Bluegrass Community & Technical College

2017 Diversity Report

August 9, 2017

Submitted by:

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We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” President Jimmy Carter
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Introduction

Bluegrass Community and Technical College (BCTC) is a two-year college for a lifetime of learning. Bluegrass Community and Technical College (BCTC) is one of the largest two-year community and technical colleges in the state. Our mission, as a member of the Kentucky Community and Technical College System, is to provide excellence in teaching and learning. Through comprehensive and responsive programs and services, the college sustains a strong partnership with our communities to improve economic vitality and quality of life in the region.

BCTC offers daytime, evening and weekend classes currently at seven convenient campus locations and online. This year, we celebrated the opening of the newest building and a new campus: the Georgetown-Scott County Campus (GSCC) - Advanced Manufacturing Center. More than 240 students with 15 faculty and staff are beginning to create the culture of the GSCC. The Georgetown and Danville Campus hosts a large percentage of students in technical and career programs. Across the college, about half of the students are studying to enter careers with certificates, a diploma, or an associate degree as their goal. The others in the student population are in courses preparing to transfer to attain a bachelor’s degree in fields such as education, social work, business, information technology, nursing, or engineering.

With students at the heart of our mission, BCTC supports access, success, and completion of educational goals through comprehensive and responsive programs and services at campuses across the region and through distance learning. With strong partnerships and excellence in teaching and learning, BCTC:

- Provides a skilled workforce, through high-quality career and technical programs, workforce training, and continuing education.
- Prepares students to transfer for baccalaureate degrees, through general education and literacy and life skills development.

BCTC promotes regional economic vitality and quality of life through diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence, and sustainability.

BCTC is a member college of the Kentucky Community and Technical College System and awards associate degrees, diplomas, and certificates.
**Diversity Planning Process**

BCTC provides general education and transfer programs, career and technical programs, transitional education and literacy skills development, workforce training, and continuing education. We strive to create intellectual and physical environments that promote diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence, and sustainability.

Bluegrass Community and Technical College realizes if its ability to carry out its mission is to be truly successful, the institution must continue to make diversity development and management a priority for all staff, faculty and students. Commitment from employees at the individual, unit, and division levels will enhance BCTC’s ability to carry out its mission. In addition, to the current mission, a more clarified and a futuristic vision was garnered from groups within a newly created cultural competence quick action team made up of individuals representing several areas of the college. They felt the importance to formulate an inclusion statement reflective of what BCTC is striving. This statement states “BCTC welcomes and respects all cultures, religions, gender identities, age, sexual orientations, socio-economic status, national origins, languages and abilities. We celebrate individual differences as we continue to evolve as the face of a unified world. Our differences strengthen our resolve to deliver the highest standard of education in the Bluegrass Region.” BCTC is committed to being an institution of highly qualified, diverse, dedicated, and effective faculty and staff engrained in creating employable, culturally competent global learners. Pursuing this commitment will require being open to new ways of thinking about employee motivation, staff development, student outcomes and objectives. This report will highlight examples that are reflective of the synergy that has transpired this past year in response to these needs and current trends. More than ever with the current demographic shift we must strategically explore new ways to recruit, retain, and teach to ensure that all students are successful.

As reflected in division, unit plans and progress reports, many campus units have shown impressive strategies and advancement towards improving climate and making their unit’s staff, students, and faculty more diverse by actions such as infusing diversity into the curriculum, encouraging unit members to attend diversity-related trainings and events, and engaging their unit members in mentoring, recruiting, and outreach.

BCTC continues to pursue active measures to increase the racial/ethnic diversity of students and to serve underserved communities. Much thought and effort went into assuring that the institution acknowledges and exhibits the institutional definition of diversity. The mission of the college states, Bluegrass Community and Technical College (BCTC) transforms the Bluegrass
Region - one student at a time, one employer at a time, one community at a time. While BCTC is currently practicing diversity in a broad way, there is a need to build a stronger, more cohesive sense of community that is inclusive, which means encompassing the various characteristics of all people in our society that represent ALL BCTC students. These characteristics include, but are not limited to, gender, race, ethnicity, national origin, age, religion, sexual orientation, socioeconomic background, and disability. Diversity enhancement is included in other unit strategic plans and reaches all areas of the campus to ensure diversity initiatives achieve consideration in planning and budgeting processes. Diversity is the responsibility of all faculty, staff, and students as individuals and as members of various college areas and organizations and cannot be limited to one department. To ensure this goal during the past year the college leadership has focused annual priorities strategically cross-functionally into three areas; career pathways, enrollment pipeline and global learners and equity support. These areas work within every college division. Working harmoniously with the 2016-2022 strategic plan the annual priorities complement existing objectives, which relates to every college unit to achieve equity for students, faculty and staff. Therefore, intentional attention on equity and diversity is apparent across all units with explicit goals. Examples in each objective is: Strategic Initiative 1 includes increasing student access, success 1.4 is directly related to achievement gaps, and 1.3 pays particular attention to retention strategies, and transfer for underserved populations. Strategic Initiative 2 focuses on developmental education needs. Initiative 3 focuses on cultivating an inclusive learning environment. Strategy 4 includes providing cultural enrichment opportunities and Strategy 5 involves the overall work climate for faculty and staff. (See below)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Initiative 1: Increase student access and success.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1: Strategically manage college enrollment to optimize student access and success.</td>
<td>1.1.1 Develop and implement enhanced strategies to increase enrollment.</td>
<td>Annual headcount enrollment; enrollment of targeted populations.</td>
</tr>
<tr>
<td></td>
<td>1.1.2 Improve processes to support ease of access to financial aid and scholarships.</td>
<td>Number and amount of scholarships awarded; affordability – average net price; student surveys.</td>
</tr>
<tr>
<td>1.2: Strengthen academic and student services to support student engagement and completion.</td>
<td>1.2.1 Integrate and intensify advising and career development services to guide each student’s individual academic plan and promote career pathways.</td>
<td>Credentials earned; IPEDS 3-year graduation rate; student surveys; graduating student survey – links to business and industry in area of interest.</td>
</tr>
<tr>
<td></td>
<td>1.2.2 Build upon the first-year-experience initiative as a primary retention strategy.</td>
<td>IPEDS retention rate; first to second year retention; credit hours completed.</td>
</tr>
<tr>
<td></td>
<td>1.2.3 Provide integrated academic resources for student support, both on-campus and online.</td>
<td>Survey ratings; pass rates in online and in-person courses.</td>
</tr>
<tr>
<td>1.3: Increase the number of students who successfully transfer to Bachelor’s degree programs.</td>
<td>1.3.1 Pursue early outreach to incoming students interested in transfer, particularly those from underserved populations.</td>
<td>Transfers from under-represented populations.</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Engage with bachelor’s degree granting institutions to increase transfer opportunities and support available to students.</td>
<td>Transfers within a year of non-enrollment at BCTC; transfers with Associate degrees.</td>
</tr>
<tr>
<td>1.4: Decrease gaps in academic achievement by supporting students who have barriers to success.</td>
<td>1.4.1 Develop and implement academic strategies to actively facilitate persistence and completion for at-risk students.</td>
<td>Under-represented populations: enrollment, retention rate, credentials earned, graduation rate.</td>
</tr>
<tr>
<td></td>
<td>1.4.2 Strengthen partnerships to address barriers to retention such as issues of transportation, child care, poverty, and hunger.</td>
<td>Low-income students: retention rate, credentials earned, graduation rate, referrals to agencies, number of students receiving personal counseling or disability services.</td>
</tr>
<tr>
<td>Goal</td>
<td>Objectives</td>
<td>Measures</td>
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<tr>
<td><strong>Strategic Initiative 2: Promote excellence in teaching and learning</strong></td>
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<tr>
<td>2.1: Develop and support educational programs that prepare students for successful careers in a changing economy.</td>
<td>2.1.1 Expand and integrate workforce, academic, and technical programs to prepare students for emerging and sustaining careers.</td>
<td>External program accreditations; completers in targeted industry sectors.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Strengthen programs and job placement by using workforce data and meaningful employer involvement.</td>
<td>Licensure pass rates; median wage growth of technical program completers; graduating student survey — links to business and industry in areas of interest.</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Expand opportunities for experiential learning including learn-and-work programs, internships, and apprenticeships for students in career and technical programs.</td>
<td>Participation in experiential learning: clinicals, co-ops, internships, service learning, awards of credit for prior learning.</td>
</tr>
<tr>
<td>2.2: Enhance college and career readiness of entering students.</td>
<td>2.2.1 Use K-12 partnerships and other strategies to better prepare students for the demands of postsecondary education.</td>
<td>Dual credit success: enrolled in college or earning above $25K; dual credit enrollment; partnerships with area high schools.</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Accelerate completion of developmental education requirements.</td>
<td>Pass rates in Math and English developmental courses; course redesigns (Title III); co-requisite courses offered; pass rates on reading developmental courses.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Collaborate with adult education programs to support GED completions, assist underprepared students, and improve transition of students to college.</td>
<td>GEDs earned; GED earners transitioning to BCTC.</td>
</tr>
<tr>
<td>2.3: Develop and support quality, engaging, pace-optimized learning environments.</td>
<td>2.3.1 Infuse creative thinking, collaborative learning, and technology-rich activities in courses to enhance skills for tomorrow’s workplace.</td>
<td>Number of redesigned courses with infusion of collaborative and technology-rich learning activities (Title III); student learning outcome measures; CCSSE active learning score.</td>
</tr>
<tr>
<td></td>
<td>2.3.2 Improve strategies and assessments to support successful completion of gateway courses.</td>
<td>Pass rates in identified gateway courses.</td>
</tr>
<tr>
<td></td>
<td>2.3.3 Continue to explore and implement flexible options for class schedules and delivery of services.</td>
<td>Number and variety of session and class options; enrollment in alternative schedules.</td>
</tr>
<tr>
<td>Goal</td>
<td>Objectives</td>
<td>Measures</td>
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<tr>
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<tr>
<td><strong>Strategic Initiative 3: Cultivate an inclusive learning community.</strong></td>
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<td></td>
</tr>
<tr>
<td>3.1: Enhance college services and activities to recruit, retain, and graduate diverse students.</td>
<td>3.1.1 Expand outreach and retention efforts to increase access and success for underserved or underrepresented populations.</td>
<td><strong>Enrollment and completion for: underrepresented minorities, veterans, students with disabilities; student diversity.</strong></td>
</tr>
<tr>
<td></td>
<td>3.1.2 Provide a supportive environment for success of international, migrant, and refugee students.</td>
<td>Survey ratings; outreach and support services available for international, migrant, and refugee students.</td>
</tr>
<tr>
<td>3.2: Create more awareness of and sensitivity to diversity to promote inclusiveness.</td>
<td>3.2.1 Recruit and retain a diverse faculty and staff to reflect the changing demographics of the student population.</td>
<td><strong>Employee diversity.</strong></td>
</tr>
<tr>
<td></td>
<td>3.2.2 Provide rich multicultural and inclusion experiences that enhance global awareness and cultural competencies of faculty, staff, and students.</td>
<td>Survey ratings; activities of campus environment team; training and experiences in cultural competency provided for faculty, staff, and students.</td>
</tr>
<tr>
<td>3.3: Provide for collegewide interaction, communication, and involvement of faculty, staff, and students.</td>
<td>3.3.1 Activate engagement through a broad range of activities and learning to build community among faculty, staff, and students.</td>
<td><strong>CCSE student engagement measures; work climate &amp; student satisfaction surveys.</strong></td>
</tr>
<tr>
<td></td>
<td>3.3.2 Improve communication with students, faculty, and staff by connecting through multiple social media channels.</td>
<td>Use of social media for information and communication.</td>
</tr>
<tr>
<td><strong>Strategic Initiative 4: Enhance strategies for economic, workforce, and community development.</strong></td>
<td></td>
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</tr>
<tr>
<td>4.1: Provide educational opportunities to meet current needs and emerging trends in economic and workforce development.</td>
<td>4.1.1 Improve educational support and outreach to business and industry by aligning academic offerings with workforce needs.</td>
<td><strong>Workforce credit hour conversion; number of companies served; number of individuals served.</strong></td>
</tr>
<tr>
<td></td>
<td>4.1.2 Collaborate with workforce and governmental agencies, using internal and external data, to respond to economic development initiatives.</td>
<td>New or revised programs responding to workforce needs.</td>
</tr>
<tr>
<td>4.2: Actively engage in community outreach and development.</td>
<td>4.2.1 Create opportunities to increase community connections and partnerships.</td>
<td><strong>Number of activities and partnerships.</strong></td>
</tr>
<tr>
<td></td>
<td>4.2.2 Develop and implement marketing and advocacy efforts to build public awareness of BCTC’s value and affordability.</td>
<td><strong>Number and scope of marketing and advocacy activities.</strong></td>
</tr>
<tr>
<td></td>
<td>4.2.3 Expand arts and cultural opportunities for students and communities.</td>
<td><strong>Number of activities and participants.</strong></td>
</tr>
</tbody>
</table>
The BCTC 2017 report will include a summary of many achievements accomplished. Last year’s summary called for continuing dialogue coupled with several initiatives and action steps. The College Inclusive Culture Committee and the Strategic Planning and Assessment Review Committee recommended continued efforts supporting the objectives of the strategic plan (especially in goals 3.1. Cultivating an inclusive learning community) along with new efforts identified. Examples of college committees that spearheaded the efforts for 2016/17 are as follows:

