

Hazard Community and
Technical College
2016-2022 Diversity Plan

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EXECUTIVE SUMMARY

The mission of Hazard Community and Technical College (HCTC) is to be a comprehensive, public community and technical college that empowers diverse learners, building self-confidence and leadership capacity for lifelong personal success and community enhancement.

HCTC maintains a welcoming and inclusive environment that recognizes and values the contributions of a diverse college population. Through the various Opportunities, Success, and Impact strategies described below, the HCTC Diversity Plan will implement focused interventions to improve student success for all URM and low-income/Pell recipient students. From this group, HCTC will measure and report the impact of the Diversity Plan strategies for first-time, full-time, credential-seeking students to the Council on Postsecondary Education (CPE). The HCTC Diversity Plan will also address issues related to diversifying the HCTC workforce and improving cultural competencies of HCTC students, faculty, and staff.

The HCTC Diversity Plan aligns with the CPE's *Policy on Diversity, Equity, and Inclusion*, CPE's Outcomes-Based Performance Funding Metrics, the 2016-2018 Kentucky Community and Technical College System (KCTCS) Business Plan, the 2016-2022 HCTC Strategic Plan, and the 2016-2022 HCTC Strategic Enrollment Management (SEM) Plan. In developing the HCTC Diversity Plan, team members were guided by the aforementioned policy and plans. All elements of the HCTC Diversity Plan are either directly framed in the language of these related plans or policy or are consistent with the overall objectives of the strategic planning processes of the college. One of the major objectives of the cross-functional diversity planning team was to align and integrate the college's Diversity Plan with the overall strategic planning processes and plans in a seamless fashion.

HCTC will increase the enrollment of underrepresented minority student populations and low-income/Pell recipient students by committing key personnel to recruit students from diverse backgrounds, reviewing the admissions process for barriers, and implementing a Minority Mentorship and Leadership Program at local high schools.

HCTC will increase retention rates, graduation rates, and credentials awarded to underrepresented minority student populations and low-income/Pell recipient students by conducting orientation sessions; implementing an HCTC Multicultural Leadership Program; identifying Student Services personnel to serve as points of contact for underrepresented

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minority and low-income/Pell recipient students; and mandating a first-year experience (FYE) 105 Achieving Academic Success course for specific groups of students. In addition, advisors will provide intrusive advising strategies, such as interventions for students with less than a 2.0 grade point average and developing individual completion plans for students.

HCTC will diversify its workforce by adapting hiring practices that target underrepresented minority populations, training search committee members on implicit biases, and training human resources personnel on diverse recruitment methods. HCTC will promote equity, inclusion, and cultural competence through workshops, allocation of professional development money for employees to attend conferences, administration of campus climate assessments, incorporation of cultural competency themes into HCTC courses, and through community engagement.

HCTC will identify a Diversity Plan Lead who will report directly to the HCTC President or designee. The Diversity Plan Lead is responsible for the implementation, administration, assessment, and reporting of the HCTC Diversity Plan. The Diversity Plan Lead will work in conjunction with applicable HCTC units and sub-units to institutionalize the Diversity Plan strategies, facilitating a targeted, focused, and sustained effort to ensure the plan's success and create substantive changes.

The assessment of the HCTC Diversity Plan will be institutionalized and incorporated into numerous new and existing assessment processes college-wide. The HCTC Diversity Plan Lead and Office of Institutional Research will develop a Diversity Plan tracking and assessment system and will make modifications based on results, as necessary. The Diversity Plan Lead will also provide updates semi-annually at two college-wide meetings and quarterly updates to both the HCTC President's Cabinet. Finally, the HCTC Diversity Plan status update will be a standing agenda item at the annual HCTC President's Cabinet Strategic Planning Day Meeting.

INTRODUCTION

Hazard Community and Technical College, one of sixteen colleges that comprise the Kentucky Community and Technical College System (KCTCS), is located in rural Southeastern Kentucky in the Appalachian Mountains. Founded in 1968, Hazard Community College (HCC) experienced great growth in the 1990's. In 1996, Lees College in Breathitt County, founded in the 1880's, merged with HCC and became the Lees College Campus. As part of House Bill 1 sponsored by then-Governor Paul Patton, the Hazard Technical College (previously the Hazard Area Vocational School), in Perry County, joined with Hazard Community College, to create Hazard Community and Technical College in 1997. The Knott County Branch opened in 1998 and the Leslie County Center opened in 1999. Hazard Community and Technical College is a comprehensive community and technical college committed to learning success. HCTC primarily serves Southeastern Kentucky as a collaborative catalyst for blending Appalachian traditions with diverse innovations.

HCTC primarily serves seven counties: Perry, Knott, Leslie, Owsley, Wolfe, Breathitt, and Lee. According to 2015 Census Bureau data, the total minority population in the HCTC service area is 2.4%. The racial and cultural homogeneity of the populace presents a challenge to the college as it seeks to diversify both the student body and workforce, yet HCTC does not shrink from that challenge. Indeed, the college is intentional about adopting strategies that will make HCTC significantly more racially and ethnically diverse than its service area.

A population loss, with a few exceptions, began in the 1970's as families left the mountains to seek work and greater opportunities. The rapid decline of the coal industry in the last few years has hastened this outmigration, devastating the economy. Approximately 12,000 coal-related jobs with an annual average income of \$70,000 have been lost. The most recent population loss is reflected in a declining enrollment for HCTC, which has also resulted in a corresponding decline in enrollment of underrepresented minorities. Yet these trying economic times, with the region's emerging emphasis on entrepreneurship, creative placemaking, and enhanced technologies, also offer opportunities for attracting new business and industry to the region, and with it, a new and diverse populace.

DIVERSITY PLANNING PROCESS

HCTC institutional data indicate that an average of 50% of first-time, full-time, credential-seeking student cohorts that begin in a fall term do not return for the following fall term. The Diversity Plan will implement focused interventions to improve student success for first-time, full-time, credential-seeking URM and low-income/Pell recipient student groups.

Underrepresented minorities include Hispanic or Latino, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islanders, and Two or More Races. Low-income is defined as those students who are Pell recipients at entry or during specific semesters. Since most of our military, transfer, and adult students qualify as low-income, the strategies outlined in this plan will serve those students as well.

The first step in the Diversity Plan development process was to establish a cross-functional team to develop the plan. The cross-functional team of faculty, staff, and students guided the college Diversity Plan and consisted of the following members:

- Elbert Hagans (Diversity Plan Co-Chair) – Student Services (Student Services Specialist)
- Jenny Williams (Diversity Plan Co-Chair; Campus Environment Team Chair) – Academic Services (English Professor)
- Erica Adams – President’s Office (Administrative Assistant)
- Randy Bryant – Academic Services (Psychology Professor)
- Cortney Caudill – Student Services (Admissions Advisor)
- Vickie Combs – Human Resources (Senior Director of HR)
- Jessica Higgins – HCTC Student Government Association President
- Ludrenia Hagans-Shepherd – Academic Services (Nursing Professor)
- Alexis Malepeai-Rhodes – Institutional Effectiveness, Planning, and Research [IEPR] (Director of IEPR)
- Lois Puffer – IEPR (Coordinator of Institutional Research)
- Dr. Beth Pennington – Student Services (Dean of Retention Services)

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The cross-functional Diversity Planning Team conducted the following steps in the development of the HCTC Diversity Plan:

- Interviewed community and college stakeholders to determine current perceptions of how the college is responding to the needs of underrepresented minority populations and how HCTC might improve services.
 - Identified key external stakeholders including local clergy, Family Resource Youth Service Center Directors, and social services providers.
 - Identified key internal stakeholders including the Coordinator of Disability Services; Dean of Retention Services; Director of Institutional Effectiveness, Planning, and Research; Director of Admissions; Coordinator of Public Relations; Senior Director of Human Resources; Director of Maintenance and Operations; both the Director and Coordinator of the Quality Enhancement Plan; Coordinator of Advancement (scholarships); and other members of the College Leadership Team.
- Conducted research to identify and incorporate relevant best practices to facilitate equitable student success. Best practices include orientation, first-year experience courses, advising, and personal outreach to students.
- Devised a communication plan to inform stakeholders about the planning process and how they could be involved. The HCTC President will include relevant Diversity Plan information and news in both the Bi-weekly Update to employees and in the Community Connections bi-monthly newsletter, a publication for the general public.
- Conducted two student focus groups to gather input on the draft Diversity Plan; surveyed students in focus groups about specific strategies outlined in the Diversity Plan for feedback (see Appendix A).

OPPORTUNITY

HCTC’s service area has experienced significant declines in population in recent years. This impacts both the greater workforce and the number of students enrolled. HCTC’s Diversity Plan provides a holistic approach to meeting economic and workforce needs both in the community and the college. A declining enrollment trend is currently being experienced nationwide, and HCTC enrollment numbers also have declined in recent years. The table below illustrates declining enrollment across the nation for four-year and two-year institutions. This trend is also reflected in the HCTC peer institutional data located in Appendix B.

Table 4: Estimated National Enrollment by Sector and Intensity Level (Title IV, Degree-Granting Institutions)

Sector	Enrollment Intensity	Fall 2016		Fall 2015		Fall 2014	
		Enrollment	% Change from Prior Year	Enrollment	% Change from Prior Year	Enrollment	% Change from Prior Year
All Sectors	Full-Time	11,937,405	-1.5%	12,116,449	-1.5%	12,304,457	-1.4%
	Part-Time	7,073,054	-1.3%	7,164,024	-2.1%	7,315,315	-1.2%
Four-Year, Public	Full-Time	5,905,189	0.2%	5,892,632	1.0%	5,831,695	-0.1%
	Part-Time	2,194,929	0.1%	2,193,816	0.2%	2,188,749	3.0%
Four-Year, Private Nonprofit	Full-Time	2,944,470	-0.5%	2,959,473	0.5%	2,944,226	1.5%
	Part-Time	844,510	-0.8%	851,703	-3.1%	879,239	2.1%
Four-Year, For-Profit	Full-Time	621,363	-17.5%	753,549	-15.8%	894,643	-4.9%
	Part-Time	348,904	-8.5%	381,425	-9.3%	420,525	10.6%
Two-Year, Public	Full-Time	2,197,659	-3.5%	2,278,440	-5.6%	2,413,319	-5.6%
	Part-Time	3,524,016	-2.0%	3,596,723	-1.2%	3,638,751	-3.6%

UNDERSTANDING THE NUMBERS

Table 4 provides enrollment counts by the enrollment intensity of the student. The part-time category includes enrollments reported to the Clearinghouse as three-quarter time, half-time, and less-than-half-time. Enrollment intensity is defined by the institution and based on the earliest data submitted for a student in any given term. As a result, the intensity generally reflects the student's intended workload at the beginning of the term. Less-than-two-year institutions have been aggregated with two-year institutions. Two-year for-profits and two-year private nonprofits are not shown in the table due to small counts, but enrollments from those sectors are included in the overall totals. Additional notes on data and coverage are included at the end of this report.

