

DIVERSITY PLAN 2017 - 2018

HOPKINSVILLE COMMUNITY COLLEGE



Community College
HIGHER EDUCATION BEGINS HERE

Diversity Plan

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Table of Contents

I.	Executive Summary	3
	Opportunity, Success, Impact	
II.	Introduction	5
	Campus History	
	Service Area	
	A Unique Military Mission	
	Serving the Most Racially and Ethnically Diverse County in Kentucky	
III.	Diversity Planning Process	8
	Appointment of a Cross-Functional Work Team / Diversity Planning Team Membership	
	The Charge – A New Diversity and Inclusion Approach	
	Timeline	
IV.	Opportunity	10
	Student Body Demographics – Regional/State Comparisons	
	Recruitment and Enrollment of URMs – Goals, Strategies, Objectives, and Tactics	
V.	Success	13
	High Impact Practices Based on Research	
	Graduation and Retention of URMs – Goals, Strategies, Objectives, and Tactics	
	Graduation and Retention of Low-Income Students – Goals, Strategies, Objectives, and Tactics	
VI.	Impact	22
	Workforce Demographics – Regional/State Comparisons	
	Faculty and Staff Diversity – Goals, Strategies, Objectives, and Tactics	
	Promoting Equity and Inclusion / Monitoring Campus and Community Environment – Goals, Strategies, Objectives, and Tactics	
	Cultural Competency of Campus Community – Goals, Strategies, Objectives, and Tactics	
VII.	Plan for Assessment	32
	Methodology to Determine Success	
VIII.	Conclusion	33
	Summary of Intended Goals/Outcomes	
	Potential Barriers to Success	
IX.	Appendix	34

Executive Summary

As a publicly-funded, comprehensive, two-year postsecondary institution, Hopkinsville Community College endeavors to provide its citizens with a wide variety of personal and professional learning opportunities. The college is committed to fostering inclusiveness and diversity, while serving as an example within the institution's geographic service area and beyond.

HCC promotes excellence in teaching and learning by offering an environment that supports intellectual, cultural, racial, and ethnic diversity. As part of the Kentucky Community and Technical College System (KCTCS), HCC is committed to creating and sustaining an environment of all-inclusive cultural diversity, where each individual is valued, respected, and supported, and is recognized on the basis of personal achievement, merit and contribution. KCTCS defines cultural diversity as, "the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, sexual orientation, ethnicity, and/or nationality." (approved by the KCTCS Faculty Council, Spring 2006).

Opportunity

Success

Impact

The goals of HCC's Diversity Plan are supported and reflected by the institution's mission, vision, and values statements.

Mission

Hopkinsville Community College is an inclusive, student-centered educational institution that provides accessible, innovative, and comprehensive learning opportunities within a supportive community that encourages academic excellence. The college sustains strong educational, community, military, agricultural, and economic partnerships to improve the quality of life in the southern Pennyrile regional and Fort Campbell and enables students to be responsible citizens in a global society.

Hopkinsville Community College promotes excellence in teaching and learning by offering:

- Degree, diploma, and certificate programs and courses that enable students to transfer to four-year institutions, and acquire the knowledge and skills for new or continued employment.
- Developmental, academic, and support services that promote student success.
- Customized business and industry training.
- Continuing education and community outreach.
- Adult education.

Hopkinsville Community College is a member of the Kentucky Community and Technical College System and is a public two-year degree granting institution.

Vision

The first-choice institution of higher education and workforce training in our region.

Values

Academic excellence and life-long learning

Access and student success

Stewardship of human, fiscal, capital, and environmental resources

Leadership and community engagement

Inclusion, multiculturalism, globally focused

Continuous improvement

Strong partnership with the military community

HCC's **Strategic Plan 2016-2022** includes goals and objectives designed to guide the institution in the achievement of its mission and vision. An emphasis on diversity is woven into the Plan. *Goal 2, Objective 5* challenges the college to *foster a culture of inclusiveness*. Specifically, the following are stated as objectives:

- Support minority enrollment
- Emphasize cultural competency in the curriculum and co-curricular events
- Recruit faculty and staff that provide diversity in experience
- Continue to ensure access and support for all students

HCC's **Strategic Enrollment (SEM) Plan 2016-2020** includes goals and objectives designed to maintain a diverse student body.

In the SEM Plan's list of Marketing and Recruitment Goals, *Goal 2* specifically emphasizes increasing African American students and includes a myriad of tactics designed to achieve the goal.

In the SEM Plan's list of Retention and Completion Goals, *Goal 2* specifically emphasizes increasing retention and persistence rates and includes a myriad of tactics designed to achieve the goal – a significant number of the tactics support success of underrepresented minority populations.

Through an inclusive, broad-based process, HCC's Diversity Planning Team developed the following **guiding definition of diversity**:

At Hopkinsville Community College we understand that each individual is unique. We respect humankind and value the continuum of differences that exists in our world. As such, the college will promote an inclusive environment that allows students, faculty, and staff to thrive and positively impact a global society.

Introduction

While community and technical colleges in Kentucky and the nation typically serve students who arrive on campus meeting a number of at-risk factors, Hopkinsville Community College data reveals a broader and more intense level of at-risk challenges faced by its student body coupled with the complications of serving a very transient military population. Further, HCC's student body is composed of a significant number of lower-income enrollees and students who are underprepared for college-level academic work.

Racial and ethnic diversity, low persistence rates, lower-income (first generation) students, academic under-preparedness, and a mission to serve the military all add up to an often perplexing blend of challenges and opportunities for HCC and its goal to increase academic success and degree completion of its students.

HCC enrolls a high number of underrepresented minority students. In fact, HCC serves as statistically the most racially and ethnically diverse community college in the Kentucky Community and Technical College System (KCTCS). Research suggests minority students face greater challenges with the transition to college than their white, non-Hispanic peers and often enter college with characteristics that serve as obstacles to academic success. As a result, minority students are more susceptible to dropping out of college.

HCC recognizes its important mission to continuously improve its service to underrepresented populations and close long-standing achievement gaps in academic success and degree completion. The college's Diversity Plan will serve as a critical guide for HCC with regard to both student body diversity and employee diversity.

Campus History

Through a legislative act in 1962 (House Bill 234), the Kentucky General Assembly mandated the formation of a system of two-year community colleges. The Community College Act of 1962 authorized the establishment of two-year colleges at Prestonsburg, Hopkinsville, Somerset, and the Hazard-Blackey area. By 1964, the system contained seven colleges and fourteen in 1986.

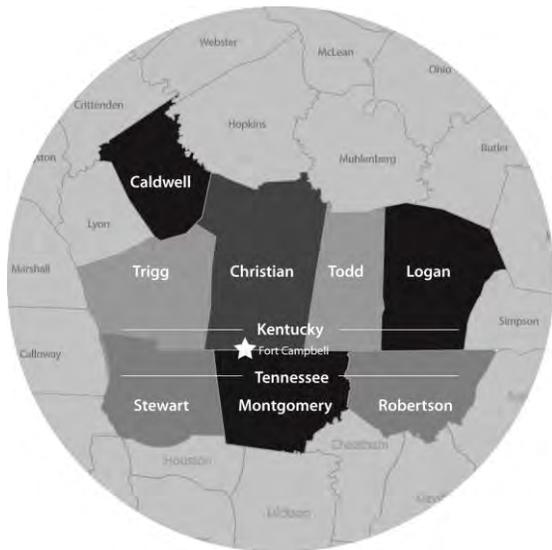
Hopkinsville Community College opened its doors in September 1965 with 220 students enrolled served by ten faculty and six staff. All operations took place in a single building – the distinctively bright-blue building known today simply as the Academic Building – located on 70 acres at the corner of North Drive and Talbert Drive.

By the 1970s official fall enrollment surpassed 1,000 students and exceeded 2,000 by the late 1980s. In 1991, HCC reached 3,000 students. Headcount enrollment peaked in 2011 at just over 4,000. In recent years enrollment has ranged from 3,100 to 3,500 students (1,800 to 2,200 FTE).

Service Area

Hopkinsville Community College serves students in five Kentucky counties (Caldwell, Christian, Logan, Todd, and Trigg), the Fort Campbell military installation, as well as three Tennessee counties (Montgomery, Stewart, and Robertson) via a tuition reciprocity agreement.

The primary feeder high schools include four public (Christian County HS, Hopkinsville HS, Todd County Central HS, and Trigg County HS) and two private (Heritage Christian Academy and University Heights Academy). HCC shares Caldwell County HS and Logan County HS with multiple KCTCS institutions. Fort Campbell HS and high schools located in the three Tennessee reciprocity counties serve as important feeders as well.



