



**Elizabethtown Community and Technical College**  
**Diversity Plan**  
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## **Executive Summary**

Elizabethtown Community and Technical College’s (ECTC) mission is “to prepare people to live and work in a constantly changing world through dynamic teaching and learning environments.” As one of the 16 colleges in the Kentucky Community and Technical Colleges System (KCTCS), ECTC is committed to fulfilling this mission by cultivating diversity, multiculturalism, and inclusion throughout the communities we serve. In 2016, the KCTCS System Office and each of the local colleges engaged their respective communities using the Appreciative Inquiry model to begin the next phase of their diversity plan development. The local plan aligns with the new Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion (hereafter the Statewide Diversity Policy); the 2016-2022 ECTC Strategic Goals; and the ECTC Strategic Enrollment Management (SEM) Plan. ECTC will engage in annual formative and outcome evaluations of the plan to improve effectiveness of the strategies and assess the progress toward the established goals.

### **Opportunity**

The ethno-racial composition of ECTC’s enrollment cluster (area of geographic responsibility) is roughly 12.4% minority. The demographic make-up of the 2016 undergraduate student body was similar to the enrollment cluster with 6.7% African American, 3.7% Hispanic, 3.6% two or more races, 3.5% unknown, 1.1% Asian, and 81.0% White. Less than 1% of the population was American Indian (0.3%) or Native Hawaiian (0.2%). The fall 2020 target for underrepresented minority (URM) students is 15.5%. The strategies that ECTC plans to pursue to maintain a diverse student body population include targeted outreach efforts for low income and minority students. The ECTC Ft. Knox Center (located on the Ft. Knox Army Post) gives the College special access to active duty and retired military personnel and their families, many of whom are URM. ECTC will continue to serve this unique population with high quality and specialized academic programming and services.

### **Success**

Student success is defined as first to second year retention, graduation rate, and degrees conferred by low-income and minority students. The three-year average retention rate for URM students is 37.8% and 45.1% for low-income students. The 2020-2021 target for retention of URM students is 45.4% and 51.7% for low-income students. Strategies to improve retention

include expanding access to enhanced academic and student support services, improving academic advising, and implementing First-Year Experience. The three-year average graduation rate for URM students is 18.6% and 23.6% for low-income students. The 2020-2021 target graduation rate for URM students is 22.4% and 30.0% for low-income students. In 2015-2016, the College awarded 227 credentials to URM students and 1,602 credentials to low-income students. The 2020-2021 target for credentials awarded to URM students is 364 and 1,651 for low-income students. Strategies for improving graduation rates and credentials conferred are developing structured pathways for transfer or employment, and utilizing ongoing intrusive advising and support services.

### **Impact**

The demographics of the workforce at ECTC for 2015-2016 were 5.8% URM Instructional Faculty and 21.9% URM for Management Occupations. The College has established a target goal of 10.6% for URM Instructional Faculty and 28.8% for URM Management Occupations by 2020-2021. Human Resources will strategically continue the recruitment of high quality, diverse employees through the use of Human Resources best practices.

Equity and inclusion will be promoted on Campus through inclusive curriculum, continued support of events that celebrate cultural diversity, and professional development. These activities will also enhance the cultural competence of both employees and students.

The Campus Environment Team (CET) at ECTC is responsible for monitoring the College and community environment. The CET will make recommendations to the College Council that is comprised of the President's Cabinet, Division Chairs, Staff Council Representative, the Director of Human Resources, and other mid-level managers. Subcommittees and work-groups that include community members and students will be formed periodically to support and inform the work of the CET.

The Director of Cultural Diversity will continue to coordinate the College's diversity efforts, including facilitating the production of the plan and annual report, serving as liaison for the KCTCS Diversity Peer Team, coordinating programs and services to improve opportunity and success for students, providing professional development and learning opportunities that

improve cultural competence and inclusion for the college community, Co-chairing the CET, and making recommendations providing regular updates about the College's progress for the Campus community.

### **Introduction**

Elizabethtown Community and Technical College (ECTC) is a centrally located, comprehensive community college in Elizabethtown, KY. Established in 1964, the institution has a rich history of providing top quality, affordable education and training to the citizens of the region. In order to achieve the vision of being “the provider of choice for transfer, technical, workforce and lifelong education...as a premier community and technical college,” the College provides:

- Associate in Arts and Science degree programs, commonly referred to as general education classes, to prepare students to transfer to pursue a baccalaureate degree;
- Associate in Applied Science degrees with corresponding diplomas and certificate credential options that prepare students to enter the workforce;
- Continuing education with short-term training to expand skills for industry and life-long education opportunities for the community.
- Student development and success services such as academic advising, library services, tutoring, assessment, career counseling, accommodations to increase accessibility, and cultural enrichment activities among others.

ECTC's extended campus sites include an instructional center on the Fort Knox Army Post as well as campuses in Springfield and Leitchfield. The enrollment cluster (areas where the majority of community college students list ECTC as their home campus) includes Breckenridge, Grayson, Green, Hardin, Larue, Marion, Meade, Nelson, Taylor, and Washington counties. Within these counties, the ethno-racial demographics of individuals within the age range of 15 to 64 are American Indian – 0.3%, Asian – 1.2%, Black – 7.4%, Hispanic – 3.4%, Native Hawaiian – 0.2%, Two or More Races – 1.5%, and White – 86.1%.

During the 2015-2016 school year, ECTC and all of the KCTCS colleges began a process of Strategic Enrollment Management (SEM) planning. Cross-functional teams researched historical enrollment and retention trends as well as best practices at benchmark institutions. By

incorporating this information with perspectives from students, employees, and industry leaders, ECTC developed a set of goals to guide enrollment management. The goals of the local SEM plan are as follows:

1. Grow enrollment annually, supported by a strategic, integrated marketing plan.
2. Grow new student enrollment supported by increased and centralized recruitment activities.
3. Increase overall retention 2% annually by enhancing engagement between students and advisors.
4. Increase completion rate by 6% annually by minimizing time to credential or transfer.
5. Increase overall retention rate 2% annually by enhancing student academic support programming.

The data for each goal will be disaggregated to ensure that the annual growth, retention, and completion rates are increasing proportionately for low-income and racial minority students.