Data Source: National Student Clearinghouse

The Southeastern Kentucky economy has long relied on a single extractive industry, and the decline of the coal industry has rippled through every aspect of life in the region. Although the population has steadily declined since the 1970’s, outmigration has skyrocketed in the last five years. According to the Kentucky Department of Energy Coal Facts, over 12,000 coal-related jobs have been lost, resulting in the outmigration of 14,000 people from the HCTC service area. This population loss is also reflected in declining HCTC enrollment.

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The table below shows this declining HCTC enrollment from Fall 2011 – Fall 2016. In the span of six years, the HCTC enrollment for credential-seeking students has declined by a percentage change decrease of 30%.

OPPORTUNITY

Term	Total Headcount	Credential-Seeking Student Headcount	High School Student Headcount	Non Credential & Workforce Student Headcount
Fall 2016	3,280	1,887	560	833
Fall 2015	3,238	1,803	553	882
Fall 2014	3,466	2,248	560	658
Fall 2013	3,791	2,585	512	694
Fall 2012	3,804	2,572	334	898
Fall 2011	4,726	2,702	917	1,107

Data Source: HCTC Office of Institutional Research

According to 2015 Census Bureau data, the total minority population in the HCTC service area is 2.4%. Despite the low percentage of the total minority population in the service area, HCTC embraces the challenge to be more focused in the recruitment, retention, and graduation of underrepresented minority and low-income/Pell recipient student groups. Below is a racial demographic comparison of the HCTC service area, comparing 2010 and 2015. Despite the declining population in the HCTC service area, the total minority population percentages have remained fairly constant.

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Racial Demographic Data of HCTC 7 County Service Area			
	7 County Service Area	Kentucky	UNITED STATES
2010			
Black or African American alone, percent, April 1, 2010 (a)	0.77	7.8	12.6
American Indian and Alaska Native alone, percent, April 1, 2010 (a)	0.19	0.2	0.9
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a)	0.01	0.1	0.2
Two or More Races, percent, April 1, 2010	0.66	1.7	2.9
Hispanic or Latino, percent, April 1, 2010 (b)	0.61	3.1	16.3
Asian alone, percent, April 1, 2010 (a)	0.19	1.1	4.8
White alone, not Hispanic or Latino, percent, April 1, 2010	97.57	86.3	63.7
2015			
Black or African American alone, percent, July 1, 2015, (V2015) (a)	0.74	8.3	13.3
American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a)	0.23	0.3	1.2
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a)	0.01	0.1	0.2
Two or More Races, percent, July 1, 2015, (V2015)	0.89	1.8	2.6
Hispanic or Latino, percent, July 1, 2015, (V2015) (b)	0.84	3.4	17.6
Asian alone, percent, July 1, 2015, (V2015) (a)	0.24	1.4	5.6
White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015)	97.14	85.1	61.6
Service Area Counties: Breathitt, Perry, Lee, Wolfe, Owsley, Knott, Leslie			

Data Source: QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

HCTC will implement recruitment strategies that are specific to the geographical area and focus on URM and low-income/Pell recipient students. Because the HCTC service area is predominantly white, successfully recruiting and retaining even a small number of minorities will be impactful. For example, in Fall 2016 only 2.9% of HCTC credential-seeking students self-identified as an underrepresented minority. Sixty-three percent (63%) of HCTC credential-seeking students were Pell recipients. In every recruitment and retention effort, HCTC endeavors to use strategies that help support and facilitate student success for all students.

Through the various opportunity strategies described below, the HCTC Diversity Plan will implement focused interventions to improve student success for all URM and low-income/Pell recipient students.

OPPORTUNITY GOALS:

Due to the low percentage of underrepresented minorities in the HCTC service area (2.4%) and the low number of HCTC underrepresented minority students (i.e., 56 or 3% of Fall 2016 credential-seeking students), the opportunity goals and strategies are not broken

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out by individual race categories (ex: Black or African American, Hispanic or Latino, etc.). The identified strategies will be implemented for all underrepresented minority student populations.

- HCTC will increase the number of underrepresented minority (URM) populations by 0.3 percentage points each fall.**

FALL ENROLLMENT OF UNDERREPRESENTED MINORITY STUDENTS

College	Fall 2016 Actual %	Fall 2017 Target %	Fall 2018 Target %	Fall 2019 Target %	Fall 2020 Target %
Hazard	2.7%	2.9%	3.1%	3.4%	3.6%

Definition: Fall enrollment of Underrepresented Minorities students (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races) as a percent of total Fall undergraduate enrollment.

Objective: Increase enrollment percentage by 0.3 percentage points each year.

Source: Official data as reported to CPE

Compiled by: KCTCS Office of Research and Policy Analysis

- HCTC will increase the number of first-time, full-time, credential-seeking students from the low-income/Pell recipient population by one percentage point each year.**

FALL ENROLLMENT OF LOW INCOME FIRST-TIME STUDENTS

College	Fall 2016 Actual %	Fall 2017 Target %	Fall 2018 Target %	Fall 2019 Target %	Fall 2020 Target %	Fall 2021 Target %
Hazard	76.0%	77.0%	78.0%	79.0%	80.0%	81.0%

Definition: Fall enrollment of first-time, full-time, credential-seeking students from the low-income/Pell recipient population.

Objective: Increase enrollment percentage by one percentage point each year.

Source: HCTC Office of Institutional Research

OPPORTUNITY STRATEGIES:

- HCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional.** For example, an Admissions Advisor will work with Eastern Kentucky Concentrated Employment Program (EKCEP) to identify and recruit a larger diverse non-traditional student population. In

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In addition, college personnel will conduct targeted outreach to underrepresented minority dual credit students throughout the semester to help address any issues and establish personal relationships. KCTCS “Super Someday” initiatives will also enhance the underrepresented minority outreach and recruitment efforts and the HCTC Diversity Plan strategies. HCTC markets the Associate in Fine Arts and The Kentucky School of Bluegrass and Traditional Music to all populations, including underrepresented minorities. HCTC will form a marketing workgroup to explore recruitment outside our region with an emphasis on niche programs for underrepresented minorities. This strategy will be implemented by the Director of Admissions, Coordinator of Dual Credit, and the Diversity Plan Lead.

This strategy aligns with:

- HCTC SEM Goal 1: Implement recruitment strategies that are specific to our geographical area and focus on all potential students.
- HCTC SEM Goal 5: Offer programmatic options and course schedules that meet the needs of the learners in our service area.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- CPE Diversity Plan Measure: Fall enrollment of underrepresented minority (URM) students
- CPE Diversity Plan Measure: Fall enrollment of African American students
- CPE Diversity Plan Measure: Fall enrollment of Hispanic students

2. **HCTC will review the admissions process for barriers.** The HCTC Faculty Enrollment Task Team reviewed the admissions process during the 2016-2017 academic year and provided recommendations to the President’s Cabinet in May 2017. Implementation of approved recommendations will be assigned to a responsible unit, which will report to the President’s Cabinet at scheduled intervals.

This strategy aligns with:

- SEM Goal 1: Implement recruitment strategies that are specific to our geographical area and focus on all potential students.

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- CPE Diversity Plan Measure: Fall enrollment of underrepresented minority (URM) students
- CPE Diversity Plan Measure: Fall enrollment of African American students
- CPE Diversity Plan Measure: Fall enrollment of Hispanic students

3. **HCTC will develop and implement a Minority Mentorship and Leadership Program at local high schools.** HCTC will begin with a pilot program at a local high school and then scale and implement it at other high schools in the service area, bridging the gap for underrepresented minority students. The program will include topics such as goal setting, career assessments, college planning, how to navigate the college process, etc. In addition, college personnel, community members, and alumni of diverse backgrounds and occupations will be invited to be part of the program. Since there is a relatively small number of minority students in the high school pipeline, the Diversity Plan Lead will contact URM students at local high schools. This strategy will be implemented by the Diversity Plan Lead.

The first table below illustrates the 2016-2017 number of minority students enrolled at local high schools (sophomores and juniors only) in the potential HCTC pipeline. The second table below illustrates the number of minority high school students enrolled at HCTC. These low numbers mirror the demographics of the HCTC service area, and while the number of underrepresented minorities is low, HCTC is committed to engaging and increasing the URM student population.

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2016-2017 SOPHOMORES AND JUNIORS MINORITY HIGH SCHOOL STUDENTS IN PIPELINE	
High School in HCTC Service Area	Number of Minority Students at High School
Breathitt County High School	2
Buckhorn High School	5
Cordia High School	1
Hazard High School	16
Jackson City High School	0
June Buchanan High School	0
Knott County Central High School	3
Lee County High School	1
Leslie County High School	3
Mount Carmel High School	0
Owsley County High School	1
Perry County Central High School	3
Wolfe County High School	2
TOTAL	37

Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

SPRING 2017 MINORITY HIGH SCHOOL STUDENTS ENROLLED AT HCTC (Dual Credit,	
High School in HCTC Service Area	Number of Minority High School Students Enrolled
Hazard High School	2
Perry County Central High School	3
TOTAL	5

Data Source: HCTC Office of Institutional Research

This strategy aligns with:

- HCTC SEM Goal 1: Implement recruitment strategies that are specific to our geographical area and focus on all potential students.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.