**College Inclusive Culture Committee**

<table>
<thead>
<tr>
<th>1.</th>
<th>M&amp;I</th>
<th>Charlene Walker, co-chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>M&amp;I</td>
<td>Dikiea Elery</td>
</tr>
<tr>
<td>3.</td>
<td>M&amp;I</td>
<td>Anita DuBose</td>
</tr>
<tr>
<td>4.</td>
<td>M&amp;I</td>
<td>Elena Rodriguez</td>
</tr>
<tr>
<td>5.</td>
<td>AWD AHNS</td>
<td>Charles Coulston</td>
</tr>
<tr>
<td>6.</td>
<td>AWD BCIS</td>
<td>Sharon Breeding</td>
</tr>
<tr>
<td>7.</td>
<td>AWD CHLSS</td>
<td>Stacy Webster-Little</td>
</tr>
<tr>
<td>8.</td>
<td>AWD Academic Support</td>
<td>Debbie Vantreese</td>
</tr>
<tr>
<td>9.</td>
<td>ITS</td>
<td>Ren Bates</td>
</tr>
<tr>
<td>10.</td>
<td>F&amp;O</td>
<td>Rob Knight</td>
</tr>
</tbody>
</table>
The College leadership focused on creating several new group/teams to assist in assuring broad representation. The creation of the Cultural Competence Quick Action Committee made up of broad college representation charged with the following:
Create educational and collaborative experiences that provide faculty, staff, and students with the knowledge, skills, and attitudes to:
- Increase effectiveness in relating across cultural differences.
- Live effectively in increasingly diverse domestic and international environments.
- Promote equity and inclusion in order to create a positive campus climate.
- Help us gain an appreciation of our own cultural identities and become self-reflective in our understanding of cultural differences.
- Develop a greater understanding of issues of power, privilege, and social justice.
- Participate in setting and monitoring diversity goals.
- Promote initiatives that take the college beyond compliance in diversity and inclusion.
- Advise and assist in assessing and responding to campus climate issues.

The creation of the Diverse Hiring Quick Action Committee was charged with the following:
- Recommend strategies to improve hiring procedures to increase and improve recruitment, interview, and hiring of diverse employees
- Do internal and external research needed to address charge
- Identify best practices
- Analyze status within department and divisions
- Identify needed postings content and placement, etc.
- Identify hiring procedures that support equity of access to hiring pipeline
- Identify training and support for search committees and chairs to address issues such as implicit bias.
- Recommend onboarding strategies to assist employees in an inclusive college culture.

These above mentioned committees and teams have special focus on identified diversity issues and solutions. However, the 2016-17 annual Priorities with related objectives is the leading vision for the new diversity and inclusion approach as illustrated the proposed outline objective.
Each of these cross-functional teams addressing every area of the college is currently reporting their findings to the leadership. The compilation of information, suggestions and solutions
gathered will be utilized for planning the future of the college as we align our resources and units to best capitalize on our educational synergies across the spectrum.

OPPORTUNITIES

The demographic shift is apparent nationally and in the BCTC service area. However, the BCTC student body diversity is showing minimal progress as overall student enrollment continues to remain stagnant. Last year’s dialogue resulted in a call to action, which has led to the achievement of new grants, initiatives, committees, quick action teams, and overall positive change. Action steps are in place to challenge recruitment, outreach, low enrollment, achievement gaps, retention rates, transfer rates and graduations rates. However, this shift continues to offer challenges. Issues such as current social climate and other societal related barriers often accompany many students of color, first generation, and/or low economic status populations.

With this apprehension, the following efforts are in place to serve BCTC students as indicated in the (SEM) student enrollment plan:

The purpose of the SEM Plan is to create a comprehensive approach to increase enrollment and retention while enhancing the support of diverse learners in order to maintain an inclusive college community. BCTC’s responsiveness to changing demographics and to business and industry will be imperative for future growth and student success. To address these demands, the SEM plans has a fivefold focus.

After a review of trending demographics, the data indicated future enrollment growth in the following populations: First Year, African American, Latino/Hispanic and International. Intentional enrollment and retention strategies for targeted populations has been identified. Holistic support for students from the point of entry until completion is a top priority. The SEM plan is a revised working document that has hit specific targets and has projected outcomes and timelines to be continued or updated in the near future.

A second area of focus is the enhancement of communication within BCTC and with external stakeholders. As BCTC continues to expand, there is a need to keep faculty and staff abreast of new developments. While BCTC may offer academic and student services, there are opportunities to increase communication to encourage more student engagement.

Thirdly, BCTC has the potential to build enrollment through the development of new community partners. With seven different campus locations, BCTC is positioned to serve local communities in Central Kentucky. The college is an educational provider for a highly diverse student population and includes many sectors of community partners to serve an inclusive college community.

BCTC provides instruction through face-to-face and online delivery. To enhance student success, a focus will be on the support of students in online courses. Accelerated learning through quality instruction to reduce the time to completion is also a significant priority. Finally, BCTC will focus on strengthening academic and student services. The collaborations can create a unified experience for students and integrate services to simplify processes. Retention
efforts that blend between academic and student services will be an area of concentration and development.

