



Kentucky | Campus Compact

Pursuing Pathways:

Evaluating the Kentucky College Coaching Program
2011-2012



Dr. Nicolas Antony Valcik, Associate Director
Office of Strategic Planning and Analysis
The University of Texas at Dallas

Dr. Kimberly Scruton, Assistant Professor Business Management
Department Chair Business Administration, Marketing, and Management
Methodist University

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Abstract

This research evaluates the effectiveness of the Kentucky College Coach (KCC) program during the academic year 2011-2012. The KCC program is intended to assist a selected group of “core” students in selected high schools across the Commonwealth of Kentucky prepare for the college admission process through a near-peer mentoring program and to enhance the likelihood those students will be successful in college. Additionally the KCC program is to aid, emphasize and expand a cultural tradition among high school students of the value of further formal education beyond high school. To undertake such a comprehensive evaluation, the research focuses mainly on evaluating if the KCC program has made a positive impact upon a core group of students who participated in the program compared to non-core students at the same high school who were not individually mentored by the KCC program coaches. The program evaluators have added a qualitative component to the evaluation in an effort to gain insight into whether a cultural value emphasizing going to college is growing within Kentucky.

Introduction and Purpose

The program evaluators were contracted through the Kentucky Campus Compact to provide an evaluation of the KCC program and to assess whether the KCC program has been effective in achieving its three main program goals:

1. To increase the number of Kentucky high school students graduating from high school;
2. To increase the number of Kentucky high school graduates choosing to pursue postsecondary education;
3. To help build a college-going culture among Kentucky high school students.

The evaluation of the first two goals, increasing high school graduation rates and the rate of high school students going to postsecondary education, is addressed using quantitative data provided to the program evaluators by the Kentucky Campus Compact and the Kentucky Higher Education Assistance Authority (KHEAA).

The third goal, measuring the building of a college-going culture in the Commonwealth of Kentucky, is addressed by analyzing quantitative data provided by the various departments involved in the administration of the KCC program and qualitative data collected from interviews conducted by the program evaluators. The data collected and provided has allowed the program evaluators to determine the effectiveness and impact of the KCC program.

Background of the COACH Program¹

An Andrew W. Mellon Foundation grant in 1999 funded an initial near-peer mentoring project developed by Christopher Avery and Thomas Kane (professors at the Kennedy School of Government at Harvard University) and Kathleen Mullin (Boston Public Schools). That program, the College Opportunity and Career Help (COACH) program, was created in partnership with the School-to-Career Office of the Boston Public Schools to address the issue of gaps in college enrollment relative to family income (Harvard University, 2007). The COACH program matched 300 high school seniors with 40 Harvard University students serving as coaches in the first three years of the program (Harvard University, 2007). The positive response from students, teachers and administrators in the Boston Public Schools justified expansion of the COACH program in 2002-2003 to an additional 150 high school juniors (Harvard University, 2007).

The Boston COACH program was designed to empower Boston Public School students to make informed decisions about their futures (Harvard University, 2007). Harvard University students served as mentors in the high schools to provide students in the COACH program information and instruction on how to navigate the college application and financial aid processes (Harvard University, 2007). The COACH program was developed to encourage students to explore educational opportunities as they developed and pursue long-

¹Background and organizational information on the COACH and KCC program was provided to program evaluators by the Kentucky Higher Education Assistance Authority.

term career goals (Harvard University, 2007).

According to Harvard University:

The COACH program brings teams of Harvard students (coaches) into Boston's public high schools to work directly in the classroom with high school juniors and seniors, helping them to understand their college options and how to plan and pursue their life ambitions. The central idea of the program is simple. College students are a tremendous yet relatively untapped source of inspiration and wisdom; they are enthusiastic and serve as powerful role models for adolescents who are uncertain about life beyond high school. Boston's high school students, who represent one of the lowest-income groups of students from across the state, have an incredible need for help with every step of the college process. High school students from low-income communities lack role models, support, and the resources necessary to pursue higher education. (Harvard University, 2007).

The Boston COACH program was developed to provide high school juniors and seniors with personal attention and assistance on a weekly basis throughout the academic year (Harvard University, 2007). In the COACH program, coaches worked closely with teachers, guidance counsellors and school administrators to ensure that students understood their educational and career options and made full use of the resources available in their schools and communities (Harvard University, 2007).

Evaluations of Coach Programs

Assessments of college coaching programs' impact and effectiveness have been limited and, for the most part, unreported in the academic literature. According to a report by the National Postsecondary Education Cooperative in 2001, which assessed higher education intervention programs, the programs with the most positive impact were programs that:

- 1) Provided a mentor for students over a long term.
- 2) Provided high-quality instruction through access to the most challenging programs.
- 3) Had a focus on long-term investments with students in a program.
- 4) Paid attention to the cultural background of their students.
- 5) Provided a peer group which provided support for academic aspirations as well as social and emotional support.
- 6) Provided financial assistance and incentives.

(National Postsecondary Education Cooperative, 2001, p. viii)

Few of the programs reviewed by the National Postsecondary Education Cooperative had an actual assessment carried out on the program to quantify how effective the program was for the targeted student group (National Postsecondary Education Cooperative, 2001). There was simply too little data to show how effective these programs had been after they were implemented (National Postsecondary Education Cooperative, 2001, p. ix). Those program administrators and program evaluators were left with the question of whether their programs had ever kept accurate data or if the data that was being recorded was unusable due to poor quality.

Kentucky's KCC Program and Organizational Structure¹

The KCC originated as an initiative organized and funded through grants received by the Kentucky Campus Compact to promote enhanced access to postsecondary education for underserved high school students, who were defined as potential first-generation college students and/or low-income students documented as eligible to participate in the federal Free or Reduced Priced Lunch (FRPL) program (KHEAA, 2013). Similar programs in other states were reviewed prior to designing and implementing the KCC program, such as those currently operational at the University of Virginia and the University of North Carolina – Chapel Hill (Kentucky Campus Compact, 2013 and Berea College, 2013).



The KCC places recent college graduates in Kentucky high schools to serve as college coaches/mentors to selected groups of “core” students, predominantly, but not exclusively, 12th-graders (high school seniors). To leverage the implementation of the coach program in Kentucky, the Kentucky Campus Compact and Berea College have partnered with the Kentucky Higher Education Assistance Authority (KHEAA) and the Kentucky Department of Education Office of Career and Technical Education (OCTE).

The Kentucky Campus Compact performs the duties as overall administrator of the KCC program, while Berea College, KHEAA and OCTE provide the actual coaching services, promote program growth and extend the number of students served. These agencies agreed to partner with the Kentucky Campus Compact through sponsorship and supervision of AmeriCorps volunteer member-coaches at the individual host site high schools. Each of the three KCC administrative agencies employs an appointed Program Advisor (PA) to ensure program objectives were met. The Kentucky Campus Compact Executive Director retains the primary responsibility for KCC implementation (organization of the KCC program is detailed in Appendix A). The Executive Director appoints a Program Director, who assists with monitoring programmatic administrative expectations as set forth in the grant and is employed by Northern Kentucky University (NKU). Host sites include 32 public high schools and seven area technology centers (ATCs). Multiple local high schools serve as feeder schools to the ATCs as detailed in Appendix C. AmeriCorps members are assigned as college coaches at each secondary education location where their service satisfy AmeriCorps service hour commitments.

Funding

The 2008 Kentucky Governor’s Higher Education Work Group reported that expansion of both college access and affordability would significantly benefit the citizens of the Commonwealth. (Kentucky Council on Postsecondary Education, 2013). In response to these findings, the Kentucky Campus Compact and Berea College submitted to the Kentucky Commission on Community Volunteerism and Service a grant proposal to establish a near-peer mentoring program that would assist high school students statewide in planning and preparing for college. The Corporation for National and Community Service was awarded a federal grant that would provide funding to expand this access and affordability throughout the Commonwealth.

¹Background and organizational information on the COACH and KCC program was provided to program evaluators by the Kentucky Higher Education Assistance Authority.

Site Selection

Each of the three operational agencies, Berea College, KHEAA and OCTE, is responsible for the selection of its respective service locations. The key element in the scoring rubric for site participation is the high school's or ATC's college-going rate of graduates. Secondary factors considered are each school's proportion of FRPL-eligible students and the current number/type of other college access programs in place at the school. KHEAA, which has 13 designated KHEAA Outreach territories in Kentucky, makes it a priority that at least one high school in each territory is identified. Other factors pertinent to KHEAA's site selections include Outreach field staff recommendations, total school enrollment, history of administrative support and prior years' participation in KCC. Berea College emphasizes college coach site selection partnerships with high schools already participating in the Kentucky GEAR UP program. The general scoring rubric for site selection is listed below:

1. **College-going rate:**
 - a. Less than 48.1% = 4 points (Very Low)
 - b. 48.1% to 54.9% = 3 points (Low)
 - c. 54.9% to 67.5% = 2 points (Medium)
 - d. 67.5% to 74.3% = 1 point (High)
 - e. Over 74.3% = 0 points (Very High)
2. **School population FRPL program eligibility:**
 - a. Over 41.2% = 4 points (Very High)
 - b. 34.1% to 41.2% = 3 points (High)
 - c. 21.0% to 34.1% = 2 points (Medium)
 - d. 14.0% to 21.0% = 1 point (Low)
 - e. Less than 14.0% = 0 points (Very Low)
3. **Existing college access programs in the school:**
 - a. 0 programs = 4 points
 - b. 1 program = 3 points
 - c. 2 programs = 2 points
 - d. 3 programs = 1 point
 - e. 4 or more = 0 points

It is important to note that, in order to increase continuous participation for individual high schools/ATCs over time, those enrolled in the previous academic year are afforded first right of refusal to participate in successive years as long as total student enrollment is at least 250. This allows future program evaluators to assess the effectiveness of a continuum of coaching services provided across grade levels over time while still ensuring the likelihood of identifying at least 60 core students, thus meeting the minimum criteria set forth in the KCC program site selection guidelines. Each coach works with a "core" cohort of up to 100 students, distributed across grades 9-12 for a single academic year. Ideally, there is a program target of at least 15 students from each grade.

Identifying Core Students

Appendix D contains the rubric prepared by KCC for use by individual college coaches as a guide in the selection process for the individual core students. College coaches work with a designated site supervisor, either the high school principal or another school official appointed by the principal, at the beginning of the academic year to identify a core group of students to receive coaching. Core students are typically students likely to graduate high school but not perceived as strong candidates to pursue postsecondary educational opportunities. Two primary criteria sought for core student participation, in addition to academic and environmental factors, are first-generation college status and FRPL eligibility because these individuals may not have a clear understanding of how they might be able to financially afford to attend college. Academic factors considered when identifying potential core students include cumulative high school grade point averages (GPA) and standardized test scores. Typical core students have GPAs ranging from 2.3 to 3.5 on a 4 point scale; 10th-Grade EXPLORE test results targets are 10 in English, 12 in reading, 13 in math, 15 in science; 11th Grade PLAN test results goals for core student participants are 13 in English, 15 in reading, 17 in math, 18 in science; and ACT test score criteria are generally 16 in English, 19 in reading, 20 in math and 20 in science (Kentucky requires all 11th-graders to take the ACT exam.)

Individual student environmental factors considered as criteria for a student's being included as a core student over and above socioeconomic and academic indicators are recommendations made by site supervisors. These criteria are not formally documented for individual students by KCC but include lack of parental involvement, lack of student participation in extracurricular activities, outside the norm number of absences and/or outside the norm number of disciplinary referrals (some of which may have involved contact with juvenile justice system authorities).

KCC coaches are expected to primarily focus their energies on core students; however, efforts to serve whole-school populations in addition to core students are measured by the percentage of time spent in mentoring sessions with core students throughout the school year relative to the time reported as engaged in whole school activities. High school graduation rates and college-going rates are broader measures of program effectiveness.

Coach Recruitment

Applicants interested in serving as KCC coaches submit an application through the AmeriCorps web portal, a national database that the Kentucky Campus Compact is tasked with monitoring. Suitable applications are then forwarded to the Program Advisor (PA), who is responsible for contacting applicants, scheduling a pre-screening interview, conducting the formal interview, checking references and, where appropriate, extending an offer for placement. However, coaches are more frequently recruited directly through the efforts of the PA.

The PA works closely with school superintendents, principals, guidance counselors, teachers and other education personnel to identify suitable candidates for placement within districts where there is a KCC participating high school or ATC. Once a referral was made, the PA contacts the candidate and provides program information and instructions on the application process. If interested, applicants then submit their applications electronically through the AmeriCorps web portal and send a confirmation email to the PA. Once submitted, the PA contacts the Kentucky Campus Compact and requests screenings. After applicants are successfully screened, information concerning the applicants location preferences, eligibility for service and commitment to completion of the required number of service hours is forwarded to the PA.

Required qualifications to be considered for the position of college coach include being a recent baccalaureate (or higher) college graduate and previous verifiable experience working with youth in a coach-type or mentoring capacity. Additionally, candidates must be able to demonstrate involvement with volunteering or community service at some level or exhibit a sincere desire to become actively involved in volunteering and community service. Once an applicant is extended an offer for placement, the PA assists the new coach with completing of all new hire paperwork and obtaining appropriate security clearance documentation for

employment at the site school and notifies the administrative operational agency and site host. All offers of employment to coach candidates by KCC are wholly contingent on receipt of confirmation of satisfactory state, FBI and National Sex Offenders Registry background clearances, plus any additional clearances required by the host school.

Coaches/Mentors Benefits

Coaches receive a monthly stipend, health insurance, student loan forbearance on Federal Stafford Loans and child care assistance for members who qualify, in exchange for their service. Upon successful completion of their service contracts, full-time AmeriCorps volunteer-coaches receive an education award equal to the maximum Pell grant, which may be used to repay student loan debt or for graduate studies. Additionally, if coaches have student loans that qualify for forbearance and successfully complete their service contracts, the National & Community Service's Segal AmeriCorps Education Awards will repay any interest accrued on those loans during the coach's term of service.

Orientation Meeting

Once a coach receives his or her security clearances, an orientation meeting is held with the site supervisor and the PA. The agenda for this meeting has three broad purposes: reviewing the AmeriCorps service contract guidelines; reviewing KCC employee-personnel reporting and coach's activity reporting requirements; and reviewing the host school's relevant policies and procedures. Specific information regarding the coaching position (i.e., job description), the protocols for recruiting and enrolling students, the assessment of student profiles and the procedures for submitting timesheets are provided. Also included in this meeting's agenda are the procedures for reporting a coach's absences, organizing/scheduling off-campus activities with students, the KCC program communication plan and program staff contact information. The coach's service agreement contract and the timeline for completion of service hours are also reviewed at this meeting. Finally, the specific criteria to be used for the coach's first 90-day evaluation, which must be completed by both the site supervisor and the PA, are discussed in detail. This initial evaluation takes into consideration completion of service hours, successful completion of assigned tasks and performance criteria outlined in the coaches' role description.

Training

Coach training is mandatory for all KCC coaches, whether new or returning. Formal new coach training sessions are held during the third week of September, with additional formal training sessions provided during the third week of January and a final training session held at the end of the academic year celebration during the second week of June. Informational training modules have been developed specifically for KCC program coaches. Topics include: How to Pay for College; FAFSA Completion; the College Admission Process; Outreach Services; How to Complete an Individual Learning Plan (ILP); College Cost and Planning Reports; Narrative Practices; Testing Preparedness; Scholarship Searches; Whole School Activities; and Monthly Coaches Reporting. Supplementing and reinforcing these formal training tools for coaches are electronic weekly updates and participation in weekly conference calls with PAs. Weekly coaches updates also provide communication opportunities to share KCC program announcements, messages from the Executive Director or Program Director, relevant media releases, Counselor Connection information, upcoming PA site visits, new program initiatives/instructions, reminders for monthly reporting and completion dates for new initiatives.

The conference calls are opportunities to share details concerning new initiatives that may be passed on to the coaches, in addition to useful resource information that may assist them in meeting program expectations. Additionally, coaches are afforded the opportunity to discuss among themselves issues they may be having, ask questions or share information or problems about activities and/or events taking place at their site, student success stories and any suggestions/comments/recommendations for program improvement.

Coaches Roles/Duties

College Coaches prepare and participate in whole-school activities for grades 9-12 geared toward disseminating information about how to succeed in high school and prepare for postsecondary education. Primarily, coaches conduct individual mentoring sessions for no more than 100 core students, 15 from each grade level.

Coaches work closely with the high school counselors, faculty and other school administrators providing mentoring, academic advice and guidance to assist students individually in successfully transitioning from high school to postsecondary education. Throughout this process, coaches provide information and encouragement one on one concerning college benchmarks, admissions, how to pay for college, scholarship opportunities, types of financial aid, career exploration and understanding career paths. Coaches also work with students to meet important high school benchmarks in math and reading. These latter goals are measured by the percentage of core students reaching college benchmarks as demonstrated by their 10th-grade PLAN test scores and by their 11th-grade ACT test scores. College access success is measured by the percentage of core students applying to college, the percentage completing the Free Application for Federal Student Aid (FASFA) and the percentage accepted to college.