ECTC's mission, vision, strategic goals, and SEM Plan are aligned with the 2016-2022 system wide KCTCS Strategic Goals. The 2016-2022 Strategic Plan for ECTC includes the following objectives:

1. Raise the level of educational attainment in the Commonwealth by positioning ECTC as the accessible, affordable, and relevant post-secondary education choice for Kentuckians residing in the College's service region.
2. Increase access and success for ECTC students, particularly among traditionally under-served populations.
3. Develop clear pathways through all levels of post-secondary education with an emphasis on experiential learning that lead to successful employment outcomes for ECTC graduates.
4. Improve student engagement, support, experiences, and success by utilizing best practices in academic and student services.
5. Align programs and curricula with needs of employers that enhance the employability, job placement, and career development of ECTC graduates.

In response to Goal 2, a shared strategic goal at both the system and local college level, the KCTCS System Director of Cultural Diversity developed a set of recommendations to guide the planning process. The document included the new Statewide Diversity Policy, a plan for

engaging the college using both qualitative and quantitative methods, and the KCTCS Planning Timeline. The local Director of Cultural Diversity used the provided recommendations to guide the planning process at ECTC.

### **Diversity Planning Process**

The System Office of Cultural Diversity distributed a document in November 2016 entitled “KCTCS Diversity Planning Guidance.” The guidelines encouraged the use of an inclusive process to refine the diversity action planning that built upon the progress of the previous plan, *Beyond the Numbers KCTCS 2010-2016 Diversity Action Plan for Inclusion, Engagement, and Equity (IE2)*. The planning guidance document included a step-by-step set of suggestions to strategically engage the College community.

Step one of the guidelines recommended gathering information for a quantitative review of student and employee data. The Director of Cultural Diversity compiled five-year data from the KCTCS Decision Support System (data warehouse) that included student enrollment for racial minority and low-income, transfer, fall-to-fall retention, graduation rate, credentials conferred, STEM-H credentials, and top majors for minority students. The data was provided in chart and numerical form to all ECTC employees. Additionally, the information was presented to the President’s Cabinet as the diversity planning process began.

Step two of the guidelines recommended the use of the Appreciative Inquiry (AI) Model for qualitative research. By using AI, diversity planning teams could:

ask questions to affirm past and present strengths and successes, the process reveal[ing] new potential and possibilities. Asked to DISCOVER what [ECTC] has been doing well regarding diversity, a variety of stakeholders began to DREAM about — to ENVISION — the ideal state. During the final phase, stakeholders were encouraged to DESIGN action steps that, when undertaken individually and collectively, could lead to the desired DESTINY as it relates to diversity at [ECTC].

The Director of Cultural Diversity interviewed over 80% of College leaders, including the President’s Cabinet, academic leaders such as Division Chairs, and Student Affairs leaders, one-on-one. Individuals who could not meet with the Diversity Director completed the AI survey anonymously online. A summary report was provided to the President’s Cabinet in December 2016.

The 2016-2017 Campus Environment Team (CET), the committee of faculty and staff responsible for supporting the development of the diversity plan, also completed the AI interviews online. Based on their feedback, the AI questions were modified before distribution to other employees and students. The CET members engaged their respective divisions by conducting AI interviews and/or encouraging participation in the online survey. More than 100 employees provided feedback through the AI process.

The Director of Cultural Diversity reached out to all student programs and organizations to encourage participation in AI interview focus groups or the online survey. Two focus groups with approximately 15 students were held with the Student Ambassadors and the Student Government Association. The survey form was sent out to all students and 53 individuals provided responses. The community was engaged via the online form as well. The Director of Cultural Diversity contacted ECTC leaders and key faculty who coordinate diversity events to encourage them to engage 5-10 of their contacts to complete the survey. Eight community members shared their perspectives about cultural diversity at ECTC and in the greater Hardin County community.

The CET reviewed the survey feedback and identified themes in the data. Top priorities identified in the Appreciative Inquiry process for all groups included strengthened partnerships and communication with the community, clearly defined and endorsed leadership strategy for diversity, greater support for students through mentoring and other College resources, professional development that focuses on solutions, improved campus climate, and improved workforce diversity. The themes were used to create action steps in the diversity plan.

The SEM Plan, ECTC Strategic Goals, and the Appreciative Inquiry Interview and Survey data laid the foundation for the development of the diversity plan. The following plan outlines the strategies, tactics, collaborators, and assessment measures that will result in increased opportunities and success for students. The plan also describes how the College will impact the campus community by expanding the diverse of the workforce and increasing cultural competence.

## Opportunity

The Statewide Diversity Policy defines Opportunity as the recruitment and enrollment of diversity students. A special focus is placed on goals for Hispanic and Black students. Below are enrollment trends and goals for all racial groups. As ECTC is an open access institution, the student body should reflect the demographic diversity of our enrollment cluster.

### Enrollment – Historical Demographic Data

The chart below provides the enrollment trends for students by ethno-racial group from Fall 2012 through Fall 2016.

	Fall 12		Fall 13		Fall 14		Fall 15		Fall 16	
Race	Count	%								
American Indian	31	0.4%	18	0.3%	32	0.4%	26	0.4%	17	0.3%
Black	624	8.2%	593	8.5%	541	7.4%	479	7.6%	461	6.7%
Hispanic	286	3.8%	274	3.9%	257	3.5%	217	3.4%	257	3.7%
Native Hawaiian	24	0.3%	19	0.3%	18	0.2%	16	0.3%	16	0.2%
Two or More	139	1.8%	184	2.7%	209	2.8%	204	3.2%	247	3.6%
Unknown	116	1.5%	89	1.3%	238	3.2%	155	2.5%	238	3.5%
White	6,300	83.0%	5,714	82.2%	5,990	81.5%	5,152	81.4%	5,585	81.0%
Asian	71	0.9%	57	0.8%	66	0.9%	79	1.3%	74	1.1%
Total	7,592	100%	6,950	100%	7,353	100%	6,330	100%	6,897	100%

CPE Diversity Plan Data - 2/17/17

### Opportunity Target Goals

The ECTC SEM Plan establishes the following targets for enrollment growth over the previous year: 6.71% increase in 2016-2017, 7.56% increase in 2017-2018, 8.08% increase in 2018-2019, 8.46% increase in 2019-2020, and 8.75% increase in 2020-2021. The chart below provides an overview of the proposed growth percentages by year, disaggregated by race to show the composition of ECTC’s student body, if population demographics in the enrollment cluster remain stable through 2020. The target URM goal for fall 2020 is 15.5% which is 2.7% higher than the URM population of the enrollment cluster. The target goals by race for fall 2020 are Black/African American – 7.4%, Hispanic – 3.8%, Two or More Races – 3.8%, American Indian – 0.3%, Native Hawaiian/Other Pacific Islander – 0.2%, Asian – 1.3%, White – 81.4%.