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- CPE Diversity Plan Measure: Fall enrollment of underrepresented minority (URM) students
- CPE Diversity Plan Measure: Fall enrollment of African American students
- CPE Diversity Plan Measure: Fall enrollment of Hispanic students

SUCCESS

HCTC is committed to helping students be successful when they arrive on campus. HCTC maintains a welcoming and inclusive environment that recognizes and values the contributions of a diverse student population. HCTC implements retention strategies throughout students’ college experience that establish a sense of community with students, faculty, and staff, and that facilitate positive educational results for students of diverse and varying backgrounds. Further supporting the priority goals, HCTC will provide URM and low-income/Pell recipient students with an advising experience that is empowering, personal, and specific to their career goals.

Through the various success strategies described below, the HCTC Diversity Plan will implement focused interventions to improve student success for all URM and low-income/Pell recipient students.

SUCCESS GOALS:

- HCTC will increase the first to second year retention rate of credential-seeking students from underrepresented minority populations by one percentage point each year.**

1ST TO 2ND YEAR RETENTION RATE OF UNDERREPRESENTED MINORITY STUDENTS

College	3-Year Average, Fall 2012-13 through Fall 2014-15 Actual %	Fall 2016 to Fall 2017 Target %	Fall 2017 to Fall 2018 Target %	Fall 2018 to Fall 2019 Target %	Fall 2019 to Fall 2020 Target %	Fall 2020 to Fall 2021 Target %
Hazard	53.3%	54.3%	55.3%	56.3%	57.3%	58.3%

Definition: Fall-to-fall retention rates of first-time, credential-seeking students by Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Objective: Increase URM retention rate by 1.0 percentage point each year.

Source: Official data as reported to IPEDS.

Compiled by: KCTCS Office of Research and Policy Analysis

2. HCTC will increase the first to second year retention rate of credential-seeking low-income/Pell recipient students by one percentage point each year.

1ST TO 2ND YEAR RETENTION RATE OF LOW INCOME STUDENTS

College	Fall 2014 to Fall 2015 Baseline %	Fall 2016 to Fall 2017 Target %	Fall 2017 to Fall 2018 Target %	Fall 2018 to Fall 2019 Target %	Fall 2019 to Fall 2020 Target %	Fall 2020 to Fall 2021 Target %
Hazard	53.5%	54.5%	55.5%	56.5%	57.5%	58.5%

Definition: The percentage of first-time, credential-seeking low income students who return to the institution to continue their studies the following fall. Low income is defined as Pell grant recipient during academic year of entry.

Objective: Increase low income retention rate by 1.0 percentage points each year (from 2014-15 baseline).

Source: Official data as reported to CPE.

Compiled by: KCTCS Office of Research and Policy Analysis

3. HCTC will increase the number of credentials awarded for credential-seeking underrepresented minority students by one credential each year.

TOTAL CREDENTIALS AWARDED - UNDERREPRESENTED MINORITY STUDENTS

College	Academic Year 2015-2016 Actual	Academic Year 2016-2017 Target	Academic Year 2017-2018 Target	Academic Year 2018-2019 Target	Academic Year 2019-2020 Target	Academic Year 2020-2021 Target
Hazard	32	30	31	32	33	34

Definition: Combined number of associate degrees, diplomas, and certificates awarded to URM students during an academic year (July 1 through June 30).

Objective: Target based on straight-line projection.

Source: Official data as reported to CPE.

Compiled by: KCTCS Office of Research and Policy Analysis

4. HCTC will increase the number of credentials awarded for credential-seeking low-income/Pell recipient students by 12-13 credentials each year.

TOTAL CREDENTIALS AWARDED - LOW INCOME STUDENTS

College	Academic Year 2015-2016 Actual	Academic Year 2016-2017 Target	Academic Year 2017-2018 Target	Academic Year 2018-2019 Target	Academic Year 2019-2020 Target	Academic Year 2020-2021 Target
Hazard	1,031	1,009	1,022	1,034	1,047	1,059

Definition: Total number of credentials awarded during an academic year to students who were Pell grant recipients during any term since 2005.

Objective: Target based on straight-line projection.

Source: Official data as reported to CPE.

Compiled by: KCTCS Office of Research and Policy Analysis

5. HCTC will increase the graduation rate (within 150% of normal time/3 years) by one percentage point each year for first-time, full-time, credential-seeking students from underrepresented minorities.

THREE-YEAR GRADUATION RATE - UNDERREPRESENTED MINORITY STUDENTS

College	Academic Year 2014-2015 Baseline %	Academic Year 2016-2017 Target %	Academic Year 2017-2018 Target %	Academic Year 2018-2019 Target %	Academic Year 2019-2020 Target %	Academic Year 2020-2021 Target %
Hazard	13.3%	14.5%	15.6%	16.7%	17.8%	19.0%

Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to IPEDS limited to Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Objective: Increase URM graduation rate by 1.0 percentage point each year.

Source: Official data as reported to CPE.

Compiled by: KCTCS Office of Research and Policy Analysis

- 6. HCTC will increase the graduation rate (within 150% of normal time/3 years) by one percentage point each year for first-time, full-time, credential-seeking low-income/Pell recipient students from the 2014-15 baseline.**

THREE-YEAR GRADUATION RATE - LOW INCOME STUDENTS

College	Academic Year 2014-2015 Baseline %	Academic Year 2016-2017 Target %	Academic Year 2017-2018 Target %	Academic Year 2018-2019 Target %	Academic Year 2019-2020 Target %	Academic Year 2020-2021 Target %
Hazard	26.2%	27.2%	28.2%	29.2%	30.2%	31.2%

Definition: Cohort of first-time, full-time degree/certificate-seeking low income students who complete their program within 150% of normal time as reported to IPEDS. Low income is defined as Pell grant recipient during academic year of entry.

Objective: Increase low income graduation rate by 1.0 percentage point each year (from 2014-15 baseline).

Source: Official data as reported to CPE.

Compiled by: Office of Research and Policy Analysis

HCTC will utilize the following strategies to make impactful changes and lead to successful retention and graduation rates, and credentials awarded.

SUCCESS STRATEGIES:

1. **HCTC will conduct orientation sessions.** This strategy will be implemented by the Director of Admissions.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

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- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

2. **HCTC will develop and implement a Multicultural Leadership Program for HCTC credential-seeking students.** The Multicultural Leadership Program will be an extension and continuation of the Minority Mentorship and Leadership Program at the local high schools. The Multicultural Leadership Program student participants will serve as mentors to the high school students in the Minority Mentorship and Leadership Program. This strategy will be implemented by the Diversity Plan Lead.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.

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- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.

3. **HCTC will recruit underrepresented minority and low-income/Pell recipient students for the President’s Student Ambassadors.** The mission of the HCTC President’s Student Ambassadors is to promote the strategic plan of Hazard Community and Technical College through a leadership and service organization that embodies diversity and engages the unique talents of HCTC students in support of institutional advancement. Student Ambassadors serve as exemplary role models for the student body, college, and community through various service learning projects. This strategy will be implemented by the HCTC President.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.

- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

4. **HCTC will, as part of the work of the Retention Services Unit, identify a core group of Student Services personnel to serve as “points of contact” for first-time, credential-seeking students.** The Retention Team assesses parameters such as full-time/part-time status, college readiness, orientation completion, first-generation, ethnicity, Pell recipient, online vs. in- person course work, and undecided majors and develops appropriate outreach communications spanning the first semester such as:

- Welcome letters
- Important reminders/student engagement opportunities
- Video blogs discussing topics of interest
- Emails introducing students to their faculty advisors in their chosen field of study

This strategy will be implemented by the Dean of Retention Services in conjunction with the Diversity Plan Lead.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.

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- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

5. **HCTC will implement a mandatory First Year Experience (FYE) 105 Achieving Academic Success course for first-time, full-time Associate of Arts (AA), Associate of Science (AS), and Undecided students.** The FYE 105 Achieving Academic Success course is also open to other student populations as well but is not mandatory. According to the Center for Community College Student Engagement *Matter of Degrees: Engaging Practices, Engaging Report* (2013), a first-year experience course is an academic best practice and is recognized as having a significant impact on student engagement, retention, and completion.

This strategy will be implemented by the Quality Enhancement Plan (QEP) Director and QEP Coordinator. The FYE 105 course is the primary focus of HCTC's Quality Enhancement Plan (QEP).

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.

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- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

6. HCTC will foster personal, interactive relationships between advisors and their advisees.

Establishing personal relationships and connections with students is a retention best practice according to the Center for Community College Student Engagement *Matter of Degrees: Engaging Practices, Engaging Report* (2013). This strategy will be implemented by the faculty and staff advisors.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC SEM Goal 4: Provide students with an advising experience that is empowering, personal, and specific to their career goals.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.

- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

7. In collaboration with the assigned advisor, the Diversity Plan Lead will conduct outreach to URM students throughout the semester to facilitate student success (ex: as recommended by the HCTC Campus Environment Team, touchpoints would occur at the beginning of the semester, midterm, and end of the semester). This strategy will be implemented by the Diversity Plan Lead.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.

8. **HCTC advisors will provide additional interventions for students who have less than a 2.0 grade point average (GPA).** This strategy will be implemented by the faculty and staff advisors. Example interventions include scheduling face-to-face appointments with students, the use of Starfish to foster relationships/communications with advisees (ex: monitor flags raised for low grades, proactively contact students to provide assistance, connect students with student support services and tutoring, etc.), etc.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC SEM Goal 4: Provide students with an advising experience that is empowering, personal, and specific to their career goals.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.

9. **HCTC will ensure 100% of first-time, full-time, credential-seeking students have an individual completion plan (ICP) in place by the end of their first semester of enrollment beginning in Fall 2017.** Academic planning and developing a roadmap of courses required for credential completion are an academic best practice. This strategy will be implemented by the faculty and staff advisors.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC SEM Goal 4: Provide students with an advising experience that is empowering, personal, and specific to their career goals.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: First to Second Year Retention Rate – Low Income Students.
- CPE Diversity Plan Measure: Three-Year Graduation Rate – Low Income Students.
- CPE Diversity Plan Measure: Total Credentials – Low income Students.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.

10. The Diversity Plan Lead will coordinate with HCTC academic advisors to ensure 100% of URM students identify clear pathways of study through completion of an individual completion plan.