The plan identifies six strategic enrollment management goals targeted and each goal has proposed action steps, projected measurements and timelines. A planned percentage range goals for the recruitment and enrollment of African American and Latino students is cited with strategies in place to lead to fruition. Examples of management goals, action steps and timelines are partially discussed however, they are presented fully in the BCTC Student Enrollment Management plan. The Six goals are as follows:

- Goal 1 Increase enrollment for targeted populations
- Goal 2 Enhance awareness and knowledge by improving effective communication for all stakeholders
- Goal 3 Build enrollment through community partnerships
- Goal 4 Increase retention of targeted populations
- Goal 5 Promote quality instruction based on best practices for student success
- Goal 6 Strengthen academic and student services to support student engagement and completion

**Goal # 1: Increase enrollment for targeted populations**

Strategy # 1.1: Develop a comprehensive outreach and communication plan for the African-American student population to include high school visits, partnerships with high school and community organizations, and campus visit programs

<table>
<thead>
<tr>
<th>Action Steps Step #</th>
<th>Action Step Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Host a campus visit program for African-American students from Fayette County high schools. (E)</td>
</tr>
<tr>
<td>1.1.2</td>
<td>Host a campus visit program for YMCA of Central Kentucky Black Achievers Program. (E)</td>
</tr>
<tr>
<td>1.1.3</td>
<td>Enhance the PEARL Academy partnership with Bryan Station High School, Henry Clay High School and Tates Creek High School (E)</td>
</tr>
<tr>
<td>1.1.4</td>
<td>Expand the TIES program partnership with Tates Creek High School to include Bryan Station High School. (E)</td>
</tr>
<tr>
<td>1.1.5</td>
<td>Enhance the TIES partnership with Tates Creek High. (E)</td>
</tr>
<tr>
<td>1.1.6</td>
<td>Develop a partnership with the Urban League of Lexington-Fayette County Project Ready program (P)</td>
</tr>
</tbody>
</table>
Expected Outcome:
The 2016-17 projection of a 2.5% increase of African-American students (35 new students) amounts to $123,480 in tuition revenue for the first year based on full-time (12 credit hours) enrollment in the fall and spring semesters (24 total credit hours for one year). After the first year, data for future enrollment projections will be assessed through 2022.

The college in its efforts to follow suggestions urged by the SEM plan expect the current enrollment to increase in the burgeoning populations by putting several strategies in place that target recruitment and retention efforts by 2022. The current enrollment breakdown by race and ethnicity is as follows:

### Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2011 N</th>
<th>Fall 2011 %</th>
<th>Fall 2012 N</th>
<th>Fall 2012 %</th>
<th>Fall 2013 N</th>
<th>Fall 2013 %</th>
<th>Fall 2014 N</th>
<th>Fall 2014 %</th>
<th>Fall 2015 N</th>
<th>Fall 2015 %</th>
<th>Fall 2016 N</th>
<th>Fall 2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>41</td>
<td>0.3%</td>
<td>79</td>
<td>0.6%</td>
<td>52</td>
<td>0.4%</td>
<td>33</td>
<td>0.3%</td>
<td>22</td>
<td>0.2%</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>African American</td>
<td>1,846</td>
<td>13.0%</td>
<td>1,695</td>
<td>12.8%</td>
<td>1,490</td>
<td>12.1%</td>
<td>1,323</td>
<td>12.1%</td>
<td>1,216</td>
<td>11.7%</td>
<td>1,163</td>
<td>11.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>438</td>
<td>3.1%</td>
<td>497</td>
<td>3.8%</td>
<td>505</td>
<td>4.1%</td>
<td>476</td>
<td>4.3%</td>
<td>489</td>
<td>4.7%</td>
<td>481</td>
<td>4.8%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>19</td>
<td>0.1%</td>
<td>20</td>
<td>0.2%</td>
<td>17</td>
<td>0.1%</td>
<td>20</td>
<td>0.2%</td>
<td>15</td>
<td>0.1%</td>
<td>13</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>231</td>
<td>1.6%</td>
<td>161</td>
<td>1.2%</td>
<td>262</td>
<td>2.1%</td>
<td>303</td>
<td>2.8%</td>
<td>364</td>
<td>3.5%</td>
<td>390</td>
<td>3.9%</td>
</tr>
<tr>
<td>TOTAL URM</td>
<td>2,575</td>
<td>18.1%</td>
<td>2,452</td>
<td>18.5%</td>
<td>2,326</td>
<td>18.8%</td>
<td>2,155</td>
<td>19.7%</td>
<td>2,106</td>
<td>20.3%</td>
<td>2,060</td>
<td>20.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>206</td>
<td>1.5%</td>
<td>210</td>
<td>1.6%</td>
<td>222</td>
<td>1.8%</td>
<td>176</td>
<td>1.6%</td>
<td>220</td>
<td>2.1%</td>
<td>239</td>
<td>2.4%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>66</td>
<td>0.5%</td>
<td>121</td>
<td>0.9%</td>
<td>166</td>
<td>1.3%</td>
<td>172</td>
<td>1.6%</td>
<td>102</td>
<td>1.0%</td>
<td>40</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>248</td>
<td>1.8%</td>
<td>245</td>
<td>1.9%</td>
<td>229</td>
<td>1.9%</td>
<td>171</td>
<td>1.6%</td>
<td>200</td>
<td>1.9%</td>
<td>98</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>11,115</td>
<td>78.2%</td>
<td>10,237</td>
<td>77.2%</td>
<td>9,424</td>
<td>76.2%</td>
<td>8,287</td>
<td>75.6%</td>
<td>7,764</td>
<td>74.7%</td>
<td>7,506</td>
<td>75.5%</td>
</tr>
<tr>
<td>TOTAL NON-URM</td>
<td>11,635</td>
<td>81.9%</td>
<td>10,813</td>
<td>81.5%</td>
<td>10,041</td>
<td>81.2%</td>
<td>8,806</td>
<td>80.3%</td>
<td>8,286</td>
<td>79.7%</td>
<td>7,883</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

**Source:** CPE Official Data; Compiled by KCTCS Office of Research and Policy Analysis

**Definition:** URM = Underrepresented Minorities; URM include American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and Two or More Races. Non-URM include Asian, Non-Resident Alien, Unknown, and White.
# Enrollment Targets

<table>
<thead>
<tr>
<th>Performance Metric</th>
<th>Undergraduate Enrollment</th>
<th>Baseline Fall 2015</th>
<th>Actual Fall 2016</th>
<th>Target Fall 2017</th>
<th>Target Fall 2018</th>
<th>Target Fall 2019</th>
<th>Target Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>11.7%</td>
<td>11.7%</td>
<td>12.0%</td>
<td>12.2%</td>
<td>12.5%</td>
<td>12.8%</td>
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<tr>
<td>Hispanic</td>
<td>4.7%</td>
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<td>4.9%</td>
<td>5.1%</td>
<td>5.2%</td>
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</tr>
<tr>
<td>Two or More Races</td>
<td>3.5%</td>
<td>3.9%</td>
<td>4.1%</td>
<td>4.2%</td>
<td>4.3%</td>
<td>4.4%</td>
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</tr>
<tr>
<td>URM</td>
<td>20.3%</td>
<td>20.7%</td>
<td>21.4%</td>
<td>22.0%</td>
<td>22.5%</td>
<td>23.1%</td>
<td></td>
</tr>
</tbody>
</table>

Source: CPI Official Data (race/ethnicity); KCTCS Office of Research and Policy Analysis (Low-Income)
Data compiled by KCTCS Office of Research and Policy Analysis.

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# Trend Data-Success

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>3-Year Grad. Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td>Data Not Available</td>
<td>18.0%</td>
<td>13.7%</td>
<td>17.3%</td>
<td>15.3%</td>
</tr>
<tr>
<td>URM</td>
<td>13.0%</td>
<td>10.6%</td>
<td>10.0%</td>
<td>10.9%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

| **1st to 2nd-Year Retention** |         |         |         |         |                  |
| Low-income         | 55.4%   | 40.7%   | 43.9%   | 43.7%   | 41.9%            |
| URM                | 46.6%   | 36.6%   | 34.7%   | 40.1%   | 37.4%            |

| Certificates/Diplomas/ Associates Conferred |         |         |         |         |                  |
| Low-income         | 2,117   | 2,124   | 2,200   | 1,984   | 1,809            |
| URM                | 454     | 422     | 620     | 445     | 462              |

Sources: CPI Official Data
Data compiled by KCTCS Office of Research and Policy Analysis.
Strategy # 1.2: Develop a comprehensive outreach and communication plan for the International student population to include high school visits, partnerships with foreign recruiters and community organizations, and the facilitation of international transfer agreements with four-year colleges and universities.