<b>Opportunity</b>	<b>Population % in Enrollment Cluster</b>	<b>2016-2017 6.71% E = 6755 A = 6897</b>	<b>2017-2018 7.56% E = 7266</b>	<b>2018-2019 8.08% E = 7853</b>	<b>2019-2020 8.46% E = 8517</b>	<b>2020-2021 8.75% E = 9262</b>
<b>URM</b>	<b>12.8%</b>	<b>14.5%</b>	<b>14.6%</b>	<b>14.8%</b>	<b>15.2%</b>	<b>15.5%</b>
American Indian	<b>0.3%</b>	17 (0.3%)	22	24	26	28 (0.3%)
Black	<b>7.4%</b>	461 (6.7%)	494	550	613	685 (7.4%)
Hispanic	<b>3.4%</b>	257 (3.7%)	269	291	324	352 (3.8%)
Native Hawaiian	<b>0.2%</b>	16 (0.2%)	16	16	17	19 (0.2%)
Two or More Races	<b>1.5%</b>	247 (3.6%)	262	283	315	352 (3.8%)
<b>Non-URM</b>	<b>87.3%</b>	<b>85.6%</b>	<b>85.4%</b>	<b>85.2%</b>	<b>84.8%</b>	<b>84.5</b>
Unknown	<b>0.0%</b>	238 (3.5%)	-	-	-	-
White	<b>86.1%</b>	5582 (81.0%)	5893	6377	6924	7539 (81.4%)
Asian	<b>1.2%</b>	74 (1.1%)	87	94	111	120 (1.3%)

E – Total Student Enrollment projection. A – actual enrollment total.  
The number of Unknown and Non-resident alien numbers were so small they were not included in the census data.

### Opportunity Strategies and Tactics

<b>GOAL</b>	<b>Strategy</b>	<b>Tactics</b>	<b>Responsible Parties and Collaborators</b>
<b>GOAL 1: Opportunity – Recruitment and Enrollment of Diverse Students</b>	URM Outreach	College Fair targeting URM students and families.	Director of Cultural Diversity, Provost, Dean of Student Affairs
		Minority College Visit Day at ECTC	Admissions Advisor/Coordinator, Director of Cultural Diversity, Multicultural Committee Faculty Chair
		Communication campaigns for URM target audiences.	Director of Public Relations, Director of Cultural Diversity
		Super Someday URM Youth Outreach and Pipeline – Brother to Brother, PURE, Kids College, Dual Credit	Director of Cultural Diversity, Provost, Director of Workforce Diversity, Dual Credit Coordinator, Dean of Retention, Admissions Advisor
		Scholarships targeting low-income students	Provost, Dean of Student Affairs
	Low-Income Outreach	FAFSA Outreach	Director of Financial Aid and Financial Aid Staff
		Scholarships targeting low-income students	Provost, Dean of Student Affairs

## **Opportunity Strategy and Tactics Details**

Underrepresented minority (URM) Outreach is the focus of two recruitment events, the Minority College Student Visit Day at ECTC and the College Fair (formerly Super Sunday). The College Fair is a partnership between ECTC and minority churches that allows ECTC personnel to provide information about ECTC at church events. Volunteers from all levels of the organization, including administration and front-line staff, support the programs each year. The College Visit Day gives guidance counselors the opportunity to identify students in high school who would benefit from additional information about college. The students identified visit ECTC to explore academic programs, learn about admissions and financial aid, and tour the Campus. Both events have been held annually for more than five years.

Super Someday, a new KCTCS System-wide initiative, will provide ECTC with a framework to connect a variety of outreach efforts that target K-12 grade students. Brother-to-Brother and Men of the Light are academic and personal enrichment programs that target minority males in 6<sup>th</sup>-12<sup>th</sup> grades while P.U.R.E (Perfect yoU Really Exists) targets K-12 females. All three programs meet throughout the year, several times per month, on ECTC's main campus, giving the College community the opportunity to develop relationships and promote the wide array of available pathways and services.

Financial resources, such as scholarships and financial aid, are critical success factors for the vast majority of the student population. The financial aid staff will continue to offer outreach services to students and their families to demystify the application process to demonstrate that college is an attainable reality for all students. Additionally, the Dean of Student Affairs, the Provost, and the Director of Public Relations work together to implement a communication plan that keeps students and families informed of available scholarships for URM students, veterans, low-income, single-parents, and other underrepresented populations.

## **High Schools and Dual Credit**

John Hardin, North Hardin, Ft. Knox High and Central Hardin High schools have the highest number of minority students enrolled in dual credit classes with ECTC. In May of 2017, ECTC hired its first full-time Dual Credit Coordinator. This position will play a key role in building relationships with K12 personnel and with students. The Dual Credit Coordinator will

be given specific goals to increase the number of students who transition from dual enrollment to freshman status at ECTC.

### **Special Population - Military**

ECTC is fortunate to get to serve military personnel and their families due to the College's physical presence at the Ft. Knox Army Post. Over 700 students used veteran services in spring 2017. There are three offices that provide special services to the military population: the Ft. Knox Education Center, the Veteran's Center of Excellence, and the Veteran's Affairs Office.

The population of Ft. Knox is expected to increase by approximately 12% with new troops transitioning to the installation. The employees at ECTC Ft. Knox support military families by developing expertise with systems such as GoArmyEd, MyCAA - Career Advancement accounts for military spouses, and ConAp, NCMIS, and AI – programs for Army, Navy, and Air Force personnel. ECTC is a Service Members Opportunity College, giving eligible military families up to eight years to complete their degree. Special financial programs for this population include waived residency requirements (gives students in-state tuition) and the Build Smart fee waiver for active duty military. Students at ECTC Ft. Knox participate in the annual Army Education Center graduation event. The new Director of the Ft. Knox Center is leading an initiative, the Department of Defense Institutional Compliance process, which will provide streamlined services to military families and veterans.

The Veteran's Center of Excellence (VCE) grant, funded through October 2018, allowed ECTC to create a department focused on more support services for veterans. The VCE Director and Academic Advisor provide a veteran specific orientation each semester, academic and career advising, and referrals to on campus and community resources. The team has developed a one-stop-shop for veteran students, partnered with faculty to offer veteran themed classes and events, and strengthened partnerships for ECTC in the military community both locally and nationally. Future plans include combining the VCE and the Veteran's Affairs office, the department responsible for connecting military families with benefits such as the G.I. Bill.