This strategy aligns with:

- HCTC SEM Goal 2: Implement retention strategies that begin with the application process, establish a sense of community that includes students, faculty, and staff, and end with the graduation and/or transfer of the student.
- HCTC SEM Goal 4: Provide students with an advising experience that is empowering, personal, and specific to their career goals.
- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
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- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Performance Measure: Retention Rate – Underrepresented Minorities.
- KCTCS Performance Measure: Graduation Rate – Underrepresented Minorities.
- CPE Diversity Plan Measure: Total Credentials Awarded – URM Students.

IMPACT

The HCTC Diversity Plan also will address issues related to diversifying the HCTC workforce, as well as the larger community workforce, and improving cultural competencies for students, faculty, staff, and community members. Based on official 2010 Census Bureau data, the total population in the HCTC service area was 90,223 people. The minority population in the area was 1,532 people (1.7%). Based on 2015 Census Data, 2.4% of the total population in the HCTC service area is minority. In 2015, 7% of the HCTC workforce self-identified as minorities, which translated to 16 employees. In 2016, 8% of the HCTC workforce self-identified as minorities, which translates to 17 employees.

In addition to focusing on the college as a workplace, HCTC supports diversity in the larger economy. HCTC has a policy of supporting minority owned businesses wherever possible and of encouraging the development of minority-owned businesses. The Small Business Administration visits the college monthly and provides small business entrepreneurial workshops for students and the public.

The table below provides racial demographic statistics for the seven counties in the HCTC service area, comparing 2010 data with 2015 data. As indicated in the chart below, the percentages of the various groups as part of the total population has not changed much. The outmigration affecting the area is consistent across all demographics.

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Racial Demographic Data of HCTC 7 County Service Area			
	7 County Service Area	Kentucky	UNITED STATES
2010			
Black or African American alone, percent, April 1, 2010 (a)	0.77	7.8	12.6
American Indian and Alaska Native alone, percent, April 1, 2010 (a)	0.19	0.2	0.9
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010 (a)	0.01	0.1	0.2
Two or More Races, percent, April 1, 2010	0.66	1.7	2.9
Hispanic or Latino, percent, April 1, 2010 (b)	0.61	3.1	16.3
Asian alone, percent, April 1, 2010 (a)	0.19	1.1	4.8
White alone, not Hispanic or Latino, percent, April 1, 2010	97.57	86.3	63.7
2015			
Black or African American alone, percent, July 1, 2015, (V2015) (a)	0.74	8.3	13.3
American Indian and Alaska Native alone, percent, July 1, 2015, (V2015) (a)	0.23	0.3	1.2
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2015, (V2015) (a)	0.01	0.1	0.2
Two or More Races, percent, July 1, 2015, (V2015)	0.89	1.8	2.6
Hispanic or Latino, percent, July 1, 2015, (V2015) (b)	0.84	3.4	17.6
Asian alone, percent, July 1, 2015, (V2015) (a)	0.24	1.4	5.6
White alone, not Hispanic or Latino, percent, July 1, 2015, (V2015)	97.14	85.1	61.6
Service Area Counties: Breathitt, Perry, Lee, Wolfe, Owsley, Knott, Leslie			

Data Source: QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

IMPACT GOALS

- HCTC will meet the target measure of URM instructional faculty as a percentage of all faculty.**

WORKFORCE DIVERSITY - URM FACULTY FTE

College	Fall 2016 Actual %	Fall 2017 Target %	Fall 2018 Target %	Fall 2019 Target %	Fall 2020 Target %
Hazard	5.7%	5.9%	6.1%	6.4%	6.6%

Definition: URM faculty FTE as a percentage of all faculty FTE. Underrepresented minorities (URM) includes 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 = fulltime + 1/3 parttime.

Objective: Proposed target based on straight-line projection (84%) and current percent of KY population age 25+ with a BA+ that are URM (8.2%).

Source: Official data as reported to IPEDS

Compiled by: KCTCS Office of Research and Policy Analysis

- HCTC will meet the target measure of URM management staff as a percentage of all management staff.**

WORKFORCE DIVERSITY - URM MANAGEMENT STAFF

College	Fall 2016 Actual %	Fall 2017 Target %	Fall 2018 Target %	Fall 2019 Target %	Fall 2020 Target %
Hazard	7.1%	10.7%	11.3%	12.0%	12.6%

Definition: URM management staff as a percentage of all management staff. Underrepresented minorities (URM) includes American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

Objective: Equals highest percentage since IPEDS instituted new categories (Fall 2012). KCTCS would need an additional 7 URM management staff to achieve 12.8%.

Source: Official data as reported to IPEDS

Compiled by: KCTCS Office of Research and Policy Analysis

- HCTC will promote equity and inclusion on campus by increasing community engagement for students, faculty and staff.**
- HCTC will identify initiatives designed to increase the cultural competency of its students, faculty, and staff.**

STRATEGIES:

- HCTC will enhance existing recruitment processes, such as advertising with publications who have additional affirmative action databases and in regional media such as the Louisville Defender and the American Baptist newsletter, and the use of the KCTCS Fellows Program.** This strategy will be implemented by the HCTC President and Senior Director of Human Resources.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.

- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- CPE Diversity Plan Measure: Workforce Diversity – URM Faculty FTE
- CPE Diversity Plan Measure: Workforce Diversity – URM Management Staff

2. HCTC will educate 100% of search committee members regarding implicit biases.

This strategy will be implemented by the Senior Director of Human Resources.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- CPE Diversity Plan Measure: Workforce Diversity – URM Faculty FTE
- CPE Diversity Plan Measure: Workforce Diversity – URM Management Staff

3. HCTC will provide training to 100% of Human Resources staff on diverse recruitment methods through conferences, workshops, and/or webinars. This strategy will be implemented by the Senior Director of Human Resources.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

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- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- CPE Diversity Plan Measure: Workforce Diversity – URM Faculty FTE
- CPE Diversity Plan Measure: Workforce Diversity – URM Management Staff

4. **HCTC will provide at least one annual professional development workshop related to equity and inclusion.** This strategy will be implemented by the Senior Director of Human Resources and the HCTC Professional Development Committee.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

5. **HCTC will provide \$3,000 annually in professional development funds for faculty and staff to attend conferences on equity and inclusion.** The information learned at the conferences will be shared with other HCTC employees during professional development days. This strategy will be implemented by the President's Cabinet.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

6. **HCTC will select a team annually to focus on the campus culture and climate (Campus Environment Team).** This strategy will be implemented by the HCTC President.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

7. **HCTC will administer a bi-annual (every spring beginning spring 2018) campus culture and climate survey to HCTC students, faculty, and staff.** Survey results will be analyzed and recommendations for improvement will be forwarded to the President's Cabinet for review and appropriate action. This strategy will be implemented by the Diversity Plan Lead and Campus Environment Team.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS

students, particularly among traditionally underserved populations.

- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

8. HCTC will include cultural experience questions on the HCTC Program

Satisfaction Survey for Graduates. Survey results will be analyzed and recommendations for improvement will be made based on results. This strategy will be implemented by the Registrar and the Diversity Plan Lead.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

9. HCTC will administer a Cultural Competency Survey in fall 2018 to all students

and employees. HCTC will use this survey data during one or more professional development sessions to allow faculty and staff to build a ground-up plan for how to create a more culturally aware campus environment. This strategy will be implemented by the Senior Director of Human Resources, HCTC Professional Development Committee, and the Diversity Plan Lead.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

10. **HCTC will provide an additional \$3,000 annually in professional development funds for faculty and staff to attend conferences on cultural competencies.** The information learned at the conferences will be shared with other HCTC employees during professional development days. This strategy will be implemented by the President's Cabinet.

This strategy aligns with:

- HCTC Strategic Plan Goal 2: Increase access and success for HCTC students, particularly among traditionally underserved populations.
- HCTC Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- KCTCS Strategic Plan Goal 2: Increase access and success for KCTCS students, particularly among traditionally underserved populations.
- KCTCS Strategic Plan Goal 4: Improve student engagement, support, experiences, and success with best-in-class academic and student services.
- All CPE Diversity Plan Measures

PLAN FOR ASSESSMENT

HCTC will identify a Diversity Plan Lead who will report directly to the HCTC President or designee. The Diversity Plan Lead, in conjunction with the HCTC President's Cabinet, which includes the HCTC President and senior-level administrators, will be responsible for the overall implementation, administration, management, assessment, and reporting of the HCTC Diversity Plan. The Diversity Plan Lead will be responsible for the on-going development, implementation, and management of the strategies identified in the Diversity Plan, including the proactive leadership of the Multicultural Leadership Program. The Diversity Plan Lead will work in conjunction with applicable HCTC units and sub-units to institutionalize the Diversity Plan strategies.

The assessment of the HCTC Diversity Plan will be institutionalized and incorporated into numerous new and existing assessment processes college-wide. First, to assist in the annual report to the Council on Postsecondary Education (CPE), the HCTC Diversity Plan Lead and Office of Institutional Research will **develop a Diversity Plan tracking and assessment system**. Based on assessment results and findings, adjustments, modifications, and changes will be made, as necessary.

Second, the HCTC Diversity Plan will be institutionalized and assessed by **incorporating and embedding Diversity Plan initiatives into the existing Assessment Plan process**. Each unit and sub-unit college-wide annually develops an Assessment Plan that includes three to five measurable outcomes. Moving forward, HCTC Diversity Plan initiatives will be incorporated into the units and sub-units that have responsibility for related Diversity Plan initiatives. The responsible units and sub-units will share the Assessment Plan findings and results related to the HCTC Diversity Plan initiatives with the Diversity Plan Lead. The Diversity Plan Lead will incorporate the information into the Diversity Plan assessment tracking system in conjunction with the Office of Institutional Research. These Assessment Plan findings will also be reported in the Diversity Plan Lead's status update at the annual HCTC President's Cabinet Strategic Planning Day Meeting.

Third, the Diversity Plan Lead will also be responsible for **providing semi-annual updates at two college-wide meetings**. The updates will include upcoming changes, strategies, initiatives, and progress made on the HCTC Diversity Plan.

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Fourth, the HCTC Diversity Plan will be institutionalized and assessed by the Diversity Plan Lead **providing quarterly updates to the HCTC President's Cabinet.** The quarterly update is an opportunity to bring forward any pressing concerns or issues. The Diversity Plan Lead will provide quarterly updates to the HCTC Institutional Effectiveness Committee.