College Coaches, supported by school administrators, site supervisors and faculty members, generally exercise significant discretion in selecting student engagement methods while performing mentoring activities that promote college access and success. Coaches may discuss and assist students with their Individual Learning Plans or ILP advancement; help students locate career exploration resources or financial literacy or admissions guides; explain college life and housing options, and scholarship opportunities. Coaches, with the approval of site supervisors, may bring to school members of the community to share their expertise, experience and knowledge about their own career choices, thereby giving students first-person insight and information that may assist them in refining career options and educational goals.

Academic mentoring topics include organization and time management, encouraging participation in dual credit or advanced placement courses, standardized testing and placement support, and guidance with selecting a college, university, trade or technical school. Coaches may also provide assistance in the classroom by sharing college access materials in the company of lead faculty as part of core content instruction. Coaches also assist guidance staff with family nights, FAFSA workshops, college and career fairs, College Application Week activities, Operation Preparation, and Close the Deal events, all of which improve efforts at building a college-going culture and creating an expectation that all high school students will transition to college or other postsecondary education. Tutorial assistance may also be arranged by coaches on behalf of students demonstrating academic need. Only when school policy allows and only under the direction of school administrators, may coaches participate in home visits or use additional intervention methods for students with demonstrated need.

Research Design and Methodology

The methodology for this evaluation has both qualitative and quantitative components to determine if the Kentucky College Coaches (KCC) program has made a positive impact upon high school students graduating from targeted high schools which would allow those graduates to successfully transition to and perform at the college level. Did the program achieve its goals, and did the money allocated to the program make the intended difference for the students that participated in the program?

Program goals for the KCC program as stated are the following:

1. Increase the number of Kentucky high school students who graduate from high school.
2. Increase the number of Kentucky high school graduates who go on to postsecondary education.
3. Build a college-going culture in Kentucky high schools.

For the evaluation period 2011-2012, the following research questions were asked (based on the program's goals:

4. Did the Kentucky College Coaches (KCC) program have a positive impact upon high school students graduating from targeted high schools?
5. Did the Kentucky College Coaches (KCC) program increase the participating students' chances of successfully performing at the college level?
6. Through case study analysis and using qualitative and quantitative data, attempt to answer the question of, "Is a culture of college-going being built in the Commonwealth of Kentucky?"

The qualitative data analysis consists of interviews with personnel involved with the program and archival documentation in the form of reports, program proposals and other documentation (Webb, Campbell, Schwartz and Sechrest, 1966.) For the purpose of this study, and with the hope that persons interviewed would answer questions and describe their experiences with the KCC program more candidly, confidentiality of the interviewees was considered vital. Confidentiality was adhered to throughout the process as the program evaluators conducted the interviews. Notes were taken by hand, and the interviews were conducted both in person and by conference phone. The interviews were free flowing, open discussions; and the program evaluators allowed the interviewees to deviate from basic questions the program evaluators asked the respondents.

An earlier structured question interview with currently employed coaches was conducted by KCC personnel, and the summary report was provided to cohort coaches (Appendix B) and is integrated into this report.

Additional qualitative data consists of published KHEAA Outreach documents, which are available on KHEAA's website, used by the coaches in the KCC program.

Kentucky College Coach financial program data was provided to the program evaluators by the Executive Director of the Kentucky Campus Compact, as well as through interviews with Berea College program administrators. The information gathered allows the program evaluators to compile a comprehensive picture of the financing of the KCC program.

Quantitative data alone is unable to adequately assess the effect of the KCC program on Kentucky's college-going "culture" *per se*. Data on culture is best obtained through interviews and, later on, using a survey process. The interviews used in the present evaluation were documented to provide a case study analysis of the KCC program which, if the evaluation process is continued in subsequent years, may become the basis of a longitudinal study instead of a cross-sectional one, as it is currently focused only on a single academic year. To ensure that the information is unbiased and unrestricted, the program evaluators have concealed the identities of the respondents interviewed for this evaluation.

The issue of high school students' persisting through to graduation and successfully accessing postsecondary education opportunities is neither a new issue, nor is it a regional one.

Nearly 1.7 million high school graduates took the ACT college entrance exam in 2012, testing their knowledge in four core subjects—English, math, science and reading. But most of those students are not prepped for success in college or the workforce, according to a report released today by ACT, Inc. More than a quarter of 2012 graduates fell short of college readiness benchmarks that ACT sets for four subjects, and 60 percent of subjects tested missed the mark in at least two of the four subjects, the report states (Sheehy, 2012).

Programs similar to the Kentucky College Coach (KCC) program could be introduced in other parts of the country and would very likely obtain a similar outcome in ameliorating some of the problems identified by Sheehy. What may be different outside of Kentucky is other states' various K-12 curricular requirements, which may result in different levels of college preparedness, access and success, affecting a coaching program's outcome. Some states may benefit highly from such a program, while in other states, an intervention program may have a lesser impact depending on that state's students preparedness for college. For case study purposes it is important to note that a similar program could be administered (and has been in different forms) in other states, which indicates that the KCC program is not unique and could be replicated elsewhere.

Primary quantitative data analyzed for the present evaluation is that recorded directly by the KCC coaches in the AmeriCorps America Learns system. This dataset is supplemented by KHEAA's financial aid and college enrollment data. The data consists of 100 percent of the KCC core student data and outcome measurement data for each high school/ATC host site's students; therefore, no sampling was necessary. The data allows for a classic quasi-experimental control group versus experimental group cross-sectional research design. The experimental group is the core group of individually coached students in each high school mentored by the KCC program coaches, while the remaining students in the same high school/ATC who did not receive the individual intervention are the control group; that is, they are the baseline for what occurred absent individual intervention.

The implementation of the KCC program is "siloe"; that is, Berea College, KHEAA and OCTE select host schools based on different criteria such that comparing the effects across these agencies would not be valid. It is necessary to examine the results associated with each sponsoring agency separately, since each agency has a different mission and approach for the KCC program. Berea College is using the coach program integrated with other high school-based college access intervention programs designed to promote a college-going culture within the schools that Berea College oversees (Berea College, 2013). Therefore, the control group itself will be different for Berea College, since it may be expected that other programs, such as the GEAR UP program, interactively impact student populations in those host high schools differently than the KHEAA-sponsored schools or the OCTE-sponsored institutions. Berea College places a slightly different emphasis on the "near-peer" aspect of the coach selection process, preferring coach candidates for their host high schools be drawn for a pool of Berea College graduates with similar socioeconomic backgrounds and experiences (Berea College, 2013) to those of the high school students the coaches served.

In contrast, KHEAA simply requires potential coaches to have at least earned a bachelor's degree and otherwise be a good fit for their host high schools. KHEAA gives preference to high schools where no other existing college access intervention resource programs such as GEAR UP (KHEAA, 2013) are present. Thus the KHEAA-sponsored schools are a separate control and experimental group. Similarly, the OCTE sponsors KCC coaches were placed exclusively in high school-level vocational and technical training schools called Area Technology Centers (ATCs) and focus their coaches' efforts on assisting students through successful graduation from high school and highlighting students' career path toward a vocational program or career employment after graduation (OCTE, 2013). Therefore, the research design calls for three different categories of control and experimental groups to be analyzed.

Key variables are the students' high school GPA and their ACT scores, since these are indications on the ability to be admitted and enrolled in an institution of higher education. If these two variables are too low, the students' ability to be unconditionally enrolled in institutions of higher education will be restricted, for example, to a community college instead of an out-of-state university. Such restrictions and limitations have the potential to dissuade students from pursuing higher education in any form, which is the reason that the KCC program has been established in the first place.

For admissions to higher education institutions in other states, ACT scores have been converted to SAT scores, which will provide a more uniform way of looking at the data since other state higher education institutions prefer SAT scores. Other variables that may be included are high school students who applied to higher education institutions, high school students admitted as freshmen to higher education institutions, high school students enrolled as freshmen and those students who persisted from freshmen to sophomores. Ultimately, if the study continues long enough, a four- and six-year graduation rate would be the most desirable data to use for evaluation of the program.

Literature Review

Since college coaching programs in themselves are a fairly new concept, this literature review focuses on the recent research and work performed with high school students and mentoring them to go to college. In order to understand the KCC program, it is important to understand the historic concept of such a program and the issues such a program is expected to positively impact upon a particular group of students. Davidson College, the Center for Student Opportunity and the Schuler Scholar Program conduct a mentoring program designed to assist selected high school students identified as vulnerable and have them participate in a coaching program to help those students go to college (Browdy, Fleming, Gomez and Rubinoff, 2011). As stated by Browdy, Fleming, Gomez and Rubinoff:

Peer Mentoring – As an important part of the STRIDE Program, ethnic minority students will be assigned an upperclassman as a mentor for the first year. Peer Mentors assist in the facilitation of the Pre-College Enrichment program as well as serves (sic) as a resource for the first year students (Browdy, Fleming, Gomez and Rubinoff, 2011).

Kane and Avery discuss the initial foundations of the College Opportunity and Career Help (COACH) program, which had students from Harvard University mentor high school seniors in three Boston high schools in 2001–2002 on making future college plans. (Kane and Avery 2004). Kane and Avery discuss the positive impact on the high school students' decision-making process:

Our experience with the COACH program in Boston provides a window into the decision making of low-income, mainly first-generation college students and allows us to compare their decision making to the decisions of suburban youth...At the same time, we see considerable evidence of low-income youths with high aspirations and high implicit valuations of college failing to clear seemingly minor hurdles in the process of applying for college and applying for financial aid. A large share of youths register for the SAT but fail to take it or fail to complete a four-year college application out of an aversion to writing essays (Kane and Avery, 2004, p. 390).

Tutoring or advising high school students is not a new idea in itself and has been implemented around the United States for a number of years. Since 1999, Washington, D.C. has instituted a program, Coaching for College, focusing on helping low-income students graduate high school and go to a postsecondary institution (Coaching for College, 2013). Based on the similarity of the characteristics of Kane and Avery's students and the Coaching for College program in Washington, D.C., the KCC program appears to have the same goals as the other two programs in getting students to college from a certain socioeconomic demographic.

In 2013, Kentucky improved high school graduation rates from 63.7% to 77.2%, which is above the national average of 74.7% (Stevenson, 2013). With Kentucky successfully improving high school graduation rates, there is an even greater need to establish a college-going culture and to assist students in all demographics

with preparing for college (Stevenson, 2013). However, persistence in college seems to be a factor in the state. For the 2003 cohort in public universities in Kentucky, the four-year graduation rate was only 18%, the five-year graduation rate was 40% and the six-year rate was 61% (Kentucky Council of Postsecondary Education, 2013). The statistics clearly show room for improvement at the college level, which begs a question beyond the data for this report: “Do the students participating in the KCC program have a better graduation rate at the college level than the baseline students who do not participate in the program?” Since the KCC program is so new, this question will have to be researched after several cohorts have graduated from college.

Additionally, there is still a perceived gap between what U.S. high schools teach and the knowledge, skills and abilities students are expected to know when they enter higher education institutions. As stated by ACT:

ACT’s report, which focuses on the policy implications of the survey results, suggests this gap may indicate a lack of alignment between high school and college curricula that could be contributing to the nation’s college and career readiness problem. The survey results show more than three times as many high school teachers as college instructors believe their students are prepared to succeed in college courses (ACT, 2013).

College coaching programs, if implemented correctly, should be able to assist students in decreasing the gap between high school and college. Effectively, the KCC program is addressing what the authors would refer to as the “ignored student segment,” comprised of students who are not the top performers but are also not the students at the bottom getting extra attention. They are the students in the middle of the pack who are most “at risk” of not going to college or graduating high school since they are essentially left to fend for themselves.

Data Analysis

Qualitative Data – Interviews with Personnel from the KCC Program, Coaches and Participants²

Qualitative data was collected from several different sources in the form of interviews conducted by the program evaluators with program administrators and college coaches. On July 1, 2013, and July 2, 2013, the program evaluators conducted interviews both by phone and in person with a group of interviewees from the KCC program. Due to time limitations, the interviewees were selected by the KHEAA program staff. While this method has obvious selection bias issues, the data collected verify other qualitative data from other interviews and provides additional information that proves valuable in the quantitative research methodology on issues unknown by the program evaluators prior to the interviews. The interviewees responded very positively to the program overall and stated the program was working effectively in making a positive difference in students’ lives.

The program evaluators were able to talk with one core student who was a high school junior in the KCC program. Based on information provided by the student, it was learned the student had reassessed plans to major in education in college to explore a curriculum leading to a profession in the medical field. The student became a mentor to students who were in pre-9th grade classes, which effectively disseminated the program’s benefits to younger students. The student also discussed the benefits of being prepared effectively for test taking and problem solving for the ACT test. The student addressed the issue of changing coaches in mid-year, stating a desire for more consistency and a preference for the same coach throughout the school year. Additionally, the student stated that he or she could have attended more college campus visits. This comment appeared to be echoed throughout all interviews.

One coach in particular stated, “Some of these kids don’t even know what a college is.” The college campus visits, where they occur, are funded by the high schools out of their budget or, in the case of the OCTE-sponsored schools, the elimination of a coach’s position and the redistribution of money to each of their other schools, thus providing coaches \$1,000 for field trips that could be used for activities like campus visits. One coach in particular was selected by the principal of a school and has been offered a position with the school after having finished coaching for the KCC program. The coach’s caseload consisted of 62 core students and utilized the 21st Century After-School program for entertainment and community outreach approaches.

²Evaluation of 2012 – 2013 Kentucky College Coach Program was compiled by KHEAA.

The KCC program schools sponsored by KHEAA utilize resources at each school for tutoring if academic tutoring is needed by a student (i.e., math, science, etc.). The coaches at these schools are focused more on community outreach, college preparation (i.e., FASFA) and ACT preparation. One coach stated they were able to take 45 core students out of 63 to a campus visit as well as organize the trip, obtain funds from their high school and get all of the forms completed by the core students. In addition, both KHEAA coaches who were interviewed did not limit their activities to just their core students. They helped non-core students by providing information on colleges when requested by those students or their parents. Coaches we interviewed like the flexibility of being able to select students into the program and enjoy working with students one on one. The coaches also indicate the drop-out rate for students leaving the coach program is low. Family involvement appears to vary from school to school. Support from principals and teachers for the schools that have the KCC program appears to be very positive. One coach in particular noted the importance of the KHEAA curriculum and resources (i.e., Mobile Lab) provided to the program coaches. In short, the coaches and program administrators are passionate champions of the program.

A common issue perceived as a problem by the coaches and program advisors interviewed include the America Learns information system. Blackboard is also cited as not being a satisfactory system since it is inflexible and extremely time consuming to use. Training is another area of concern. Some coaches receive no training if they are hired after the school year begins while some coaches appear to receive better training than others. One coach stated there was a need for training coaches in organizing and counseling skills. Confidentiality training is consistently cited as being weak. Coaches also stated the curriculum needs to be tailored for each individual school since each school has different needs and culture. Another suggestion is to separate the training for new and returning coaches since the training is overly repetitive. One coach also noted they wished they could have focused more on juniors instead of seniors. Many also expressed a preference to move their end-of-year event to the beginning of the year.

The program evaluators learned from the program administrators that each agency sponsoring different schools was taking a different approach on how the KCC program is administered. This issue is noted earlier in the research design and methodology section, and adjustments were made by the program evaluators based on this information. The administrators at Berea College stated they were very interested to see if caring individuals could make a difference in students' abilities and desire to go to college. The Berea College approach fully integrated the KCC program with the GEAR UP program and other resources to determine if a completely integrated approach would have a positive impact upon the students at those schools. One challenge Berea College faces unique to its sponsored schools is transportation to rural and isolated schools since it operates primarily in the Appalachian area of Eastern Kentucky. The coaches are also able to take advantage of Berea College's resources, which include personnel who can conduct intensive home visits with parents of students in the program. Berea also has a much more extensive training program for its coaches than the other two administrative agencies since it is embedded into the college's mission of higher education to conduct such programs. It should also be noted that the GEAR UP program is funded by a grant from the United States Department of Education (Berea College, 2013). Berea College has 19 high schools with a GEAR UP program in place and, of those, 12 have an active KCC program.

The OTCE KCC program, in comparison, is more focused on finding their students career employment or vocational occupation placement than promoting a traditional college pathway. In Kentucky, it should be noted that the community colleges as well as a number of specialized private, for-profit institutions (i.e., ITT) provide vocational training that can enable their students to continue into a postsecondary education environment. That being stated (noted in the Research Design and Methodology section), the program evaluators determined that students of the OTCE should be separated from the KHEAA program since the mission and focus of the programs are different and will yield different results. Unlike the KHEAA- and Berea College-sponsored high schools, the OTCE schools have no guidance counselors and are in fact fed students from other high schools, which may have KCC coaches. This also brought up the possibility (which needs to be monitored closely) that students could in essence be in two different coaching programs at the same time, one with OTCE and with KHEAA. This poses the risk of not utilizing resources effectively for as many students as possible. Controls should be added to prevent this situation from occurring. The OTCE coaches are also not as burdened by paperwork to the same extent as the coaches who work for KHEAA and Berea College.