**Action Step Description/Time line for implementation**

1.2.1 Host a campus visit program for the Kentucky Refugee Ministries. Fall 2016
1.2.2 Expand outreach in Kentucky I-17 certified high schools to provide college information and immigration counseling. Spring 2017
1.2.3 Develop partnership with third-party recruiters to recruit on behalf of the college in other countries.
    Fall 2017
1.2.4 Develop partnerships with government scholarship agencies to include the Libyan government and Brazilian government in order to become an approved institution for enrollment of their students. Fall 2017
International Recruiter
1.2.5 Develop a transfer partnership with the University of Kentucky, Western Kentucky Fall 2017

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### Success Targets

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>3-Year Grad. Rate</strong></td>
<td></td>
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</tr>
<tr>
<td>Low-income</td>
<td>15.3%</td>
<td>21.6%</td>
<td>23.7%</td>
<td>25.9%</td>
<td>28.0%</td>
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<tr>
<td>URM</td>
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<td>13.9%</td>
<td>15.5%</td>
<td>17.0%</td>
<td>18.6%</td>
</tr>
<tr>
<td><strong>1st to 2nd-Year Retention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td>41.9%</td>
<td>45.8%</td>
<td>43.9%</td>
<td>45.8%</td>
<td>47.8%</td>
<td>49.7%</td>
</tr>
<tr>
<td>URM</td>
<td>37.4%</td>
<td>43.7%</td>
<td>40.1%</td>
<td>41.4%</td>
<td>42.7%</td>
<td>44.1%</td>
</tr>
<tr>
<td><strong>Certificates/Diplomas/Associates Conferred</strong></td>
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<tr>
<td>Low-income</td>
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<td>1,942</td>
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<tr>
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<td>529</td>
<td>543</td>
<td>558</td>
<td>573</td>
</tr>
</tbody>
</table>

*Source: KCTCS Office of Research and Policy Analysis.

*Low-income data for Fall 2016 is currently being vetted by KCTCS and OPE and is subject to change.
Expected Outcome: The 2016-17 projection of a 5.0% increase of international students (7 new students) amounts to $87,000 in tuition revenue for the first year based on full-time (12 credit hours) enrollment in the fall and spring semesters (24 total credit hours for one year). After the first year, data will be assessed for future enrollment projections through 2022.

Strategy # 1.3:

Enhance outreach and communication for the Hispanic/Latino student population to include high school visits, partnerships with high school and community organizations, and campus visit programs.

Action Steps /Action Step Description/ Time line for implementation

1.3.1 Host a multicultural college fair for targeted high schools in the recruitment service territories. Fall 2016

1.3.2 Conduct regular visits with high schools serving Hispanic/Latino students to provide assistance with college enrollment. Fall 2016- Spring 2017

1.3.3 Host monthly education radio shows on Radio Vida 1440 AM and El Pulso Latino/Lexington Community Radio. Spring 2017

1.3.4 Attend and host tables/booths at local festivals such as the Lexington Festival Latino, Georgetown Festival Latino, and the Richmond Latino Street Fair. Ongoing

1.3.5 Conduct regular outreach visits to Adult Basic Education ESL programs, libraries, community centers and Migrant Education Program events. Ongoing

1.3.6 Host College Experience Days for area high school students and student groups, such as Esperanza Club at Woodford County High School, Latino Outreach Leaders at Dunbar High School, and Hispanic Achievers at Martha Lane Collins High School as well as other high schools and student groups throughout the service region that will include campus tours, college class observation, lunch with current college students, and college coaching sessions. Ongoing

1.3.7 Write educational themed articles for local bilingual and Spanish language print and online media to include La Voz de KY, El Kentucubano, Al Dia en America, LatinLex, and others ongoing

1.3.8 Host annual summer program for Latino and migrant high school students. Ongoing

Expected Outcome: The 2016-17 projection of a 5.0% increase of Latino students amounts to $84,672 in tuition revenue for the first year based on full-time (12 credit hours) enrollment in
the fall and spring semesters (24 total credit hours for one year). After the first year, data will be assessed for future enrollment projections through 2022.

**Goal # 2: Enhance awareness and knowledge by improving effective communication for all stakeholders**

**Strategy # 2:1:**

Enhance recruitment communication for both internal and external stakeholders

2.1.1 Attend and present recruitment related information at program coordinator meetings held quarterly during the year. Ongoing

2.1.2 Attend and present recruitment related information at program advisory committee meetings in an effort to build coalitions and connection centered on increasing program enrollment. Ongoing

2.1.3 Attend and present recruitment related information at regularly occurring division meetings to enhance the education and training of faculty related to recruitment outreach and communication. Ongoing

2.1.4 Send email communication to academic deans related to ongoing recruitment outreach and communication, upcoming programs and events, and reminders. Ongoing

2.1.5 Facilitate a Recruitment Fair at the annual college kick-off event in the fall semester to enhance education and training related to recruitment outreach and communication.

2.1.6 Reassess recruitment communication plan in terms of content messaging and timing, collaborating with Public Information and Marketing to align with social media and public awareness campaigns.

2.1.7 Implement the use of Radius to include student tracking and communication. Ongoing

2.1.8 Implement additional direct mail campaigns to target audiences that align with recruitment and marketing communication plans received at integral times during the admissions and enrollment process.

2.1.9 Develop a consolidated and comprehensive enrollment management communication plan to account for all areas of the enrollment process, including admissions, financial aid, orientation, advising, and registration so that messaging and timing is intentional, strategic, and targeted.
**Strategy # 2.2: Enhance marketing communication for both internal and external stakeholders**

2.2.1 Refine internal announcements procedures for maximum impact. Fall 2017

2.2.2 Use faculty as outreach resources to include showcasing faculty and staff on social media and digital platforms.

2.2.3 Create a student social media team to assist in promotions and community awareness about events and deadlines important to students.

2.2.4 Create a college advocacy toolkit used to present to the public while at community events and other public forums.

2.2.5 Explore unique advertising opportunities for specific or niche target audiences, such as military and veterans. Fall 2018

2.2.6 Explore partnership opportunities with high school athletic teams to include sponsorships, promotion, and awareness. Fall 2016 - Spring 2017

2.2.7 Increase involvement in community sponsorships and events. Spring 2018

**Strategy # 2.3: Enhance communication to Transfer students (A.A. & A.S.) to increase credential completion by 5%**.

2.3.1 Enhance the FYE 105 course a "FYE 105 to Transfer Center" pipeline for first year students to encourage transfer exploration and to promote the value and benefits of completion before transfer.

2.3.2 The Records Office will develop a post-transfer outreach program for students who transfer to 4-year institutions (beginning with EKU) without earning an Associate’s degree. The goal will be to assist those eligible with the reverse transfer process to in order to be awarded a BCTC credential.

2.3.3 On campus promotion of benefits (academic, financial, professional) of degree completion before transfer. 3 year goal-Summer 2019

2.3.4 The Academic Advising & Assessment Center will incorporate a Transfer Center referral during advising sessions with Transfer Students (not in Technical Programs).

**Strategy # 2.4 The number of First Year students retained from fall to spring will increase by 5%.**
Assigned FY students in FYE 105 to FYC peer mentors as an additional support. Fall 2016 (FYE paired courses) expand to other FYE courses

2.4.2 As part of the Assigned Advising process, assign FY students (not in Technical Programs) to FYE 105 Instructors and FYC staff for the first year.

2.4.3 The First Year Center and Student Activities will conduct a series of events to promote student engagement. Activities will include Welcome Week, Student Activities Involvement Fair with representation from SGA, PTK, Ambassadors, etc. September ’16 (Cooper campus) 3 year goal-Fall 2019

Strategy# 2.5 Increase credential completion for all AA & AS students by 3%.

2.5.1

The Academic Advising and Assessment Center will promote days for AA & AS students to meet with an academic advisor for an unofficial degree audit and have Career Counselors available to talk with students.

Fall 2016

Director of Academic Advising & Assessment Ctr. Pam Bates, Director of Career Development & Counseling Jessica Wooldridge

2.5.2 Develop increased cooperation between FYE faculty and FYC staff to provide career/major exploration support through class exercises and activities. Summer 2017

2.5.3 Conduct "Major's Fair" to promote programs offered at BCTC and to inform students of their options. Fall 2016 (Cooper campus)

**Goal# 3: Build enrollment through community partnerships**

**Strategy# 3.1: Identify and cultivate partnerships with business and industry and other community organizations and schools in the central Kentucky region for targeted programs**

3.1.1 Enhance collaboration with the program advisory committees to identify and cultivate partnerships and generate greater investment of business and industry in our Film Studies, Biotechnology, and Computer-Aided Drafting and Design programs.

3.1.2 Develop a partnership between the Computer-Aided Drafting and Design program and the pre-engineering program at Lafayette High School and Southside Technical Center that provides students with skills needed to succeed in technical fields.
3.1.3 Develop a partnership between the Film Studies program and the Bryan Station High School Film Academy to include an open house or campus visit program, on-site presentation or demonstration, and other related outreach. Fall 2018

3.1.4 Develop a partnership between the Biotechnology program and the pre-engineering program at Lafayette High School that provides students with skills needed to succeed in programs such as biology, chemistry, and physics. Fall 2018

Goal# 3: Build enrollment through community partnerships

Strategy# 3.2: Identify and cultivate partnerships with non-profit organizations in the Central Kentucky region.

3.2.1 Develop a partnership with Wounded Warriors to include a college presentation or campus visit in an effort to increase enrollment of military and veteran students. Spring 2017

3.2.2 Develop a partnership with Greenhouse 17 to include a college presentation or campus visit.

3.2.3 Develop a partnership with the Privett Center to include a college presentation or campus visit.

Strategy# 3.3: Identify and cultivate partnerships with non-profit organizations in the central Kentucky region

3.3.1 Develop a partnership between selected technical programs and the Fayette County area technology centers, including Eastside Technical Center, Southside Technical Center, and Locust Trace AgriScience Center, to include open house events and campus visits in an effort to increase enrollment in technical programs. Spring 2018

3.3.2 Develop a strong partnership with the new Fayette County high school to include outreach, engagement with special programs, and campus visit programs.