Fifth, the HCTC Diversity Plan will be institutionalized and assessed as it will be **incorporated as a standing agenda item at the annual HCTC President's Cabinet Strategic Planning Day Meeting.** The annual President's Cabinet Strategic Planning Day Meeting is facilitated by the HCTC Institutional Effectiveness, Planning, and Research (IEPR) Unit, attended by members of the HCTC President's Cabinet, and is an entire day dedicated to strategic planning. The Diversity Plan Lead will attend the meeting moving forward, provide an update on the status of the HCTC Diversity Plan, and raise any pressing concerns or issues. The HCTC President's Cabinet Strategic Planning Day Meeting is generally held the third week of June each year.

The table below outlines the HCTC Diversity Plan strategies and responsible roles

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
OPPORTUNITY	<p>1. HCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non- traditional.</p> <p>An Admissions Advisor will work with Eastern Kentucky Concentrated Employment Program (EKCEP) to identify and recruit a larger diverse non-traditional student population. In addition, the Coordinator of Dual Credit and the Diversity Plan Lead will conduct targeted outreach to underrepresented minority dual credit students throughout the semester to help address any issues and establish personal relationships.</p> <p>HCTC markets the Associate in Fine Arts and The Kentucky School of Bluegrass and Traditional</p>	<ul style="list-style-type: none"> • President’s Office • Student Services 	<ul style="list-style-type: none"> • Diversity Plan Lead • Director of Admissions • Coordinator of Dual Credit

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
OPPORTUNITY	<p>Music to all populations, including underrepresented minorities. HCTC will form a marketing workgroup to explore recruitment outside our region with an emphasis on niche programs for underrepresented minorities.</p>		
	<p>2. HCTC will review the admissions process for barriers.</p> <p>The Faculty Enrollment Task Team reviewing the admissions process during the 2016-2017 academic year provided recommendations to the President’s Cabinet in May 2017. President’s Cabinet will implement approved recommendations.</p>	<ul style="list-style-type: none"> • Student Services • All units college-wide 	<ul style="list-style-type: none"> • Enrollment Task Team • President’s Cabinet
	<p>3. HCTC will develop and implement a Minority Mentorship and Leadership Program at local high schools.</p> <p>The Diversity Plan Lead pilot the Minority Mentorship and Leadership Program at a local high school and then scale and implement it at other high</p>	<ul style="list-style-type: none"> • President’s Office 	<ul style="list-style-type: none"> • Diversity Plan Lead

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
OPPORTUNITY	schools in the service area, bridging the gap for underrepresented minority students. The program will include topics such as goal setting, career assessments, college planning, how to navigate the college process, etc. In addition, college personnel, community members, and alumni of diverse backgrounds and occupations will be invited to be part of the program. The Diversity Plan Lead will contact URM students at the local high schools.		
SUCCESS	<p>1. HCTC will conduct orientation sessions.</p> <p>The Director of Admissions will conduct in- person orientation sessions, as well as online orientation sessions, for students, including URM and low-income/Pell recipient students.</p> <p>2. HCTC will develop and implement a Multicultural</p>	<ul style="list-style-type: none"> • Student Services • President’s Office 	<ul style="list-style-type: none"> • Director of Admissions • Diversity Plan Lead

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	<p>Leadership Program for HCTC credential-seeking students.</p> <p>The Multicultural Leadership Program will be facilitated by the Diversity Plan Lead and is an extension and continuation of the Minority Mentorship and Leadership Program at the local high schools. The Multicultural Leadership Program student participants will serve as mentors to the high school students in the Minority Mentorship and Leadership Program.</p>		
	<p>3. HCTC will recruit underrepresented minority and low-income/Pell recipient students for the President’s Student Ambassadors.</p> <p>The Student Ambassadors is a leadership opportunity for students and participants are selected by the HCTC President. The mission of the HCTC President s Student Ambassadors is to promote the strategic plan of Hazard</p>	<ul style="list-style-type: none"> • President’s Office 	<ul style="list-style-type: none"> • HCTC President

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	<p>Community and Technical College through a leadership and service organization that embodies diversity and engages the unique talents of HCTC students in support of institutional advancement. Student</p>		
	<p>4. HCTC will, as part of the work of the Retention Services Unit, identify a core group of Student Services personnel to serve as “points of contact” for first-time, credential-seeking underrepresented minority and low income students.</p> <p>The Retention Team assesses parameters such as full-time/part-time status, college readiness, orientation completion, first-generation, ethnicity, Pell recipient, online vs. in-person course work, and undecided majors and develops appropriate outreach communications spanning the first semester such as:</p> <ul style="list-style-type: none"> • Welcome letters 	<ul style="list-style-type: none"> • Student Services • President’s Office 	<ul style="list-style-type: none"> • Dean of Retention Services • Diversity Plan Lead

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	<ul style="list-style-type: none"> • Important reminders/student engagement • opportunities • Video blogs discussing topics of interest • Emails introducing students to their faculty advisors in their chosen field of study 		
	<p>5. HCTC will implement a mandatory First Year Experience (FYE) 105 Achieving Academic Success course for first-time, full-time Associate of Arts (AA), Associate of Science (AS), and Undecided students.</p> <p>The FYE 105 Achieving Academic Success course, facilitated and taught by the QEP Director and QEP Coordinator, is also open to other student populations as well but is not mandatory. According to the Center for</p>	<ul style="list-style-type: none"> • Academic Services 	<ul style="list-style-type: none"> • Quality Enhancement Plan (QEP) Director • QEP Coordinator

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	<p>Community College Student Engagement <i>Matter of Degrees: Engaging Practices, Engaging Report</i> (2013), a first-year experience course is an academic best practice and is recognized as having a significant impact on student engagement, retention, and completion.</p>		
	<p>6. HCTC will foster personal, interactive relationships between advisors and their advisees.</p> <p>Faculty and staff advisors will work with advisees to establish personal relationships and assist with academic success and credential completion. Establishing personal relationships and connections with students is a retention best practice according to the Center for Community College Student Engagement <i>Matter of Degrees: Engaging Practices, Engaging Report</i> (2013).</p>	<ul style="list-style-type: none"> • Academic Services • Student Services 	<ul style="list-style-type: none"> • Faculty advisors • Staff advisors

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	<p>7. In collaboration with the assigned advisor, the Diversity Plan Lead will conduct outreach to URM students throughout the semester to facilitate student success.</p> <p>As recommended by the HCTC Campus Environment Team, touchpoints would occur at the beginning of the semester, midterm, and end of the semester.</p>	<ul style="list-style-type: none"> • President’s Office • Academic Services • Student Services 	<ul style="list-style-type: none"> • Diversity Plan Lead • Faculty advisors • Staff advisors
	<p>8. HCTC advisors will provide additional interventions for students who have less than a 2.0 grade point average (GPA).</p> <p>Example interventions include the use of Starfish to foster relationships/communications with advisees by scheduling face-to-face appointments with students, using Starfish (ex: monitor flags raised for low grades, proactively contact students to provide assistance,</p>	<ul style="list-style-type: none"> • Academic Services • Student Services 	<ul style="list-style-type: none"> • Faculty advisors • Staff advisors

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
SUCCESS	connect students with student support services and tutoring, etc.), etc.		
	9. HCTC will ensure 100% of first-time, full-time, credential-seeking students have an individual completion plan (ICP) in place by the end of their first semester of enrollment beginning in Fall 2017. Academic planning and developing a roadmap of courses required for credential completion are an academic best practice. This strategy will be implemented by the faculty and staff advisors.	<ul style="list-style-type: none"> • Academic Services • Student Services 	<ul style="list-style-type: none"> • Faculty advisors • Staff advisors
	10. The Diversity Plan Lead will coordinate with HCTC academic advisors to ensure 100% of URM students identify clear pathways of study through completion of an individual completion plan.	<ul style="list-style-type: none"> • President’s Office • Academic Services • Student Services 	<ul style="list-style-type: none"> • Diversity Plan Lead • Faculty advisors • Staff advisors
IMPACT	1. HCTC will enhance existing recruitment processes, such as	<ul style="list-style-type: none"> • President’s Office • Human Resources 	<ul style="list-style-type: none"> • HCTC President • Senior Director of Human Resources

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
IMPACT	advertising with publications who have additional affirmative action databases and in regional media such as the Louisville Defender and the American Baptist newsletter, and the use of the KCTCS Fellows Program.		
	2. HCTC will educate 100% of search committee members regarding implicit biases.	<ul style="list-style-type: none"> • Human Resources 	<ul style="list-style-type: none"> • Senior Director of Human Resources
	3. HCTC will provide training to 100% of Human Resources staff on diverse recruitment methods through conferences, workshops, and/or webinars.	<ul style="list-style-type: none"> • Human Resources 	<ul style="list-style-type: none"> • Senior Director of Human Resources
	4. HCTC will provide at least one annual professional development workshop related to equity and inclusion.	<ul style="list-style-type: none"> • Human Resources • All units college-wide 	<ul style="list-style-type: none"> • Senior Director of Human Resources • Professional Development Committee
	5. HCTC will provide \$3,000 annually in professional development funds for faculty and staff to attend conferences on equity and inclusion.	<ul style="list-style-type: none"> • All units college-wide 	<ul style="list-style-type: none"> • President's Cabinet
	6. HCTC will select a team annually to focus on the	<ul style="list-style-type: none"> • President's Office 	<ul style="list-style-type: none"> • HCTC President

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
IMPACT	campus culture and climate (Campus Environment Team).		
	7. HCTC will administer a bi-annual campus culture and climate survey to HCTC students, faculty, and staff. Survey results will be analyzed and recommendations for improvement will be forwarded to the President’s Cabinet for review and appropriate action.	<ul style="list-style-type: none"> • President’s Office 	<ul style="list-style-type: none"> • Diversity Plan Lead • Campus Environment Team
	8. HCTC will include cultural experience questions on the HCTC Program Satisfaction Survey for Graduates. Survey results will be analyzed and recommendations for improvement will be made based on results.	<ul style="list-style-type: none"> • President’s Office 	<ul style="list-style-type: none"> • Diversity Plan Lead
	9. HCTC will administer a Cultural Competency Survey to all students and employees. HCTC will use this survey data during one or more professional development sessions to allow faculty and staff to	<ul style="list-style-type: none"> • Human Resources • All units college-wide • President’s Office 	<ul style="list-style-type: none"> • Senior Director of Human Resources • Professional Development Committee • Diversity Plan Lead

DIVERSITY PLAN SECTION	STRATEGIES & TACTICS	RESPONSIBLE UNIT(S)	RESPONSIBLE ROLE(S)
IMPACT	build a ground-up plan for how to create a more culturally aware campus environment.		
	10. HCTC will provide an additional \$3,000 annually in professional development funds for faculty and staff to attend conferences on cultural competencies. The information learned at the conferences will be shared with other HCTC employees during professional development days.	<ul style="list-style-type: none"> • President's Office 	<ul style="list-style-type: none"> • President's Cabinet

CONCLUSION/NEXT STEPS

Diversity is an HCTC priority and emphasis, and HCTC is committed to making diversity improvements and advancements each year. Creating personal connections and relationships between students, faculty, and staff is an HCTC strength. The HCTC Diversity Plan will grow and nurture these personal connections by providing more targeted interventions to URM and low-income/Pell recipient students. In addition, HCTC strives to diversify its workforce through intentional recruitment and hiring strategies.