One unintended aspect of the KCC program is the effect it appears to have on its coaches, typically new college graduates. The coaches are predominately seeking to gain work experience, as well as to attain new skills that will benefit them in the workplace. Two program advisors in particular mentioned this as a benefit of the program even though it is not one of the original stated goals of the KCC program. The coaches are primarily residents of Kentucky (a program advisor stated 90% for KHEAA coaches), and therefore the program appears to have a dual purpose that has not been measured or even mentioned until now. According to Berea College, over half of its coaches have either post-baccalaureate work or a graduate degree, and all of their coaches are Kentucky residents and are predominately female. Berea College also noted that many coach while working toward earning a teaching certification.

High school administrators appear to appreciate this aspect as well, since it infuses an energetic and positive influence into their schools while costing nothing because the coaches are paid by the three sponsoring entities. One administrator in particular stated, “I would have to come up with the funds to pay for a coach out of my own budget, since the coach at my school has been invaluable.” The administrators also liked the fact coaches work for the administration but were seen as a “friend” by the students. The administrator’s coach also worked with the ATC school since it did not have a coach embedded at the institution. The coach at the administrator’s particular institution also made the local college much more attractive to graduating high school students, and the administrator feels a college-going culture has been instilled at the school. The administrator stated campus visits and other activities came out of the school’s budget, since school officials understand the value of the college coaching program.

The “Evaluation of 2012–2013 Kentucky College Coach Program,” which conducted an interview by the leadership council at the end of the 2012–2013 academic year, gained information on eight different cohort groups from the college coaches that participated in the program during the most recent year. The first question asked of the college coaches was, “What was the best way to meet with students?” According to 62.5% of the respondents the best way was to pull the student (or students) out of class. The following methods were also mentioned:

- 1) Calling the students into the office.
- 2) Meetings with students one on one.
- 3) Meeting with students in groups.
- 4) Meeting with students during lunch.
- 5) Meeting with students in the hallway.
- 6) Meeting with students in the library
- 7) Meeting with students after school.
- 8) Emailing the students.
- 9) Having a club day.
- 10) Conducting a workshop in the classroom.
- 11) Assisting students with testing (the response was not clear on what type of testing.)
- 12) Meeting with students in small groups.
- 13) Meeting students through guidance counselors.
- 14) Sending emails to teachers, counselors and staff with recommendations on students.
- 15) Enticing students with college visits.
- 16) Meeting with students’ friends.
- 17) Meeting with seniors during co-op classes.
- 18) Utilizing English teachers and aides.
- 19) Scheduling students’ meetings for weeks in advance.
- 20) Planning ahead meetings with teachers.

- 21) Pulling the substitute teacher list.
- 22) Sitting in classrooms to meet with students.
- 23) Meeting with students during electives.
- 24) Creating entry passes for students which are distributed at class change over.
- 25) Leaving turnover notes for future coaches on which teachers work best for them.
- 26) Having a set time during school to meet with students.

Out of all of the cohorts, the Sarah Thorpe cohort appears to have attempted the most diverse and successful approaches in meeting with students. This is not to state other cohorts did not try other approaches, but the responses were limited on the data provided to the interviewer for this question. One note of concern regarding college coaches meeting with students' friends was it could cause confidentiality issues with the students in the program. It is unknown from the information provided to the program evaluators whether or not coaches are provided training regarding student confidentiality in regards to students' academic performance, and this should be an area of concern if no training is currently provided for coaches. If training is not provided, a training session should be developed and implemented for coaches to eliminate any possibility of confidentiality breaches.

Another note of concern is that when students are pulled out of class, they are in fact missing curriculum coursework instruction. It is unclear from the responses how often students were pulled from their courses, or from what types of classes this primarily occurs (English or an elective) and exactly what type of discussions with the students are taking place in lieu of class time. Are these discussions a form of mentoring, or are they tutoring for a course the student is having difficulty passing (i.e., math)? From the information provided, it is not possible for the program evaluators to ascertain this information. This is a note of concern that should be addressed (if it is not already) with policies, procedures and training for the coaches. From the interview conducted with one of the program advisors, it was noted that students are only pulled from class if all assignments are already completed and teachers do not view this as being disruptive.

The second question asked was, "What was the most helpful from the student's perspective?" This question would have been much more accurate if the students themselves had been surveyed. Because this information was answered by the coaches instead, the program evaluators were essentially gaining third-party information, which may not be as complete or as accurate. In the future, a more extensive end of year survey should be conducted with the students themselves. On the answers coaches provided, filling out the FAFSA was noted in 62.5% of the cohorts and ACT improved scores and preparation was listed with 37.5% as most helpful to the students. College information, application process/registration, financial assistance, scholarships, application fee waivers and college visits were listed in 87.5% of the cohorts. There was only one response from the Patrick Duncan cohort, which had the response of "Doing all of the work for them." This response was fairly vague in terms of exactly what it actually meant. Only the Rachel Heath cohort listed improvement of grades as one of the most helpful aspects from the student's perspective.

From these basic responses, the college coach program appears to be successful in giving students a going-to-college culture. Responses show completing the FAFSA is difficult for students. Whether this is due to the perceived (or actual) complexity of the form is unknown. It is also unknown how much assistance financial aid offices for public higher education institutions in Kentucky provide students in completing financial aid forms. Unless the students are interviewed, it is difficult to determine if their ACT scores improved as a product of the KCC program or if they improved because some students took the test twice.

For organizational communication, the question "What worked with the communication plan?" was asked of the cohort respondents. From the responses, it appears that the KCC program could use some

self-reflection in how their communication plan operates. There were comments that it is great to have a communication plan but administrators could be more hands-on and that communication between program advisors and program coordinators needs some improvement. Cohort leaders, the county coordinator, site supervisor, program advisor, setting email requests by email, knowing whom to call and keeping changes to a minimum appear to work the best in the current communication plan, respondents stated. A respondent mentioned a chart works well, and another respondent appears to view the communication plan as an improvement since it is now more of a straightforward process.

Respondents note several areas of potential improvement in organizational communication. There needs to be streamlining in the communication process with the coaches, as well as clearer instructions at the start of the academic year. Several items in the training program are noted as “busy work,” such as worksheets and scavenger hunts. As noted in the earlier question, there is a response that validates the evaluators’ concern about the KCC program pulling students out of class. The response is “Understand schools are all different and the expectations of having everyone complete the “College Cost and Planning Report” (CCPR) is hard. Teachers hate getting instruction time taken away (testing).” The CCPR, a KHEAA publication, produces a college cost comparison document based on financial information students submit along with their college choices. Blackboard users either love it or hate it. Some respondents enjoy using Blackboard, while others call for its abolition from the program. The assignment of coaches to schools instead of to students is noted as an area of improvement. There is also a response for a need for organizational feedback from the college coaches. Other items of note are having contracts from August to May instead of September to June, improved training (and more time) for ACT and FAFSA assistance and last-second assignments for tracking seniors. From the responses given, there should be a re-evaluation on whether Blackboard is the best tool to use for this program.

The question “Are there ways of communicating within our organization that we are not tapping into? What are those?” has a number of responses urging the use of newer technology. While Blackboard is listed by one cohort, others state Twitter, Skype, mass text messaging, Outlook and Google.doc should be considered for use. Other comments are more in line with traditional means, such as conference calls, regional meetings, meeting requests and the notion of keeping in touch with graduated seniors who are in college. Most of the technologies listed are free and should be evaluated on the feasibility of using them with the KCC program. Keeping in touch with former KCC students now in college would provide very valuable feedback if the resources exist to provide advisement to students who could potentially face difficulty with the college environment. This mechanism could potentially reduce the dropout rate of core students enrolled in college.

The question “Was the leadership council helpful?” drew mostly positive responses with the general tone the leadership council was helpful. The comments from the majority of the cohorts are that email updates are helpful; that they appreciate the quick responses; and, that the leadership council is accessible. The response from Jessie King’s cohort is not positive, with responses stating the council does not know its role and asking what the council does? From the information given, it is impossible to know if the leadership council consists of the same personnel to all cohorts or if the Jessie King cohort’s experience is different for some other unknown reason.

On the issue of resources, the question “What resources and student activities were helpful?” drew a number of responses. According to the responses, KHEAA provides a number of useful resources in the form of information, as well as their Outreach coordinators, FAFSA workshops, College Application Week and publications, just to name a few. What the responses show is that the KCC program is providing a number of different resources to college coaches and students to further the mission of creating a going-to-college culture and that coaches are adapting specific resources to meet specific needs in the host schools.

On the question of “What resources or student activities did not work well with your students?” the scavenger hunt is very unpopular with the respondents, as is the CCPR. Other respondents again mention “busy work” and “reality exercises” as not being helpful to their students.

The question “What other resources would you recommend for coaches to use?” elicits a number of suggestions from the respondents on what could be added to the KCC program. These recommendations range from utilizing websites that identify scholarships (i.e., www.scholarship360.org) to resources from different programs (i.e., GEAR UP). Other suggestions were to compile a directory of personnel providing the same type of services that the KCC program currently offers, money, site supervisors and the ability to drive students to college campus for visits.

Three questions that deal with how data is collected. “What forms of data collection worked well?” has very few responses. One respondent suggests that data collection sheets are confusing and need to be thoroughly explained in the beginning of the program, while another respondent suggests that there is redundancy in the data reporting. Student surveys, student data sheets and the permission forms are all reported favorably by the respondents. Another respondent stated they like the mentoring log but wish that it were in an electronic format.

The question “In what ways do you see how data collection could be streamlined?” brings forth a few suggestions for further review of the KCC program. Two big suggestions are that the respondents want to be able to enter data into one area and to have all data entry and reports online. As for other categories that need to be added to America Learns, the responses suggest the elimination of drop-down boxes (which could actually induce data entry errors); clarification between group activities—group mentoring vs. whole-school mentoring; more slots for ACT-3 dates; definition of timesheet categories; parent interaction, contact and involvement; conference calls; emails; FAFSA; mentoring logs; and change to last name entry. The number of responses suggests America Learns may be a good initial platform to capture information but needs refinement in order to adequately meet the needs of the KCC coaches.

The last question was a request for additional comments. Comments ranged from the strongly positive to negative comments about the KCC program. Program evaluators categorized the comments along five dimensions: personnel, training, organizational communication, program administration and operations. The following table summarizes some of the more specific responses:

1. Personnel

- Clarification of coaches insurance coverage
- Specification of coach training timeline
- Provide each coach with a hardcopy “nuts & bolts” operations manual.

2. Training

- Videos on Blackboard were very useful
- FAFSA, scholarship training
- Training on Infinite Campus
- Confidentiality training

3. Organizational Communications

- Negative implications on calls — need positive not, “If you don’t get this done...”
- Conference calls are during inconvenient times and are generally redundant...Could schedule them less frequently or during less crucial hours, or something
- More opportunities to meet with other coaches to see what they are doing
- After school meetings

4. Program Administration

- Very professional and comfortable atmosphere

- Too much repetition in what we do with regards to the paperwork and data reporting — like monthly synopses, highlights, etc
- America Learns should have drop down for the # of students you met with
- America Learns should have drop down (for birthday) Month, Day, Year—all separate
- Site visits need to be planned and booked, not surprise visits

5. Operations

- Begin in August when school begins
- More permission to meet with students outside the core group.
- Drop freshmen.
- Less than 60 students.
- Activities should be equal among grade levels.
- Note on permission slip that lets students and parents know what program is.
- Consistency through the entire year.
- Last minute activities.
- May activities are hard to complete.
- Maybe more activities in the start of the year.
- Some schools with similar programs would not let kids be involved.



Every new program has initial issues during implementation, and the KCC program is no different. What is important is that the KCC program uses these comments to improve the program in a structured and well-administered way. Technological capabilities appear to be an arena of potentially immediate improvement, particularly in data collection, reporting, online learning capabilities and ease of use for the coaches. These areas should receive a high priority for KCC to re-evaluate the best mechanisms and tools for the program so that efficiency and effectiveness may be improved. The issue of coach confidentiality training should be addressed immediately since this is an area of concern pertaining to students well-being as well as an area of potential liability. Detailed training materials should be developed addressing confidentiality and disseminated among all college coaches as a prerequisite to participating in the KCC program. The KCC program, from the program evaluators perspective and given the weight of the qualitative data, appears to be succeeding in building a college-going culture among the core students participating in the program

Qualitative Data – Archival Documents KHEAA Financial Aid Materials – Tools Available

The program evaluators reviewed the published KHEAA documents available to high school and transitioning college students since these are primary tools the KCC coaches use for their work. It was important to determine if the coaches were given the resources necessary to accomplish the goals set forth for KCC. The first document reviewed was the KHEAA *College Connection* newsletter. The June 2013 newsletter's information proved to be timely and had a community outreach component which was a contest for a new iPad to promote the agency's efforts on Facebook to disseminate information on KHEAA's programs. The Kentucky Education Savings Plan Trust (KESPT) program was also featured in another contest. KESPT is Kentucky's 529 savings plan designed to help parents and students save money for higher education. Additional information was provided throughout the newsletter on financial aid topics, options for student loans and meal plans for college students. A high school planner included in the newsletter provided a checklist for high school seniors to prepare them for high school graduation and for college. The newsletter was short but very informative and opened the door for students wanting to learn more information about a particular program.

KHEAA provides a *College Cost and Planning Report* for high school juniors and seniors as an online tool useful for college planning. The program evaluators did not have the ability to log on to the system precluding an opinion as to its ease of use. The evaluators did receive a static report to evaluate. This tool may prove very useful to students and parents attempting to determine which postsecondary schools are affordable for them. It is not known what other details are provided to the students and parents about the schools in the report other than financial information. Admission standards, application processes and academic program offerings should be included, if not already, in order to provide comprehensive information to families to support an informed decision about which of the six selected schools would be the best fit academically as well as financially. Since the evaluators did not "apply" as a student through the system, the ease of navigation and input into the system cannot be judged. In theory, this tool offers a great deal of information to families about higher education options and should be promoted and expanded accordingly.

The publication *Getting In: Class of 2014* provides a wealth of information for students contemplating college or actually being exposed to the college environment for the first time. There is very good information about the Academic Common Market institutions regarding both the graduate and undergraduate levels. Application processes, admissions, cost of attendance, and financial information is covered in this publication. All Kentucky financial aid programs are described extensively, as well as the processes for applying for financial aid and determining how much financial aid a student might receive. The evaluators appreciated Chapter Three for providing summaries of the different higher education institutions in Kentucky. This publication should be referred to whenever possible since it is a useful reference for high school graduates.

The publication *Affording Higher Education* is a comprehensive guide for the types of financial aid available to Kentucky residents through federal, state, higher education institutions, and private scholarships. This publication can help high school students (and in turn, their families) find sources of funding for their college education. It is more important than ever, with college costs increasing every year, to provide information on what types of financial aid are available and how to access those opportunities. *Affording Higher Education* provides the qualification criteria for each award, as well as application instructions and contact information for each award listed. Publications such as this make using traditional library reference books to find awards a thing of the past. It is quite easy for students to access such information.

The publication *Getting Started for High School Freshmen* is a basic presentation of what is required for high school students to graduate from high school. It provides information on course requirements, grading, how to take notes, how to study and how to take tests. The publication points out students have the option to become involved in extracurricular activities and may take coursework to get college credit while they are in high school. It also stresses the fundamental importance of maintaining good grades for KEES college scholarship awards, which students earn each year of high school and become a 4-year college scholarship when the students graduate from high school.

The publication *Getting Set: College Planning for Sophomores: Class of 2015* is slightly different than the publication of *Getting Started for High School Freshmen* as the primary focus of the document is how to begin planning college. The publication discusses different pathways students may take, whether going to college or getting ready for a career. The publication has a section discussing what types of careers a student may consider based on their interests. This publication builds on *Getting Started* and continues with high school graduation requirements for Kentucky and also reinforces the KEES program. The publication then progresses to preparing for the PLAN test, which is a preliminary test to the ACT, as well as taking high school classes for college credit. The publication ends with the financial aid programs available to Kentucky high school graduates, how to apply to financial aid and schedule campus visits.

The publication *The College Circuit* is produced in the form of an owner's manual for a car. The publication lists different professions by the types of salary for Kentucky and stresses the reasons for going to college. The publication then provides a list of courses that are needed to attend a public university in Kentucky. It also includes a checklist, beginning from eighth grade onward, with the courses and academic enrichments needed to prepare for going to college. It lists different factors to consider when choosing which college to attend and even provides a useful glossary. The word search and crossword puzzle are nice breaks in the publication to keep the reader engaged. The document then proceeds to discuss federal student loans and grant programs, and provides more detailed information on the KEES program. It includes a section on the Free Application for Federal Student Aid (FAFSA) form and how to apply for financial aid. Basic money management information and other practical, helpful tool for prospective college students close the volume.