3.3.3 Develop a partnership with the International Baccalaureate Diploma Program at Tates Creek High School based on the recent system approval of accepting IB credit at KCTCS colleges. Spring 2018

3.3.4 Enhance the partnership between the Computer and Information Technology program and the Bryan Station High School Information Technology Academy. Spring 2017

3.3.5 Enhance the High School Counselor Appreciation program to include BCTC Board and Foundation members to build relationships. December Fall 2016
Goal# 4: Increase retention of targeted populations

Strategy# 4.1 Increase retention of African-American student population (fall to fall) by 5%

4.1.1 Assign African-American students to African-American Academic Advisors when possible, with priority given to first year students.

4.1.2 Develop and implement a comprehensive array of academic, career and support services for currently enrolled African-American students. Year 2 goals

4.1.3 Create Learning Communities (FYE cohort classes, student groups, etc.) to support student engagement for African-American students. Year 2 goal

4.1.4 Develop extra-curricular and cultural events and programs targeting African-American students. Year 2 goal

Strategy# 4.2 Increase retention of Latino student population (fall to fall) by 3%

4.2.1 Assign Latino students to Latino Academic Advisors when possible—give priority to first year students.

4.2.2 Develop extra-curricular and cultural events and programs targeting Latino students. May 2017

4.2.3 Create Learning Communities (FYE cohort classes, student groups, etc.) to support student engagement for Latino students. Year 2 goal

4.2.4 Develop and implement a comprehensive array of academic, career and support services for currently enrolled Latino students. Year 2 goal

Strategy# 4.3 Increase retention of First Year Students (fall to fall) by 5%

4.3.1 Engage students with their career/academic path by providing job shadowing, co-ops, internships, transfer trips, study abroad programs. Year 3 goal

4.3.2 Integrate First Year peer mentors into select FYE 105 and developmental courses to interact with and support students

4.3.3 The FYC will develop a comprehensive plan of services aimed at engaging students for the entire first year, beginning with New Student Orientation through the start of the second year. (First Year Syllabus)
4.3.4 Develop partnership between Tutorial Services and the FYC to offer FY-focused tutoring in the FYC.

**Goal #5: Promote quality instruction based on best practices for student success**

**Strategy 5.1: Increase the pass rates for online “gateway” courses by 5%**

5.1.1 Develop an online peer mentor system or a network of students experienced with online classes to provide support and assistance to online students. Year 3 goal 2018-2019

5.1.2 Develop an "Online Student Crash Course" to instruct students on how to be successful in online courses. Year 2 goal

5.1.3 Promote the availability of BCTC Skype services to online students. Year 2 goal 2017-2018

**Strategy 5.2: Reduce the number of students who enroll in non-credit bearing courses by 5%**

Action Steps

5.2.1 Continue to develop and expand co-requisite courses model which allows students to enroll in credit bearing courses along with a linked course or lab. Analyze data to determine effectiveness. Year 3 goal 2018-2019

5.2.2 Continue to develop and expand accelerated course model which allows students to enroll in credit bearing courses with a supplemental lab. Analyze data to determine effectiveness. Year 3 goal 2018-2019

5.2.3 Develop a summer bridge program to support incoming students and provide them with the knowledge and skills to enroll in college-level courses. (Summer ‘16 pilot)

5.2.4 Develop a partnership with area high schools to inform and assist students with the transition of being prepared for college-level courses. Year 3 goal 2018-2019

**Strategy 5.3: Increase student feedback on courses by 10%**

5.3.1 Utilize feedback provided by students in course evaluation to make course enhancements. Year 3 goal 2018-2019

5.3.2 Explore options for students to provide feedback (separate from faculty evaluations, online, paper/pencil, more qualitative assessments, etc.) Year 3 goal 2018-2019
5.3.3 Finals week have areas/stations/ were students can complete evaluations through Blackboard on the courses they just completed. Year 3 goal 2018-2019

**Goal# 6: Strengthen academic and student services to support student engagement and completion**

**Strategy 6.1: Increase the number of students utilizing Peer mentoring services to 60% of all first year students**

6.2.1 Require tutoring as part of contract in approved SAP appeals (for targeted groups) when appropriate

6.2.2 Develop partnership between Tutorial Services and the FYC to offer FY-focused tutoring in the FYC 2016-2017

6.2.3 Increase availability of online tutoring and/or better promote current online tutoring Year 2 goal 2017-2018

**Goal# 6: Strengthen academic and student services to support student engagement and completion**

**Strategy 6.3: Increase the number of students registering during the priority registration period (fall to spring) by 5%**

6.3.1 Open Registration Days throughout Priority Registration Weeks

6.3.2 Develop a Priority Registration campaign with videos, social media, text reminders, mailings to promote the Open Registration Window

6.3.3 Offer incentives (random drawings) for students that register during the Priority Registration Window

This past years Student Enrollment plan strategies are target to increase enrollment and retentions for all students however there are special initiatives planned to increase the rates among African American, Latino and first generation. Additional initiatives are planned to enhance current strategies and to foster belonging and inclusion.

**SUCCESS**

Future and newly developed opportunities are enhanced by many new and continuing projects that have been initiated and or developed within the past year. Many best practices continue to make Bluegrass Community and Technical College a comprehensive
educational institution. Additional Resources continue to through grant acquisitions and development. Some best practices that further our inclusive learning environment are:

- Continued promotion and/or institutionalization of effective programs and pipelines such as Trio grants (Upward Bound, Talent Search, and Student Support Services, and the newly funded Educational Opportunity Centers Trio grant). The EOC provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. The BCTC program will serve over 1000 Boyle, Fayette, and Clark students with an emphasis on students who are first generation, low income and many with ESL needs. The BCTC EOC program will provide the support needed for eligible adults to enroll in and complete their college education, thus serving to close educational achievement gaps and to reduce disparities in employment opportunities and wage inequality.

- BCTC received the Northern Migrant Education Program, which is a supplemental education program that provides support for migrant children and their families. This program works to ensure that the appropriate academic services are offered to help migrant children do well in school and that they receive the needed levels of tutoring and instruction that will promote them to the next grade level. Migrant Education staff works with other school and community agencies to provide social and health needs that families may require. This program is a great partner with the BCTC Latino Outreach program.

- BLINKS, (collaboration between the Links Inc., HBCU’s and USA funds for community college transfer to HBCU, Kentucky State University) this scholarship for BCTC transfers provides full tuition scholarship to students with 2.8 or higher before transfer. This project has graduates over 10 students in the past 2 years and has 20 in the pipeline.

- LSAMP (Louis Stokes Alliance for Minority Participation) is a collaboration with University of KY, University of Louisville, KY State University, Centre College, Western KY University, Marshall University, West Virginia State, and University of West Virginia to increase minority enrollment in Sciences, technology, engineering and mathematics. BCTC is the pipeline school for this project and awards opportunities and resources for minority students interested in STEM at the community college level.

- BCTC has many outreach camps for students in middle and high school to raise awareness such as CARNEGIE HALL (stem camp for high school students), Latino Leadership and College Experience Camp, and Super Someday offer college awareness leading to recruitment of students to all campuses.
• The state/community-based grants such as Ready to Work and Work to Learn. The state/community-based grants such as Ready to Work and Work to Learn are instrumental in making education accessible to low-income single parents.

• Title III Grant

• BCTC is in the final year of a Title III project Substantive Reform for Closing the First Year Success Gap. The project goals are to develop activities to increase first year to second year retention and academic success. The college-wide reform strategies-academic and nonacademic enhancements include redesign of developmental education curriculum with accelerated and linked courses, development of a structured, high impact First Year program and redesigned learning environments.

• The First Year Center (FYC) continued to build upon the growth and success of its first two years. Students sought assistance from the FYC for issues as varied as advising, transfer assistance, personal and social issues. A redesigned First Year Student orientation was implemented that included Peer Mentors serving as Orientation Leaders. For fall ’16 1353 students attended orientation the retention of first-time freshmen showed a notable increase from Fall 2015 to Fall 2016. The retention rate for first-time students increased from 42.9% to 46.7%. In Years 4 and 5 of the project, the grant will target pilot cohorts of academically underprepared, first generation students.

• College representation on The Gender Neutrality Ad Hoc Workgroup formed to research case law, best practices in various sectors to develop a slate of recommendations to inform the development of a proactive approach to policy and practice within KCTCS. In addition to a high-level summary of the research findings, this report includes several recommendations for KCTCS colleges and the System Office to implement in order to create a culture that supports lesbian, gay, bisexual, transgender, queer, intersex, asexual (LGBTQIA) students, faculty, staff, as well as their allies. These recommendations align with KCTCS values and CPE expectations. Finally, these recommendations support the system and college efforts to do what is best for students as called for by strategic enrollment management. (See Final Report from the Gender Neutrality Workgroup)

• The U.S. Department of Education has approved Bluegrass Community and Technical College (BCTC) as one of a hand full of post-secondary institutions offering a Comprehensive Transition Program (CTP) for students with intellectual disabilities. BCTC already was working with the University of Kentucky’s Supported Higher Education Project (SHEP) to support students with intellectual disabilities as they enroll in courses at BCTC. Additionally, SHEP provides professional development and technical assistance for faculty and staff.
• Free tutoring provided currently to enrolled students for selected content areas on all campuses. Subject areas may vary by semester and campus. Tutoring schedules are available each semester on all campuses. The tutoring staff includes peer tutors and college faculty members. Peer tutors are fellow students who must meet certain qualifications and participate in an extensive training program. Faculty consist of full-time and adjunct faculty, who specialize in the subject areas that they tutor.