To increase the enrollment of underrepresented minority student populations and low-income/Pell recipient students, HCTC will:

- Commit key personnel to recruit students from diverse backgrounds.
- Review the admissions process for barriers.
- Develop and implement a Minority Mentorship and Leadership Program at local high schools (will serve as bridge program to HCTC Multicultural Leadership Program).

To increase retention rates, graduation rates, and credentials awarded to underrepresented minority student populations and low-income/Pell recipient students, HCTC will:

- Conduct orientation sessions.
- Develop and implement an HCTC Multicultural Leadership Program.
- HCTC will recruit underrepresented minority and low-income/Pell recipient students for the President's Student Ambassadors.
- Identify Student Services personnel to serve as points of contact for underrepresented minority and low-income/Pell recipient first-time, full-time, credential seeking students.
- Implement a mandatory first-year experience (FYE) 105 Achieving Academic Success for Associate of Arts (AA), Associate of Science (AS), and Undecided students.
- Foster personal and interactive relationships between advisors and advisees.
- Conduct outreach to URM students throughout the semester to facilitate student success.

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- Provide additional advisor interventions for students with less than a 2.0 grade point average (GPA).
- Ensure 100% of first-time, full-time, credential-seeking underrepresented minority students and low-income/Pell recipient students have an individual completion plan (ICP) in place by the end of the first semester of enrollment.
- Ensure URM students identify clear pathways of study through completion of an individual completion plan (ICP).

To diversify its workforce, HCTC will:

- Enhance existing recruitment processes and the use of the KCTCS Fellows Program.
- Educate 100% of search committee members on implicit biases.
- Provide training on diverse recruitment methods for all Human Resources staff.

To promote equity and inclusion on the HCTC campus and in the community, HCTC will:

- Provide at least one annual professional development workshop around equity and inclusion.
- Provide \$3,000 annually in professional development funds for faculty and staff to attend conferences on equity and inclusion.
- Annually select a team to focus on the campus culture and climate (Campus Environment Team).
- Administer a bi-annual campus culture and climate survey to HCTC students, faculty, and staff. Survey results will be analyzed and recommendations for improvement will be forwarded to the President's Cabinet for review and action.
- Include cultural experience questions on the HCTC Program Satisfaction Survey for Graduates.

To increase the cultural competency of its students, faculty, and staff, HCTC will:

- Administer a Cultural Competency Survey to students, faculty, and staff.
- Provide an additional \$3,000 annually in professional development funds for faculty and staff to attend conferences on cultural competencies.

The most **significant barriers** HCTC faces are a declining population of the general public and corresponding decline in HCTC enrollment; the racial and cultural homogeneity of the region; and increasingly limited funding. To **combat these barriers**, HCTC will identify a Diversity Plan Lead whose responsibilities will include:

- Coordinating the overall management and administration of the HCTC Diversity Plan with other units and resources across the college.
- Serving as the HCTC Campus Environment Team Chair.
- Serving as the Kentucky Community and Technical College (KCTCS) Diversity Peer Team liaison.
- Developing and implementing the HCTC Minority Mentorship and Leadership Program at the local high schools.
- Developing and implementing the HCTC Multicultural Leadership Program.

Previously, the diversity efforts at HCTC were shared across several departments and resources, which made it difficult to create a sustained and coordinated focus. The Diversity Plan Lead position, dedicated to overcoming these barriers and implementing the strategies listed above, will help to produce a more integrated approach to increasing diversity and cultural competence at HCTC.

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APPENDIX A

Below is the HCTC Diversity Plan Student Focus Group Survey Results Summary Report from the Office of Institutional Research. A Pre- and Post-Survey was administered to the student focus groups to solicit student input and feedback on the HCTC Diversity Plan.



Community & Technical College

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**HCTC DIVERSITY PLAN STUDENT FOCUS GROUP
SURVEY RESULTS SUMMARY – SPRING 2017**

March 21, 2017

**HCTC DIVERSITY PLAN
STUDENT FOCUS GROUP
SURVEY RESULTS SUMMARY
– SPRING 2017**

To solicit feedback from students on HCTC’s draft Diversity Plan, an English Professor who was also a member of the Diversity Plan Writing Team, conducted student focus groups with two of her English classes in March 2017. A total of 17 students participated in the focus group sessions. Students in the focus group completed a 7-item Pre-survey, participated in a discussion of the proposed diversity plan strategies while completing a Strategy survey consisting of the 25 strategies, and then completed a 7- item Post-survey which had the same survey items as the Pre-survey. The three survey instruments are attached to this report. Please see the summary statements and summary tables below.

SUMMARY

When comparing the Pre-survey responses to the Post-survey Strongly Agree/Agree responses for the 7 survey items, there was a percentage increase in 6 of the 7 survey items. The only survey item where the percentage remained the same was for survey item: “Having a diverse faculty is desirable.”

For the Strategy Survey, the majority of the respondents Strongly Agreed/Agreed with most of the 25 strategies -- although some students did indicate that they were Not Sure about some of the strategies. The most diverse response was received for the survey item: “HCTC will implement a mandatory First Year Experience (FYE) 105 Achieving Academic Success course for first-time, full-time, Associate in Arts, Associate in Science, and Undecided student” where 41.2% of respondents Strongly Agree/Agreed with this strategy, 35.3% of the respondents Disagreed/Strongly Disagreed with this strategy, and 23.5% of the respondents were Not Sure about this strategy.

HCTC Diversity Plan Student Focus Group Pre- and Post-Survey Results –

Spring 2017 SUMMARY TABLE

Survey Item	PRE-SURVEY Strongly Agree/Agree		POST-SURVEY Strongly Agree/Agree		PRE-SURVEY Disagree/ Strongly Disagree		POST-SURVEY Disagree/ Strongly Disagree		PRE-SURVEY Not Sure		POST-SURVEY Not Sure	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. I have the opportunity to learn about other cultures at HCTC.	11	64.7%	13	76.5%	2	11.8%	1	5.9%	4	23.5%	2	11.8%
2. Having a diverse student body is desirable.	15	88.2%	16	94.1%	0	0.0%	1	5.9%	2	11.8%	0	0.0%
3. Having a diverse faculty is desirable.	15	88.2%	15	88.2%	0	0.0%	1	5.9%	2	11.8%	0	0.0%
4. HCTC creates an environment that welcomes minorities.	11	64.7%	15	88.2%	0	0.0%	1	5.9%	5	29.4%	1	5.9%
5. HCTC works to recruit minority students.	6	35.3%	10	58.8%	3	17.6%	1	5.9%	8	47.1%	6	35.3%
6. HCTC works to recruit minority faculty and staff.	6	35.3%	11	64.7%	3	17.6%	1	5.9%	8	47.1%	5	29.4%
7. HCTC offers support to make sure students are successful.	16	94.1%	17	100.0%	0	0.0%	0	0.0%	1	5.9%	0	0.0%

HCTC Diversity Plan Student Focus Group Strategy Survey Results – Spring

2017 SUMMARY TABLE

Survey Item	Strongly Agree/ Agree		Disagree/ Strongly Disagree		NOT SURE	
	Number	Percent	Number	Percent	Number	Percent
1. HCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional.	13	76.5%	1	5.9%	1	17.6%
2. HCTC will review the admissions process for barriers.	15	88.2%	0	0.0%	1	11.8%
3. HCTC will develop and implement a Minority Mentorship and Leadership Program at local high schools.	16	94.1%	1	5.9%	0	0.0%
4. HCTC will conduct orientation sessions.	15	88.2%	1	5.9%	1	5.9%
5. HCTC will develop and implement a Multicultural Leadership Program for HCTC credential-seeking students.	15	88.2%	0	0.0%	2	11.8%
6. HCTC will recruit underrepresented minority and low income students for the President’s Student Ambassadors.	13	76.5%	1	5.9%	3	17.6%
7. HCTC will, as part of the work of the Retention Services unit, identify a core group of Student Services personnel to serve as a “point of contact” for first-time, full-time, credential-seeking underrepresented minority and low income students.	8	88.2%	0	0.0%	2	11.8%
8. HCTC will implement a mandatory First Year Experience (FYE) 105 Achieving Academic Success course for first-time, full-time Associate in Arts (AA), Associate in Science (AS), and Undecided students.	7	41.2%	6	35.3%	4	23.5%
9. HCTC will foster personal, interactive relationships between advisors and their advisees.	15	88.2%	1	5.9%	1	5.9%
10. HCTC advisors will provide additional interventions for students who have less than a 2.0 grade point average (GPA).	16	94.1%	1	5.9%	0	0.0%
11. HCTC will ensure 100% of first-time, full-time, credential-seeking students have an individual completion plan (ICP) in place by the end of their first semester of enrollment beginning in Fall 2017.	14	82.4%	0	0.0%	3	17.6%
12. HCTC will use existing programs and alternate funding sources to support the hiring of a diverse workforce.	15	88.2%	0	0.0%	2	11.8%