COUNTY	Total	Non-Minority	Minority	Minority Population
Caldwell	7,422	6,814	608	8.19%
Christian	44,592	30,465	14,128	31.68%
Logan	15,834	14,147	1,686	10.65%
Todd	7,180	6,218	962	13.40%
Trigg	8,148	7,195	952	11.69%

County demographic information based on official 2015 U.S. census data and population ages 18-64.

A Unique Military Mission

On July 17, 1972, Eagle University was established at Fort Campbell, Kentucky, on the border of both Kentucky and Tennessee. Eagle University operated under a consortium arrangement with Hopkinsville Community College, Murray State University, Embry Riddle Aeronautical University, Austin Peay State University, Vanderbilt University, Western Kentucky University, Middle Tennessee State University, and Tennessee State University. While some of the original postsecondary education consortium participants no longer operate on post, HCC has continuously served the U.S. Army installation at Fort Campbell since Eagle University was formed.

Today, HCC operates a satellite campus in the SSG Glenn H. English Jr. Army Education Center located at 202 Bastogne Avenue between Gates 3 and 4 at Fort Campbell – home to the 101st Airborne Division, the 160th Special Operations Aviation Regiment (SOAR), and the 5th Special Forces Group. The facility opened in September 1997. Housed within the Education Center is the heart of Army Continuing Education (ACES) operations which serves as a one-stop shop for all educational needs while stationed at or near Fort Campbell – counseling, testing, basic skills instruction, remedial education courses and a computer lab center for service members, dependents,

and civilians. Four postsecondary educational institutions offer classes in the Center – HCC, Austin Peay State University, Murray State University, and Embry Riddle Aeronautical University.

Students attend five 8-week terms, instead of the traditional 16-week semesters to fit classes into their schedules. HCC’s Fort Campbell campus enrollment ranges from 1,000 to 1,500 each fall which represents a range of 35 to 40 percent of the college’s total enrollment. Active duty soldier enrollment ranges from 250 to 300 which represents a range of 7 to 10 percent of the college’s total enrollment. Military family member enrollment ranges from 250 to 650 which represents a range of 7 to 18 percent of the college’s total enrollment.

HCC operates the National Testing Center for the Army as well as a Veteran Services Center. The Veterans Coordinator serves both HCC campuses. HCC also offers –through its Adult Education Department – one of the two Basic Skills Program (BSEP) classes offered at the Center.

The college’s unique military mission contributes to an often volatile enrollment environment. Extreme peaks and valleys are commonplace with a myriad of factors influencing the ever-changing educational needs of soldiers and their families. The population of Fort Campbell changes dramatically based on often unpredictable global affairs. Students also “PCS” (permanent change of station) in and out frequently whereby active duty military service members officially relocate – along with any family members living with him or her – to a different military base.

Serving the Most Racially and Ethnically Diverse County in Kentucky

Led by racially mixed populations in Fort Campbell, Oak Grove, Pembroke and Hopkinsville, Christian County remains the most diverse county in the state of Kentucky according to the U.S. Census Bureau. Shortly after the 2000 census count, a *Kentucky New Era* newspaper article from March 22, 2001, included the following statement:

The chances of choosing any two people at random from the population in Christian County and finding them to be of different races or ethnic backgrounds was 48 percent. No other county was close.

The article further noted Christian County was also the most diverse county in Kentucky in the 1980 and 1990 census counts. The most recent census count in 2010 and the Area Community Survey (ACS) data from 2015 once again documented the extraordinary diversity of the region served by Hopkinsville Community College.

Christian County, Kentucky Population	
2015 Data <i>U.S. Census Bureau</i>	Black or African American (21.3%), American Indian and Alaska Native (0.7%), Asian (1.8%), Native Hawaiian and Other Pacific Islander (0.5%), Two or More Races (3.2%), Hispanic or Latino (7.5%), White / Non-Hispanic (66.6%)

Diversity Planning Process

The Kentucky Public Postsecondary Education “Policy for Diversity, Equity, and Inclusion” was approved by the Kentucky Council on Postsecondary Education (CPE) on September 23, 2016.

Appointment of a Cross-Functional Work Team

In October 2016 each KCTCS institution was asked to develop a cross-functional team of faculty, staff, and student leaders to guide construction of the college diversity plan according to the template provided by Kentucky Council on Postsecondary Education (CPE) staff.

HCC President/CEO, Dr. Jay Allen, appointed a new Diversity Planning Team on October 31, 2016, after consultation with college leadership. Colleges were encouraged to include representatives from academic affairs, cultural diversity, marketing and communications, student admissions/recruitment, retention leaders, and faculty (technical and general education).

Diversity Planning Team Membership

Deloria Scott, Chair	Professor/Advising Center Director Cultural Diversity Coordinator	Black/African American
Dr. Alissa Young	Chief Academic Affairs Officer	Black/African American
Dr. Jason Warren	Chief Student Affairs Officer	White/Non-Hispanic
Yvonne Glasman	Human Resources Director	White/Non-Hispanic
Montreale Jones	Student Government President Student Regent, KCTCS Board of Directors	Black/African American
Rena Young	Director of Marketing and Communications	White/Non-Hispanic
Claire Bolinger	Recruitment Specialist	White/Non-Hispanic
Dr. Ken Casey	Professor/Humanities Division Chair	White/Non-Hispanic
Roland Butler, III	Program Coordinator, Student Support Services/TRIO	Black/African American
Danny Anderson	Instructor, Practical Nursing Program	Black/African American
Stuart Ziemann	Assistant Professor EET/IMT: Electrical Program Coordinator Welding Program Coordinator	White/Non-Hispanic
Jim Hunter	Professor, Mathematics Interim IR/IE Coordinator	White/Non-Hispanic
Amanda Blankenship	Coordinator Of Student Activities/Retention	White/Non-Hispanic

The Charge – A New Diversity and Inclusion Approach

The Diversity Planning Team was charged with developing an institutional plan containing strategies and tactics that: (1) increase success of diverse students; (2) diversify the faculty and staff; and (3) insure a campus climate that produces culturally competent graduates.

The following tasks were assigned to the Diversity Planning Team:

- Conduct research and identify relevant best practices that facilitate equitable student success.
- Design and activate engagement of college stakeholders in the planning.
- Devise a communications plan that informs college stakeholders about the planning process as well as how they might be involved.
- Assist with college goal-setting and design initiative assessment process.

The resulting Diversity Plan utilizes the **G’SOT** model:

- **Goal** → a primary objective
- **Strategy** → the approach taken to achieve a goal
- **Objective** → a measurable step taken to achieve a strategy
- **Tactic** → a tool used in pursuing an objective associated with a strategy

Timeline

November 14, 2016	“Creating a 21 st Century Strategic Diversity Plan for Your Community College” Professional Development Session
November 28, 2016	Initial Meeting, Diversity Planning Team
December 7, 2016	Regular Meeting, Diversity Planning Team
January 31, 2017	Regular Meeting, Diversity Planning Team
February 23, 2017	Draft Diversity Plan submitted to KCTCS Central Offices
March 21, 2017	Revised Diversity Plan submitted to KCTCS Central Offices
April 10, 2017	College Leadership receives feedback from CPE at In-Person Review Session in Frankfort
May-June 2017	CPE review team conducts on-site independent review of college plan
July 21, 2017	College diversity planning leadership presents final college plan to CPE-CEO
October 1, 2017	Approved final plan submitted to CPE
October 16, 2017	Approved Final College Plans To CEO

Opportunity

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure residents have the opportunity to receive a rich and fulfilling experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

Student Body Demographics – Regional/State Comparisons

Over the past four years Hopkinsville Community College's student body has become increasingly non-white as a percentage of total enrollment, with continued growth in the percentage of Hispanic students enrolled. The percentage Black/African American enrollment at HCC regularly exceeds that of the county in which the campus is located.

During the Fall 2016 semester, HCC had the largest underrepresented minority enrollment population of the 16 KCTCS institutions. Further, HCC's study body diversity exceeded that of all public colleges and universities in Kentucky with the exception of Kentucky State University.

Fall 2016 Enrollment <i>CPE Official Data</i>	White (60%), Black (22.5%), Hispanic (9.2%), Two or More Races (3.8%), Unknown (2.0%), Asian (1.5%), Native Hawaiian (0.6%), American Indian (0.3%), Non-Resident Alien (0.1%)
Fall 2015 Enrollment <i>CPE Official Data</i>	White (61.0%), Black (22.0%), Hispanic (8.7%) Two or More Races (3.7%), Unknown (2%), Asian (1.2%), Native Hawaiian (0.8%), American Indian (0.5%), Non-Resident Alien (0.2%)
Fall 2014 Enrollment <i>CPE Official Data</i>	White (61.6%), Black (23.3%), Hispanic (7.5%), Two or More Races (3.3%), Unknown (1.7%), Asian (1.4%), Native Hawaiian (0.5%), American Indian (0.4%), Non-Resident Alien (0.2%)
Fall 2013 Enrollment <i>CPE Official Data</i>	White (62.3%), Black (23.7%), Hispanic (7.2%), Two Or More Races (3%), Unknown (1.4%), Native Hawaiian (0.4%), American Indian (0.4%), Non-Resident Alien (0.1%)

Recruitment and Enrollment of URMs – Strategies, Objectives, and Tactics

Goal: Increase the number of underrepresented minorities (URMs) who enroll at HCC.