• Student engagement and involvement with clubs and activities add to the overall success of students opportunities afforded by activities such as Phi Theta Kappa, a national honor society designed to promote scholarship, service, development of leadership, and the cultivation of fellowship among qualified students at BCTC has led to national recognition. Another retention tool in the department of Multiculturalism and Inclusion is the BCTC Intramural Sports, which is an evolving component of the college. Students, faculty and staff, both male and female, have opportunities to participate in organized recreational sports in a fun and safe atmosphere. BCTC offers soccer, volleyball, flag football and basketball. Intramural Sports promote student participation, fun, healthy recreational competition and sportsmanship.

• Opportunity College is collaboration between area high schools and Bluegrass Community and Technical College to provide junior and senior high school students with the opportunity to earn college credit while still in high school. These high school students may choose to take courses for college credit as either dual credit or dual enrollment the number of URM students have increased significantly this past year enabling more students of color to take advantage of college class completion prior to high school graduation.

• Accelerating Opportunity Kentucky (AOKY) initiative, basic skills needed to earn a GED credential are taught in a required adult education class that is taken each semester to develop college ready skills in reading, language, writing and mathematics to support the technical classes. The technical programs in the five different pathways lead to stackable college certificates and promote more options for employment. Ability to benefit funding is available to AOKY students who qualify.

• The Bluegrass Community and Technical College Adult Education program provides a variety of English as a Second Language (ESL) classes. These free courses are offered throughout the year, and classes fill quickly with students needing ESL from many different languages.

• The Office of Latino Outreach and Services in the Department of Multiculturalism and Inclusion strives to provide access to high quality educational opportunities for
Latino and immigrant students in the Commonwealth and to promote Latino and immigrant student success during and after a student’s enrollment in and graduation from BCTC programs.

- Latino Services and programs provided by the office staff help Latino and immigrant students through all college processes from admissions to transfer. Services and programs offered by Latino Outreach include: Help with the college application process, help with FAFSA application and personalized scholarship searches/coaching, personalized academic advising and coaching, career advising, specialized services/Information: Educational Access, Immigration policy information (DACA and DREAM Act, etc), References to social services, legal services and leadership programs.

- Bluegrass Community & Technical College supports all military service members, veterans, military spouses and dependents by providing them an affordable and convenient quality postsecondary education. We accept all GI Bills, GoArmyEd, Kentucky National Guard Tuition Assistance, MYCAA and the Kentucky Tuition Waiver. Military and Veteran Student Services (MVSS) assist students in applying for and certifying their education benefits and helping students navigate through the admissions process at BCTC. MVSS also houses the Department of Veteran Affairs VetSuccess Coordinator. The VetSuccess Coordinator assist students with the career scope testing, applying for benefits, referral services and peer-to-peer counseling. In total, there were 383 identified veteran students for the Fall 2016 and Spring 2017 term.

The most specific BCTC college commitment to diversity is manifest by continued evolution of a comprehensive diversity department. This department continues to grow and spearhead activities to promote a more inclusive campus environment. Headed by the Vice president for Multiculturalism and Inclusion along with the Hispanic/Latino Outreach, Diversity Outreach, Upward Bound, Talent Search, Ready to Work and Work to Learn provide extensive services and programming to under-represented populations in the college and the community. This past year the Migrant Workers Program was fully functioning and partnered with the Latino Outreach Services to help provide resources to enhance their outreach efforts. The newly funded Educational Opportunity Center is also under the M and I umbrella. The department also coordinates the Louis Stokes Alliance for Minority Participation to increase minority students in STEM with nine other university partners. In addition, the VP’s office created the MOSAIC conference and the Central Kentucky Diversity Consortium with Berea College, EKU, KY State University and UK that now provides the guidance and financial resources to assist with the MOSAIC each year. The Office of Multiculturalism and Inclusion’s mission is to promote leadership towards the
improvement and sustainability of a diverse and inclusive community of learners valuing the contributions of a multicultural environment while providing guidance and assistance to the President and college leadership on programs, classes, policies and practices promoting excellence, equity, and effective teaching and learning in the Bluegrass district.

The greatest evidence of educational success for BCTC continues to be student’s accomplishments and comments of their satisfaction and appreciation for services provided. For example during an LSAMP external evaluation conducted, one URM non-traditional student commented: *I was isolated on campus and struggling in my classes. I went to the LSAMP coordinator to ask for help. The coordinator told me about the program and its benefits. Since joining the program...the experience has been life changing. I have a quiet place to study. I have a special tutor for math and I am doing well in my classes. The staff’s door is always open. So...it's like a 180-degree difference for me since LSAMP.*

This past year 8 students graduated from KSU as BLINK scholars. One particular student, Harry Momo, stated, “Without BCTC and the BCTC BLINKS program I would have been totally lost. There are no words to thank you for all that you have done for me and my family for the help provided.” Another BLINK student who was also a single mom from the Ready to Work program stated, *I did not know that I had the ability to accomplish this degree in Computer Science at this pace with the barriers that I had. I am so thankful.* Another graduate of the BLINKS program that was homeless and living in his car when he came to BCTC, stated: *I have a college degree and very little debt and I am forever thankful for being involved with such caring and inspiring higher educators.*

**Office of Multiculturalism and Inclusion serves as a catalyst to:**

- Recruit, retain, graduate and/or transfer multicultural students
- Provide ongoing diversity and cultural enrichment for faculty, administrators, staff and students
- Assist multicultural students in their day-to-day access and ongoing concerns of inclusion within the community college setting
- Develop continuous outreach efforts to serve underrepresented populations
- Promote cultural exchange in the college setting.

The Office of Institutional Planning, Research, and Effectiveness has provided the following data in the 2015-2016 Factbook now posted at [https://bluegrass.kctcs.edu/ipre/Factbooks/2015-2016_Factbook_Final.pdf](https://bluegrass.kctcs.edu/ipre/Factbooks/2015-2016_Factbook_Final.pdf)

See the following pages:
In 2015-2016 Factbook:
In 2016, BCTC had 53 jobs advertised as staff positions with 2,073 applicants. 221 applicants identified as African American, 48 applicants identified as Hispanic, 40 identified as Asian, 4 identified as American Indian, 7 as Pacific Islanders and 9 applicants did not disclose a race with the remaining identifying as white. BCTC had 10 faculty positions advertised with 203 applicants. Of those applicants 5 identified as African American, 2 identified as Hispanic, 5 identified as American Indian and 12 did not disclose their race. From these 63 total positions actually there were 29 full time positions hired. Faculty had 11 hires with 1 Black and 1 Asian. Staff had 18 hires with 5 Black, 3 Hispanic and 3 Asian.

From KCTCS’ CPE Diversity Plan Measures dated 06-16-17

Workforce Diversity – URM Management Staff

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCTC Management</td>
<td>26.0%</td>
<td>22.7%</td>
<td>22.7%</td>
<td>26.1%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All KCTCS</td>
<td>12.8%</td>
<td>11.8%</td>
<td>12.1%</td>
<td>12.7%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

Source: Official data as reported to IPEDS; Compiled by KCTCS Office of Research and Policy Analysis

Definition: URM = Underrepresented Minorities. URM management staff as a percentage of all management staff. URM include American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and Two or More Races.

Workforce Diversity – URM Faculty FTE

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCTC Faculty</td>
<td>5.8%</td>
<td>5.6%</td>
<td>6.3%</td>
<td>7.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All KCTCS</td>
<td>5.5%</td>
<td>5.6%</td>
<td>5.7%</td>
<td>6.0%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Source: Official data as reported to IPEDS; Compiled by KCTCS Office of Research and Policy Analysis
Definition: URM = Underrepresented Minorities. URM faculty FTE as a percentage of all faculty FTE. URM include American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and Two or More Races. Faculty FTE = full-time + 1/3 part-time.

The leadership continues to be aware of the importance of having a diverse faculty and staff reflective of the changing demographics and has informed the college that diversity MUST be considered in all hiring especially in faculty hiring. A new diverse hiring (QAC) quick action committee was charged with the following task; Recommend strategies to improve hiring procedures to increase and improve recruitment, interview, and hiring of diverse employees:

1. Do internal and external research needed to address charge.
2. Identify best practices.
3. Analyze current status within department and divisions.
4. Identify needed postings content and placement, etc.
5. Identify hiring procedures that support equity of access to hiring pipeline.
6. Identify training and support for search committees and chairs to address issues such as implicit bias.
7. Recommend onboarding strategies to assist employees in an inclusive college culture.

The committee met from February 12 to April 29 for a total of 10.5 hours to report research findings and to propose recommendations based on the research. The research was conducted and reported by committee subgroups. Based upon the current data below the following recommendations were made and have been enacted.