The Veteran's Affairs office served approximately 530 students in 2016. Veteran students and eligible family members work with a school certifying official who helps them

access their benefits. Veteran’s Affairs staff conduct one-on-one briefings, providing a 21 item package to students with information about the GI Bill, tuition waiver, and other federal funding. More information about the programs and services for military personnel and their families can be found throughout this plan.

### Success

Through a period of intensive planning, grounded in data and best practices research, ECTC developed a series of strategies to improve student retention and completion called the Strategic Enrollment Management (SEM) Plan. While these efforts are aimed at all students, each strategy was further refined to address the needs of URM students. When the College engages in an analysis of effectiveness of the SEM plan, URM data will be disaggregated and evaluated independently. In so doing, ECTC will have the benefit of understanding the holistic effectiveness of the interventions, while also being able to evaluate the effectiveness of the interventions specifically for URM students. The ECTC community is committed to tailoring guidance and support to meet the unique needs of different student populations.

### Success Target Goals - Retention

The KCTCS Strategic Plan establishes a target goal of 45.4% for minority student retention by 2020-21. The following table lists the target retention rates by race and year.

<b>Retention Goals</b>	<b>2015-2016 Baseline</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>Target 2020-2021</b>
<b>URM</b>						
African American	25%	25.8%	26.2%	27.6%	28.9%	30.3%
Hispanic/Latino	52.3%	53.1%	53.5%	54.9%	56.2%	57.6%
American Indian	50%	50.8%	51.2%	52.6%	53.9%	55.3%
Two or More Races	47.4%	48.2%	48.6%	50%	51.3%	52.7%
Native Hawaiian	25%	25.8%	26.2%	27.6%	28.9%	31.3%
<b>URM Total</b>	<b>39.1%</b>	<b>39.9%</b>	<b>41.3%</b>	<b>42.7%</b>	<b>44.0%</b>	<b>45.4%</b>
<b>Non-URM</b>						
White, Non-Hispanic	51.6%	52.4%	52.8%	54.2%	55.5%	56.9%
Asian	55.6%	56.4%	56.8%	58.2%	59.5%	60.9%
Unknown	50%	50.8%	51.2%	52.6%	53.9%	55.3%
<b>Low-Income</b>						
Low-Income	46.5%	46.7%	46.8%	48.5%	50.1%	51.7%

Baseline and Target Data provided by ORPA on 6/28/17.

**Success Strategies and Tactics - Retention**

GOAL	Strategy	Tactics	Responsible Party and Collaborators
<p><b>GOAL 2: Success - Increase 1<sup>st</sup> to 2<sup>nd</sup> year retention for underrepresented minority and low-income students.</b></p>	<p>Expand access to enhanced academic and student support services and resources.</p>	<p>Veteran’s Center of Excellence and Veteran’s Affairs</p>	<p>Director of Veteran’s Center of Excellence, Director of Veteran’s Affairs, Dean of Student Affairs</p>
		<p>Student Support Services</p>	<p>Director of Student Support Services, Provost</p>
		<p>Office of Accessibility (Disability Services)</p>	<p>Director of Office of Accessibility, Dean of Students, Provost</p>
		<p>Ready to Work Program</p>	<p>Director of Ready to Work/Work and Learn, Dean of Student Affairs</p>
		<p>Maintain Community Resources Guide for students</p>	<p>Success Center Employees and Resource Guide Committee</p>
		<p>Financial Literacy Workshops</p>	<p>Director of Financial Aid, Dean of Student Affairs</p>
	<p>Improve Academic Advising</p>	<p>Mandatory Advising – require students to meet with advisor to enroll</p>	<p>Provost, Division Chairs, Dean of Student Affairs, Faculty</p>
		<p>Increase the use of Starfish retention tool</p>	<p>Provost, Division Chairs, Success Center Staff</p>
		<p>Develop and implement an in-depth evaluation of the effectiveness of advising programs and services</p>	<p>Provost, Institutional Effectiveness, Faculty</p>
		<p>Intrusive Advising, high-risk students placed with advisor focused on intrusive advising</p>	<p>Provost, Faculty Advisors, Institutional Effectiveness</p>
	<p>First-Year Experience</p>	<p>Offer First-Year Experience course and scholarship</p>	<p>Dean of Retention, FYE staff, FYE faculty</p>
	<p>Mentoring Program</p>	<p>Pair high-risk students with a student mentor.</p>	<p>Provost, Institutional Effectiveness, Student-mentors</p>

## **Success Strategies and Tactics Details - Retention**

Expanded access to enhanced services and resources goes hand-in-hand with improving academic advising and offering first-year experience classes. During the 2016-2017 school year, ECTC eliminated student self-service. In so doing, all students are required to meet with an advisor in order to enroll, to drop, or to add classes. All faculty members participated in discipline specific advising training that included an overview of student resources and services, a review of how to utilize the Starfish retention software, and details about the new First-Year Experience program. The outcome of these changes and training are more informed employees who can provide better support services to students. The evidence to demonstrate the effectiveness of these modifications will be generated through advising evaluations.

ECTC is committed to student success and actively seeks opportunities to improve supportive services to increase student retention, persistence, and completion. The College was recently awarded two Federal grants; the Veteran's Center of Excellence (VCE) grant and the Title III grant. The VCE program provides services for Veteran students who need additional academic and support options. The VCE has served hundreds of veterans through services such as peer-to-peer mentoring, texts to vets program, career services, housing placement, and by creating a student veteran organization.

The Title III grant is focused on retention with an emphasis on First-Year Experience (FYE). The goals of FYE are to ensure that students feel connected to ECTC from their earliest interaction through completion, as well as providing the tools necessary to be successful in their educational endeavors. FYE familiarizes students with academic and student support services so that new students can mitigate the intellectual, social, and personal hurdles associated with the contemporary college experience. Other departments and offices that provide resources and support to students include the Library, the Learning Lab (tutoring and Supplemental Instruction), Student Support Services (Department of Education TRIO Program), Veteran's Affairs, Ready to Work, Work and Learn, the Office of Student Accessibility (Disability Services), and the Financial Aid Office. Many of these services will move to a newly created Academic Affairs division, Student Retention, under the new Dean of Student Retention who was hired in April 2017. The ECTC Diversity Plan will be updated to explain how the various

programs, services, and processes will improve student success once the organizational restructuring is finalized.