Strategy: To persuade URMs and their families that HCC represents the most beneficial first-choice for achieving their educational and vocational goals.

Objective: To enroll URMs at HCC at or above the percentage of minorities represented in the college's service area counties (per U.S. Census data).

Tactic: Include local, underrepresented minority students in all college marketing materials. Ensure there is significant diversity represented in all publications.

Tactic: Hire people of color as part of the college's faculty and staff so the campus visibly showcases that it values diversity and welcomes all.

Tactic: Offer classes that are accessible to all individuals regardless of which employment shift they work.

Tactic: Ensure that campus faculty and staff recruiters visit students in a variety of employment settings covering students from all employment shifts.

Tactic: Continually maintain and reapply for the federally-funded Upward Bound (UB) TRIO Program that serves 67 eligible first-generation/low income high school students. The UB Program provides fundamental support to participants in their preparation for college entrance. UB provides academic instruction, tutoring, mentoring, cultural enrichment, financial/economic literacy. The program serves students from groups that are traditionally underrepresented in postsecondary education. Students are served through weekend and summer educational and cultural enrichment programs, including a high school to college "bridge" program.

Tactic: Apply for the federally-funded Veterans Upward Bound (VUB) TRIO Program to enhance college-readiness and college enrollment of area veterans.

Tactic: Utilize the local Rotary Scholars last aid applied scholarship program to make college possible for a more diverse array of students.

Tactic: Continue to partner with the City of Hopkinsville and Hopkinsville Transit to promote ease of bus transportation to the HCC campus. Participate in "ride-along" sessions that connect HCC staff with bus riders and regularly distribute "HCC is on the route" brochures. Educate the community on the valuable service which can reduce transportation barriers for lower-income and underrepresented students.

Tactic: Host an annual “Super Someday College Fair”. After six years of conducting Super Sunday, input from students, parents, faith-based partners, KCTCS staff, faculty and leadership showed a need to redesign it so the program becomes a tool to help close the academic achievement gap. The new initiative will promote student opportunity and success. The program will prepare students and their families for postsecondary success.

Tactic: Host an annual “Super Saturday” college-going event in concert with African American Church District Meetings and youth who attend.

Tactic: Conduct special KYFAME Advanced Manufacturing Technician program recruitment efforts with special emphasis on African American males.

Tactic: Utilize a more sophisticated recruitment communications approach by maximizing the functionality of the Hobson’s Radius tool.

Tactic: Provide youth programming, such as Kids in College Can Soar (KICCS), to encourage a diverse population of students to visit HCC’s campus.

Tactic: Promote the Youth Workforce Connections (YWC) Program, funded by the West Kentucky Workforce Board. The program offers education and employment services to area economically disadvantaged youth between the ages of 18 and 24.

Enrollment by Race										
	Fall 12		Fall 13		Fall 14		Fall 15		Fall 16	
Race	Count	Percent								
AMERICAN INDIAN	19	0.50%	17	0.47%	21	0.59%	15	0.48%	9	0.31%
ASIAN	49	1.28%	49	1.36%	49	1.37%	37	1.19%	42	1.46%
BLACK	884	23.10%	856	23.71%	832	23.32%	686	21.99%	649	22.52%
HISPANIC	283	7.39%	261	7.23%	268	7.51%	271	8.69%	265	9.20%
NATIVE HAWAIIAN	20	0.52%	17	0.47%	17	0.48%	24	0.77%	18	0.62%
NON-RESIDENT ALIEN	2	0.05%	3	0.08%	6	0.17%	5	0.16%	3	0.10%
TWO OR MORE RACES	116	3.03%	107	2.96%	116	3.25%	114	3.65%	109	3.78%
UNKNOWN	71	1.86%	52	1.44%	62	1.74%	64	2.05%	57	1.98%
WHITE	2,383	62.27%	2,249	62.28%	2,197	61.58%	1,904	61.03%	1,730	60.03%

Official enrollment data as reported to CPE

Underrepresented Minority (URM) Enrollment										
	Fall 12		Fall 13		Fall 14		Fall 15		Fall 16	
	Count	Percent								
OTHER	2,505	65.46%	2,353	65.16%	2,314	64.85%	2,010	64.42%	1,832	63.57%
URM	1,322	34.54%	1,258	34.84%	1,254	35.15%	1,110	35.58%	1,050	36.43%

Non-URM: White (Caucasian), Asian, Non-Resident Alien, and Unknown
URM: All Other Race & Ethnicities

Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.

High Impact Practices Based on Research

The Center for Community College Student Engagement (CCSSE) has identified 13 promising success practices in community colleges – practices for which there is emerging evidence of improvement in retention and course completion.

Orientation	Student Success Courses
Academic Goal Setting and Planning	Early Alert and Intervention
Supplemental Instruction	Tutoring
Registration Before Classes Begin	Assessment and Placement
Structured Group Learning Experiences	Accelerated or Fast-Track Developmental Education
Learning Community	Experiential Learning Beyond the Classroom
Class Attendance	
http://www.ccsse.org/center/initiatives/highimpact/promisingpractices.cfm http://www.ccsse.org/docs/matter_of_degrees.pdf	

Hopkinsville Community College has implemented a number of high impact practices identified by CCSSE that support academic success and degree completion for the general college population, but particularly benefit underrepresented minority populations.

Orientation:

Enable group orientation, advising, and registration sessions are *required* for all HCC credential-seeking students. The sessions – which are particularly beneficial to at-risk and/or URM students – ensure a similar experience for in-coming students and support the transition to college. Sessions are adapted to the unique needs of the Hopkinsville and Fort Campbell campuses. Students have the opportunity to evaluate the sessions via a Survey Monkey link. Assessment results are periodically reviewed to continuously improve the sessions.

Student Success Course:

HCC utilizes a three-pronged approach for First Year Experience student success courses. FYE 105 “Achieving Academic Success” is a *mandatory* three credit-hour student success course required in the following situations: (1) students who test into two or more developmental areas, (2) a requirement for reinstatement after an academic suspension, and (3) a last-chance tool used by the financial aid Satisfactory Academic Progress (SAP) Committee. A significant financial literacy component was recently added to the course as part of HCC’s overall loan default management plan and a college-wide emphasis on personal finance education. One entire chapter of the course is dedicated to Diversity. Periodically, HCC offers special sections of FYE 105 to targeted audiences such as African American males. Overall, FYE 105 has proven to be particularly beneficial to at-risk and/or URM students.

GEN 100 “Introduction to College” is a *mandatory* one credit-hour student success course for the Rotary Scholars high school program – a last aid applied scholarship program that ensures all eligible students’ tuition is completely covered during their two years at HCC. Successful completion of GEN 100 while in high school – HCC instructors teach the course at the local high schools – represents one requirement for Rotary Scholars eligibility. GEN 100 and the Rotary Scholars program is particularly beneficial to at-risk and/or URM students in providing college-going information early (while students are still enrolled in high school) and creating educational opportunity after graduating from high school.

Academic Goal Setting and Planning:

HCC requires students complete a mandatory academic plan (MAP) before being granted self-service enrollment permission. MAPs – signed by both the student and his/her academic advisor – play a critical role in academic advising at the college to ensure both parties have reviewed and discussed the student’s academic program requirements.

A *Master Advisor Model* was implemented during the 2015-16 academic year which moved the college to advising teams. Students are now assigned to advising teams based on levels of an individual student’s “at-risk” or “success” at the time of application to the college. Students pursuing AA and AS degrees are assigned to either a red, yellow, or green team (a stoplight model) with red representing students who are more at-risk and green representing students with more success factors.

In an effort to promote more frequent, mandatory, advisor-student interaction and a college-wide acknowledgement that “Students Don’t Do Optional,” all students are required to meet with an academic advisor via an email, phone, or in-person conference prior to being granted enrollment permission for the upcoming semester/term (October 1 for spring semester/term advance registration; March 1 for summer/fall term advance registration). The purpose of the student-

advisor interaction is simply to track each student's progress toward degree completion and explore barriers to success and completion. The effort serves as an additional touch point with student. An advising syllabus and an advising checklist were developed to guide academic conversations.