Quantitative Data – Information Provided by AmeriCorps and KHEAA

The empirical portion of this study uses a quasi-experimental design to estimate the causal impact of the KCC intervention on the target population because random assignment of the population was not available. The population consisted specifically of high school students. The “core” group students represent the experimental group in each high school individually coached/mentored by the programs, while the non-core group students did not receive any individual coaching or intervention services. A control group was used to provide valid measurements to which the results of the KCC program could be compared. Information provided by AmeriCorps and KHEAA for this study identified student participants in the core program and those who not participate.

The means of the core group (those who participated in the program) and the means of the control group (those who did not participate in the program) were analyzed to test the effectiveness of the program by assessing the gains in student GPA and ACT scores. Analyses of Variance (ANOVA) and t-tests were used to compare differences in means for statistical significance and to determine comparability of the program and control group. In addition, Chi-square statistics were used to evaluate the success of the program by analyzing the enrollment status in college of the KCC program and comparison group during the follow-up school year. The study also further categorized the students by the three different administering agencies — Berea College, KHEAA and ATC's — and compared the results. Since the main goal of this study was to capture as much detail as possible about the program and its participants, a descriptive profile of each group is provided (Appendix E).

In order to estimate the effect of the KCC program on students' academic achievement as measured by GPA, a regression analysis was applied. Through the use of this approach, it was determined that the KCC program had a positive impact upon high school students graduating from targeted high schools during the 2011-2012 school year after controlling for confounding variables.

Statistical significance was assessed at the 5% level of significance (p -value < 0.05). All analyses were performed using IBM SPSS statistics version 20.

Results of Analyses

Population

The study population was comprised of 7,186 students from thirty-seven high schools. Overall, 757 students participated in the KCC program as “core” students, made up as follows:

- 1,092 total students from the Berea program, with 198 core students participating in the KCC program,
- 5,502 total students from the KHEAA program, with 454 core students participating in the KCC program, and
- 587 total students from the ATC’s program, with 109 core students participating in the KCC program.

Demographic Profile

Gender

Gender analysis of the 7,186 total student population revealed that 48.8% were females and 51.2% were males. The genders of the 757 students who participated in the KCC program were 65.1% female and 34.9% male, respectively (Chart 1). Of the 6,424 students included in this study who were placed into the control group (non-core students), 46.0% were female and 54.0% were male (Chart 1). Of the 757 students placed in the KCC program, 194 participated in the Berea source group core-students. Of those, 68% were female and 32% were male (Chart 2). Of the other 454 students who participated in KHEAA group, 65% were female and 35% males (Chart 2). The remaining 109 students who participated in the ATC program were 60.6% female, and 39.4% males (Chart 2). The gender composition of the non-core group students participating in all programs is shown in Chart 3.

These statistics and Chi-square analysis confirmed that the KCC program was significantly over represented by female participants ($\chi^2= 99.410, p = .000 < .01$) (Appendix E.1).

Chart 1

Gender Composition of Total Population Sample

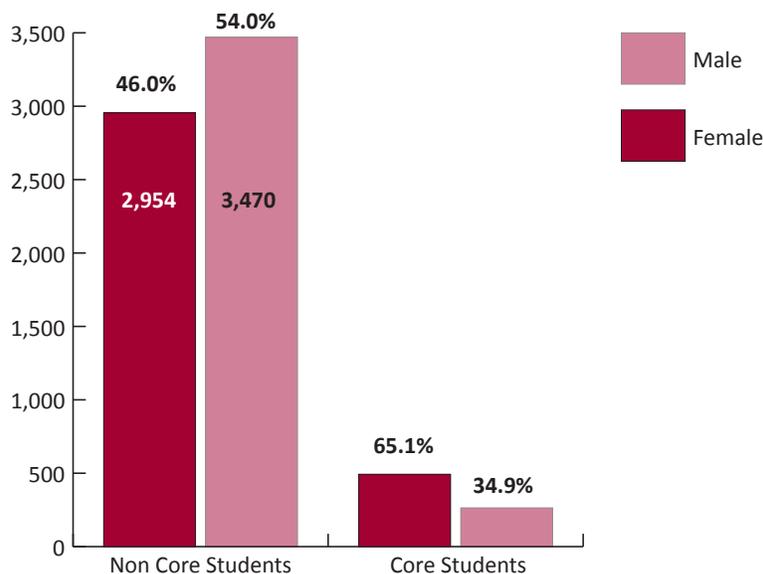


Chart 2

Composition of Core students in different groups

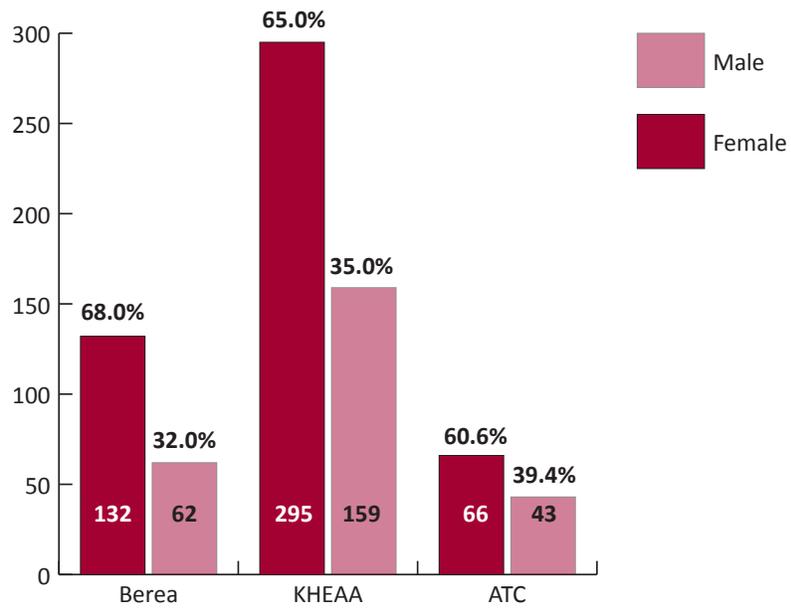
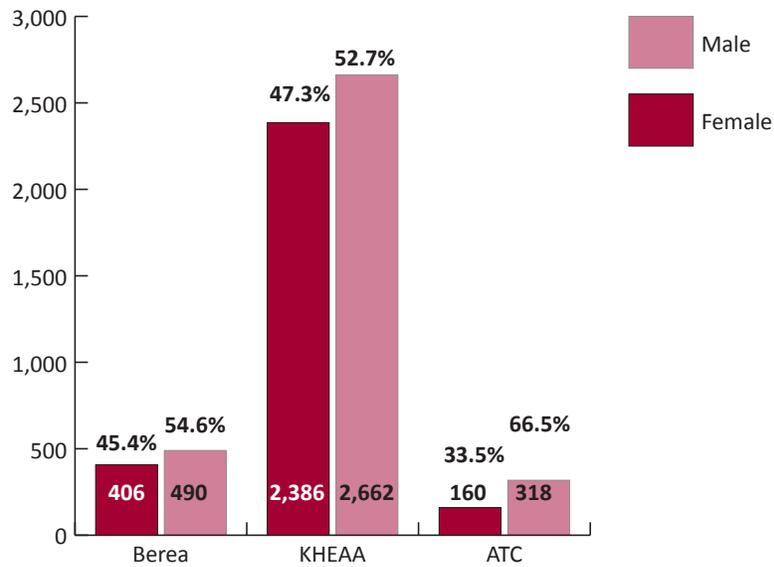


Chart 3

Composition of Non Core students in different groups

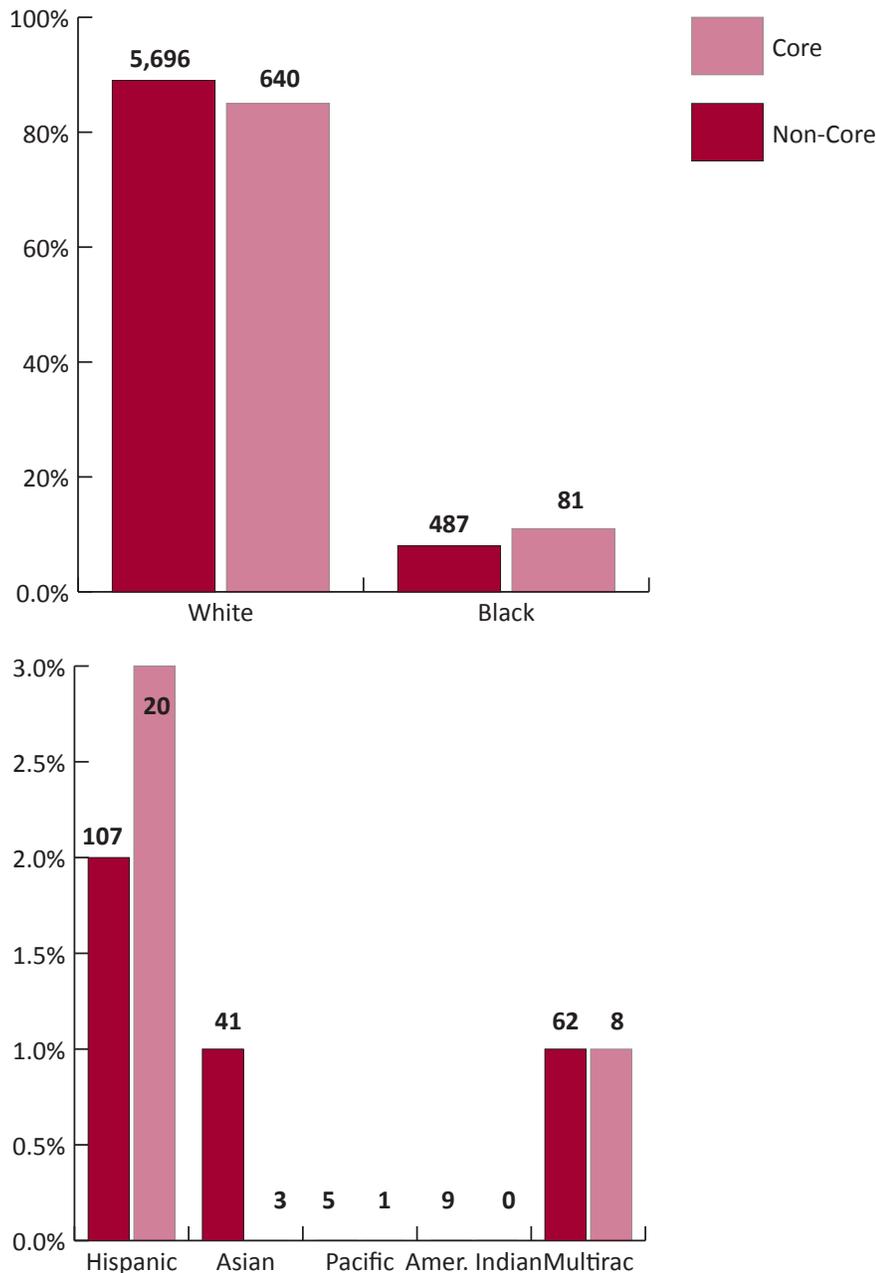


Ethnicity

The majority of participants placed in the KCC program were white (85.0%). The remaining were either black (10.8%), or from Hispanic, Asian, Pacific or multiracial origin (4.2%) (Appendix E.3). In the control group, 88.9% of the participants were white and 7.6% black, while the remaining 3.5% were from Hispanic, Asian, Pacific, American Indian, or multiracial background (Chart 4). These statistics and Chi-square analysis confirmed that ethnic differences between KCC program participants and non-participants are significant ($\chi^2=15.317, p = .018 < .05$) (Appendix E.1). The Commonwealth of Kentucky, according to the United States 2010 Census Bureau, is 87.8% white, which is very similar to the participants of the KCC program. (United States Census Bureau, 2010).

Chart 4

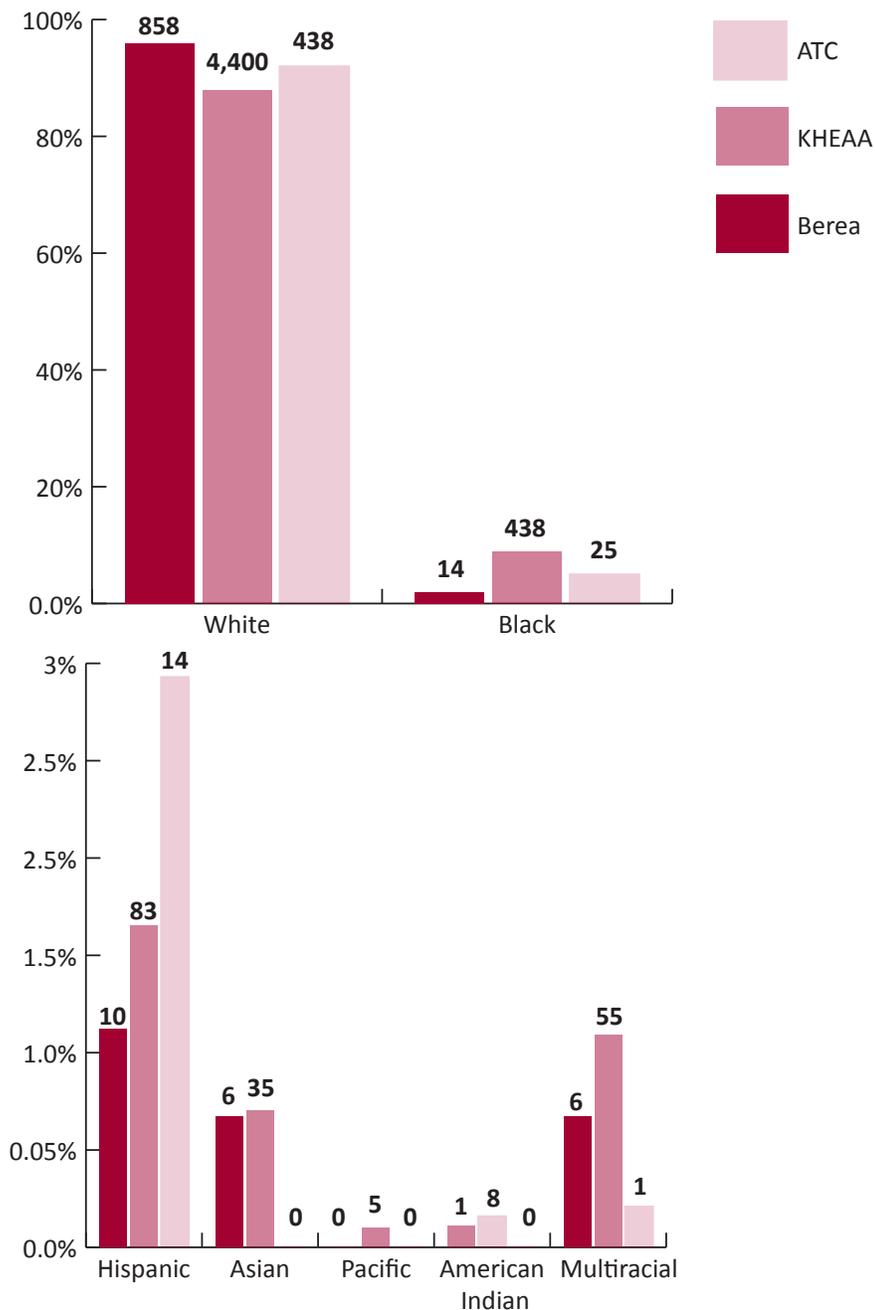
Ethnic composition of Core and Non Core students, by percentage



Of the participants who were placed in the Berea source group, an overwhelming majority were white (89.1%), while 8.3% were black. The remaining 2.6% were represented by students from Hispanic, Asian, or multiracial background (Chart 5). Of those placed in the KHEAA source group, the majority were white (84.5%) with 11.1% black, while the remaining 4.4% were Hispanic, Asian, Pacific, and multiracial background students (Chart 5). Of the participants who were placed in the ATC source group, 79.8% were whites, 13.8% were blacks, 5.5% were Hispanics, and the remaining were multiracial students (Chart 5).

Chart 5

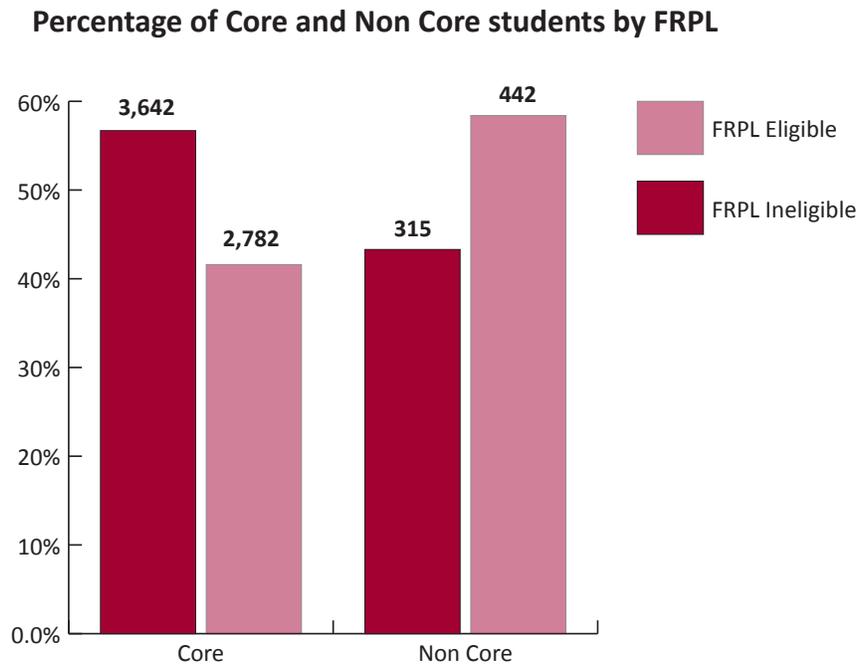
Ethnic composition of Non Core students, by administrative agency



Free- or Reduced-Price Lunch program)

Regarding the Free- or Reduced-Price Lunch program (FRPL), 43.3% of the non-core students participated in FRPL, while 58.4% of core students participated in FRPL.