### Success Target Goals – Graduation Rate and Credentials

The KCTCS Strategic Plan establishes the target graduation rate for underrepresented minority students at 20.1% with the goal of increasing by 1.0% each year. The chart below provides the 2013 cohort graduation rate for each group and goals through 2021-2022.

Graduation Rate	2015-2016 Baseline (2013 Cohort)	Target 2016- 2017	Target 2017- 2018	Target 2018- 2019	Target 2019- 2020	Target 2020- 2021	Target 2021- 2022
<b>URM</b>							
African American	18.5%	19%	19.5%	20%	20.5%	21%	21.5%
Hispanic/Latino	42.1%	42.6%	43.1%	43.6%	44.1%	44.6%	45.1%
American Indian	0%	.5%	1.5%	2%	2.5%	3%	3.5%
Two or More Races	18.2%	18.7%	19.2%	19.7%	20.2%	20.7%	21.2%
Native Hawaiian	0%	0.5%	1.5%	2%	2.5%	3.0%	3.5%
<b>URM Total</b>	<b>24.8%</b>	<b>25.3%</b>	<b>25.9%</b>	<b>26.4%</b>	<b>26.9%</b>	<b>27.4%</b>	<b>27.9%</b>
<b>Non-URM</b>							
White, Non-Hispanic	30.6%	31.1%	31.6%	32.1%	32.6%	33.1%	33.6%
Asian	28.6%	29.1%	29.6%	30.1%	30.6%	31.1%	31.6%
Unknown	16.7%	17.2%	17.7%	18.2%	18.7%	19.2%	19.7%
<b>Low-Income</b>							
Low-Income	27.3%	27.8%	28.3%	28.8%	29.3%	29.8%	30.3%
Baseline Data provided by ORPA on 6/28/17.							

### Credentials

The total number of credentials for URM and low-income students are listed below for 2015-2016.

Total Credentials 2015-2016	Certificates	Diplomas	Degrees
American Indian	5	-	2
African American	87	6	43
Hispanic/Latino	51	1	23
Two or More Races	44	-	21
Native Hawaiian	5	-	2
White, Non-Hispanic	1521	75	687
Asian	19	3	9

The following charts list the trends and targets for total credentials for URM and low-income students.

2010-2016 Trends Total Credentials	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	Total	Total	Total	Total	Total	Total
URM	186	232	234	361	326	227
Low-income	1,171	1,470	1,443	1,886	1,548	1,602

Credentials Goals	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
URM	327	336	346	355	364
Low-income	1,574	1,593	1,613	1,632	1,651

### Success Strategies and Tactics - Graduation Rate and Credentials

GOAL	Strategy	Tactics	Responsible Party and Collaborators
<b>Goal 3: Success - Increase Underrepresented minority and low-income students' 3 year graduation rate and number of degrees conferred.</b>	Go To Work/ Go to Transfer Pathway Development with URM and Low-Income focus	Host program/discipline exploration events that address the unique challenges and special opportunities of URM and low-income students	Provost, Division Chairs, Department Chairs, Transfer Advisor
		Develop website to connect students to resources for URM and low-income students at 4-year partner institutions.	Director of Cultural Diversity, Provost, Webmaster
	Success Coaches	Create teams of Success Coaches who will help students maintain momentum, stay informed of classes needed to graduate, and provide reminders for necessary graduation paperwork.	Dean of Retention, Chief Student Affairs Officer, Provost, Director of Cultural Diversity
	Peer-Mentors	Using Illume, identify high-performing URM and Low-income students to ask to join peer-mentoring program to peer mentor low-performing URM and Low-income students.	Provost, Institutional Effectiveness, Director of Cultural Diversity

## **Success Strategies and Tactics Details - Graduation Rate and Credentials**

The ECTC SEM Plan states that the College seeks to increase the completion rate by minimizing the time to credential and/or transfer. From their initial advising appointments, students are presented with specific academic pathways and discipline-specific transfer guides for the most common transfer institutions (e.g. Western Kentucky University, University of Louisville, and the University of Kentucky). By following the academic pathways and transfer guides, students are aware of the specific courses they need to complete their degree at ECTC, and which courses will transfer to their baccalaureate institution of choice. This model ensures that the student takes the correct courses to complete their ECTC degree in a timely manner, and be best prepared to maximize the transfer of their ECTC credits. Additionally, the Director of Cultural Diversity and the Closing the Achievement Gap SEM Committee will consistently identify and publicize transfer events, activities, support programs and scholarships that target underrepresented students to include in the transfer guides. The ECTC website houses the transfer guides so that students have ready access to the information.

Students can connect with Success Coaches and Peer Mentors through the Veteran's Center of Excellence, Student Support Services, First Year Experience, Baron Student Ambassadors, S.T.E.P., Peer Mentoring, Ready to Work and/or the Office of Cultural Diversity. All mentoring and coaching programs give students the opportunity to self-select the program that best meets their needs. The Office of Cultural Diversity will assign staff volunteers to minority and low-income students who are not served by other programs. One of the most beneficial aspects of these programs is that they provide continuity for students who may change their major and/or academic advisor multiple times during their college experience. Additionally, the programs connect students to people who are invested in the students' success, peers who serve as role models, and resources that improve their likelihood of completion.

### **Impact**

#### **Impact - Workforce**

In fulfillment of the College Mission, the ECTC community recognizes that a diverse College workforce is crucially important for providing enriched academic and personal experiences. A diverse workforce promotes personal growth, supports inclusion and civility,

contributes to institutional wellness, and fosters a healthy community.<sup>1</sup> ECTC actively recruits qualified women and minorities for employment, in an effort to build an institution reflective of the broader community, the Commonwealth, and the world.

The ethno-racial composition of ECTC’s enrollment cluster (Breckenridge, Grayson, Green, Hardin, Larue, Marion, Meade, Nelson, Taylor, and Washington counties) is listed below in Table 1 as determined using the Kentucky State Data Center (KSDC) census data for 2010 (The Kentucky State Data Center, 2011). To compare ECTC’s workforce data with the community census the non-disclosure (unknown) race category was included in the “other race” category based on the census groups. Table 2 illustrates the demographics in each of the six faculty units (Arts and Humanities, Biological Sciences, Non-Divisional, Occupational and Technical, Physical Sciences, and Social and Behavioral Sciences). Table 3 illustrates the demographics for College leadership. Table 4 illustrates staff demographics. All table content represents data from FY 2015-2016.