HCC's also utilizes a number of career development software tools to support students such as Choices360 and Focus Career. Career development and exploration is an integral part in student academic success. Choices360 is a comprehensive career planning and development resource that allows students to complete assessments to assess their interests, skills, abilities, and work values and match them with the world of work and beyond.

Focus Career provides students both a professional resume builder and a path to job registration. Features allow students to: (1) build a professional resume easily, using the interview wizard, (2) find job leads instantly that match their skills and transferable abilities, (3) schedule job alerts daily or weekly to their inboxes, and (4) explore career options and paths to help them reach their education and employment goals

The various academic goal setting and planning strategies utilized by the college are particularly beneficial to at-risk and/or underrepresented populations who often are the first in their immediate families to attend college and need more structured guidance.

Early Alert and Intervention:

HCC utilizes the Hobsons *Starfish Early Alert and Intervention* tool which allows faculty to raise flags of concern about students, as well as provide positive feedback in the form of kudos. In addition to students receiving early alert notifications, advisors and other support personnel in a student's Starfish Success Network receive flags so that follow-up action may take place. The college's Early Alert Manager monitors the alerts and conducts outreach efforts via phone calls, emails, and/or personal letters as appropriate. Starfish is particularly beneficial to at-risk and/or URM students in reaching out to students who are struggling academically. Research has repeatedly shown that such outreach efforts displaying "care and concern" can often be a determining factor whether or not a student decides to continue in college or not.

Supplemental Instruction:

In Fall 2013 HCC redesigned its writing courses to incorporate supplemental instruction. Previously, students who tested into a developmental writing course – ENC 91 "Foundations of Writing II" – were placed into the developmental course and could not enroll in ENG 101 "Writing I" until they had successfully completed the pre-requisite course. Under the college's new model, students who test into ENC 91 enroll directly into ENG 101 with a paired, two credit-hour ENG 100 "English Workshop" where supplemental instruction supports the students enrolled. The model

saves students both time and money and represents a critical degree completion strategy for the college.

After some documented success of the co-requisite/paired courses model in the writing courses, HCC extended the supplemental instruction approach to math and reading courses. Some MAT 150 “College Algebra” courses are now paired with a two credit-hour MAT 96 Supplemental Mathematics course which allows students testing into MAT 126 “Technical Algebra and Trigonometry” to enroll in MAT 150 with the paired course.

Beginning in 2017 – to assist students with reading deficiencies – the college offered HIS 108 “History of the United States Through 1865” paired with a two credit-hour RDG 100 “Reading Workshop” and the college’s FYE 105 “Achieving Academic Success” course paired with RDG 100.

HCC’s approach to supplemental instruction has proven to be particularly beneficial to at-risk and/or URM students who need greater one-on-one attention.

Tutoring:

HCC’s federally-funded Student Support Services (SSS) TRIO Program supports 206 at-risk students. SSS provides a computer lab and a number of student success services, including the hiring of tutors.

The College also supports general tutoring for all students at both campuses, particularly for writing and math. A Writing Center and a Math Lab are accessible to students seeking academic assistance.

Literatzi, HCC’s Quality Enhancement Plan (a SACS initiative), represents a five-year program focusing on students’ reading comprehension and the development of a “Culture of Reading.” Students’ reading comprehension is addressed through workshops, both in class and during lunchtime events, in which students are exposed to various ways to read their texts more effectively and efficiently. In addition, note-taking, vocabulary building, and test-taking strategies are interwoven into the workshops. Workshops are sometimes specific to an academic discipline and at other times they focus broadly on reading strategies. Students also have daily vocabulary building through the Literatzi Word of the Day posts on social media. Comprehension and vocabulary are closely linked, so the daily exposure to new vocabulary is another way to address students’ reading comprehension. In addition, the Literatzi team offers free tutoring to students at both campuses. The Literatzi team sponsors the Reading Apprenticeship Training for faculty to help faculty support their students’ reading comprehension of content-specific information.

The development of a “Culture of Reading” at HCC has several components. Each year, a Common Read book is highlighted. Students, faculty, and staff receive a free copy of the book.

Additionally, the Literatzi team sponsors a Three Book Challenge in which students, faculty, and staff receive three free copies of books. Throughout the year, book discussions and guest speaker events are held. Many times these events are co-sponsored with student organizations on campus to encourage students to attend. To further support a Culture of Reading on campus, during the 2015-16 academic year, the Literatzi team and the library faculty, collaborated with local Hopkinsville organizations and participated in The Big Read, a nationally-funded program. In addition, the Literatzi team sponsors an Authors' Festival.

Registration Before Classes Begin:

New students attend *mandatory* Enable group orientation, advising, and registration sessions prior to the start of classes. The College's system discourages late registration for new students. Enrollment after a class has already met is strongly discouraged.

Assessment and Placement:

The College follows mandatory course placement guidelines established by CPE and KCTCS and multiple measures are used for placement in reading, writing, and math. Preparatory tutorial websites are shared with prospective students, and students are encouraged to review them prior to assessment.

HCC maintains its strong commitment to diversity in its student graduates. During the 2015-16 academic year, only 66.7 percent of the college's graduates represented white/non-Hispanic populations.

2015-16 Graduates		
African American	136	16.5%
American Indian	4	0.5%
Asian	11	1.3%
Latino/Hispanic	75	9.1%
Native Hawaiian	7	0.8%
Non-Resident Alien	1	0.1%
Two or More Races	22	2.7%
White, Non-Hispanic	550	66.7%
Unknown	19	2.3%

Graduation and Retention of URMs

Goal: Increase the number and overall percentage of URMs who graduate each academic year from HCC with a credential.

Strategy: Persuade URMs to remain enrolled and making progress toward degree completion despite the multitude of family, work, and personal obstacles they may face.

Objective: Close the retention and completion gaps between the non-URM and URM cohorts annually by one-half percentage point.

Tactic: The College’s Advising Center – in partnership with the Cultural Diversity Coordinator – conducts an “African American Calling Project” outreach effort each semester. A query is generated from the institution’s Decision Support System (DSS) to identify URM students who were enrolled in the previous semester but not enrolled in the current semester. The “stop-outs” are contacted by advisors and barriers to enrollment are explored and addressed.

Tactic: Continually maintain and reapply for the federally-funded Student Support Services (SSS) TRIO Program that serves 206 eligible first-generation/low income college students. The program provide participants academic tutoring, mentoring services, advice and assistance in postsecondary education course selection, financial aid, career advising, exposure to cultural events, and four-year university transfer campus tours and two-year to four-year transfer assistance.

Tactic: Emphasize the “Power of Story” by promoting success stories of URM students via flyers, “My Story Booths,” social media campaigns, etc.

Tactic: Utilize the Civitas Illume predictive analytics tools to conduct proactive outreach to students identified with at-risk factors at the beginning of each semester/term. Will complement the Starfish early alert and intervention efforts that take place after the semester/term begins.

IPEDS Completers Within 150% (Three-Year Graduation Rate)										
Cohort Year	Total Cohort	American Indian or Alaska Native	Asian	African American	Hispanic	Hawaiian	White	Two or more races	Unknown	Nonresident Alien
2014	432	0.00%	0.00%	11.76%	30.00%	33.33%	24.65%	7.69%	0.00%	0.00%
2013	346	0.00%	0.00%	11.86%	6.25%	66.67%	21.12%	27.27%	33.33%	0.00%
2012	380	0.00%	0.00%	11.90%	15.00%	0.00%	26.51%	0.00%	30.43%	0.00%
2011	435	50.00%	20.00%	8.79%	16.67%	0.00%	19.11%	0.00%	25.00%	0.00%

Credentials Earned by Underrepresented Minority (URM) Students		Academic Year 2011-12	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16
<i>Race</i>	<i>Degree</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>
OTHER	ASSOCIATE	375	361	376	381	357
OTHER	CERTIFICATE	423	485	587	585	546
OTHER	DIPLOMA	30	21	32	31	30
URM	ASSOCIATE	156	164	147	155	167
URM	CERTIFICATE	312	232	246	237	170
URM	DIPLOMA	9	4	12	9	2