Chart 6



Effect of Individualized Coaching on Academic Achievement

The study assessed differences in success by comparing core and non-core students on GPA using t-test for independent samples. The expectation was that the treatment group would produce higher academic results when compared to the control group. Most students who improved in GPA scores were those involved in a coaching program. Mean scores and standard deviations of GPA show students in the core group outperformed students from the non-core group (Table 4). Core students achieved a mean score of 3.04 (SD 0.59) compared to students from the non-core group, with a mean score 2.86 (SD 0.74).

Table 4

		Group Statistics			
Core		N	Mean	Std. Deviation	Std. Error Mean
GPA	Yes	757	3.0445	.58775	.02136
	No	6424	2.8608	.74245	.00926

Since the assumption of homogeneity of variances was violated, as reported in Table 5 (Levene Statistics 73.810, $p = 0.00 < 0.1$), the results reported in the column labeled “equal variance not assumed” were used to determine if core group students achieved a significantly higher mean GPA score than the non-core students.

Statistics obtained from the independent sample t-test (Table 5) confirm that core group students achieved a significantly higher mean GPA score ($M = 3.04$) than the non-core students ($M = 2.86$), $t (1062.612) = 7.892$, $p = 0.00 < 0.01$. These results suggest that students receiving individualized coaching in a core group outperformed their counterparts in academic achievement by securing a 6.4% higher GPA.

Table 5

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GPA	Equal variances assumed	73.810	.000	6.571	7179	.000	.18375	.02796	.12894	.23857
	Equal variances not assumed			7.892	1062.612	.000	.18375	.02328	.13806	.22944

Effect of Individualized Coaching on ACT scores

The study assessed differences in success by comparing participants and non-participants in the KCC program on ACT score using t-test for independent samples. Comparison of mean score and standard deviations of GPA show that core students who participated in the KCC program scored a mean ACT score of 19.39, with non-participants scored a mean score of 19.28 (Table 6). The mean difference of 0.11 is of no statistical significance, as is also illustrated in the t-test of equality of means $t(1021.513) = 0.699, p = 0.484 > 0.05$ (Table 7). The results suggest that students receiving individualized coaching in the KCC program did not achieve significantly higher ACT scores as compared to their counterparts.

Table 6

Group Statistics					
	Core	N	Mean	Std. Deviation	Std. Error Mean
ACT	Yes	751	19.3915	4.04226	.14750
	No	6162	19.2799	4.76120	.06065

Table 7

Independent Samples Test											
		Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
ACT	Equal variances assumed	41.521	.000	.616	6911	.538	.11154	.18121	-.24370	.46677	
	Equal variances not assumed			.699	1021.513	.484	.11154	.15949	-.20142	.42450	

Effect of Individualized Coaching on College Enrollment

A cross tabulation analysis of college enrollment status in the follow-up year utilizing the Chi-square statistic was performed to measure the success of the program. Enrollment data for both groups was analyzed. The use of Chi-square procedure requires three assumptions be met if the results are to be considered valid. First, the observations must be independent, meaning in this case the students be randomly and independently selected. Second, the categories must be mutually exclusive, meaning each observation can appear in only one of the categories. Third, the observations are measured as frequencies. The data in this study met all these assumptions.

The results indicate the percentage of KCC program participants enrolled in college (65.7%) is higher than that of non-participants (49.4%). The percentage of non-enrollment in college for KCC program participants is 34.3%, while that of non-participants is 50.6% (Table 8). Thus, participation in the program indicates there exists a greater probability for college enrollment when compared to those students who do not participate in the KCC program. These numbers suggest KCC program participants are significantly more likely to enroll in college, as indicated by the significant value of the Pearson Chi-square statistics ($\chi^2 = 71.323, p = .000 < 0.01$).

Table 8

College * Core Cross Tabulation

		Core		
		No	Yes	Total
No College	Count	3,251	260	3,511
	% within core	50.6%	34.3%	48.9%
College	Count	3178	497	3,675
	% within core	49.4%	65.7%	51.1%
Total	Count	6,429	757	7,186
	% within core	100.0%	100.0%	100.0%

Effect of Different Administering Agencies on Student Academic Achievement

The effect of different program administrative agencies in a core group on academic achievement was assessed using an ANOVA procedure. The expectation was that three different coaching sources would show equal gains in achievement scores among core students. Mean scores, standard deviations and other descriptive statistics are presented in Table 9. On average, students' GPA scores were 3.06, 3.06, and 2.94 with standard deviations of 0.65, 0.55, and 0.57 for BEREAA, KHEAA and ATC's respectively. It appears students who participated in ATC's program core group had a lower mean GPA score than other two groups. To determine if the differences observed were statistically significant, an analysis of variance was computed. F-statistics obtained from Welch and Brown-Forsythe test were used to test the differences because of non-homogeneous variance, as indicated by significant value of Levene statistics i.e., 6.34 ($p = .002 < 0.01$). F-statistics obtained from Welch and Brown-Forsythe tests, as reported in Table 11, confirm differences observed in GPA scores among three groups are insignificant. It suggests students who participated in the three different administrative agencies achieved equal gains in GPA scores.

Table 9

Descriptives

GPA	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Berea	194		
KHEAA	454	3.0643	.55860	.02622	3.0128	3.1158	1.33	4.43
ACT	109	2.9370	.57322	.05490	2.8281	3.0458	1.64	4.13
Total	757	3.0445	.58775	.02136	3.0026	3.0865	1.33	4.43

Table 10

Test of Homogeneity of Variances

GPA			
Levene Statistic	df1	df2	Sig.
4.703	2	754	.009

Table 11

Robust Tests of Equality of Means

GPA				
	Statistic ^a	df1	df2	Sig.
Welch	2.243	2	259.164	.108
Brown-Forsythe	2.037	2	406.337	.132

a. Asymptotically F distributed.

Effect of Different Administrative Agencies on ACT Score

The study assessed the effect of three different administrative agencies (Berea College, KHEAA and ATC's) on ACT scores obtained by core group students using ANOVA. The expectation was that the three administrative agencies would show equal gains in ACT scores among core students. Mean scores, standard deviations and other descriptive statistics are presented in Table 11. On average, students scored 19.83, 19.47, and 18.2 with standard deviations of 4.37, 3.90, and 3.83 for BEREA, KHEAA and ATC programs, respectively. It appears students from the ATC core group had a lower mean ACT score than the other two groups. To determine if the differences observed were statistically significant, an analysis of variance was computed. F-statistics obtained from ANOVA confirm that differences observed in ACT scores among three groups are significant ($F(2,748) = 5.722, p = .003 < .05$) (Table 13).

Post-hoc comparisons conducted to determine how ACT scores differed among the three groups indicate that students who participated in the Berea and KHEAA groups significantly outperformed those who participated in the ATC's administering body by scoring 1.59 and 1.23 more points on the ACT test (Table 14).

Table 12

Descriptives

ACT	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Berea	192		
KHEAA	451	19.4767	3.90228	.18375	19.1156	19.8378	12.00	31.00
ACT	108	18.2407	3.83264	.36880	17.5096	18.9718	11.00	29.00
Total	751	19.3915	4.04226	.14750	19.1019	19.6810	11.00	33.00

Table 13

Test of Homogeneity of Variances

ACT

Levene Statistic	df1	df2	Sig.
1.225	2	748	.294

Table 14

ANOVA

ACT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	184.664	2	92.332	5.722	.003
Within Groups	12070.241	748	16.137		
Total	12254.905	750			

Table 15

Multiple Comparisons

Dependent Variable: ACT

Tamhane

(I) Coachsource	(J) Coachsource	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Berea	KHEAA	.36182	.36495	.689	-.5141	1.2377
	ACT	1.59780*	.48521	.003	.4313	2.7643
KHEAA	Berea	-.36182	.36495	.689	-1.2377	.5141
	ACT	1.23598*	.41204	.009	.2420	2.2299
ACT	Berea	-1.59780*	.48521	.003	-2.7643	-.4313
	KHEAA	-1.23598*	.41204	.009	-2.2299	-.2420

*. The mean difference is significant at the 0.05 level.

Effect of Different Administrative agencies on College Enrollments

Table 16 and Table 17 present the cross tabulation of the coach source on students’ college enrollment. The percentage of Berea source participants enrolled in college was 67.0%, while that of non-participants was 33.0%. The percentage of KHEAA source participants enrolled in college was 66.5%, while that of non-participants was 33.5%. Moreover, the percentage of ATC’s source participants was 59.6%, while that of non-participant was 40.4%. These numbers suggest that all KCC program sources are equally effective, as indicated by the insignificant value of the Pearson Chi-square statistics ($\chi^2(1) = 2.062, p = .357 > 0.01$) (Table 17).

Table 16

College * Coachsource Cross Tabulation

			Coachsource			Total
			Berea	KHEAA	ATC	
college	No	Count	64	152	44	260
		% within Coachsource	33.0%	33.5%	40.4%	34.3%
	Yes	Count	130	302	65	497
		% within Coachsource	67.0%	66.5%	59.6%	65.7%
Total		Count	194	454	109	757
		% within Coachsource	100.0%	100.0%	100.0%	100.0%

Table 17

	Chi-square Tests		
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.062 ^a	2	.357
Likelihood Ratio	2.021	2	.364
Linear-by-Linear Association	1.747	1	.186
N of Valid Cases	757		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 37.44.

Effect of Confounding Variables on Student's GPA

T-tests and ANOVA were conducted to determine if a student's gender, race or socioeconomic status had a significant effect on the GPA of the students in the core group.

Table 18 indicates that females in the core group had a slightly higher GPA than males (3.11 versus 2.92, respectively). Appreciable difference in GPA existed between males and females in the core group, as indicated in the t-test of equality of means, with a significance value of -4.152 ($p < 0.05$) (Table 19). Therefore, with this difference in GPA within the core group, there is a statistically significant effect to show gender influenced the core group's GPA.

Table 18

		Group Statistics			
gender		N	Mean	Std. Deviation	Std. Error Mean
GPA	Male	264	2.9195	.63370	.03900
	Female	493	3.1115	.55071	.02480

Table 19

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
GPA	Equal variances assumed	7.337	.007	-4.331	755	.000	-.19191	.04431	-.27889	-.10494	
	Equal variances not assumed			-4.152	477.036	.000	-.19191	.04622	-.28274	-.10109	

Table 20 shows appreciable differences in the GPA between white (3.07), black (2.88), Hispanic (2.90), Asian (2.85), Pacific (3.02) and multiracial (2.43) students. The multiracial and other minority students had lower GPAs than the white students. Therefore, with these differences in GPA within the core group, there is a statistically significant effect ($F= 3.667, p < 0.05$) to show ethnicity influenced the core group's GPA.

Table 20

Descriptives

GPA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White	640	3.0755	.58799	.02324	3.0298	3.1211	1.33	4.43
Black	81	2.8811	.56621	.06291	2.7559	3.0063	1.51	3.97
Hispanic	20	2.9040	.52951	.11840	2.6562	3.1518	1.91	3.72
Asian	3	2.8500	.38432	.22189	1.8953	3.8047	2.42	3.16
Pacific	1	3.0200	3.02	3.02
Multirac	8	2.4387	.39339	.13908	2.1099	2.7676	1.82	2.87
Total	753	3.0423	.58743	.02141	3.0003	3.0843	1.33	4.43

Table 21

Test of Homogeneity of Variances

GPA

Levene Statistic	df1	df2	Sig.
.822 ^a	4	747	.511

a. Groups with only one case are ignored in computing the test of homogeneity of variance for GPA.

Table 22

ANOVA

GPA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.217	5	1.243	3.667	.003
Within Groups	253.279	747	.339		
Total	259.497	752			

Table 23 indicates the core group students who participated in the FRPL program had a lower GPA (2.98) than those who did not participate in FRPL (3.13). The mean difference of 0.144 is of statistical significance, also illustrated in the ANOVA test of equality of means, with a significance value of t-test -3.328 ($p < 0.05$). These results suggest that socioeconomic status also influenced the student's GPA in the core group.

Table 23

Group Statistics

	FRPL	N	Mean	Std. Deviation	Std. Error Mean
GPA	Yes	442	2.9846	.57637	.02741
	No	315	3.1286	.59416	.03348

Table 24

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
GPA	Equal variances assumed	.133	.716	-3.345	755	.001	-.14399	.04305	-.22850	-.05948
	Equal variances not assumed			-3.328	663.805	.001	-.14399	.04327	-.22895	-.05903

The program evaluators also assessed the effect of the KCC program on academic achievement, as measured by GPA scores, after controlling for confounding variables such as gender, ethnicity and socioeconomic status and other demographic variables using multiple regression analysis. The coefficient of determination (R^2) for this regression is 0.147 (Table 25). The significant value of F-statistic from the Analysis of Variance table also confirmed the overall significance of the model ($p < .01$).

The coefficients reported in Table 25 indicate that KCC program participation ($b = .169$, $se = 0.052$) is significantly and positively associated with students' academic achievement as measured by GPA scores even after controlling for gender, ethnicity, parents' education and socioeconomic status (this was indicated by participation in FRPL, Pell eligibility, Expected Family Contribution and parents' adjusted gross income). The size of coefficient suggests that participation in the KCC program is associated with a 0.17 unit increase in GPA score. Findings also indicate that individual hours of coaching program is also significantly and positively associated with student's academic achievement ($b = 0.006$, $se = 0.002$). These results suggest that one-hour of individual coaching is associated with a 0.006 unit increase in GPA score.

Table 25

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.836	.410		4.472	.000
	core	.169	.052	.140	3.234	.001
	gender	-.218	.048	-.183	-4.499	.000
	frpl	-.067	.051	-.056	-1.315	.189
	individualhours	.006	.002	.127	2.734	.006
	grouphours	-.001	.001	-.035	-.762	.446
	pellelig	.172	.073	.134	2.365	.018
	parentagi	2.970E-006	.000	.180	2.636	.009
	efc	1.582E-006	.000	.027	.438	.662
	White	.839	.398	.430	2.105	.036
	Black	.628	.407	.270	1.543	.123
	Hispanic	.982	.422	.274	2.326	.020
	Asians	-.042	.685	-.003	-.061	.951
	F_HighS	.117	.060	.096	1.936	.053
	M_HighS	.094	.075	.079	1.256	.209
	F_College	.230	.079	.147	2.901	.004
	M_College	.046	.081	.037	.575	.566

a. Dependent Variable: GPA

Table 26

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.383 ^a	.147	.123	.55661

a. Predictors: (Constant), M_College, grouphours, Asians, Hispanic, Black, gender, frpl, F_HighS, efc, core, individualhours, F_College, pellelig, M_HighS, parentagi, White

Table 27ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.012	16	1.938	6.256	.000 ^b
	Residual	180.622	583	.310		
	Total	211.634	599			

a. Dependent Variable: GPA

b. Predictors: (Constant), M_College, grouphours, Asians, Hispanic, Black, gender, frpl, F_HighS, efc, core, individualhours, F_College, pellelig, M_HighS, parentagi, White

Financial Analysis – Costs of Coaches per High School and Student

In conducting the interview with Berea College administrators, the program evaluators found that Berea College costs were \$15,000 per school per year for each coach at each of the 12 schools, totaling \$170,000 for 2012–2013 (Berea College, 2013). Currently, Berea College has 140 staff working with schools in its community outreach programs through a series of grants the college has received (Berea College, 2013). From the financial information provided to us from KCC for 2012-2013, there appears to be no training money denoted for OCTE’s coaches. Berea had almost quadruple the amount of money in the budget for coach training (\$1,545 per coach) while only having 42% of the schools KHEAA had for the 2012 – 2013 (\$417.30 per coach). Given the qualitative data indicating that training needs to be improved, the financial data would tend to support the notion more money needs to be allocated to KHEAA and OCTE for training coaches.