**Table 1: 2015-16 ECTC Workforce comparison to ECTC Enrollment Cluster**

	White, not Hispanic	African American/Black	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Other Race, not Hispanic	Two or more Races, not Hispanic	Hispanic
Administration	73.2%	14.6%	2.4%	4.9%	0.0%	0.0%	4.9%	0.0%
Faculty	90.5%	2.2%	0.0%	2.9%	0.0%	0.7%	2.9%	0.7%
Staff	90.8%	7.6%	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%
<b>Overall 2015-16 Workforce</b>	84.8%	8.2%	1.1%	2.9%	0.0%	0.2%	2.6%	0.2%
<b>Enrollment Cluster Census</b>	<b>86.1%</b>	<b>7.4%</b>	<b>0.3%</b>	<b>1.2%</b>	<b>0.2%</b>	<b>0%</b>	<b>1.5%</b>	<b>3.4%</b>

<sup>1</sup> <http://www.acenet.edu/news-room/Documents/BoardDiversityStatement-June2012.pdf>

**Table 2 - Faculty Demographics**

Faculty 2015-2016 M=Male; F=Female Totals	Race and/or Ethnicity Unknown		Hispanics of any Race		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian / Pacific Islander		White		Two or More Races		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	0	1	1	0	0	0	3	1	1	2	0	0	67	57	3	1	75	62
<b>Faculty (Tenured)</b>																		
Full Professor							1		1			10	18			12	18	
Associate Professor			1				1					10	13	1		13	13	
Assistant Professor																		
<b>Faculty (Tenure Track)</b>																		
Full Professor							1									1	0	
Associate Professor												1	1			1	1	
Assistant Professor												9	7			9	7	
Instructor									1			1	4	1		2	5	
<b>Faculty (Non- Tenure Track)</b>																		
Full Professor									1			11	6			11	7	
Associate Professor												9	2	1		10	2	
Assistant Professor												7	1			7	1	
Instructor		1						1				9	5		1	9	8	

**Table 3 - Leadership Demographics**

Leadership 2015-2016 (M=Male; F=Female) Totals	American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian/ Pacific Islander		White		Two or More Races		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	0	1	1	1	2	4	0	0	13	17	2	0	18	23
President						1								1
Vice President*									5	1	1		6	1
Provost*									1				1	
Academic Chair									2	3			2	3
Director*		1	1	1	2	3			6	12	1		10	17
** Includes positions that fit the following definition: Director, Executive Director and Associate Director and equivalent positions that supervise, control, or manage a department, unit or project (i.e. admissions, Bursar, financial aid, building and grounds, etc.).														
*Faculty who serve in categories listed above for 50% or more of their appointment should be included in the counts entered above.														

**Table 4 - Staff Demographics**

Staff 2015-2016 (M=Male; F=Female)	Hispanics of any Race		American Indian or Alaskan Native		Asian		Black or African American		Native Hawaiian/ Pacific Islander		White		Two or More Races		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	<b>Totals</b>	0	0	1	0	0	1	3	7	0	0	42	77	0	0	46
Non-Exempt			1			1	3	5			36	62			40	68
Exempt								2			6	15			6	17

ECTC’s overall 2015-16 workforce comparison to regional demographics shows that the College is below average for Hispanic populations and above average with the African American population. However, ECTC’s faculty demographic has a disparity to the minority population in our enrollment cluster. Nevertheless, the College maintains a strong focus on the recruitment of a diverse faculty.

ECTC continues to encourage minority faculty to apply for promotion based on KCTCS policy 2.6 (2014). Academic units have a mentoring program for new faculty, along with new faculty and staff orientation. The faculty-mentoring program consists of an experienced faculty member with a new instructor to ensure first year success, and promotes a holistic and engaging orientation to life at the College.

**Impact Goals – Workforce**

The charts below provide an overview of the proposed growth percentages by year, disaggregated by race to show the composition of ECTC’s workforce through 2021.

Faculty Diversity Goals	Population % in Enrollment Cluster	2016-2017 %	2017-2018 Goal %	2018-2019 Goal %	2019-2020 Goal %	2020-2021 Goal %
American Indian	<b>0.3%</b>	0.0%	0.00%	0.00%	0.00%	0.00%
Black	<b>7.4%</b>	2.2%	2.90%	3.60%	5.00%	6.40%
Hispanic	<b>3.4%</b>	0.7%	1.40%	2.10%	2.10%	2.80%
Native Hawaiian	<b>0.2%</b>	0%	0%	0%	0%	0%
Two or More Races	<b>1.5%</b>	2.9%	2.90%	2.90%	2.90%	2.90%
White	<b>86.1%</b>	90.5%	90.50%	89.20%	87.10%	86.70%
Asian	<b>1.2%</b>	2.9%	2.90%	2.90%	2.90%	2.90%

\*0.7% faculty represents one person in the current 2016-17 ECTC workforce.

<b>Administrative Diversity Goals</b>	<b>Population % in Enrollment Cluster</b>	<b>2016-2017 Current Data %</b>	<b>2017-2018 Goal %</b>	<b>2018-2019 Goal %</b>	<b>2019-2020 Goal %</b>	<b>2020-2021 Goal %</b>
American Indian	<b>0.3%</b>	2.4%	2.40%	2.40%	2.40%	2.40%
Black	<b>7.4%</b>	14.6%	14.60%	14.60%	14.60%	14.60%
Hispanic	<b>3.4%</b>	0%	2.40%	2.40%	2.40%	4.8%
Native Hawaiian	<b>0.2%</b>	0%	0.00%	0.00%	0.00%	0.00%
Two or More Races	<b>1.5%</b>	4.9%	4.90%	4.90%	4.90%	4.90%
White	<b>86.1%</b>	73.2%	70.80%	70.80%	70.80%	68.4%
Asian	<b>1.2%</b>	4.9%	4.90%	4.90%	4.90%	4.90%

\*2.4% Administrators represents one person in the current 2016-17 ECTC workforce.