Credentials by Race		Academic Year 2011-12	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15	Academic Year 2015-16
<i>Race</i>	<i>Degree</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>	<i>Count</i>
AMERICAN INDIAN	ASSOCIATE	3	1	3	4	1
AMERICAN INDIAN	CERTIFICATE	8	11	4	4	3
AMERICAN INDIAN	DIPLOMA	0	2	0	0	0
ASIAN	ASSOCIATE	6	3	6	15	10
ASIAN	CERTIFICATE	8	9	2	17	5
ASIAN	DIPLOMA	0	0	1	0	0
BLACK	ASSOCIATE	118	105	92	87	90
BLACK	CERTIFICATE	240	152	164	145	103
BLACK	DIPLOMA	8	2	10	5	0
HISPANIC	ASSOCIATE	26	45	36	50	55
HISPANIC	CERTIFICATE	41	44	58	70	49
HISPANIC	DIPLOMA	0	0	1	2	2
NATIVE HAWAIIAN	ASSOCIATE	0	4	1	1	5
NATIVE HAWAIIAN	CERTIFICATE	0	9	1	3	2
NATIVE HAWAIIAN	DIPLOMA	0	0	0	0	0
NON-RESIDENT ALIEN	ASSOCIATE	0	0	0	0	1
NON-RESIDENT ALIEN	CERTIFICATE	0	0	2	1	2
NON-RESIDENT ALIEN	DIPLOMA	0	0	0	0	0
TWO OR MORE RACES	ASSOCIATE	9	9	15	13	16
TWO OR MORE RACES	CERTIFICATE	23	16	19	15	13
TWO OR MORE RACES	DIPLOMA	1	0	1	2	0
UNKNOWN	ASSOCIATE	7	9	4	5	10
UNKNOWN	CERTIFICATE	1	16	9	17	24
UNKNOWN	DIPLOMA	2	0	0	0	1
WHITE	ASSOCIATE	362	349	366	361	336

WHITE	CERTIFICATE	414	460	574	550	515
WHITE	DIPLOMA	28	21	31	31	29

Retention Rate by Race						
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
AMERICAN INDIAN	Cohort	17	17	19	17	21
	Rate	53%	47%	42%	59%	52%
	Retained	9	8	8	10	11
AFRICAN AMERICAN	Cohort	1,015	1,176	881	856	832
	Rate	55%	41%	49%	49%	45%
	Retained	562	484	430	419	375
ASIAN	Cohort	48	44	49	49	49
	Rate	46%	48%	51%	57%	65%
	Retained	22	21	25	28	32
HISPANIC/LATINO	Cohort	215	324	283	261	268
	Rate	56%	51%	51%	52%	53%
	Retained	121	166	145	137	143
TWO OR MORE RACES	Cohort	85	119	115	107	116
	Rate	46%	50%	44%	57%	59%
	Retained	39	60	51	61	68
NATIVE HAWAIIAN	Cohort	19	18	20	17	17
	Rate	37%	44%	55%	24%	47%
	Retained	7	8	11	4	8
WHITE, NON-HISPANIC	Cohort	2,392	2,681	2,382	2,248	2,196
	Rate	56%	53%	55%	57%	56%
	Retained	1,351	1,431	1,320	1,291	1,226
NON-RESIDENT ALIEN	Cohort	1	2	2	3	6
	Rate	0%	0%	0%	67%	50%
	Retained	0	0	0	2	3
UNKNOWN	Cohort	72	78	69	52	62
	Rate	39%	47%	42%	56%	45%
	Retained	28	37	29	29	28

Retention Rate by URM						
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
NON-URM	Cohort	2,513	2,805	2,502	2,352	2,313
	Rate	56%	53%	55%	57%	56%
	Retained	1,401	1,489	1,374	1,350	1,289
URM	Cohort	1,351	1,654	1,318	1,258	1,254
	Rate	55%	44%	49%	50%	48%
	Retained	738	726	645	631	605
Non-URM: White (Caucasian), Asian, Non-Resident Alien, and Unknown URM: All Other Race & Ethnicities						

Graduation and Retention of Low-Income Students

Goal: Increase the number and overall percentage of low-income students who graduate each academic year from HCC with a credential.

Strategy: Persuade low-income students to remain enrolled and making progress toward degree completion despite the multitude of family, work, and personal obstacles they may face.

Objective: Increase retention and graduation rates of low-income students annually by one-half percentage point.

Tactic: Promote the state-funded Ready to Work (RTW) Program that works in collaboration with the Kentucky Community and Technical College System (KCTCS) and the Kentucky Cabinet for Health and Family Services (CHFS) to assist low-income families. The program provides work-study placements to qualifying students. Ready to Work advises, teaches life skills, job readiness, and mentors students. The program serves 25-40 eligible students annually.

Tactic: Promote the state-funded Work and Learn (W&L) Program that works in collaboration with the Kentucky Community and Technical College System (KCTCS) and the Kentucky Cabinet for Health and Family Services (CHFS). The Work and Learn Program offers work opportunities with placements on and off the HCC campus giving participants the opportunity to earn extra monies as they work towards attaining their GED through HCC's Adult Education Program. The participants receive counseling, advocacy, and mentoring throughout their experience. The program serves 12-18 students annually.

Tactic: Promote and continue to grow the HCC Foundation, Inc.'s need-based Atwood Textbook Scholarship which was endowed in 2009.

Tactic: Promote the John T. Smith Scholarships which recognize African American residents of Kentucky who have demonstrated the potential for academic success.

Retention Rate by Low Income				
Fall 2010 to 2011*	Fall 2011 to 2012*	Fall 2012 to 2013*	Fall 2013 to 2014*	Fall 2014 to 2015*
50.2%	42.3%	44.4%	45.0%	41.1%

Graduation Rate by Low Income		
2012-2013*	2013-2014*	2014-2015*
17.4%	15.3%	19.0%

Financial Aid 2014-15	
Percentage receiving aid	81%
Pell grants	57%
Federal Student Loans	29%

Financial Aid 2015-16	
Percentage receiving aid	79%
Pell grants	52%
Federal Student Loans	29%

Total Credentials - Low Income					
2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016* **
786	990	949	949	937	937

Associate Degrees - Low Income					
2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016* **
281	391	408	389	394	394

Certificates and Diplomas - Low Income					
2010-2011*	2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016* **
505	599	541	560	543	543

Impact

To fully realize the impacts of diversity, Kentucky’s institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Workforce Demographics – Regional/State Comparisons

Faculty and Staff

HCC maintains its strong commitment to diversity in its workforce as demonstrated in the makeup of its faculty and staff. However, the college continues to work toward increasing its employee diversity in administration, faculty, and staff. During the 2016-17 academic year, 21.5 percent of HCC’s faculty represented under-represented populations and 18 percent of HCC’s staff were minorities. A “sample” chart HCC uses to monitor its workforce diversity is provided below (the larger, official version for 2016-17 is included in the Appendix):

Employees by Primary Occupational Activity	Race/ethnicity		Hispanics		For Non-Hispanics Only				Black or African		Native Hawaiian/		White		Two or More Races		Non-Resident		Total		
	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)	Men (17)	Women (18)	Men (19)	Women (20)	Men (21)	Women (22)	
	President	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Vice President* (executive, senior, associate, assistant)	0	0	0	0	0	0	0	0	0	1	0	0	2	2	0	0	0	0	2	2	3
Provost* (vice, associate, assistant)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dean* (vice, associate, assistant)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
*Faculty who serve in categories listed above for 50% or more of their appointment should be included in the counts entered																					
Director**	0	0	0	0	0	0	0	0	1	3	0	0	5	9	0	0	0	0	6	12	
Executive Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
**Includes Director level																					
Faculty (Tenured)																					
Full Professor	0	0	0	0	0	0	0	0	0	2	0	0	12	10	1	0	0	0	13	12	
Associate Professor	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0	0	0	0	1	5	
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Faculty (On Tenure Track)																					
Full Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
Faculty (Not on Tenure Track)																					
Full Professor	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	1	2	
Associate Professor	0	0	0	0	0	0	0	1	1	0	0	0	8	1	0	0	0	0	9	2	
Assistant Professor	0	0	0	0	0	0	0	0	1	0	0	0	3	4	1	1	0	0	5	9	
Instructor***	0	0	0	0	1	0	0	1	1	1	0	0	3	4	0	0	0	0	5	9	

*** The non-resident alien category is not used for the Statewide Diversity Policy and Degree Program Eligibility
 ****Instructor Faculty Rank (Not on Tenure Track) included to show progress in diverse hiring of faculty.
 54.5% Female and 36% Minority

Board of Directors

HCC’s Board of Directors consists of ten (10) members, as follows: seven (7) members appointed by the Governor; one (1) member shall be a member of the teaching faculty, one (1) member of the staff, and one (1) member shall be a member of the student body. The faculty and staff member shall serve for a term of three (3) years (eligible for re-election), and until their successors are elected and qualified.

For the 2016-17 academic year, an African American male student, Montreale Jones, was elected as student body president. However, Montreale was subsequently elected as a student regent on the KCTCS Board of Regents. As a result, the SGA vice president served in the student representative role on the local board.