According to KCC, the following data is for 2012–2013’s academic year:

Table 28

Financial Breakdown of KCC Coach Program

2012 - 2013	Berea College (11 Schools)	KHEAA (26 Schools)	OCTE (10 Schools)	KCC Program Oversight
Average \$ Per student cost for coaches (2011 financial data and number of schools)	\$173 (1,095 students for 6 schools in 2011)	\$78.57 (5,504 students for 26 schools in 2011)	Data not available	Not Applicable
\$ Per school cost for coaches (Less administrative costs included coaches’ training)	\$17,243	\$16,605	\$6,709	\$23,285 (Subsidized 1 Berea College sponsored school and 4 KHEAA sponsored schools)
Scale up costs (Approximate estimate per school per administrative agency for coaches only)	\$17,792	\$17,632	\$6,709	N/A
Administrative costs (fixed costs)	\$17,000	\$58,138	\$19,000	\$189,472
\$ Per sponsor (Less administrative costs includes coaches training)	\$172,432	\$365,312	\$67,090	\$116,428 (Subsidized 1 Berea College sponsored school and 4 KHEAA sponsored schools)
Total costs per administrative agency	\$189,432	\$432,450	\$86,090	\$305,900

There are obviously some additions to the budget that are recommended, including development of a new information system, increased expenditures for training (for KHEAA and OTCE coaches), travel for professional development and travel for field trips. To expand the program, if the Commonwealth of Kentucky so desires, it will be necessary to grow the program by including additional high schools, which at some point will require an increase in administrative costs to provide proper oversight of the program without overwhelming existing personnel. As can be seen in the financial data (Table 29), Berea College host-schools (not including the KCC subsidies to any administrative agency) receive \$638 more than KHEAA-sponsored host schools and \$10,534 more than OCTE-sponsored host schools. The difference in the financial data may be more reflective of the different mission that OCTE has compared to Berea College or KHEAA-sponsored schools, since OCTE is primarily concerned with students' obtaining a career upon graduation or attending a vocational school. Also seen in Table 29 is the difference in cost per student for each of the administrative agencies. Berea College costs per student averaged \$173 while KHEAA averaged \$78.53 per student. These differences may be more attributable to the scale of the KHEAA involvement in the KCC program rather than any implication that the KHEAA program appears to be more economical.

Discussion Points on the Three Goals Set Forth for the KCC Program to Accomplish

While the KCC program was initially envisioned to assist high school students in Kentucky graduate, be admitted into college at a higher rate and create a "college-going culture" in Kentucky, the program has actually accomplished more than the original goals intended. Essentially, the KCC program has also assisted in the professional development of college coaches who graduate from undergraduate and graduate programs in Kentucky which impacts Kentucky residents *after* postsecondary education. The KCC program appears to be a win-win for high school students and postsecondary graduates alike. Qualitative data shows new graduates in the KCC program are working with students and families outside the core student group, providing them with assistance within the rules which permit them to do so. This is a clear point of diffusion from a coach down through the culture of a school which penetrates far beyond what the coach's scope was originally envisioned.

Two other points of discussion with policy makers are: Is the program worth expanding to all high schools, and should the program be funded by the state should federal funding become unavailable? Based on the evidence that the program evaluators have collected and analyzed, the KCC program is scalable and should be successful if administered and implemented in a very controlled manner. This effort requires that training be consistent across all administrative agencies' coaches and that a financial audit component be integrated as a regular component of the KCC coaches program. A dedicated information system will have to be developed to handle an increase in needs from additional participating schools if the program were to scale upwards. This will also require budgeting for necessary maintenance, backups and security protocols. This item will need to be addressed on a yearly basis to ensure that the KCC program can successfully interface with the information system.



Recommendations

In the future, it would be helpful to survey students in both the control group and the experimental group after they had graduated high school to obtain more qualitative data through either surveys or interviews. Questions that might be asked: “To what extent did the coaching program prepare you for college?” or “What specifically did you get out of the KCC program?” Questions of this type would provide a perspective on how the coaching project was able to intervene and promote students’ aspirations to higher education. Questions should also be asked of students who did not participate in the program to determine if these students feel such a program could have benefited them in preparing for college. Additionally, questions such as “Did the KCC program build a college-going culture in Kentucky?” will need to have data collected from qualitative means, as well as using quantitative data on success at the college level.

The KCC information system needs to be replaced as soon as possible not only to decrease the workload for the coaches and administrators but also to include an online survey for students and coaches as well as an online compliance module that could address some of the training concerns that have appeared throughout the qualitative data. A possibility would be to contract Berea College to conduct the training for the college coaching program since it has an established and more extensive training program than is offered by other college coach agencies in the program. The instruction could be conducted via a webinar or through static information, along with tests.

Constructing a new information system could add needed capability, save money in operational costs and enable data collection in a more uniform format which would make analysis much more efficient and effective. A new information system should be able to capture qualitative survey data from students, coaches and school administrators and will assist evaluators in conducting analysis for improving the program in the future and to judge the effectiveness of the overall program. A training component could also be added and could have a testing aspect to it for new coaches who have been hired into the program. In addition, a new information system would prevent students from effectively being in two coaching programs at the same time, thus serving as a resource control.

This is the first comprehensive evaluation of the KCC program that is now in its second year. However, the data prior to 2011–2012 apparently was not collected well enough to use in a longitudinal study. Therefore, the program should be evaluated and continued over a ten-year period to truly determine whether the KCC program has had a desired effect on high school students in the selected core group proceeding to college and ultimately obtaining a degree from an institute of higher education. An evaluation period continuing through 2020 would provide five years of data on six-year graduation rates for the earliest cohorts participating in the KCC program.

The materials that KHEAA produces which the KCC program utilizes are of a very high quality, and Kentucky should be proud that their Commonwealth is producing such outstanding materials for residents’ use. To the extent that the materials are provided online to anyone is truly a game changer and can assist in facilitating a college-going culture within Kentucky. The materials are easy to read and comprehend, as well as being comprehensive. The biggest problem will be students’ becoming overwhelmed by so much material, something that the KCC coaches can assist the students in navigating.

For successive annual evaluations, it would be desirable to obtain survey data from students that have participated in the KCC program to obtain their perception of how the program is working, along with getting a sense of a going-to-college mentality that is a goal of the KCC program. It would be preferable to interview more program participants as well as legislators’ perspective on supporting expansion (in funding terms) of such a program. Additionally, it would also be recommended to survey the college coaches on their professional development and how the program has enhanced their career prospects after serving with KCC.

A third-year evaluation would delve deeper into the selection process for core students to determine if the current core students being selected are in fact the most appropriate students for the KCC program. Are there other students who could be selected, or are there other criteria that could be used in selecting students that would provide more of an impact for the KCC program? Are resources for the KCC program being maximized to their fullest extent, or are there other mechanisms (as well as additional resources) that can be brought to bear to accomplish the KCC program goals?

As more cohorts of the KCC program graduate from high school, it would be highly advisable to continually re-evaluate the program and make adjustments where needed. Additionally, for KCC students who are recent graduates from undergraduate programs in Kentucky, there needs to be an evaluation of how many of those students stay in Kentucky for either employment or advanced education (i.e., master's and doctoral).

The success of such a program can have profound positive policy implications on keeping a highly educated workforce in Kentucky. The program evaluators recognize a highly skilled and trained workforce may have a positive economic development outcome for the Commonwealth of Kentucky by encouraging more high-tech industry companies and research organizations to base their operations in Kentucky. Entire colleges and universities have been founded simply to educate a state's workforce and keep talented individuals from leaving the state. An example of this would be The University of Texas at Dallas, which was founded initially as a research center for just that purpose by the founders of Texas Instruments (The University of Texas at Dallas, 2013). A specific example to Kentucky would be the expansion of the Toyota plant at Georgetown, Kentucky, which in 2015 will add 750 more jobs to Kentucky's economy (Associated Press, 2013). Without an educated workforce, Toyota could be forced to hire from outside Kentucky's labor pool or perhaps even relocate.

The professional development of the KCC coaches should be tracked and monitored, since it is a beneficial by-product of the KCC program. This should also be made as a selling point for recruiting new college coaches who are recent graduates and who need knowledge, skills and abilities for employment in the future. This aspect should be captured by conducting a qualitative survey at the end of each coach's employment term.

It would also be highly advisable to make the datasets (with confidentiality of the students protected) from this study available through the Kentucky Center for Education and Workforce Statistics to interested program evaluators and doctoral students so that further studies and analysis may be conducted to produce defensible dissertations that will not only assist those students in graduating but also can add knowledge to the field of institutional research. The program evaluators feel that several dissertations could be constructed off a longitudinal study if the KCC program is continued for at least a ten-year period. The Kentucky Campus Compact could potentially offer a \$5,000 stipend for university dissertation projects which would provide valuable research on the KCC program. Such dissertation projects could be renewable up to two more years if they are justifiable for the time extension. These dissertation efforts may potentially lead to contracts and/or grants coming to Kentucky, which would lead to funding of more research efforts at doctoral-granting institutions.

Conclusion

In Kentucky, there have traditionally been barriers to higher education for high school graduates either due to socioeconomic conditions or from a pervasive culture of “college is not for my child.” The KCC program has been created to bolster three areas: high school graduation rates, college-going rates and creation of a college-going culture. The purpose of this study was to analyze data relative to the effectiveness of the KCC program. The quantitative data was analyzed using quasi-experimental design. Independent samples t-tests and Analyses of Variance were used to compare means of the dependent variables (GPA and ACT scores) for statistical significance. Cross tabulation analyses, using Chi-square statistics, were used to measure the success of the program. In addition, confounding variables such as gender, race and socioeconomic status were tested to determine if they had any effect on the outcomes. Furthermore, regression analysis was performed to determine the success of the KCC program after controlling for confounding variables.

This study found a statistically significant impact of the KCC program in improving GPA scores and college enrollment rates. Students who participated in the KCC program maintained slightly higher GPA scores, compared to the comparison group, and had higher levels of college enrollment. The findings also illustrate that while no significant differences exist among the three different administrative agencies (Berea College, KHEAA and ATC’s) for consequent college enrollment and GPA’s, students from these groups scored differently on the ACT test. Results revealed that students who had participated in Berea and KHEAA groups significantly outperformed those who participated in ATC’s administering body by scoring 1.59 and 1.23 more points on the ACT test respectively. Furthermore, findings from the regression analysis indicated that participation in the KCC program is significantly and positively associated with students’ academic achievement as measured by GPA scores, after controlling for gender, ethnicity, parents’ education and socioeconomic status.

The third aspect of creating a “college-going culture” will be a long process helping generations of college-eligible students and their families understand that there is a pathway and there are options for students who desire to pursue postsecondary education. First-generation students attending college face different problems than those students whose parents attended higher education institutions. The parents of first-generation students do not necessarily know how to help their child afford a college education, nor will they necessarily know how to assist their child with the college application process. The key will be to have colleges create a better bridge to assist students and their parents with the process of admissions and financial aid. With an 18% four-year graduation rate at the public university level, there is still much room for improvement. While the KCC program can encourage students to attend college, the program cannot ensure those students will graduate from a higher education institution. This would fall under the auspices of higher education to oversee improvement of that process.

Appendix A – KCC Program Organizational Diagram¹

Kentucky College Coaches Sept. 25, 2012

ADMINISTERED BY:



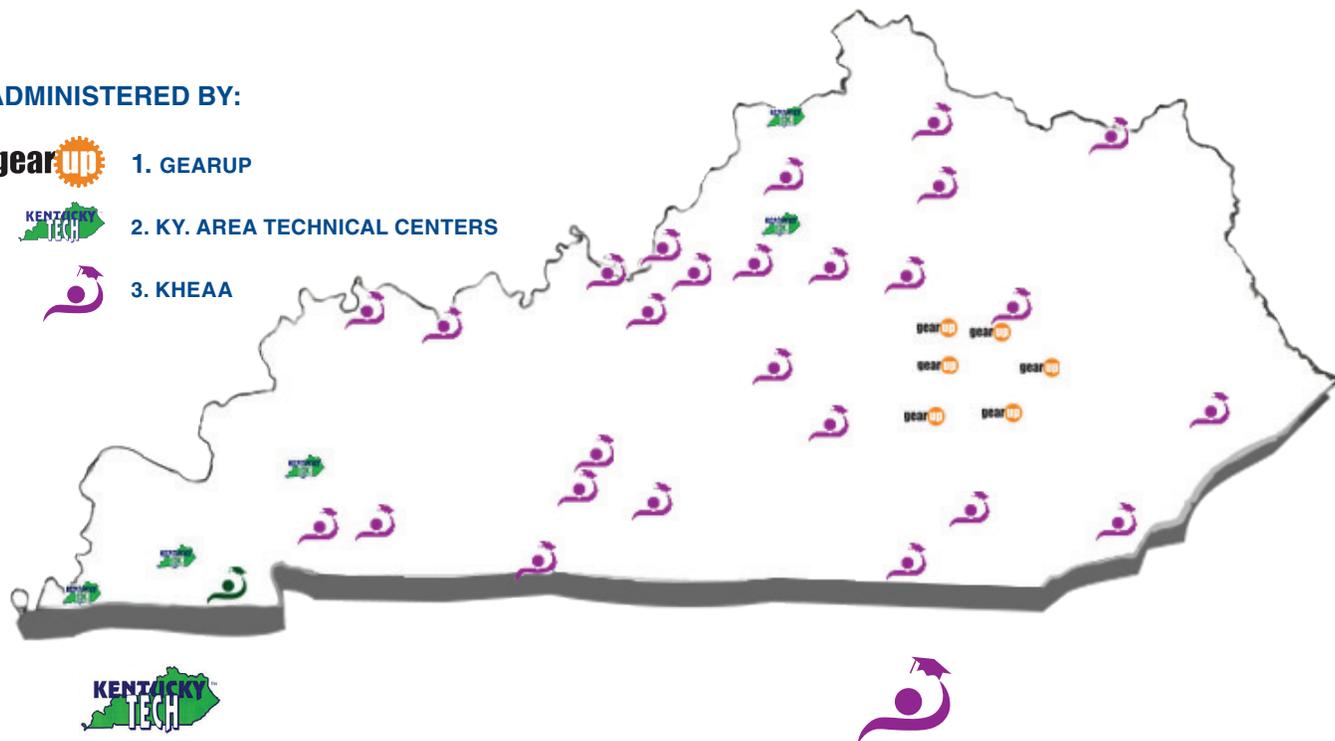
1. GEARUP



2. KY. AREA TECHNICAL CENTERS



3. KHEAA



- Breckinridge County Area Technology Center
- Caldwell County Area Technology Center
- Carroll County Area Technology Center
- Fulton County Area Technology Center
- Graves County Area Technology Center
- Nelson County Area Technology Center
- Shelby County Area Technology Center



- Berea Community High School
- Estill County High School
- Jackson County High School
- Lee County High School
- Madison Central High School
- Madison Southern High School
- Rockcastle County High School

- Anderson County High School
- Barren County High School
- Bullitt Central High School
- Casey County High School
- Christian County High School
- Edmonson County High School
- Franklin-Simpson High School
- Harlan County High School
- Harrison County High School
- Henderson County High School
- Henry County High School
- Holmes Senior High School
- Lewis County High School
- Lynn Camp High School
- Marion County High School
- McCreary Central High School

- Meade County High School
- North Hardin High School
- Owensboro High School
- Pendleton County High School
- Powell County High School
- South Floyd High School
- Spencer County High School
- Tates Creek High School
- Trigg County High School
- Union County High School
- Valley Traditional High School
- Waggener Traditional High School
- Warren East High School
-  Murray High School (KHEAA Supervised)

¹Background and organizational information on the COACH and KCC program was provided to program evaluators by the Kentucky Higher Education Assistance Authority.