Survey Item	Strongly Agree/ Agree		Disagree/ Strongly Disagree		NOT SURE	
	Number	Percent	Number	Percent	Number	Percent
13. HCTC will advertise 100% of faculty and professional staff vacancies with publications who have additional affirmative action databases.	14	82.4%	0	0.0%	3	17.6%
14. HCTC will educate 100% of search committee members regarding implicit biases.	16	94.1%	0	0.0%	1	5.9%
15. HCTC will provide training to 100% of Human Resources staff on diverse recruitment methods.	16	94.1%	0	0.0%	1	5.9%
16. HCTC will provide at least one annual professional development workshop related to equity and inclusion.	13	76.5%	0	0.0%	4	23.5%
17. HCTC will provide \$3,000 annually in professional development funds to faculty and staff to attend conferences on equity and inclusion.	10	58.8%	0	0.0%	7	41.2%
18. HCTC will administer an annual campus culture and climate survey to HCTC students, faculty, and staff.	15	88.2%	1	5.9%	1	5.9%
19. HCTC will select a team annually to focus on the campus culture and climate (i.e. Campus Environment Team).	17	100%	0	0.0%	0	0.0%
20. HCTC and Appalachian Regional Hospital will partner on an Interfaith Diversity initiative to foster a more inclusive, diverse, and tolerant community.	16	94.1%	0	0.0%	1	5.9%
21. HCTC will include cultural experience questions on the HCTC Program Satisfaction Survey for Graduates.	14	82.4%	0	0.0%	3	17.6%
22. HCTC will administer a cultural competency assessment to students, faculty, and staff every other year, beginning in Fall 2017.	13	76.5%	0	0.0%	4	23.5%
23. HCTC will implement cultural competency themes into existing courses each semester.	13	76.4%	2	11.8%	2	11.8%
24. HCTC will offer at least one professional development workshop in cultural competencies annually for HCTC faculty and staff.	15	88.2%	0	0.0%	2	11.8%
25. HCTC will provide an additional \$3,000 annually in professional development funds for faculty and staff to attend conferences on cultural competencies.	12	70.6%	0	0.0%	5	29.4%

APPENDIX B

PEER INSTITUTIONAL DATA

The other fifteen Kentucky Community and Technical College System (KCTCS) colleges are HCTC peer institutions located throughout the state. Below are HCTC and KCTCS colleges peer institution data. The source of the data is the 2016-2021 CPE Diversity Plan Measures from the KCTCS Office of Research and Policy Analysis (ORPA).

- Fall Enrollment of Underrepresented Minority Students
- Fall Enrollment of African American Students
- Fall Enrollment of Hispanic Students
- First to Second Year Retention Rate – Underrepresented Minority Students
- First to Second Year Retention Rate – Low Income Students
- Three-Year Graduation Rate – Underrepresented Minority Students
- Three-Year Graduation Rate – Low Income Students
- Total Credentials Awarded – Underrepresented Minority Students
- Total Credentials Awarded – Low Income Students
- Workforce Diversity – Underrepresented Minority Management Staff
- Workforce Diversity – Underrepresented Minority Faculty FTE

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FALL ENROLLMENT OF UNDERREPRESENTED MINORITY STUDENTS

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
College	Rate	Rate	Rate	Rate	Rate
Ashland	3.6%	4.0%	3.9%	4.3%	4.7%
Big Sandy	1.8%	1.9%	2.0%	1.9%	2.8%
Bluegrass	18.5%	18.8%	19.7%	20.3%	20.7%
Elizabethtown	14.5%	15.7%	14.4%	14.9%	14.5%
Gateway	13.8%	14.4%	14.3%	13.1%	13.6%
Hazard	2.1%	1.7%	2.5%	2.6%	2.7%
Henderson	11.5%	12.1%	12.5%	13.9%	15.1%
Hopkinsville	34.5%	34.8%	35.1%	35.6%	36.4%
Jefferson	30.4%	30.9%	32.6%	30.8%	30.1%
Madisonville	8.2%	8.5%	8.5%	7.7%	10.5%
Maysville	5.5%	6.2%	5.9%	6.3%	6.6%
Owensboro	6.1%	7.3%	7.7%	7.2%	7.8%
Somerset	4.0%	3.6%	3.6%	4.6%	5.9%
Southcentral KY	13.0%	11.9%	14.1%	13.9%	15.1%
Southeast KY	3.9%	3.7%	4.0%	4.8%	4.7%
West KY	11.2%	12.2%	13.9%	13.6%	13.3%
KCTCS	13.7%	14.0%	14.8%	14.6%	14.8%

Definition: Fall enrollment of Underrepresented Minorities students (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races) as a percent of total Fall undergraduate enrollment.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

FALL ENROLLMENT OF AFRICAN AMERICAN STUDENTS

	Actual				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
College	Rate	Rate	Rate	Rate	Rate
Ashland	1.3%	1.6%	1.4%	1.4%	1.5%
Big Sandy	0.7%	0.6%	0.6%	0.5%	0.8%
Bluegrass	12.8%	12.1%	12.1%	11.7%	11.7%
Elizabethtown	8.2%	8.5%	7.4%	7.6%	6.7%
Gateway	9.9%	9.7%	8.8%	7.9%	7.4%
Hazard	0.9%	0.8%	1.1%	1.0%	1.4%
Henderson	8.3%	8.2%	7.9%	8.0%	8.6%
Hopkinsville	23.1%	23.7%	23.3%	22.0%	22.5%
Jefferson	23.5%	23.2%	24.0%	21.2%	19.2%
Madisonville	5.8%	5.5%	5.5%	4.2%	5.3%
Maysville	3.3%	3.2%	3.2%	2.9%	2.5%
Owensboro	3.4%	3.9%	3.6%	2.8%	3.2%
Somerset	1.0%	0.9%	0.8%	1.3%	1.2%
Southcentral KY	8.1%	7.9%	8.4%	7.3%	7.1%
Southeast KY	2.1%	2.1%	1.9%	2.4%	2.2%
West KY	6.8%	7.8%	8.4%	7.3%	6.2%
KCTCS	9.2%	9.2%	9.4%	8.5%	8.0%

Definition: Fall enrollment of African American students as a percent of total Fall undergraduate enrollment.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

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FALL ENROLLMENT OF HISPANIC STUDENTS

College	Actual				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	Rate	Rate	Rate	Rate	Rate
Ashland	1.0%	0.9%	1.1%	0.9%	1.2%
Big Sandy	0.6%	0.6%	0.6%	0.7%	0.8%
Bluegrass	3.8%	4.1%	4.3%	4.7%	4.8%
Elizabethtown	3.8%	3.9%	3.5%	3.4%	3.7%
Gateway	1.9%	2.7%	3.0%	2.6%	3.5%
Hazard	0.6%	0.3%	0.7%	0.8%	0.5%
Henderson	1.6%	2.2%	2.3%	3.2%	3.3%
Hopkinsville	7.4%	7.2%	7.5%	8.7%	9.2%
Jefferson	4.5%	4.8%	5.2%	6.3%	7.1%
Madisonville	1.3%	1.6%	1.6%	1.8%	2.5%
Maysville	1.2%	1.6%	1.3%	1.5%	1.8%
Owensboro	1.1%	1.5%	1.6%	1.8%	1.9%
Somerset	1.4%	1.2%	1.1%	1.5%	2.2%
Southcentral KY	3.4%	2.3%	3.2%	3.4%	4.2%
Southeast KY	0.4%	0.4%	0.6%	0.6%	0.7%
West KY	2.5%	2.3%	2.8%	3.2%	3.5%
KCTCS	2.6%	2.7%	3.0%	3.3%	3.7%

Definition: Fall enrollment of Hispanic students as a percent of total Fall undergraduate enrollment.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

FIRST TO SECOND YEAR RETENTION RATE – UNDERREPRESENTED MINORITY STUDENTS

College	Actual					
	Fall 2010 to 2011	Fall 2011 to 2012	Fall 2012 to 2013	Fall 2013 to 2014	Fall 2014 to 2015	Fall 2015 to 2016
	Rate	Rate	Rate	Rate	Rate	Rate
Ashland	42.3%	41.9%	33.3%	34.8%	47.1%	41.2%
Big Sandy	10.5%	53.3%	42.9%	42.9%	50.0%	29.4%
Bluegrass	46.6%	36.6%	34.7%	40.1%	37.4%	43.7%
Elizabethtown	44.2%	41.6%	32.6%	37.4%	37.2%	39.1%
Gateway	46.2%	47.1%	58.0%	54.8%	48.9%	43.1%
Hazard	45.5%	57.1%	26.3%	46.7%	68.8%	57.1%
Henderson	58.5%	33.3%	33.3%	25.8%	46.0%	54.5%
Hopkinsville	43.5%	33.4%	44.3%	40.2%	35.2%	39.8%
Jefferson	43.1%	41.3%	35.2%	40.8%	36.9%	44.6%
Madisonville	43.4%	46.7%	36.4%	56.0%	43.6%	55.9%
Maysville	44.4%	48.4%	47.4%	42.9%	29.4%	53.6%
Owensboro	42.6%	46.9%	47.5%	29.4%	33.8%	45.1%
Somerset	44.8%	55.4%	45.5%	43.1%	51.9%	43.5%
Southcentral KY	46.4%	39.3%	36.7%	43.8%	51.4%	48.8%
Southeast KY	35.0%	29.6%	40.0%	53.8%	61.1%	66.7%
West KY	48.7%	40.9%	46.1%	47.5%	45.3%	56.1%
KCTCS	44.6%	39.9%	38.1%	41.0%	39.4%	45.1%

Definition: Fall-to-fall retention rates of first-time, credential-seeking students by Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Data Source: 2016-2022 KCTCS Performance Measures, KCTCS Office of Research and Policy Analysis (ORPA)