Board Members 2016-17	Gender	Race/Ethnicity	Employment Category
Mr. Philip Donald Back	M	White, Non-Hispanic	Appointed
Mr. Eston W. Glover, Jr	M	White, Non-Hispanic	Appointed
Ms. Jackie G. Jones	F	White, Non-Hispanic	Appointed
Mr. Gary W. Logan	M	White, Non-Hispanic	Appointed
Ms. Ashley Greene	F	White, Non-Hispanic	Student Representative
Ms. Melissa A. Stevenson	F	White, Non-Hispanic	Staff Representative
Ms. Shelly C. Tilley	F	White, Non-Hispanic	Appointed
Mr. Edward Charles Turner	M	African-American	Appointed
Ms. Peggy Bozarth	F	White, Non-Hispanic	Faculty Representative

When a board vacancy occurs from one of the seven appointed positions, the Governor is ultimately responsible for securing the replacement. HCC makes every effort to solicit prospective board members who represent diversity such as race, gender, county of residence, and political party. Individuals who are interested in serving on the Board of Directors must complete an application and write a letter to the local Nominating Committee. The Committee convenes to review the applicants and then submits names to the KCTCS central offices. The information is forwarded to the Governor for consideration.

Faculty and Staff Diversity – Goals, Strategies, Objectives, and Tactics

Goal: Increase the racial and ethnic diversity of faculty and staff at Hopkinsville Community College

Strategy 1: Persuade racially and ethnically diverse individuals to consider HCC as a workplace destination.

Objective: On an annual basis, attempt to secure employment pools that exceed 25 percent racially and ethnically diverse through clear and focused job announcements.

Tactic: Develop clear and focused job announcements that address the importance of diversity to the position to be filled (relevant job performance attribute might include the demonstrated ability to mentor and support students from diverse backgrounds, cross-cultural communication skills, experience with different teaching strategies and learning styles).

Tactic: Explore the formation of and membership, along with other Kentucky community colleges and universities of the Greater Kentucky Higher Education Recruitment Consortium. Higher Education Recruitment Consortium (HERC) is an association established by human resources, faculty affairs, and diversity leaders with

the mission to advance the ability of member institutions to recruit and retain the most diverse and talented workforce, and to assist dual-career couples.

Tactic: Utilize nationally-recognized educational publications to assist in recruiting faculty and executive management vacancies.

Tactic: Utilize nationally-recognized diverse/minority publications to assist in recruiting faculty vacancies (America's Job Exchange).

Tactic: Conduct active recruitment by seeking assistance from and networking with professional colleagues and graduate students whose professional networks are likely to reach underrepresented faculty.

Tactic: Utilize professional networks and social media by sending the position announcement and then follow up with an email or phone call to ask for assistance in reaching qualified underrepresented employees.

Tactic: Distribute job postings to traditionally African American and Hispanic/Latino churches and community groups that may assist in the recruitment of underrepresented faculty and staff.

Tactic: Include culturally diverse employees on steering committees when possible, focusing on the candidate's qualifications and potential academic role in the department, and how the candidate's attributes and experiences can contribute to institutional diversity.

Strategy 2: Foster the value of a diverse workplace with hiring committees and decision-makers.

Objective: Attempt to ensure all employment search committee phone and/or initial in-person screening interviews contain at least 10 percent racially and ethnically diverse candidates.

Tactic: Educate employment search review committees on hidden biases.

Strategy 3: Retain racially and ethnically diverse faculty and staff employed by HCC.

Objective: On an annual basis retain a racially and ethnically diverse faculty and staff within five percent of the overall faculty and staff retention rate (baseline based on previous year data).

Tactic: Conduct an onboarding survey to URM hires one year after hire. Collect input on ways to improve recruiting/retention. Examine how URM hires perceived their experience and gauge satisfaction compared to how HR/Academic Affairs view their experience and transition.

Tactic: Conduct a “Listening Tour” outreach to URM hires one year after hire. Collect input on ways to improve recruiting/retention. Examine how URM hires perceived their experience and gauge satisfaction compared to how HR/Academic Affairs view their experience and transition.

Tactic: Encourage faculty members to include culturally diverse themes in existing curriculum, therefore creating an awareness in their own department and colleagues.

Tactic: Academic Services will pay close attention to the ways in which new underrepresented faculty may be asked to take on advising and/or service loads. Highlighting forms of service and advising that can contribute to a positive sense of purpose, belonging, and/or community.

Tactic: Academic Chairs offer to assist new faculty members find resources in the community as they begin to integrate as a new community member.

Tactic: Recognize effective employees.

Tactic: Ensure minority representation on committees, activities, and projects.

Tactic: Provide and encourage faculty and staff to participate in professional development opportunities that focus on diversity and inclusion.

Promoting Equity and Inclusion / Monitoring Campus and Community Environment – Goals, Strategies, Objectives, and Tactics

Goal: Provide an inclusive and supportive environment for faculty, staff, students, and visitors to campus.

Strategy: Persuade and reinforce to internal and external communities that HCC’s campus is inclusive and welcoming to all; serve as an influencing example for the surrounding communities to follow.

Objective: Maintain survey scores of a minimum of ___% on survey(s) designed to measure diversity, equity, and inclusion. [Instrument to be determined such as the Personal Assessment of the College Environment (PACE) by the National Initiative for Leadership and Institutional Effectiveness (NILIE)]

Tactic: The Office of Student Engagement will continue to incorporate activities for students on campus that help support a holistic student approach. Events on campus include: game nights, fitness classes, competitive games, intramural sports, and educational programs. The intramurals will help facilitate activity with under-represented populations and increase retention rates. Students will make stronger connections with the college’s faculty, staff, and fellow students.

Tactic: Conduct a “Diversity, Equity, and Inclusion Survey” – a campus climate survey – for faculty, staff, and students, and utilize the results for continuous improvement.

Tactic: Offer cultural diversity/special events on campus.

Tactic: Maintain eligibility to accept F-1 international students and a PDSO with SEVIS training and clearance. Having international students enrolled at HCC further diversifies the campus and exposes faculty, staff, and students to other cultures.

Tactic: Provide faculty and staff new hire orientations that address working collaboratively to create an environment where openness and acceptance is prevalent, and in which people of all backgrounds, identities, and perspectives can feel secure and welcome.

Tactic: Allow and expect people to retain characteristics that make them unique and valuable.

Cultural Competency of Campus Community – Goals, Strategies, Objectives, and Tactics

Goal: Increase the cultural competency of the campus community.

Strategy: Foster the value of cultural competency among faculty, staff, and the college’s student body.

Objective: On an annual basis, offer a minimum of 10 diverse programming events/activities that promote cultural competency of the campus community.

Tactic: Continue to offer culturally diverse programming each academic year sponsored cooperatively by various campus departments such as the Office of Diversity, Literatzi, and Library Services. Samples include:

- “Loosening the Gender Girdle: How Gender Affects You”
Presenter: Roby Ochs, Speaker-Educator-Activist, Keynote Address for Women’s History Month Luncheon (September 16, 2015) *Visited HCC as part of tour that included presentation at the University of Kentucky.
- “Holocaust Survivor: Dr. Inge Auerbacher” (October 20, 2015)
- “Higher Educational Systems in South Africa” Presenter: Dr. Kristin Wilson (November 17, 2015)
- “The Kentucky African American Encyclopedia” Presenter: Dr. John Hardin, Professor of History, Western Kentucky University (March 22, 2016)

Tactic: Continue to offer recognized student organization sponsored programming each academic year for students, faculty, and staff that helps expand cultural competency. Samples include:

- Black Men United
 - Re-establish student organization in Fall 2017
- Minority Student Union
 - Annual “Black History Trivia Bowl” scholastic competition on African American History hosted at HCC annually since 1992 for local middle schools in Hopkinsville, Clarksville, and Fort Campbell, as well as youth from local historically black churches. Local civic groups in the region also participate. *Co-sponsored by the Hopkinsville Human Relations Commission
 - “Embracing Color Gala” during Black History Month (February 24, 2017)
- PRIDE
 - Student trip to participate in Fairness Rally in Frankfort at the Capitol Rotunda (February 17, 2016)
 - “LGBTQ and Civil Rights: Do the Movements Intersect?” (March 1, 2016) *In partnership with the Office of Diversity Programs, Minority Student Union, Religion and Philosophy Club, and the History Club
- Religion and Philosophy Club Discussion Topic Series
 - “What Buddhism Teaches You about Friendship”
Presenter: Venerable Tsering Phuntsok (February 10, 2016)
 - “LGBTQ and Civil Rights” (March 1, 2016)

- “The Pop, the Environment and the Economy” (April 12, 2016)
- “Spain’s Newest Cathedral, La Familia Sagrada (The Holy Family)” Presenter: Dr. Larry Weill (April 18, 2016)
- “Christians, Jews, and Pagans” Presenter: Dr. James Barker, Assistant Professor of New Testament, Western Kentucky University (November 1, 2016)
- “Is the Unexamined Life Worth Living?” (September 20, 2016)
- “How to Morality and Beliefs Affect Voting Decisions?” (September 20, 2016)
- “Dudeism and the Dude” (September 6, 2016)
- “Same Sex Marriage in Hopkinsville” (February 14, 2017)
- “Buddhist Practice” Presenter: Venerable Tsering Phuntsok (February 28, 2018)
- History Club Discussion Topic Series
 - “Early Muslim Political Dynasties” Presenter: Stephen Morris (February 16, 2017)

