three years from the initial date of enrollment. Additionally, the college will measure the percentage of associate degrees awarded as a percentage of total credentials awarded

using established targets. The Transfer measure is defined as the proportion of students who completed more than ten non-developmental credit hours at KCTCS who then transferred to a public or independent four-year institution in Kentucky and completed ten or more non-developmental credit hours within eight years, as reported to the CPE's Comprehensive database.

Measures:

- Developmental Education Success Rate
  - Fall Term Targets:
    - Developmental Writing: 75.0%
    - Developmental Math: 70.9%
    - Developmental Reading: 82.2%
- FIVCO Counties Participation Rate
  - Fall Term Targets:
    - 2010 – 4.5%
    - 2011 – 4.5%
    - 2012 – 4.6%
    - 2013 – 4.6%
    - 2014 – 4.5%
    - 2016 – 4.5%
- Persistence Rate
  - Fall Term Targets:
    - 2013 – 53.6%
    - 2014 – 54.7%
    - 2015 – 56.2%
- Credentials
  - Academic Year Targets:
    - 2010-11 – 1,123; 33.1% Associate Degrees
    - 2011-12 – 1,144; 34.4% Associate Degrees
    - 2012-13- 1,165; 35.6% Associate Degrees
    - 2013-14 – 1,186; 36.7% Associate Degrees
    - 2014-15 – 1,208; 37.8% Associate Degrees
    - 2015-16 – 1,229; 38.9% Associate Degrees
- Transfer
  - Academic Year Targets:
    - 2010-11 – 18.6%
    - 2011-12 – 19.2%
    - 2012-13 – 20.0%

- 2013-14 – 20.8%
- 2014-15 – 21.6%
- 2015-16 – 22.7%

## Cultivate diversity, multiculturalism, and inclusion

ACTC is committed to promoting diversity throughout its three campus community. On-campus student organizations in coordination with the Office of Cultural Diversity take the lead to engage fellow students as well as employees in participation of cultural diverse activities. The college will use three measures to determine the achievement of this goal. Student Diversity will be measured by the percent of students with known ethnicity in all racial/ethnic categories excluding white and nonresident alien, based on fall unduplicated headcount, compared to the percent of the minority population aged 18-64 in the college's service area. Employee Diversity is measured by the percent of employees in known racial/ethnic categories, excluding white and nonresident alien compared to the percent of minority population aged 16-84 in the college's service area. The college's service area is the FIVCO region of Northeast Kentucky. The Diversity Persistence Rate is measured by the percent of minority fall/summer first-time credential seeking students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years from the initial date of enrollment.

### Measures:

- Student Diversity
  - Fall Term Targets:
    - 2010 – 84.3%
    - 2011 – 87.4%
    - 2012 – 90.6%
    - 2013 – 93.7%
    - 2014 – 96.9%
    - 2015 – 100.0%
- Employee Diversity
  - Fall Term Targets:
    - 2010-15 – 115.7%
- Diversity Persistence Rate
  - Fall Term Targets
    - 2013 – 42.2%
    - 2014 – 48.7%
    - 2015 – 56.2%

## Enhance the economic and workforce development of the Community

ACTC supports area economic development and community enrichment by providing a variety of outreach programs from personal enrichment courses to customized business and industry training opportunities. ACTC strives to create lasting, dynamic relationships with our local community organizations as well as business and industries. Achievement of this goal will be measured by the number of unduplicated credentials awarded in the high wage/high demand fields of study and by the percentage of workforce students who enroll as a credential-seeking student in an academic program or earn a credential within three years of initial college enrollment. Additionally, ACTC will use a wage index based on the median wage of ACTC completers as compared to Kentucky's median occupational wage.

### Measures:

- High Wage, High Demand Completions
  - Academic Year Targets:
    - 2010-11 – 143
    - 2011-12 – 145
    - 2012-13 – 148
    - 2013-14 – 154
    - 2015-16 – 157
- Workforce Matriculation:
  - Academic Year Targets:
    - 2013-14 – 5.8%
    - 2014-15 – 7.7%
    - 2015-16 – 10.2%
- Wage Index
  - Academic Year Targets
    - 2010-11 – 98.6%
    - 2011-12 – 98.6%
    - 2012-13 – 99.2%
    - 2013-14 – 99.4%
    - 2014-15 – 99.7%
    - 2015-16 – 100.0%

## Promote the recognition and value of ACTC

For the community to use ACTC as a resource to meet the academic, workforce, and life-long learning needs of our region, ACTC must engage the community through promoting the value of the programs and services provided by the college. ACTC will measure the recognition and value of ACTC through financial contributions raised from grants, contracts, advancement, and other external sources. Additionally, the college will track the number of media citations and the number of positive citations as a percent of the total number of citations as reported from a media-tracking service.

### Measures:

- Financial Contributions
- Media Focus
  - Fall Term Targets
    - 2010 – 314; 95% positive
    - 2011 – 345; 95% positive
    - 2012 – 379; 95% positive
    - 2013 – 417; 95% positive
    - 2014 – 459; 95% positive
    - 2015 – 505; 95% positive

## Foster continuous improvement through assessment

ACTC is committed to assessing programs and processes and using the results to improve the college. In addition to CCSSE, ACTC also uses two other nationally norm surveys, the Personal Assessment of the College Environment and the Student Assessment of the College Environment, developed by the National Initiative for Leadership and Institutional Effectiveness. Both of these surveys focus on obtaining the satisfaction estimate of employees and students concerning the campus climate. These surveys are not completed each year. The PACE survey is schedule for 2012, 2013, and 2015 while the SACE survey is scheduled for 2013 and 2015.

### Measures:

- Personal Assessment of the College Environment (PACE) and Student Assessment of the College Environment (SACE) surveys National Initiative for Leadership and Institutional Effectiveness (NILIE)
  - PACE
    - Target (2012, 2013, 2015) – Exceed 3.80
  - SACE
    - Target (2013, 2015) – Exceed 3.80

## Areas of Emphasis

ACTC has identified seven areas of emphasis for the 2010-2016 strategic plan that are based on four planning assumptions: (1) constant or reducing state appropriated funds, (2) increasing need for external funding sources, (3) increasing demand for flexible scheduling to attract students, and (4) increasing entrepreneurial and innovative spirit to use resources efficiently to meet future challenges such as developing new instructional programs, implementing an early college site, attracting more high school students and considering new facility opportunities. These areas support the vision, mission, values, and goals of the ACTC.

- Increase entrepreneurial activity both internally and externally
- Increase flexibility in offering learning opportunities including time, place, and mode
- Increase new instructional programs
- Increase external funds
- Increase dual credit and dual enrollment
- Implement early college site
- Update facility needs