Appendix B – KCC Cohorts 2012 - 2013

Western Kentucky

Cohort Leader: Rachel Heath

Members:

1. Union
2. Henderson
3. Owensboro
4. Meade
5. Murray

Eastern Kentucky

Cohort Leader: Jesse King

Members:

1. McCreary
2. Lynn Camp (Knox)
3. South Floyd
4. Casey
5. Belfry (Pike)

Louisville Area

Cohort Leader: Leah McGray

Members:

1. Bullitt
2. North Hardin
3. Marion
4. Valley (Jefferson)
5. Southern (Jefferson)

Bowling Green Area

Cohort Leader: Patrick Duncan

Members:

1. Franklin-Simpson
2. Warren East
3. Barren
4. Edmonson
5. Christian
6. Hart

North

Cohort Leader: Jacques Watkins

Members:

1. Breathitt
2. Jackson Ind. (Breathitt)
3. Estill
4. Madison Southern
5. Madison Central
6. Berea Community

Central Kentucky

Cohort Leader: Tara Lowder-Eizenstat

Members:

1. Tate's Creek (Fayette)
2. Anderson
3. Spencer
4. Powell

Northern Kentucky

Cohort Leader: Adam Hall

Members:

1. Pendleton
2. Harrison
3. Holmes (Kenton)
4. Henry
5. Lewis
6. Gallatin

South

Cohort Leader: Sarah Thorpe

Members:

1. Perry
2. Knott
3. Lee
4. Leslie
5. Knox
6. Pulaski

Appendix C – KCC ATC’s 2012 – 2013¹ High School Feeders¹

School Name Coaching Source

Caldwell County ATC ATCS

Caldwell County High School
Crittenden County High School
Dawson Springs High School
Hopkins County School Academy
Lyon County High School

Carroll County ATC ATCS

Carroll County High School
Fulton County ATC ATCS
Fulton County High School
Fulton Independent School
Hickman County High School

Graves County ATC ATCS

Calloway County High School
Carlisle County High School
Graves County High School
Mayfield High School OL

Shelby County ATC ATCS

M.L. Collins High School
North Bullitt High School
Shelby County High School

Appendix D – KCC Student Profile¹

Kentucky College Coaches Student Profile

Each Kentucky College Coach will work with a cohort of up to 100 students, distributed across grades 9-12. Ideally, there will be a minimum of 15 students from each grade. Some qualities to look for in a student are:

Academic Factors	Socioeconomic factors	Environmental factors
GPA between 2.3 and 3.5	Qualifies for free or reduced lunch	Lack of involved parent
9-10 Graders Explore results <ul style="list-style-type: none"> ○ English - 10+ ○ Reading - 12+ ○ Math - 13+ ○ Science - 15+ 	First generation college student (parents are not college graduates)	Is being raised by someone other than their parents.
11 th Graders Plan results range <ul style="list-style-type: none"> ○ English - 13+ ○ Reading - 15+ ○ Math - 17+ ○ Science - 18+ 	Not expected to attend college.	Lack of involvement in extra-curricular activities.
12 th Graders ACT results range <ul style="list-style-type: none"> ○ English - 16+ ○ Reading - 19+ ○ Math - 20+ ○ Science - 20+ 		Higher than average number of absences.
May need tutoring in one or more subject area.	May not understand how he/she can attend college (financially).	May have higher than average discipline referrals, and/or may have contact with Juvenile Justice System.

Appendix E – KCC Quantitative Data Analysis

Appendix E.1

		Core				Chi-Square	Significance
		No	Yes				
		Count	Percent	Count	Percent		
gender	Female	2,954	46.0%	493	65.1%	99.410	.000
	Male	3,470	54.0%	264	34.9%		
ethnicity	White	5,696	88.9%	640	85.0%	15.317	.018
	Black	487	7.6%	81	10.8%		
	Hispanic	107	1.7%	20	2.7%		
	Asian	41	0.6%	3	0.4%		
	Pacific	5	0.1%	1	0.1%		
	AmInd	9	0.1%	0	0.0%		
	Multirac	62	1.0%	8	1.1%		
FRPL	No	3,642	56.7%	315	41.6%	62.265	.000
	Yes	2,782	43.3%	442	58.4%		

Appendix E.2

		Coachsource							
		Berea		KHEAA		ATC		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Non-Core	Female	408	45.4%	2,386	47.3%	160	33.5%	2,954	46.0
	Male	490	54.6%	2,662	52.7%	318	66.5%	3,470	54.0
	Total	898	100.0%	5,048	100.0%	478	100.0%	6,424	100.0
Core	Female	132	68.0%	295	65.0%	66	60.6%	493	65.1
	Male	62	32.0%	159	35.0%	43	39.4%	264	34.9
	Total	194	100.0%	454	100.0%	109	100.0%	757	100.0
Total	1,092		5,502		587		7,186	100.0	

Appendix E.3

Coachsource

		Berea		KHEAA		ATC		Total	
		Count	%	Count	%	Count	%	Count	%
Non-Core	White	858	95.9%	4,400	87.4%	438	91.6%	5,696	88.9%
	Black	14	1.6%	448	8.9%	25	5.2%	487	7.6%
	Hispanic	10	1.1%	83	1.6%	14	2.9%	107	1.7%
	Asian	6	0.7%	35	0.7%	0	0.0%	41	0.6%
	Pacific	0	0.0%	5	0.1%	0	0.0%	5	0.1%
	Amer. Ind	1	0.1%	8	0.2%	0	0.0%	9	0.1%
	Multirac	6	0.7%	55	1.1%	1	0.2%	62	1.0%
Core	White	171	89.1%	382	84.5%	87	79.8%	640	85.0%
	Black	16	8.3%	50	11.1%	15	13.8%	81	10.8%
	Hispanic	1	0.5%	13	2.9%	6	5.5%	20	2.7%
	Asian	1	0.5%	2	0.4%	0	0.0%	3	0.4%
	Pacific	0	0.0%	1	0.2%	0	0.0%	1	0.1%
	Amer. Ind	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Multirac	3	1.6%	4	0.9%	1	0.9%	8	1.1%
Total								7,186	100%

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NICOLAS VALCIK

Curriculum Vitae - (Condensed Version)

EDUCATION

The University of Texas at Dallas 2005 Ph.D., Public Affairs

Doctoral Dissertation: *The Protection of Physical Assets in Research Universities for Biological HAZMAT: Policies, Practices and Improvements.*

Advisor - Dr. Lawrence J. Redlinger

The University of Texas at Dallas 1996 Master of Public Affairs

The University of Texas at Dallas 1994 Bachelors of Arts, Interdisciplinary Studies

Collin County Community College 1994 Associate of Arts, Political Science

EXPERIENCE

2007 - Present Associate Director, Strategic Planning and Analysis - The University of Texas at Dallas

2008 – Present Clinical Assistant Professor, Public Affairs: School of Economic, Political and Policy Sciences - The University of Texas at Dallas

2007 Clinical Lecturer, Public Affairs: School of Economic, Political and Policy Sciences - The University of Texas at Dallas

2001 - 2007 Assistant Director, Strategic Planning and Analysis, The University of Texas at Dallas

1997 - 2001 Special Project Coordinator/Programmer-Strategic Planning and Analysis, The University of Texas at Dallas

1997 - 1998 Competitive Analyst/Consultant; Marketing Analyst/DMS 500 Group, Nortel

1997 Recruiting Analyst/University Relations, Nortel

PUBLICATIONS

Books

Valcik, N., K. Scruton, B. Bass, T. Benavides and T. Jordan, (Working Title – in Progress-Contract Awarded from Taylor and Francis 2013 for a 2016 deadline).

“City Planning for Public Managers.” ISBN:, American Society for Public Administration Series CRC Press/Taylor and Francis, New York, New York.

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“Non-Profit Organization Case Study Book.”. ISBN:, American Society for Public Administration Series CRC Press/Taylor and Francis, New York, New York.

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Institutional Research and Homeland Security. New Directions for Institutional Research. ISBN: 978-04709-03148, Volume 146, Hoboken, NJ, John Wiley and Sons, Inc.

* Won Best Paper Award for the Rocky Mountain Association of Institutional Research Conference in Flagstaff, Arizona in 2009.

Valcik, N. – Editor. 2008.

Using Financial and Personnel Data in a Changing World for Institutional Research. New Directions for Institutional Research, ISBN: 9-78047-046-851-7, Volume 140, Hoboken, NJ, John Wiley and Sons, Inc.

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Space: The Final Frontier for Institutional Research, New Directions for Institutional Research. ISBN: 9-78047-025-525-4, Volume 135. Hoboken, NJ, John Wiley and Sons, Inc.

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“Chapter 4 - The Logistical Tracking System (LTS) Five Years Later: What have we Learned?” In N. Valcik (Ed.), *Space: The Final Frontier for Institutional Research, New Directions for Institutional Research*. Volume 135. Hoboken, NJ, John Wiley and Sons, Inc. ISBN: 9-78047-025-525-4.

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PROVISIONAL PATENT DISCLOSURE FILED

Valcik, N., D. Lee, P. Huesca-Dorantes, T. Sethia, October 15 2009, Docket Number 13991-P021V1.

“LTS - Logistical Tracking System.”

SOFTWARE DEVELOPMENT

Served as Project Lead for following Work Groups:

LTS – Logistical Tracking System - Licensed to Emerging Foundations 2003, Optioned to Numinous in 2007, Optioned in 2010 to PLBA

Licensed to The University of Texas at Tyler (July 28, 2011)

Copyright issued for the Logistical Tracking System - TXu 1-769-981, July 27, 2011

Copyright issued for the Logistical Tracking System User’s Manual – Txu 1-788-490, August 15, 2011

SID – Space Inventory Database

RETINA – Return on Investment Models

FAR – Financial Aid Reporting System

SPSTAR – Financial Aid Extract

DSD – Disabilities Service Database

OMS – Operations Management System

PROFESSIONAL ORGANIZATIONS & ACTIVITIES

(2013 – 2014) Past-President, Rocky Mountain Association of Institutional Research (RMAIR) – Beginning October 2013.

2012 – Present Sigma Xi – (Elected 2012)

2011 – 2013 Vice President (2011) President and Vice President (2012) President (2012 – 2013), Rocky Mountain Association of Institutional Research (RMAIR)

Oversaw revision to organizational Bylaws.

Worked on revising business operational procedures for the organization.

Successfully saw the initiative taken for giving undergraduate and graduate students half rates for the annual conference.

Assisted in fundraising for the Salt Lake City RMAIR annual conference in 2013, which raised over \$13,000.

Formulated and oversaw the adoption of Best Paper/Best Presentation guidelines.

Formulated the Train-the-Trainer Guidelines; Worked with the Executive Board and webmasters to institute a new Web Application for the organization.

Wrote article for the membership to provide information in the organization's newsletter the Panorama for Summer 2012 and Spring 2013.

New logo adopted for the organization.

Created an electronic master membership list.

Worked on compiling organizational documentation to put into an electronic format.

Worked with the Executive Board on recruitment strategies, issues with 501C3 Tax Status, upcoming conference arrangements, budget for the organization and other duties as assigned.

Developed an inventory for intellectual property for RMAIR members.

PROFESSIONAL ORGANIZATIONS & ACTIVITIES (Continued)

Worked with the Special Projects Coordinator on getting candidates to run for office for RMAIR in 2013.

Integrated ESRI GIS with Institutional Research for RMAIR Conference

Worked on a Strategic Plan and Business Continuity Plan for RMAIR and assigned a committee for the plan.

Worked on supporting fund raising efforts for the 2014 RMAIR Annual Conference.

Worked on getting the conference arranged for 2015 in Nevada.

Developed policies for Train-the-Trainer program and worked to have them adopted by the RMAIR membership.

Wrote the first Annual Report for RMAIR which actually covered two years, 2011 – 2013.

Recruited members to take over the Panorama newsletter and update the format.

2007 - Present	Member of Editorial Board for Conservative Justice Digest
2008 - 2012	Member of the Air Best Paper for the Forum Publication Committee, AIR
2006 - 2010	Co-Chair of AIR 50th Anniversary Task Force
2010	RMAIR, Denver Conference Proposal Reviewer
2008	Member, Urban Management of North Texas (UMANT)
2006	Member, Academy of Criminal Justice and Sciences (ACJS)
2006	Newcomers Panel Member, TAIR 2006
2004 - 2005	Committee Member, TAIR Strategic Plan Task Force
2004	AIR Boston Forum Track 1 Chair
2003	AIR Tampa Forum Track 1 Associate Chair
2003 (Continued)	Member, American Society for Public Administration (ASPA)

Member, Association of Institutional Research (AIR)
 Member, Rocky Mountain Association of Institutional Research (RMAIR)
 Member, Texas Association of Institutional Research (TAIR)
 1994 President, Collin County Community College Criminal Justice Association

PRIZES AND AWARDS

2013 The President’s Volunteer Service Award (2012) Bronze Award
 2012 The President’s Volunteer Service Award (2011) Bronze Award
 2011 The President’s Volunteer Service Award (2010) Bronze Award
 2010 The President’s Volunteer Service Award (2009) Bronze Award
 2009 Best Paper Award for Rocky Mountain Association of Institutional Research
 2009 The President’s Volunteer Service Award (2008) Bronze Award
 2008 The President’s Volunteer Service Award (2007) Bronze Award
 2007 Captain of the Year for The University of Texas at Dallas for Corporate Challenge
 2006 National Safety Council – CSHEMA – Award of Recognition – Unique or
 Innovative Category – co-awarded with Esequiel Barrera.
 2006 Who’s Who Among Students in American Universities and Colleges

PRIZES AND AWARDS (Continued)

2005 - 2006 The Chancellor’s List
 2005 Pi Alpha Alpha Honor Society
 2002 - 2003 UT-Dallas Staff Council Scholarship
 2000 UTD MVP for Corporate Challenge
 1994 Who’s Who Among Students in American Universities and Colleges
 1993 The Slavonic Benevolent Order of the State of Texas Scholarship
 1993 Collin County Community College Student Leader of the Year,
 Honorable Mention

UNIVERSITY SERVICE

2011 – Present UT-Dallas – Project Lead – UTShare Reporting Committee for HCM/Finance
 60

2007 – 2011 UT-Dallas – Project Lead – TexSIS Coordinating Board and Reporting Committee for Project Orion

2007 – Present UT-Dallas – LTS User’s Group

2002 - Present UT-Dallas - SIS+ User’s Group

2008 – 2010 UT-Dallas – Ad Hoc Classroom Committee

2007 - 2010 UT-Dallas – Enterprise Resource Project

2008 – 2009 UT-Dallas – UT-Dallas Reporting Tool Committee

2007 – 2009 UT-Dallas - Vovinam Vietvodao, Vietnamese Martial Arts, Sponsor

2008 UT-Dallas – Chair, Technical Subcommittee - TexSIS Coordinating Board and Reporting Committee for Project Orion

2005 - 2006 UT-Dallas – Campus Wide ID Committee

2005 - 2006 UT-Dallas – ERP Interface Committee

2003 - 2004 UT-Dallas - Swim Club, Sponsor

2003 - 2004 UT-Dallas - Enrollment Management

2002 - 2003 UT-Dallas - SEVIS Committee

2002 - 2003 UT-Dallas - Server Management Team

1992 - 1994 Collin County Community College Health, Safety, and Security Task Force

MAJOR INTERNAL REPORTS AND POLICIES - ADMINISTRATIVE

Valcik, N., R. Ahuja, M. Nagrath, S. Agrawal, D. Nagaraj, P. Datta and A. Nayak, 2011.

“The Logistical Tracking System User’s Manual.” Prepared for The University of Texas at Dallas.

Valcik, N., A. Moses and X. Zhao, 2010.

“Documentation on the Texas Higher Education Coordinating Board Information by Variable: Data Input in PeopleSoft Throughput to Output File to the THECB”. A policy and procedure manual for the Office of Strategic Planning and Analysis, The University of Texas at Dallas.

Valcik, N. and A. Moses, 2009.

“Status on The Texas Higher Education Coordinating Board Reports for PeopleSoft”. An internal report to the Executive Director for the Office of Strategic Planning and Analysis, The University of Texas at Dallas, September 18, 2009.

Valcik, N., 2009.

“The Logistical Tracking System”, An executive summary to the Chief Information Officer of The

University of Texas at Dallas and the Office of Technology Transfer, August 20, 2009, The

University of Texas at Dallas, Office of Strategic Planning and Analysis.

Redlinger, L. and Valcik, N., 2008.

“Best Practices in Data Extraction, Reporting and Analysis: Evidence from Twenty-one Universities”, October 7, 2008, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2008.

“UT-Dallas’ Evaluation on Reporting Tools – OBIEE, Cognos and Discoverer”, March 24, 2008, The University of Texas at Dallas, Office of Strategic Planning and Analysis, TexSIS Reporting Committee, UT-System Shared Services Initiative.

Valcik, N. et al., 2007.

“Report to UT-System by the Texsis Reporting Committee”, December 14, 2007, The University of Texas at Dallas, Office of Strategic Planning and Analysis, TexSIS Reporting Committee, UT-System Shared Services Initiative.

Valcik, N., 2007.

“Efficiency Progress Report” Redesign of state reporting business processes for reporting to SACS, November 16, 2007, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2005.

“Audit on Admissions Extract”, December 16, 2005. The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2005.

“Summary Briefing of SACS UT-System Workshop”, October 25, 2005, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2005.

“Report on SACS accreditation conference in Orlando”, August 10, 2005, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N. and S. Gordon, 2004.

“Audit on Academic Facilities Data, Processes and Procedures”, May 7, 2004, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2002.

“Application Fee Audit”, March 14, 2002, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 2002.

“Oracle Evaluation”, February 18, 2002, The University of Texas at Dallas, Office of Strategic Planning and Analysis.

Valcik, N., 1998.

“Cost Benefit Analysis for Programmable Switch Architecture (PSA) on the DMS-500.” NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1998.

“DMS-500 User Forum Survey Results.” DMS-500 Fall 1998 Users Group, NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Competitive Analysis: Lucent 5ESS versus NORTEL DMS-500.” NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“DMS-500 Strategy in Regards to Utility Companies in the CLEC Market.” October 17, 1997, NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“NORTEL – Long Distance Market Share.” October 15, 1997, NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997,

“DMS-500 CLEC Strategy.” October 9, 1997, NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Competitive and Marketing Analysis of the DMS-500.” October 7, 1997, NORTEL Networks, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Transcend – Why NORTEL Lost.” September 29, 1997, NORTEL, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Transcend – Why NORTEL Should Have Won.” September 29, 1997. NORTEL, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Counter to Lucent – Vitts.” September 11, 1997, NORTEL, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“The CLEC Market: Gold Mine or Well Gone Dry?” July 10, 1997, NORTEL, DMS-500 Product Marketing Group.