Tactic: Continue to offer challenging topics via the annual Breathitt Lecture Series which was launched in 2016 honoring the life and legacy of Hopkinsville’s native, Edward T. “Ned” Breathitt. Breathitt served as the 51st Governor of Kentucky. Gov. Breathitt staked his political life on the passage of the Kentucky Civil Rights Act, the first of its kind of legislation passed in the South. Sample past events include:

- KET’s Renee Shaw hosted and moderated a screening of *An Ordinary Hero: The True Story of Joan Trumppauer Mulholland* and an interview with Mulholland. The film screening and interviewed was followed by a Q&A session with the audience – made up of HCC faculty, staff, and students, as well as faculty, staff, and students from local elementary, middle, and high schools. Mulholland’s story was told in the PBS documentary *Freedom Riders*. (April 28, 2016)

Tactic: Continue to host art exhibits in the Auditorium Gallery that help to expand cultural competency. Samples include:

- “Through the Eyes of the African Princess” Black History Month Exhibit (February 29, 2016) *Co-sponsored by the Minority Student Union

Tactic: Utilize the HCC Intranet to promote positive service or accomplishments. Highlight, celebrate, and promote cultural competency by sharing a snippet of a story or piece of history or service that marks that differences are not necessarily right or necessarily wrong, but simply different. This strategy may allow employees to find common ground to connect, and then build a more positive and respectful rapport. Examples include: Black History Month, Customer Service Ideas, Recognition and Team Work.

Tactic: Encourage faculty, staff, and students to participate in the college’s Literatzi reading programs. Literatzi represents HCC’s important Quality Enhancement Plan (QEP) as part of its accreditation via the Commission on Colleges-Southern Association of Colleges and Schools (SACS). All are encouraged to participate in the Common Read. One of the outcomes of reading a common book is to allow the campus at-large to engage in conversations about books. Invariably, these conversations are based on readers’ backgrounds and perceptions. Choosing books that highlight a variety of cultures and viewpoints enhances the reading experience. Examples include: *Long Walk to Freedom*, *Bless Me*, *Ultima*, *The Immortal Life of Henrietta Lacks*, and *The Other Wes Moore*. In 2015-16, the theme for “Literatzi: Get Caught Reading a Book” was empathy. All four books were read as a part of the college’s efforts to provide a venue for faculty, staff, and students to examine the world from someone else’s perspective.

Tactic: Provide a rich diversity of continuing education and personal enrichment courses that cater to the area’s diverse population.

HCC emphasizes diversity through its curriculum, particularly via the “cultural studies” course requirement for the Associate in Arts and Associate in Science degrees. A list of frequently-offered courses – which satisfy the cultural studies requirement – from the KCTCS Catalog is provided in the chart below:

CULTURAL STUDIES COURSES	
“Cultural Studies” is defined in the KCTCS Catalog as a course in which the major thrust is the study of one or more non-traditional and/or underrepresented cultures that are traditionally excluded from or marginalized in mainstream American curriculum. Cultural studies courses demonstrate a cultural emphasis in the course descriptions. For completion of the Associate in Arts (A.A.)/Associate in Science (A.S.) degrees, student must complete at least one cultural studies course.	
COM 254 <i>Introduction to Intercultural communication</i>	Emphasizes the relationships between culture and communication, social/psychological variables, and verbal/nonverbal language.
ENG 234 <i>Introduction to Women’s Literature</i>	Explores common and differing themes, attitudes, cultural norms, and gender identity evident in multiethnic, diverse societies through analysis and discussion of texts by women writers.
ENG 264 <i>Major Black Writers</i>	Assigned readings in composition, literature, and creative writing courses strive to reflect and celebrate thematic, aesthetic, and cultural diversity.
GEO 152 <i>Regional Geography of the World</i>	Introduces regional geography with a focus on the world’s physical and human landscapes.
HIS 260 & 261 <i>African American History to 1865—Present</i>	Studies the African American experience through the Civil War and from the Reconstruction to the present.
HUM 135 <i>Introduction to Native American Literature</i>	Student of oral and written literature of Native American peoples, emphasizing the cultural and historical in which it was composed.
MUS 104 <i>Introduction to Jazz History</i>	Designed to follow stylistic trends as developed from 19 th century African and European influences to the modern forms of today.
POL 235 <i>World Politics</i>	Examines the most significant problems of world politics, including the fundamental factors governing international relations as well as the conflicting interest in organizing world peace.
REL 101 <i>Introduction to Religious Studies</i>	Introduction to the study of religion, emphasizing the varieties, differences, and similarities of religious experience and expression.
REL 130 <i>Introduction to Comparative Religion</i>	Introduction to a comparative analysis of world religions, emphasizing beliefs, rituals, artistic expressions and cultural and social organizations.
REL 299 <i>Special Topics in Religion: Tibetan Buddhism</i>	Examines the Buddhist Religion and practiced and developed in Tibet, its founder, teaching, and philosophies as well as its expressions in the Tibetan culture.
SOC 235 <i>Inequality in Society</i>	Analyzes the nature, development, and persistence of inequality in various societies.
SPA 101 <i>Elementary Spanish I</i>	Introduces basic modes of communication in Spanish.
SPA 102 <i>Elementary Spanish II</i>	Continues to highlight the basic modes of communication in Spanish
WGS 200 <i>Women and Gender Studies</i>	Introduces women’s and gender studies from a social science perspective, using a cross-cultural and interdisciplinary approach.

In addition to the officially-labeled “cultural studies” courses in the KCTCS Catalog, HCC faculty utilize a variety of strategies for incorporating cultural competency into other general education courses. A detailed charted is provided below:

APPROACHES TO OTHER GENERAL EDUCATION COURSES THAT PROMOTE CULTURAL COMPETENCY	
ENG 101 & 102 <i>Writing I and II</i>	Faculty work intentionally to adopt and assign a diverse set of readings for discussion and writing.
ENG 261 <i>Survey of Western Literature—Greeks to the Renaissance</i>	Faculty work intentionally to adopt and assign a diverse set of readings for discussion and writing.
ENG 262 <i>Survey of Western Literature II</i>	Faculty work intentionally to adopt and assign a diverse set of readings for discussion and writing.
FYE 105 <i>Achieving Academic Success</i> *Special sections periodically offered for African American male students	Introduces students to strategies and information that promote success in the college environment including educational planning, campus resources, and academic success skills. One entire chapter of the <i>Becoming a Master Student</i> text utilized in the course is dedicated to the topic of diversity.
SOC 101 <i>Introduction to Sociology</i>	Faculty work intentionally to adopt and assign a diverse set of readings for discussion of sociological concepts.
SOC 299 <i>Sociology of Sustainability</i>	Topics include industrial sociology, sociology of aging, gender issues, criminology, social inequalities, sociology of families, and rural sociology.

Plan for Assessment

Methodology to Determine Success

HCC will regularly monitor progress on measurable goals and objectives under the guidance of the college's Cultural Diversity Coordinator, IR/IE Coordinator, the Diversity Planning Team, and Cabinet-level leadership.

Summary of Measureable Objectives

Objective: To enroll URMs at HCC at or above the percentage of minorities represented in the college's service area counties (per U.S. Census data).

Objective: Close the retention and completion gaps between the non-URM and URM cohorts annually by one-half percentage point.

Objective: Increase retention and graduation rates of low-income students annually by one-half percentage point.

Objective: On an annual basis, attempt to secure employment pools that are an average of 20 percent racially and ethnically diverse.

Objective: Attempt to ensure all employment search committee phone and/or initial in-person screening interviews contain at least 10 percent racially and ethnically diverse candidates.

Objective: On an annual basis retain 60 percent of racially and ethnically diverse faculty and staff employed by HCC.

Objective: Maintain survey scores of a minimum of ___% [To be determined when instrument is selected] on survey(s) designed to measure diversity, equity, and inclusion. [Instrument to be determined]

Objective: On an annual basis, offer a minimum of 10 diverse programming events/activities that promote cultural competency of the campus community.

Conclusion

Summary of Intended Goals/Outcomes

Student Body Diversity Goal:

Increase the racial and ethnic diversity of the student body at Hopkinsville Community College.

URMs Graduation and Retention Goals:

Increase the number and overall percentage of URM students who graduate each academic year from HCC with a credential.

Increase the retention percentage of URM students who attend HCC.

Faculty and Staff Diversity Goal:

Increase the racial and ethnic diversity of faculty and staff at Hopkinsville Community College.