<b>Staff Diversity Goals</b>	<b>Population % in Enrollment Cluster</b>	<b>2016-2017 Current Data %</b>	<b>2017-2018 Goal %</b>	<b>2018-2019 Goal %</b>	<b>2019-2020 Goal %</b>	<b>2020-2021 Goal %</b>
American Indian	<b>0.3%</b>	0.8%	0.8%	0.8%	0.8%	0.8%
Black	<b>7.4%</b>	7.6%	7.6%	8.4%	8.4%	8.4%
Hispanic	<b>3.4%</b>	0%	0.8%	1.6%	2.4%	3.2%
Native Hawaiian	<b>0.2%</b>	0%	0%	0%	0%	0%
Two or More Races	<b>1.5%</b>	0%	0.8%	1.6%	1.6%	1.6%
White	<b>86.1%</b>	90.8%	90.8%	90.8%	90.8%	90.8%
Asian	<b>1.2%</b>	0.8%	0.8%	0.8%	1.6%	1.6%

0.8% staff represents one person in the current 2016-17 ECTC workforce.

### Impact Strategies and Tactics - Workforce

<b>GOAL</b>	<b>Strategy</b>	<b>Tactics</b>	<b>Responsible Party and Collaborators</b>
<b>Goal 4: Impact - Workforce Diversity</b> Increase number of diverse faculty and staff and improve the promotion and retention of diverse faculty and staff.	Continue the recruitment of a high-quality and diverse College workforce, by using Human Resources best practices.	Social Media/Diversity Advertising	Provost, Director of Human Resources
		Implicit Bias/Diversity Training	
		HERC	

## **Impact Strategies and Tactics Details - Workforce**

- Continue the recruitment of a high-quality and diverse College workforce, by using Human Resources best practices.
  - Update Search Committee training to include instruction on implicit bias, EEOC standards, inclusivity, civility, and the significance of workplace diversity.
  - Include Human Resource personnel on all search committees to ensure that committees follow hiring best practices.
  - Ensure that all search committees have a diverse composition. Continue advertising positions in high visibility recruitment Websites, national newspapers, and journals.
  - Use social media (Facebook, Twitter, Linked-In, etc.) to more broadly advertise vacant positions to leverage available recruiting funds.
  - Have Human Resources personnel attend the HERC (Higher Education Recruitment Consortium) introductory webinar, organizational meetings, and possibly join the organization, to stay abreast of Human Resources best practices.
  - Evaluate recruitment data to ensure that College employment opportunities are reaching a broad and diverse audience of potential candidates.
  - The Office of Human Resources, College leadership, and members of the College community will continue to send recruitment collateral to colleges and universities to help recruit a broad and diverse slate of candidates for faculty positions.

**Impact Strategies and Tactics – Cultural Competence**

<b>GOAL</b>	<b>Strategy</b>	<b>Tactics</b>	<b>Responsible Party and Collaborators</b>
<b>Goal 5: Impact - Cultural Competence of College Community</b>	Student Cultural Competence and Global Awareness	Inclusive Curriculum – diversity awareness, inclusion, equity, cultural competence, service learning	Provost, Division Chairs, Faculty, Service Learning Coordinator
		International Education – KIIS	KIIS Liaison, Provost
	Employee Cultural Competence	Safe Space Training	Director of Cultural Diversity, Gay-Straight Alliance
		Professional Development – Cultural Competence and Inclusive Classrooms	Provost, Director of Human Resources, Director of Cultural Diversity
	Community Cultural Competence and Global Awareness	Campus Life – Events promoting equity and inclusion, positive campus climate that embraces diversity	Provost, Director of Cultural Diversity, Faculty, Student Government Association
		International Education EF Tours	EF Tours Group Leader, Provost
<b>Goal 5: Impact - Cultural Competence of College Community</b>	Monitor the campus environment	Office of Cultural Diversity/Director of Cultural Diversity	Dean of Student Affairs, Provost, President
		Campus Environment Team	Director of Cultural Diversity, Dean of Student Affairs, Provost, President
		Diversity Supplier Program	Dean of Business Affairs, Provost, Dean of Student Affairs
		Climate Audit	Provost, President, Dean of Students, Director of Cultural Diversity

## **Impact Strategies and Tactics Details - Cultural Competence**

The faculty at ECTC strive to prepare students to live and work in a constantly changing, increasingly diverse world. All transfer students are required to take a cultural studies class in order to complete an Associates in Arts or Science degree. Students have access to a wide array of cultural studies classes, some of which ECTC offers and others students can take online through the other KCTCS colleges. Additionally, professional standards for programs such as Nursing, Human Services, and Criminal Justice give technical studies faculty the opportunity to improve the cultural competence of their students through an inclusive curriculum that directly addresses issues such as poverty, gender and gender identity, sexual orientation, religion, and other facets of diversity. Not only do students get to explore issues of multiculturalism in their classes at ECTC, but the College also invites students and community members to take advantage of international opportunities through Kentucky Institute for International Students (KIIS) and Education First (EF) Tours.

ECTC has a rich history of providing campus events that celebrate cultural diversity. Each year the College recognizes various heritage months and days of remembrance, such as Americans with Disabilities Month, Black History Month, Women's History Month, Holocaust Remembrance Day, National Coming Out Day, Pay Equity Day, and Veteran's Day, among many others. Employees, students, and the community get to participate as the College publicizes all events to the community and are free to the public.

In 2011, ECTC hired its first full-time Director of Cultural Diversity. The Office of Cultural Diversity is charged with coordinating and communicating the College's diversity planning efforts with the campus community. The Director of Cultural Diversity serves as chair of the Campus Environment Team, Co-Chair of the Multicultural Committee, and ECTC liaison for the KCTCS Diversity Peer Team. Additionally, the Director of Cultural Diversity advises new and continuing students, represents ECTC in the service area, coordinates outreach to underrepresented minority youth programs, serves on the Student Affairs leadership team, serves on the New Student Orientation Committee, serves on the Community Resources Guide Committee and on the ECTC Staff Conference Committee among other duties. The Office of Cultural Diversity provides professional development opportunities that improve diversity awareness and cultural competence for employees. The Director of Cultural Diversity is also

responsible for coordinating events on campus that celebrate diversity, often in partnership with student groups, the Multicultural Committee, or other individual faculty members.

The Director of Cultural Diversity recommended that the College Council, the committee comprised of the President's Leadership Team, Division Chairs, the Director of Human Resources, the extended campus Directors, and a representative from the Staff Council also function as the Campus Environment Team in spring 2017. With approval of the President, the CET and the College Council will receive regular updates about the status of the Diversity Plan, the success and challenges associated with implementing the tactics, and will conduct the annual assessment of the Diversity Plan. Utilizing this existing committee will provide the CET with the necessary decision making authority to monitor the Campus and community environment.