### All BCTC Faculty/Staff by Race/Ethnicity and Occupational Category – Fall 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>American Ind./AK Native</td>
<td>4</td>
<td>0.6%</td>
<td>1</td>
<td>3.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>1.2%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>4.3%</td>
<td>1</td>
<td>5.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>25</td>
<td>4.1%</td>
<td>4</td>
<td>13.3%</td>
<td>11</td>
<td>23.9%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>0.5%</td>
<td>1</td>
<td>3.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>------</td>
<td>---</td>
<td>-------</td>
<td>---</td>
<td>------</td>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Nat Haw/ Pac Island</td>
<td>1</td>
<td>0.2%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>452</td>
<td>74.8%</td>
<td>24</td>
<td>80.0%</td>
<td>32</td>
<td>69.6%</td>
<td>16</td>
<td>84.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6</td>
<td>1.0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>2.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Race/ Ethnicity Unknown</td>
<td>103</td>
<td>17.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>2</td>
<td>10.5%</td>
</tr>
<tr>
<td>Nonresid. Alien</td>
<td>3</td>
<td>0.5%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>604</td>
<td>-</td>
<td>30</td>
<td>-</td>
<td>46</td>
<td>-</td>
<td>19</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: IPEDS Data Center (Fall 2015)

Notes: Occupational categories were excluded from the table if there were fewer than 5 employees total across race/ethnicity. Excluded occupational categories include Healthcare Practitioners and Technical (1 employee – White) and Production Transportation and Material Moving (1 employee – White). Percentages may not equal 100 due to rounding.

Bluegrass Community & Technical College Impact

<table>
<thead>
<tr>
<th>Performance Metric: URM Workforce Diversity</th>
<th>Baseline 2015-16</th>
<th>Actual 2016-17</th>
<th>Target 2017-18</th>
<th>Target 2018-19</th>
<th>Target 2019-20</th>
<th>Target 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Faculty FTE*</td>
<td>25.0 (7.4%)</td>
<td>25.0 (7.7%)</td>
<td>8.2%</td>
<td>8.8%</td>
<td>9.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>12 (26.1%)</td>
<td>10 (21.7%)</td>
<td>22.8%</td>
<td>23.9%</td>
<td>25.0%</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

*FTE = Full-time equivalent – defined as Full-time + 1/3 Part-Time
Source: Official Data as reported to IPEDS – Compiled by KCTCS Office of Research and Policy Analysis
EXTERNAL RESEARCH RECOMMENDATIONS

1. Post or list faculty and professional job vacancies with discipline-specific professional organizations (a list of some professional African American/black organizations and Hispanic/Latino organizations is available).

2. List job vacancies with minority fraternal organizations (a list of members of the Pan-Hellenic Council with African American Greek Organizations is available along with a list of members of the National Association of Latino Fraternal Organizations with the Hispanic/Latino Greek Organizations).

3. List vacancies with the Urban League of Lexington Fayette County as well as the Community Action Council for Lexington-Fayette, Bourbon, Harrison and Nicholas Counties.

4. Utilize the services of the Office of Vocational Rehabilitation and the Kentucky Office of the Blind (contact information is available).

INTERNAL RESEARCH RECOMMENDATIONS

1. Invest Human Resources with enforcement authority to ensure that all search committees are reviewing and following the prescribed hiring guidelines set by Human Resources. Recommended time for this review is before the actual review of applicants has begun.

2. Continue to monitor and make certain that all search committees are inclusive.

3. Continue to monitor the names of the applicants selected for interview to ensure an inclusive pool.

4. Review each department’s current employees with the hiring supervisor to determine diversity needs with the goal of hiring a diverse applicant if possible.

5. Authorize Human Resources to post positions for extended periods (longer than a minimum of 10 working days) to allow diverse applicants to apply.

POSTING CONTENT/PLACEMENT RECOMMENDATIONS

1. Job Description
A. Add short description statements about department and/or community to attract more interest from potential applicants.

B. Modify job descriptions to target a specific audience or set of skills needed. Use keywords to appeal to type of candidate desired.

2. Posting Location

A. Utilize internal resources to advertise open positions.
   - Social media through Marketing
   - List Servs
   - BCTC Career Network through Career Development (current students and alumni)
   - E-Nouncements

B. Take advantage of free external posting sites.
   - Kentucky Career Center (unemployment website)
   - Indeed.com

C. Set up General Human Resources budget to purchase access to other external posting sites. Examples of job advertising sites below:
   - Higher Education Jobs - $250/position for 60-day posting
   - Commerce Lexington (Chamber of Commerce) - annual membership fee dependent upon organization size
   - National Conference on Race and Ethnicity (NCORE) - $125/position for 30-day posting
   - Hispanic Association of Colleges and Universities (HACU) - $150/position or 30-day posting
   - Inside Higher Education - $299/position for 60-day posting

3. Posting Length
A. Implement BCTC minimum posting length requirement of 30 days unless Hiring Supervisor requests otherwise.

B. Establish a timeline for applicants by adding closing date to the posting.

4. Hire a Human Resources Specialist to focus on recruiting and provide customized service to hiring supervisors.

HIRING PROCEDURES RECOMMENDATIONS

1. Develop and implement a comprehensive strategic recruitment plan to attract employees across a broad range of diversity that unites disparate recruitment activities.

2. Establish a system of accountability that utilizes clear metrics to assess progress and identifies an individual or individuals responsible for oversight of recruitment plan, perhaps a chief diversity officer.

3. Include diversity accountability into the performance reviews of BCTC administrators.

4. Identify and evaluate those programs designed to move faculty/staff from underrepresented groups to leadership positions.

5. Collect strategic plans from each academic and support unit for review by college leadership to ensure the incorporation of objectives to increase diversity.

6. Form both external and internal diversity advisory councils/boards to perform a wide range of duties, such as setting annual goals and priorities, for example.

7. Create internships for existing students that provide a pipeline that leads from student to employee.

8. Form a diverse team of faculty/staff willing to serve on hiring committees if the Human Resources Director needs to replace an appointed committee member who cannot serve.

9. Institutionalize new-employee mentoring programs to foster environments of trust, support, and understanding that can help develop and retain diverse employees.

10. Form a committee as soon as possible after a position is posted.
11. Appoint the supervisor from the department in which the vacancy exists to the hiring committee. (They should only have a vote if the committee cannot reach an agreement amongst candidates that have applied.)

12. Restrict supervisors from serving on a hiring committee that is interviewing a current employee for a position in another department.

13. Schedule interviews so that the committee has time each day to reflect on the candidates interviewed that day.

TRAINING AND SUPPORT RECOMMENDATIONS

1. Add a position in either the college Human Resources Department or Professional and Organizational Development to include but not to be limited to responsibility for the development of training programs and support for college search committees and their chairs in the area of diversity in hiring.

2. Support for appropriate college leadership to obtain at least one of three new Academic Diversity Certifications offered by TAN, Inc. (Multi-Cultural Awareness in Higher Education, Administrative Leadership on Campus Diversity Issues, and Diverse Methods in Faculty/Staff Recruitment).

3. Appoint Equal Employment Opportunity Officers in each functional area of the college (SDEM, AOD, ITS, M&I, F&O, Academics and the President’s Office). These officers would receive appropriate training and support from the college in the area of diversity and inclusion and its importance in hiring practices. An officer would serve on every hiring committee to help assure the integrity of our commitment to BCTC Strategic Initiative 3: Creating an Inclusive Learning Community. It would also help provide oversight and compliance with EEO guidelines and laws regarding hiring.

4. Offer professional development opportunities and breakout sessions at college-wide events (kick-off, CCC, etc.) with a focus on diversity in hiring practices. These could be led by college leadership who complete the certification courses mentioned previously.

5. Restrict access to applications by search committee until the committee receives the charge and/or training.

ONBOARDING STRATEGIES RECOMMENDATIONS
1. Provide a welcome to BCTC from a key person in leadership (perhaps Dr. Julian) explaining how BCTC embraces diversity, perhaps utilizing technology by creating a video sent to the email of the new hire. The welcome video could perhaps be a video montage beginning with Dr. Julian making statements about how we embrace diversity at BCTC. The video switches over to one of the six BCTC campuses. The new hire would then get a welcome on that campus until all six BCTC campuses are covered.

2. Assign a mentor to the new hire who would be well established in the college; perhaps the mentor will be in the same department or one with whom the person may need to interact with as an employee.

3. Create an avenue for new hires to give feedback about their experiences at BCTC, perhaps in a group meeting like the orientation with Human Resources and other new hires.

4. Devise a plan to ensure that important places in the BCTC website are pointed out to the new hire prior to the first day of employment to help them become familiar with pertinent information.

All these efforts contribute to the diversity and inclusion of faculty and staff at BCTC. This initiative has been successful in helping to change the culture of BCTC hiring practices. However, we continue to struggle to attract and retain a diverse workforce. There are several challenges currently posed as retirements, resignations occur, and rehiring is not always followed. Diversity only starts within our mission “BCTC promotes regional economic vitality and quality of life through diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence, and sustainability. Currently hiring of diverse faculty continues to be a challenge. The HR department along with the college president gives a charge to the hiring committee to ensure that a diverse pool of applicants are considered for faculty and staff positions. A diverse committee made up of faculty and staff from throughout the college interviews the candidate to select the most qualified person for the position.