Promoting Equity and Inclusion / Monitoring Campus and Community Environment Goal:

Provide an inclusive and supportive environment for faculty, staff, students, and visitors to campus.

Cultural Competency of Campus Community Goal:

Increase the cultural competency of the campus community.

Potential Barriers to Success

- Budget cuts resulting in hiring freezes which limits employment opportunities at the college as fewer position vacancies are posted
- Budget cuts resulting in reduced employment contracts which make advertised positions less attractive to some potential candidates
- Lack of tenure as an offering to prospective faculty could be a discouraging factor for some candidates. For employees hired on or after July 1, 2009, the employment status is term contract or “at-will”. Faculty hired prior to July 1, 2009, have the option to be hired on tenure or tenure track status or term contract, based upon the needs of the college.
- Competition from nearby and online postsecondary institutions which offer more attractive financial packages than HCC can afford (Austin Peay State University, Murray State University, Nashville State Community College, University of Phoenix)
- The free community college movement taking place in the state of Tennessee which reduces the benefit of the long-standing reciprocity agreement covering the Tennessee counties of Stewart, Montgomery, and Robertson, which exacerbates HCC enrollment challenges putting further pressure on budgets
- Competition with urban areas for talent which can offer more amenities to prospective candidates.

Appendix

Employees by Primary Occupational Activity	For Non-Hispanics Only																					
	Race/ethnicity		Hispanics		American Indian		Asian		Black or African		Native Hawaiian/		White		Two or More Races		Non-Resident		Total			
	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)	Men (17)	Women (18)	Men (19)	Women (20)	Men (21)	Women (22)		
President	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0
Vice President* (executive, senior, associate, assistant)	0	0	0	0	0	0	0	0	0	0	1	0	0	2	2	0	0	0	0	0	2	3
Provost* (vice, associate, assistant)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dean* (vice, associate, assistant)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
*Faculty who serve in categories listed above for 50% or more of their appointment should be included in the counts entered																						
Director**	0	0	0	0	0	0	0	0	1	3	0	0	5	9	0	0	0	0	0	0	6	12
Executive Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Director**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
**Includes Director level																						
Faculty (Tenured)																						
Full Professor	0	0	0	0	0	0	0	0	0	2	0	0	12	10	1	0	0	0	0	0	13	12
Associate Professor	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0	0	0	0	0	1	5	
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty (On Tenure Track)																						
Full Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Faculty (Not on Tenure Track)																						
Full Professor	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	1	2	
Associate Professor	0	0	0	0	0	0	0	1	1	0	0	0	8	1	0	0	0	0	0	9	2	
Assistant Professor	0	0	0	0	0	0	0	1	0	0	0	0	3	4	1	1	0	0	0	5	5	
Instructor****	0	0	0	0	1	0	0	1	1	1	0	0	3	4	0	0	0	0	0	5	6	

*** The non-resident alien category is not used for the Statewide Diversity Policy and Degree Program Eligibility

****Instructor Faculty Rank (Not on Tenure Track) included to show progress in diverse hiring of faculty. 54.5% Female and 36% Minority



Population Demographics for Areas of Geographic Responsibility

County	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Christian	21.3%	7.5%	3.2%	0.7%	0.5%	66.6%
Todd	8.8%	4.0%	1.4%	0.3%	0.0%	85.6%
Trigg	7.5%	2.0%	1.9%	0.4%	0.0%	88.1%

US Census Bureau,
Quickfacts, July 1, 2016 (EST)



Local High Schools (Fewer Graduates)

Primary Feeder High Schools	Class of 2017	Class of 2016	Class of 2015	Class of 2014
Christian Co HS	271	300	320	292
Hopkinsville HS	244	254	274	264
Todd County Central HS	113	114	126	101
Trigg County HS	145	153	135	149
University Heights Academy	36	32	27	44
Heritage Christian Academy	32	34	45	30
TOTAL	841	887	927	880

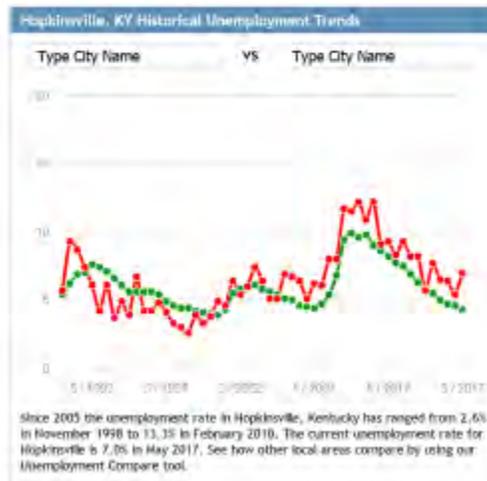


Local High Schools (Many Grads Not College Ready)

Primary Feeder High Schools (Class of 2015)	% Ready for College	Average Junior Year ACT Score	Average KEES Awards Earned	% of Students Eligible for Free or Reduced Lunch
<i>Source: KY Center for Ed and Workforce Statistics (KCEWS)</i>				
	ACT 18 in ENG 19 in MATH 20 in RDG			
Christian Co HS	38.6%	17.8	\$778	70.7%
Hopkinsville HS	51.6%	18.5	\$980	49.5%
Todd County Central HS	44.2%	18.8	\$1,000	45.0%
Trigg County HS	57.6%	18.6	\$1,015	48.6%
University Heights Academy	Private	Private	Private	Private
Heritage Christian Academy	Private	Private	Private	Private
KENTUCKY AVERAGE		19.7	\$1,189	50.2%



Unemployment Rate (Falling as More Going to Work)





Trend Data-Enrollment

Undergraduate

Race/Ethnicity	Fall '11	Fall '12	Fall '13	Fall '14	Fall '15 (Baseline)	Fall '16 (Draft)
African American/Black	26.4% (1,178)	23.1% (884)	23.7% (856)	23.3% (832)	22.0% (686)	22.5% (649)
Hispanic	7.3% (324)	7.4% (283)	7.2% (261)	7.5% (268)	8.7% (271)	9.2% (265)
URM	33.7% (1,657)	34.5% (1,322)	34.8% (1,258)	35.1% (1,254)	35.6% (1,110)	36.4% (1,050)
Low Income	n/a	n/a	n/a	51.3% (1,832)	63.3% (1,974)	Dec '17



Enrollment Targets

Performance Metric: Undergraduate Enrollment	Fall '15 Baseline	Fall '16	Fall '17	Fall '18	Fall '19	Fall '20
African American	22.0% <i>actual</i>	22.5% <i>actual</i>	22.8%	23.1%	23.4%	23.7%
Hispanic	8.7% <i>actual</i>	9.2% <i>actual</i>	9.5%	10.0%	10.5%	11.0%
URM	35.6% <i>actual</i>	36.4% <i>actual</i>	36.7%	37.1%	37.6%	38.0%



Trend Data-Success

Performance Metric	2011-12	2012-13	2013-14	2014-15	2015-16 (Baseline)	2016-17
3-Year Grad. Rate						
Low-income	n/a	17.4%	15.3%	19.0%	25.2%	Feb '18
URM	12.4%	14.1%	15.7%	16.2%	20.5%	Feb '18
1st to 2nd-Year Retention						
Low-income	50.2%	42.3%	44.4%	45.0%	41.1%	45.3%
URM	43.5%	33.4%	44.3%	40.2%	35.2%	39.8%
Certificates/Diplomas/ Associates Conferred						
Low-income	990	949	949	937	836	Sept '17
URM	477	400	405	401	339	Sept '17

21



Success Targets

Performance Metric	Baseline 2015-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
3-Year Grad. Rate						
Low-income	25.2%	20.8%	22.6%	24.4%	26.2%	28.0%
URM	20.5%	18.5%	19.5%	20.5%	21.5%	23.5%
1st to 2nd-Year Retention						
Low-income	45.3%	43.2%	45.3%	47.5%	49.6%	51.7%
URM	36.9%	38.6%	40.3%	42.0%	43.7%	45.4%
Certificates/Diplomas/ Associates Conferred						
Low-income	836	886	897	908	919	929
URM	339	384	395	406	417	428



Impact

Campus Profile for Most Recent AY (2016 IPEDS Data as of November 1, 2016)

Workforce Diversity	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White	TOTAL
Instructional Faculty (FTE)	6.67	0.67	3.33	1.00	0.00	66.67	80.67
Management Occupations	2	0	0	0	0	16	18



Impact

Performance Metric: URM Workforce Diversity	2015-16 F'15 (Baseline)	2016-17 F'16	2017-18	2018-19	2019-20	2020-21
Instructional Faculty (FTE)	15.6% (14)	14.5% (11.67)	%	%	%	%
Management Occupations	15% (3)	11.1% (2)	%	%	%	%