### **Plan for Assessment**

The ECTC Campus Environment Team conducts an annual formative assessment of the strengths and weaknesses of each strategy to determine if improvements are necessary in order to reach the targets. Annual formative assessments are conducted for the purpose of identifying if strategies and tactics are adequately meeting the likelihood of achieving intended outcomes. The formative assessments also provide the opportunity for the College to modify strategies and tactics to better achieve intended outcomes. The chart below provides metrics that the College uses to assess progress for each of the strategies of the diversity plan. Based on the results of the assessment, the CET will provide the responsible party feedback that either encourages them to continue to implement the action, a recommendation to continue the action with specific modifications, or to recommend that the responsible party explore new tactics when the strategies are ineffective. As the CET is a subcommittee of the College Council, the cross-functional leadership team for the College, the group will have the authority to ensure that recommendations are implemented with fidelity.

In the last year of the plan, the CET will conduct a summative assessment to evaluate how effective the strategies were in achieving the outcomes of the diversity plan. Summative assessments generally occur at the end of a program to identify the outcomes and impact for stakeholders. The assessment will compare the college's actual enrollment with target enrollment goals, 1<sup>st</sup> to 2<sup>nd</sup> year retention rates with actual retention rates for underrepresented minority and low-income students, as well as credentials conferred and 3-year graduation rate for

the two groups. Additionally, the summative evaluation will identify the change in cultural competence of students and employees using a cultural climate audit instrument. The final component of the summative assessment will be a thorough review of Workforce Diversity improvements, including the hiring, retention, and promotion of underrepresented employees.

<b>Goal 1 Indicators</b> <b>Opportunity/ Recruitment</b>	<b>Goal 2 Indicators</b> <b>Success/ Retention</b>	<b>Goal 3 Indicators</b> <b>Success/Graduation and Degrees</b>	<b>Goal 4 Indicators</b> <b>Impact/Cultural Competence</b>
<ul style="list-style-type: none"> <li>- Headcount and enrollment total for URM students</li> <li>-Number of recruitment/outreach events targeting URM students</li> <li>-Number of prospect-to-student conversions for URM students</li> <li>-Number of students who apply for and number of students who receive URM scholarships</li> <li>-Dollar amount/percentage of scholarships for URM as percentage of total awards</li> <li>-Number of communication campaigns for URM students</li> <li>-Number of FAFSA outreach events</li> <li>-Number of participants at each FAFSA event.</li> </ul>	<ul style="list-style-type: none"> <li>-Headcount and enrollment data for underrepresented students</li> <li>-Fall to Fall retention for URM and low-income students who are first-time, credential seeking students.</li> <li>-Number of URM and low-income students who utilize campus resources</li> <li>-Number of financial literacy workshops and number of attendees</li> <li>-Number of students who participate in SSS, VCE and RtW/WandL</li> <li>-Number of students who utilize Office of Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>- 3-year graduation rate for full-time, first-time, degree seeking URM and low-income students</li> <li>-Number of degrees conferred for URM and low-income students</li> <li>- Number of program/discipline exploration events that address the specific challenges of URM and low-income students</li> <li>- Improvement in student satisfaction with academic advising</li> <li>- Number of visitors to website with resources for diverse students at 4-year partner institutions</li> </ul>	<ul style="list-style-type: none"> <li>-Number of campus events celebrating diversity</li> <li>- Increase in student and employee cultural competence</li> <li>-Maintain CCSSE average benchmark scores at or above the national average</li> <li>-Number of professional development opportunities that address diversity and inclusion</li> <li>-Diverse supplier number and spend amount</li> <li>-Number of student clubs with a diversity emphasis and number of participants</li> <li>-Number of students enrolled in KIIS, EF Tours, and other international opportunities</li> </ul>
<b>Goal 5 Indicators – Impact/Workforce Diversity</b>			
<ul style="list-style-type: none"> <li>- Number of ads in high visibility recruitment Websites, national newspapers, social media and journals.</li> <li>- Number of diverse applicants</li> <li>- Number of diverse hires.</li> <li>- Number of diverse employees retained.</li> <li>- Number of diverse employees promoted/tenured.</li> </ul>			

## **Conclusion and Next Steps**

The administration, faculty, and staff at ECTC are committed to increasing access and success of all students, particularly for populations that have historically been educationally underserved. By outlining tactics that are aligned with the SEM plan as well as the strategic plans of both KCTCS and ECTC, the Diversity Plan is structured as an achievable, intentional road map that will promote equity and inclusion for students, employees, and the broader community at-large.

### **Barriers to Success**

The College experienced several significant personnel transitions during the 2016-2017 school year when planning for diversity was underway.

- Dr. Thelma White retired as President/CEO in August 2016.
- Dr. Gwendolyn Joseph served as Interim President/CEO from August-December 2016.
- Dr. Juston Pate was hired as the new President/CEO in January 2017.
  - College reorganization in Spring 2017
  - New Academic Affairs division created – Student Retention
  - New Hires – Dean of Student Retention, Dual Credit Coordinator

With each transition, a new vision for students and diversity emerged. We recognize that the ECTC diversity plan will need to be updated once the new President's vision is implemented.

Dr. Pate's shares some of his thoughts here:

“As a new President (hired Jan. 1, 2017), I can assure you that closing the achievement gap at ECTC is one of my top five goals. In fact, I have shared that with the College several times since my arrival. My first and foremost interest is the success of our students, and we will begin implementing new programs and procedures at the College this summer to address this issue. We will be creating an offices of retention, career services, and recruitment. As such, we will also be hiring staff dedicated to these offices to include a career center director, dual credit coordinator, dean of retention, success coaches, and full-time recruiters. We will be developing a revised and updated plan to include the roles and responsibilities of these new offices/positions as it relates to our diversity initiatives. At the current time, our plans cannot accurately incorporate these initiatives and positions, as their total scope and function is yet to be defined. Additionally, the College may undergo a period of reorganization; therefore, we

will need to further adapt our plans and goals to more accurately align with our new structure. We will be happy to share that revised plan once it is developed.”

Dr. Pate’s background of success in KCTCS and doctoral research on underrepresented students are a tremendous benefit to ECTC that will strengthen the College’s position to improve opportunity, success, and impact in the community effectively.

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