In addition, to hiring of a diverse faculty and staff, BCTC also is committed to expanding its efforts in diverse supplier hiring. This past year FY15/16 Diversity Spent a Total of $269,449.16 with 78 diverse suppliers.
In order to keep up the momentum BCTC College president aligned a Cultural Competence Quick Action Team co-chaired by the HR Director and the VP of Multiculturalism and Inclusion. This committee represented faculty and staff from every area of the college. The committee charge was to:

Create educational and collaborative experiences that provide faculty, staff, and students with the knowledge, skills, and attitudes to:

- Increase effectiveness in relating across cultural differences.
- Live effectively in increasingly diverse domestic and international environments.
- Promote equity and inclusion in order to create a positive campus climate.
- Help us gain an appreciation of our own cultural identities and become self-reflective in our understanding of cultural differences.
- Develop a greater understanding of issues of power, privilege, and social justice.
- Participate in setting and monitoring diversity goals.
- Promote initiatives that take the college beyond compliance in diversity and inclusion.
- Advise and assist in assessing and responding to campus climate issues.

The committee had worked all semester and have made the following suggestions fulfill the request of each initiative: Charge:

Create educational and collaborative experiences that provide faculty, staff, and students with the knowledge, skills, and attitudes to:

  Increase effectiveness in relating across cultural differences.
  - Sponsor a Cultural Competency PD Series to include a monthly (or at least quarterly) college wide training and/or development opportunity in the area of cultural competency.
  
Live effectively in increasingly diverse domestic and international environments.
  - Development and approval of college vision statement for cultural competency.
  - College engagement in community initiatives such as the *Unlearn Fear and Hate Project* and *Together Lexington*.

Promote equity and inclusion in order to create a positive campus climate.
  - Promote and support diverse hiring practices
  - Continue and expand Safe Space Training

Help us gain an appreciation of our own cultural identities and become self-reflective in our understanding of cultural differences.
• Support activities such as the *Come Together Art Project*
• Require/encourage mandatory individual PPE goals that support cultural competency

Develop a greater understanding of issues of power, privilege, and social justice.
• Support the MOSAIIC Conference (attendance and funding)
• Develop and support Cultural Competency Workshops for faculty and staff
• Develop a Cultural Competency Certification course for faculty and staff

Participate in setting and monitoring diversity goals.
• Require/support that all functional areas develop annual goals to support cultural competency and record and track these goals in AIM
• Campus Climate Survey participation

Promote initiatives that take the college beyond compliance in diversity and inclusion.
• Provide training and development activities to help the college faculty and staff move beyond tolerance to acceptance and inclusion.

Advise and assist in assessing and responding to campus climate issues.
• Training opportunities in EEO
• Training opportunities in Title IX
• Training opportunities in unconscious bias and privilege

The committee authored an inclusion vision statement, which the leadership has adopted and is presenting to the College Board at the next meeting. The statement affirms, “BCTC welcomes and respects people of all cultures, religions, gender identities, age, sexual orientation, socio-economic status, national origins, and abilities. We celebrate individual differences as we continue to evolve as the face of a unified world. Our differences strengthen our resolve to deliver the highest standard of education in the Bluegrass Region.”

As we take serious action to implement the strategies of diversity and inclusion, we seek feedback from the students who are “at heart of our mission”. This past year we have distributed student surveys with the following findings.

**Data for Student Satisfaction**

Community College Survey of Student Engagement – Spring 2016
This is a national survey that BCTC participates in. The top two “positive” responses for each question were used in the table below.
## Cultural Competency Questions on Fall 2016 BCTC Graduating Student Survey

**Question** – Please rate your level of agreement with the following statements regarding your experience at BCTC.

- *I gained an understanding about people from different economic, social, and racial or ethnic backgrounds.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Positive Response Options</th>
<th>African American</th>
<th>Latino</th>
<th>White</th>
<th>All BCTC Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often have you had serious conversations with students of a different ethnicity other than your own? <em>(CCSSE 4s)</em></td>
<td>Very Often or Often</td>
<td>35</td>
<td>47.5%</td>
<td>155</td>
<td>236</td>
</tr>
<tr>
<td>How often have you had serious conversations with students who differ from you in religious beliefs, political opinions, or personal values? <em>(CCSSE 4t)</em></td>
<td>Very Often or Often</td>
<td>27</td>
<td>54.2%</td>
<td>150</td>
<td>226</td>
</tr>
<tr>
<td>How much does BCTC emphasize providing the support you need to help you succeed at this college? <em>(CCSSE 9b)</em></td>
<td>Very much or Quite a bit</td>
<td>53</td>
<td>64.8%</td>
<td>277</td>
<td>388</td>
</tr>
<tr>
<td>How much does BCTC encourage contact among students from different economic, social, and ethnic backgrounds? <em>(CCSSE 9c)</em></td>
<td>Very much or Quite a bit</td>
<td>42</td>
<td>42.6%</td>
<td>185</td>
<td>264</td>
</tr>
<tr>
<td>How much has your experience at BCTC contributed to your understanding of people of other ethnic backgrounds? <em>(CCSSE 12k)</em></td>
<td>Very much or Quite a bit</td>
<td>41</td>
<td>42.6%</td>
<td>183</td>
<td>268</td>
</tr>
<tr>
<td>How would you evaluate your entire educational experience at this college? <em>(CCSSE 27)</em></td>
<td>Excellent or Good</td>
<td>52</td>
<td>69.5%</td>
<td>329</td>
<td>450</td>
</tr>
</tbody>
</table>
• Average Rating = 3.98
• ~71% of students agreed or strongly agreed with the statement.

<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>33</td>
<td>51</td>
<td>47</td>
<td>138</td>
</tr>
<tr>
<td>2.17%</td>
<td>2.9%</td>
<td>23.91%</td>
<td>36.96%</td>
<td>34.06%</td>
<td>100%</td>
</tr>
</tbody>
</table>

• *I gained awareness of how my background influences my views.*
• Average Rating = 4.07
• ~75% of students agreed or strongly agreed with the statement.

<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>31</td>
<td>53</td>
<td>50</td>
<td>138</td>
</tr>
<tr>
<td>0.72%</td>
<td>2.17%</td>
<td>22.46%</td>
<td>38.41%</td>
<td>36.26%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Student Comment* – “Most obvious and influential progress I've made at BCTC”.

Question – Please rate your level of progress toward these student learning objectives while at BCTC.

• *Recognize how individuals relate to heritage, history, and culture.*
• Average Rating = 3.91
• ~75% of students indicated that they made significant progress on this objective.

<table>
<thead>
<tr>
<th>1 – No Progress</th>
<th>2</th>
<th>3 – Some Progress</th>
<th>4</th>
<th>5 – Much Progress</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>31</td>
<td>53</td>
<td>50</td>
<td>138</td>
</tr>
<tr>
<td>0.72%</td>
<td>2.17%</td>
<td>22.46%</td>
<td>38.41%</td>
<td>36.26%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Student Comment* – “A lot of what we learned was out of touch with our current culture or other cultures that we learned about – then again, a lot of what I learned was on point”.
Conclusion

Bluegrass Community and Technical College continues to engage in diversity initiatives. The challenge still exist to move from compliance to an inclusive and multicultural organization. BCTC faculty, staff and students have received national, state and local recognition for their efforts in diversity. Aristotle stated, “Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act, but a habit”. BCTC is working towards formulating the habit of inclusion. Modeling the approach of the department of Multiculturalism and Inclusion, the college is working to increase budgets and stretch existing resources to broaden inclusiveness not only internally but also externally into the Bluegrass communities.

The opening of the Georgetown Campus has presented new challenges and opportunities to become the kind of college that rivals those in the nation in regards to advancing diversity. Continuing to change the culture is critical for our continued success defined by collaborative coordination, concise, measurable objectives, performance expectations consistent with our diversity initiative and reliable funding sources. Funding continues to be most problematic at community colleges in general, but as the changing climate of diversity issues evolve nationally, we must strive to find funding sources/grants that are reflective of the continued need. Nevertheless, we must diligently seek ways to fund and institutionalize successful best practice.

Diversity will continue to advance because of the rapid demographic shift but it is up to us to engage in substantial levels of responsibility and accept a role in securing not only acceptance of diversity but inclusion for ALL. The goals outlined incorporate our efforts for expanding and promoting an institutional culture that values and supports diversity. These goals highlight various departments, services, and programs, which instill an appreciation for what diversity, can contribute to the college community through proactive administration and critical, fundamental accountability. This plan provides a summarization of various programs and initiatives implemented by the BCTC campuses to cultivate and promote diversity. However, this report does not or cannot list every plan or effort of each campus. Instead, it provides a general overview of common practices, unique programs and best practices accomplished as Bluegrass Community and Technical College continues to make inclusion the culture that will become the norm as we ask ourselves the question coined by Thurgood Marshall, “What is the quality of your intent”? The BCTC intent is “welcome and respect people of all cultures, languages, religions, gender identities, age, sexual orientation, socio-economic status, national origins, and abilities. We celebrate individual differences as we continue to evolve as the face of
a unified world. Our differences strengthen our resolve to deliver the highest standard of education in the Bluegrass Region.”