Valcik, N., 1997.

“Notes on How to Defeat the Lucent Marketing Strategy on the 5ESS-2000.” August 17, 1997, NORTEL, DMS-500 Product Marketing Group.

Valcik, N., 1996.

“Risk Management Administrative Policies.” City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“MIS Administrative Policies.” City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“Purchasing Administrative Policies.” City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“General Administrative Policies.” City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“Project Drone: Proposal to make the City of McKinney the RPV Capital of the Country.” Economic Development Proposal, City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“Other Possible Uses for McKinney Municipal Airport.” Economic Development Proposal, City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“Creating an image for the City of Duncanville.” February 20, 1996. City of McKinney, City Manager’s Office.

Valcik, N., 1996.

“Main Street Take A Minute Surveys Report.” City of Duncanville, Economic Development Corporation.

REVIEW OF MANUSCRIPT PROPOSALS

December 2009 – Mellen Press – Reviewed manuscript, “Cross-Border Teaching and the Globalization of Higher Education: Problems of Funding, Curriculum Quality, and International Accreditation”, by Andrys Onsman.

REVIEW OF JOURNAL PROPOSALS

May 2013 – Reviewed manuscript proposal for Risk, Hazards & Crisis in Public Policy.

September 2011 - Reviewed manuscript proposal for State and Local Government Review.

July 2008 - Reviewed manuscript proposal for State and Local Government Review.

PRESENTATIONS

Valcik, N., 2013.

“Developing a Reporting Capability for Institutional Data.” Presented at the RMAIR 2012 Conference in Laramie, Wyoming and at the AIR 2013 Conference in Long Beach, California.

Valcik, N., 2012.

“The Logistical Tracking System (LTS).” Presented at the 2003 Texas Higher Education Coordinating Board facilities conference in Houston, TX, 2004 Texas Association for Institutional Research conference in College Station, Texas, the 2005 Texas Higher Education Coordinating Board facilities conference in Dallas, Texas, the 2006 UT-Systems Physical Plant Directors’ Conference in Austin, TX, the 2006 UT-Systems Police Chief’s fall meeting in Bandera, TX, the 2006 CSHEMA conference at Anaheim, California, NACUBO 2008 Conference in Chicago, the ASPA conference in Miami, Florida in 2009, at The University of Texas Southwestern Medical School in 2009, an internet demonstration to The University

of Texas-Medical Branch, The University of Texas at Austin and The University of Texas at San Antonio 2010, LTS demonstration to UT-System's CIO and Risk Management Group in 2010 and a demonstration to UT-Southwestern in 2012.

Valcik, N., K. Scruton, S. Murchison, T. Benavides, T. Jordan, A. Stigdon and A. Olszewski, 2011.

Benchmarking Tier-One Universities: "Keeping Up with the Jones." Presented to the AIR 2011 Conference in Toronto, Ontario and at the Rocky Mountain Association of Institutional Research in Albuquerque, New Mexico 2011.

Valcik, N., 2010.

"Geospatial Information Systems for Strategic Planning and Institutional Research." Presented to the 2010 Rocky Mountain Association of Institutional Research Conference in Denver, Colorado.

Valcik, N., S. Murchison, D. Kenney, D. Sokol, C. Lester, S. Hughes, W. Custer, J. Danley, and H. L'Orange, 2010.

"Institutional Research and Homeland Security." Presented for the 2009 Rocky Mountain Association of Institutional Research conference in Flagstaff, Arizona. To be presented at the Association of Institutional Research in Chicago, Illinois 2010 for the Best Paper Award for the Rocky Mountain Association of Institutional Research in 2009.

Valcik, N., S. Murchison, A. Olszewski, T. Benavides and T. Jordan, 2010.

"MAMBA- A Model Assessing Municipal Benchmarking Attributes." Presented to the American Society for Public Administration in San Jose, California April 2010.

Valcik, N., 2009

"Compliance Issues and Homeland Security with New Federal Regulations for Higher Education

Institutions." Presented at the 2008 Rocky Mountain Association of Institutional Research conference in Missoula, Montana, at the Association of Institutional Research conference in Atlanta, Georgia 2009 and at the 2009 Southern Association of Institutional Research conference in Dallas, Texas.

Valcik, N., L. Redlinger, M. Letteer, A. Stigdon, M. Worley, R. Wallace, S. Herzog, and S. Carrigan, 2008

"Institutional Research using Human Resources data in a Changing World." Presented at the 2008 Rocky Mountain Association of Institutional Research conference in Missoula, Montana.

Valcik, N., 2008.

"ABD – Dissertation Proposal Seminar: You too can be a Dr." Presented on June 12th, 2008 and September 10th, 2008 for the ABD seminar – Writing Effective Dissertation Proposal for The University of Texas at Dallas Graduate School in Richardson, Texas.

Valcik, N., C. Watt, G. Reynolds, S. Stigall, K. Coburn and S. Herzog, 2008.

"Space - a New Frontier: Institutional Research and Facilities Information" presented at the 2007 RMAIR conference at Reno, Nevada and at the AIR 2008 Conference at Seattle, Washington.

Valcik, N., 2007.

"The Logistical Tracking System (LTS©) Five Years Later: What Has Been

Accomplished?" Presented at RMAIR at Park Cities, Utah in October 2006 and to the Association of Institutional

Research conference at Kansas City, Missouri in May 2007.

Valcik, N. and D. Lavin-Loucks, 2006.

“Hogtied! The Texas Stalking Law.” Paper presented at the Academy of Criminal Justice and Science Meeting, Baltimore, Maryland.

Valcik, N., 2006.

“Microsoft ACCESS and FOCUS Users (Convener), Special Interest Group” at the 2006 Texas Association of Institutional Research Conference, Austin, TX.

Valcik, N., 2005.

“Financial Aid Reporting System.” Paper presented to Rocky Mountain Association for Institutional Research Conference, Coeur de Lane, Idaho 2004, the Association for Institutional Research conference for San Diego 2005 and the Texas Association for Institutional Research conference in Arlington, TX 2005.

Valcik, N., 2005

“Microsoft ACCESS Users (Convener), Special Interest Group” at the Association of Institutional Research Conference, San Diego, California.

Valcik, N. and K. Haley, 2004.

“Wanted Clarity and Needless Confusion in the Law on Stalking and Cyberstalking.” Presented at the Academy of Criminal Justice and Science conference in Las Vegas, Nevada 2004.

Valcik, N. and M.B. Worley, 2004.

“Microsoft Access: A Practical Solution For Any IR Office.” Paper presented at Rocky Mountain Association for Institutional Research Conference, Coeur de Lane, Idaho.

Valcik, N., 2004.

“Leadership in Strategic Planning: Pharaoh vs. Deming Round 1.” Presented at the Rocky Mountain Association for Institutional Research conference in Santa Fe, New Mexico, 2004 Association for Institutional Research conference in Boston, Massachusetts and the 2004 Texas Association for Institutional Research conference in College Station, Texas.

Valcik, N., 2003.

“Decision Making in Strategic Software Designs: The LTS Story.” Presented at the 2003 Rocky Mountain Association for Institutional Research conference in Santa Fe, New Mexico, and at the 2004 Association for Institutional Research conference in Boston, Massachusetts.

Valcik, N., L. Redlinger, and S. Etheridge, 2003.

“What’s Behind Door Number Two? Considerations and Choice With Regard to Information Systems.” Presented at the 2002 Rocky Mountain Association for Institutional Research conference in Jackson Hole, Wyoming and presented at the 2003 Association for Institution Research conference in Tampa, Florida.

Redlinger, L., and N. Valcik, 2002.

“Using Return on Investment Models of Programs and Faculty for Strategic Planning.” Presented at the 2001 Rocky Mountain Association for Institutional Research conference in Vail, Colorado and the 2002 Association for Institutional Research conference in Toronto, Canada.

Valcik, N., 2002.

“Building a Space Management System.” Presented at the 2002 Association for Institutional Research conference in Toronto, Canada, and the 2002 Rocky Mountain Association for Institutional Research conference in Jackson Hole, Wyoming.

TECHNICAL CONSULTANT

Haley, Keith N., 2004. “Market of Death, Market of Fun: Anatomy and Analysis of a Gun Show”, With Liberty and Guns for All. ISBN 1-58152-349-1, Copley Custom Publishing Group, Acton, Massachusetts.

NORTEL Networks, 1997. Comparison of DMS-500 Central Office Switch to Siemens EWSD Central Office Switch, Richardson, Texas.

TEACHING – SCHOOL OF ECONOMIC, POLITICAL AND POLICY SCIENCES, PUBLIC AFFAIRS

Spring 2007 – Present

Undergraduate Courses

PA 3333 - Human Resources Management

PA 3335 - Organizational Behavior

PA 4V97 – Independent Studies

PA 5319 – Topics in Public Affairs

PA 8V01 – Independent Studies

Graduate Courses

PA 5353 - Emergency Management

PA 5359 – Protection of Critical Infrastructure and Assets

PA 5343 – Human Resources Management

PA 7V26 – Applied Economic Development City of Prosper

POEC 6V81- Emergency Management (Cross-listed with GIS 6379 and PA 6353) – (Fall 2013)

Recruitment Efforts

2007 Spring – 2007 Fall – While teaching undergraduate courses I recruited 15 Students to the Fast Track MPA program, 2 students to the MPA program and 1 student was recruited to the Undergraduate Public Affairs program. At the beginning of Spring 2007, there were only 15 students in the Fast Track MPA program, after the recruitment efforts that number was doubled.

Dr. Kimberly Elizabeth Scruton

EDUCATION

Doctorate of Education, Organizational Leadership, 2010

Shenandoah University, Winchester, VA

Dissertation: An Investigation of Female Faculty Job Satisfaction Levels at Carnegie Classification Four Year Institutions: An analysis of the NSOPF: 04 data set.

Chair: Dr. Dale Foreman

Master of Science Administration; 2001

Central Michigan University, Mt. Pleasant, MI

Bachelor of Science, Business; Specialization: Marketing, 1998

West Liberty University, West Liberty, WV

ACADEMIC APPOINTMENTS

2012-Present Department Chair, Business Administration, Marketing, Management, Entrepreneurship

Reeves School of Business, Methodist University, Fayetteville, NC 28311

2010-present Assistant Professor Business Management, Reeves School of Business

Methodist University, Fayetteville, NC 28311

7/1/11-1/1/12 Acting Director Professional Tennis Management, Reeves School of Business

Methodist University, Fayetteville, NC 28311

2005-2010 Instructor, Department of Kinesiology

Shenandoah University, Winchester, VA 22601

January 2005 – May 2010

PAPER PRESENTATIONS

Valcik, N., Scruton, K., Murchison, S., Benavides., Jordan, T., Stigdon. Olszewski., A. (2011). Association for Institutional Research (AIR): *Benchmarking Tier One Universities: "Keeping Up with the Joneses"*. Toronto, Ontario, May, 2011

Scruton, K., Masiello, T., & Luttrell, M. (2009). The American Association of Colleges for Teacher Education (AACTE): *Intentional Learning Communities in Higher Education: Practices and Strategies among Faculty*. Chicago, IL, February, 2009

PUBLICATIONS

Book

Scruton, K., 2013. Dissatisfaction and Attrition Among Female Faculty in American Universities: An Analysis of the National Study of Postsecondary Faculty. NY, Lewiston, Edwin Mellen Press.

Articles

Valcik, N., K. Scruton, A. Olszewski, T. Benavides, S. Murchison, A. Stigdon and T. Jordan. 2012. Peer Reviewed

“Keeping up with the Joneses: Relationships between Public Top Tier Universities and Colleges with their Host Municipalities” in G. Levy and N. Valcik (Ed.) Benchmarking in Institutional Research. New Directions for Institutional Research, ISBN: 978-1-1186-0883-8, volume 156, Hoboken, NJ, John Wiley and Sons, Inc.

WORK IN PROGRESS

Valcik., N. Benavides. T., Scruton, K. Working Title: Non-Profit Case study book. Contract secured from Taylor & Francis Group to be completed by December 2014.

Scruton, K & Scruton, D. “Cross gender coaching: A collegiate athlete’s perspective on effectiveness”. Under review.

TEACHING

Methodist University

Management Science

Management and Organization (Traditional in class and online courses)

Freshman Experience Course

Introduction to The Tennis Industry

Professional Tennis Internship course

Professional Seminar in Tennis Management

MBA Capstone research course (Hybrid Format: Online and In Class)

MBA Organization and Leadership

Shenandoah University

Facility Management and Event Planning

Introductions to Tennis

PROFESSIONAL SERVICE

Methodist University

August 2012-present	Chair of University Faculty Concerns Committee
August 2012-present	Member of Center for Globalization Advisory Board
August 2012-present	Chair of Reeves School of Business Community Engagement Committee
August 2012-present	Member of Reeves School of Business Strategic Planning and Accreditation Committee
August 2012	Member of Search Committee for Assistant Director of Professional Tennis Management
June 2012	Member of Search Committee for Director of Center for Entrepreneurship
April 2012-present	Member of University Community Enhancement Committee
March 2012	Study Abroad Site Visit, Traveled abroad to London and Wimbledon with a focus on developing a course for Professional Tennis Management students.
March 2012	Member of Search Committee for Sport Management Faculty member
August 2011-present	Member of University Curriculum Committee
August 2011-present	Member of University Faculty Concerns Committee
August 2011-present	Member of Community Engagement Presidential Task Force
August 2011-present	MBA Accreditation Review Committee
October 2010- 2012	Member of University Marketing Committee

Shenandoah University

May 09-Jan. 2010	Member of the University Cabinet, One of the <i>senior-level administrators involved in all major budget and policy decisions that influenced the university.</i>
March 2009	Global Citizens Project, Traveled abroad to Romania with a focus on educational institutions in a group-oriented and faculty-led experience.
2006-2007	Quality Enhancement Plan, Member of committee for Shenandoah University accreditation.
Spring 2007	Hiring Committee, Special Education professor.

REVIEWING

August 2011-present	<i>Reviewer for the Annual Edition: Accreditation Council For Business Schools and Programs.</i>
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RELATED EMPLOYMENT

Acting Director Professional Tennis Management

Methodist University, Fayetteville, NC

July 1, 2010- January 1, 2012

Conducted search and hired assistant director of program.

Secured \$60,000 for capital improvements.

Evaluated current program and offered recommendations for improvements in curriculum, recruitment and management of program.

Assisted in transition process for a new program Director.

Head Men's & Women's Tennis Coach/ Assistant Athletic Communications and Marketing.

Shenandoah University, Winchester, VA

January 2005 - present

Lead, organized and administered all phases of the Men's and Women's tennis program.

Recruited qualified student-athletes, managed the budget, monitored student-athlete academic progress, and aggressively pursued fundraising efforts.

Most wins for Women's tennis coach in University's history

Developed and implemented Marketing plan for entire athletic department.

Designed, wrote, and produced media guides for 13 sports and recruitment guide for entire athletic department in an annual basis.

Interim Athletic Director and Vice President of Development

Shenandoah University, Winchester, VA

May 2009 – January 2010

Implemented the personnel procedures, solved problems related to employees, developed new policies, and negotiated salary contracts for all athletics staff.

Responsible for preparing and monitoring annual budget about \$2 million dollars.

Provided daily operation management for athletic programs, events and projects.

Lead senior administrative staff as well as over 60 athletic full and part-time athletic personnel.

Developed relationships that generated and secured fundraising gifts, ticket sales, marketing and sponsorship revenue.

Marketing Director, Cosmetic Division, Jacobson Department Store

Chanel, Paula Dorf, La Prairie, La Mer, All Estee Lauder brand Cosmetics

East Lansing, MI

July 2001 – December 2003

Designed marketing plans to achieve company sales goals.

Worked with suppliers to develop marketing campaigns to increase revenue and establish individual brand identity.

Responsible for product inventory, distribution and on-site promotional events.

Assisted in all avenues of sales training and education initiatives.

Marketing Director, The Capital Centre

Dimondale, MI

May 1999 – July 2001

Created Marketing plans and secured sponsorship for three individual entities.

This included a total of 230,000 square foot state-of-the-art complexes for multi-sports, education, entertainment and business activities.

Developed, oversaw and implemented Marketing/Advertising budget.

Produced and designed advertising schedules through utilization of radio, television, newsprint, and magazines.

Established a successful Internet marketing and promotion plan. Responsible for design, development and maintenance of website.

HONORS/AFFILIATIONS American Management Association

Advancement for Institutional Research

National Association of Collegiate Women Athletic Administrators

United States Tennis Association

College Sports Information Directors Association

2010 Who's Who Student Award

2012 Who's Who Award Women in Business

COMPUTER PROGRAMS

Blackboard

Photoshop

InDesign

Microsoft office

Datatel

Frontpage

SPSS

National Center Educational Statistics- Data Analysis Program (DAS)