FIRST TO SECOND YEAR RETENTION RATE – LOW INCOME STUDENTS

College	Actual			
	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Base Fall 2014 to Fall 2015	Fall 2015 to Fall 2016
	Rate	Rate	Rate	Rate
Ashland	41.2%	46.2%	44.9%	48.7%
Big Sandy	55.0%	53.6%	55.7%	56.1%
Bluegrass	43.9%	43.7%	41.9%	45.8%
Elizabethtown	42.6%	45.4%	43.6%	46.5%
Gateway	57.3%	57.7%	51.4%	54.1%
Hazard	53.6%	52.2%	53.5%	50.8%
Henderson	38.0%	41.6%	42.9%	55.1%
Hopkinsville	44.4%	45.0%	41.1%	45.3%
Jefferson	42.7%	46.8%	44.4%	46.4%
Madisonville	52.6%	55.4%	50.5%	54.9%
Maysville	53.9%	46.2%	49.1%	58.4%
Owensboro	55.0%	47.0%	41.6%	50.6%
Somerset	55.3%	48.5%	47.7%	48.5%
Southcentral KY	47.9%	52.3%	52.3%	54.1%
Southeast KY	55.7%	57.6%	56.5%	61.6%
West KY	55.2%	55.2%	51.2%	55.9%
KCTCS	48.7%	48.5%	46.7%	50.3%

Definition: The percentage of first-time, degree-seeking low income students who return to the institution to continue their studies the following fall. Low income is defined as Pell grant recipient during academic year of entry.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

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THREE-YEAR GRADUATION RATE – UNDERREPRESENTED MINORITY STUDENTS

College	Actual					
	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	2014-15 Rate	2015-16 Rate
Ashland	10.0%	20.0%	21.1%	14.3%	4.5%	13.3%
Big Sandy	33.3%	12.5%	0.0%	26.7%	11.8%	10.0%
Bluegrass	16.1%	13.0%	10.6%	10.0%	10.9%	12.3%
Elizabethtown	14.9%	14.6%	15.5%	14.3%	17.4%	24.8%
Gateway	38.5%	22.7%	22.2%	26.3%	20.7%	33.3%
Hazard	0.0%	0.0%	25.0%	41.7%	13.3%	30.8%
Henderson	17.6%	25.0%	17.2%	19.0%	24.1%	5.1%
Hopkinsville	10.5%	12.4%	14.1%	15.7%	16.2%	20.5%
Jefferson	12.7%	9.5%	9.0%	6.1%	5.8%	6.9%
Madisonville	36.4%	35.0%	25.0%	30.0%	32.1%	36.7%
Maysville	25.0%	25.0%	20.0%	24.0%	31.8%	25.9%
Owensboro	15.6%	20.0%	11.4%	29.2%	31.0%	19.2%
Somerset	33.3%	9.4%	13.2%	30.0%	22.7%	12.9%
Southcentral KY	11.5%	4.0%	6.0%	8.8%	16.3%	15.2%
Southeast KY	12.5%	50.0%	12.5%	10.0%	25.0%	30.8%
West KY	45.5%	9.5%	24.1%	24.7%	25.0%	31.6%
KCTCS	16.2%	13.3%	13.1%	14.3%	14.3%	16.6%

Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to IPEDS limited to Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Data Source: 2016-2022 KCTCS Performance Measures, KCTCS Office of Research and Policy Analysis (ORPA)

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THREE-YEAR GRADUATION RATE – LOW INCOME STUDENTS

College	Actual			
	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016
College	Rate	Rate	Rate	Rate
Ashland	16.5%	18.3%	16.2%	25.9%
Big Sandy	15.0%	14.7%	21.0%	17.4%
Bluegrass	18.0%	13.7%	17.3%	15.3%
Elizabethtown	20.5%	20.7%	25.0%	27.3%
Gateway	31.7%	26.6%	25.0%	26.0%
Hazard	22.9%	29.3%	26.2%	24.3%
Henderson	16.8%	19.7%	21.6%	13.0%
Hopkinsville	17.4%	15.3%	19.0%	25.2%
Jefferson	11.6%	12.1%	11.0%	10.2%
Madisonville	26.7%	23.6%	42.5%	40.9%
Maysville	29.2%	27.1%	30.6%	26.8%
Owensboro	27.5%	28.6%	27.3%	24.6%
Somerset	21.9%	21.4%	22.7%	21.7%
Southcentral KY	19.2%	21.8%	24.7%	25.3%
Southeast KY	23.7%	26.6%	29.2%	32.5%
West KY	35.2%	33.6%	38.2%	38.9%
KCTCS	21.5%	20.4%	23.0%	23.6%

Definition: Cohort of first-time, full-time degree/certificate-seeking low income students who complete their program within 150% of normal time as reported to IPEDS. Low income is defined as Pell grant recipient during academic year of entry.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

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TOTAL CREDENTIALS AWARDED – UNDERREPRESENTED MINORITY STUDENTS

College	Actual					
	Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016
College	Total	Total	Total	Total	Total	Total
Ashland	33	76	61	72	70	43
Big Sandy	34	40	42	48	15	47
Bluegrass	458	454	422	620	445	462
Elizabethtown	186	232	234	361	326	227
Gateway	96	120	150	170	234	223
Hazard	49	22	14	31	12	32
Henderson	63	57	48	70	55	61
Hopkinsville	359	477	400	405	401	339
Jefferson	732	763	654	783	798	908
Madisonville	95	82	112	84	102	105
Maysville	63	64	63	79	50	86
Owensboro	72	129	106	68	81	71
Somerset	63	68	84	91	107	91
Southcentral KY	114	164	203	166	231	200
Southeast KY	23	38	35	49	36	26
West KY	167	298	312	281	265	356
KCTCS	2,607	3,084	2,940	3,378	3,228	3,277

Definition: Combined number of associate degrees, diplomas, and certificates awarded to URM students during an academic year (July 1 through June 30). Underrepresented minorities (URM) includes American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

TOTAL CREDENTIALS AWARDED – LOW INCOME STUDENTS

College	Actual					
	Academic Year 2010-2011	Academic Year 2011-2012	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016
College	Total	Total	Total	Total	Total	Total
Ashland	835	1,063	1,126	1,013	1,178	1,223
Big Sandy	802	914	1,077	1,257	1,430	1,242
Bluegrass	1,866	2,117	2,124	2,200	1,984	1,809
Elizabethtown	1,171	1,470	1,443	1,886	1,548	1,602
Gateway	652	707	773	974	945	984
Hazard	1,096	883	1,060	1,005	989	1,031
Henderson	401	357	390	444	343	356
Hopkinsville	786	990	949	949	937	836
Jefferson	1,297	1,667	1,663	2,002	1,965	2,032
Madisonville	731	626	739	704	770	697
Maysville	1,155	1,337	1,417	1,501	1,228	1,351
Owensboro	1,175	1,260	1,225	1,114	1,039	974
Somerset	1,642	1,903	2,276	2,456	2,340	2,065
Southcentral KY	1,170	1,468	1,069	1,530	1,529	1,442
Southeast KY	678	839	766	919	804	725
West KY	1,332	1,868	1,700	2,150	1,723	1,853
KCTCS	16,789	19,469	19,797	22,104	20,752	20,222

Definition: Total number of credentials awarded during an academic year to students who were Pell grant recipients during any term since 2005.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

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WORKFORCE DIVERSITY – UNDERREPRESENTED MINORITY MANAGEMENT STAFF

College	Actual				
	Fall 2012 Rate	Fall 2013 Rate	Fall 2014 Rate	Fall 2015 Rate	Fall 2016 Rate
Ashland	6.7%	6.7%	6.7%	7.7%	13.3%
Big Sandy	5.9%	5.0%	4.5%	4.8%	0.0%
Bluegrass	26.0%	22.7%	22.7%	26.1%	21.7%
Elizabethtown	22.2%	20.0%	15.0%	14.3%	11.1%
Gateway	13.9%	8.1%	8.6%	14.3%	17.9%
Hazard	5.6%	11.1%	5.9%	14.3%	7.1%
Henderson	7.1%	7.7%	16.7%	16.7%	8.3%
Hopkinsville	9.1%	11.1%	15.8%	15.0%	11.8%
Jefferson	21.1%	18.4%	21.6%	23.5%	10.0%
Madisonville	9.1%	8.7%	9.5%	5.0%	4.8%
Maysville	5.0%	9.5%	9.5%	4.5%	5.3%
Owensboro	3.7%	4.0%	3.8%	4.2%	4.8%
Somerset	4.0%	4.8%	9.1%	4.8%	5.6%
Southcentral KY	19.0%	16.0%	19.2%	16.0%	18.2%
Southeast KY	10.7%	10.3%	10.7%	11.5%	13.0%
West KY	17.4%	19.2%	12.9%	17.2%	18.5%
System Office	10.7%	8.0%	7.9%	6.0%	7.4%
KCTCS	12.8%	11.8%	12.1%	12.7%	11.3%

Definition: URM management staff as a percentage of all management staff. Underrepresented minorities (URM) includes American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)

WORKFORCE DIVERSITY – UNDERREPRESENTED MINORITY FACULTY FTE

College	Actual				
	Fall 2012 URM %	Fall 2013 URM %	Fall 2014 URM %	Fall 2015 URM %	Fall 2016 URM %
Ashland	1.0%	0.7%	0.7%	0.9%	1.0%
Big Sandy	1.9%	1.6%	1.7%	1.5%	0.8%
Bluegrass	5.8%	5.6%	6.3%	7.4%	7.7%
Elizabethtown	5.0%	5.3%	5.5%	6.7%	6.5%
Gateway	5.9%	6.7%	7.1%	7.5%	6.9%
Hazard	4.7%	4.4%	4.5%	4.4%	5.7%
Henderson	5.4%	5.5%	5.6%	5.1%	5.6%
Hopkinsville	13.4%	14.9%	13.1%	15.6%	14.5%
Jefferson	10.0%	9.7%	10.6%	9.6%	10.0%
Madisonville	4.7%	3.9%	3.6%	3.2%	3.1%
Maysville	3.2%	3.1%	3.2%	3.7%	4.0%
Owensboro	5.5%	6.7%	6.6%	7.2%	6.6%
Somerset	3.1%	3.7%	2.8%	2.8%	3.1%
Southcentral KY	5.1%	5.5%	5.5%	5.9%	4.9%
Southeast KY	4.4%	3.6%	3.3%	3.8%	3.7%
West KY	3.9%	4.1%	3.8%	4.4%	4.6%
KCTCS	5.5%	5.6%	5.7%	6.0%	5.9%

Definition: URM faculty FTE as a percentage of all faculty FTE. Underrepresented minorities (URM) includes 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 = fulltime + 1/3 part-time.

Data Source: 2016-2021 CPE Diversity Plan Measures, KCTCS Office of Research and Policy Analysis (ORPA)