

Maysville Community & Technical College

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Executive Summary

The mission of Maysville Community and Technical College (MCTC) is to challenge learners to accomplish their educational, career, and personal development goals. The MCTC Diversity Plan has been developed to create a roadmap toward a future where diversity, multiculturalism and inclusion are integral components of MCTC's success in addressing the college mission as well as improving the employability and quality of life of Kentucky citizens.

The target populations for **Student Body Diversity** are:

- African American
- American Indian/Native American
- Hispanic/Latino
- Native Hawaiian
- Two or More Races

The foundation for this plan began with the development of the MCTC Strategic Enrollment Management (SEM) Plan in early 2016. SEM is more than a recruitment or retention plan. It is a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment, to develop programs and services to recruit, retain, and support students throughout their entire educational career.

The Enrollment Management Team was charged with developing MCTC's first SEM Plan. Five core concepts guided this work:

- **Students**, and their success, are at the core of all that the college does.
- SEM goals will align with the **mission** and **strategic plan**.
- **College wide participation** is critical to the institutional ability to meet enrollment goals. No single person is responsible for achieving the goals set forth in this plan; rather, collaboration and coordination between all areas of the college is critical to success.
- Attention will be given to the **fiscal impact** of enrollment goals, but goals will not be based solely on fiscal needs.
- **Relevant data** will be collected and used when setting enrollment goals and in assessing strategies and tactics.

The 2016-2019 Strategic Enrollment Management Plan includes voices and leadership from every department within the college. Over 100 employees served on subcommittees, providing research and collaborative dialogue for how the college will resourcefully recruit, enroll and serve students. SEM goals, as they relate to the Underrepresented Minorities (URM) in the Diversity Plan, include:

1. Increase enrollment of URMs by 2% each year
2. Increase the first year retention rate for URMs by 1% each year
3. Increase the Graduation Rate for URMs by 1% each year
4. Increase Degrees Conferred by URMs by 2.5% each year for Diplomas and Certificates; 3.5% for Associate Degree

A discussion of how to achieve these goals follows, detailed in the Opportunity, Success and Impact sections of this narrative.

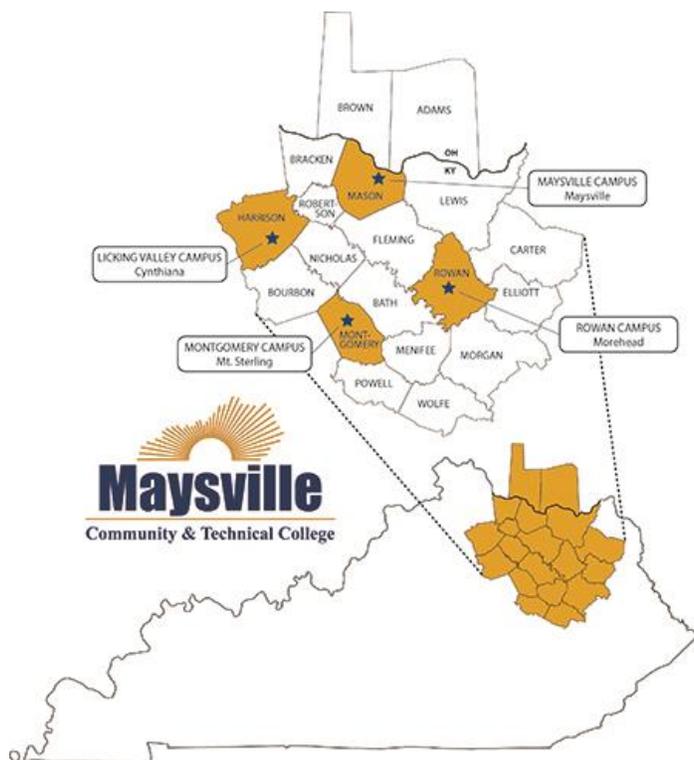
1. **Opportunity:** MCTC has increased the enrollment of URMs from Fall 2015 (7.9%) to Fall 2016 (8.6%), growing at a faster rate than the overall student body of the institution. SEM strategic goals target high school seniors, dual credit students, and adult learners. MCTC is recruiting at service area high schools and community events, as well as bringing community events to all campuses. The college incorporates diversity into the curriculum through many facets of the classroom environment. Also, MCTC is expanding the students' experience through service learning in diversity. Further, student groups promote inclusiveness across all campuses of the institution.
2. **Success:** Enrollment, retention rates, graduation rates, degrees, and credentials results are provided. MCTC developed and implemented the Student Success Center to increase the number of students retained through completion of a credential. MCTC's Student Support Services program has proven successful in meeting objectives and helping qualifying students meet challenging educational goals through its current SSS project. Highlights of the annual SSS 2015-16 data report include achievement indicators ranking far above national averages.
3. **Impact:** MCTC uses Climate/Student Surveys and Advisory committees to measure the success of academics, student involvement, and diversity on campus. Additionally, the college implemented a new pipeline to recruiting a more diverse faculty/staff. MCTC also hosted the Multicultural Experience Program/Art Contest with 150 participants from college

& community participants. The institution recently implemented a great service learning project, now in its 2nd year: the Project Malaria 5K Run/Walk. Finally, the college Culinary Arts Program took an educational tour to Italy in summer 2016, and planning is underway for a subsequent tour in the summer of 2018 through Germany, Switzerland, and Italy. This provides students, many of whom have never ventured outside of Kentucky, an opportunity to experience the cultures and customs of different, unfamiliar people groups.

Throughout this narrative, data from the academic year of 2014-2015 will be compared to data from the 2015-2016 academic year. Also, the expected outcomes of the Diversity Action Plan, which are related to the 2010-2016 Strategic Plan Metrics, will be measured.

Introduction

Located in the heart of Appalachia in northeastern Kentucky, Maysville Community and Technical College (MCTC) is the only open-door, comprehensive, public two-year college in a vast service region that encompasses 14 counties in Kentucky and two counties in Ohio. MCTC is one of the 16 institutions that comprise the Kentucky Community and Technical College System (KCTCS). MCTC's first campus in Maysville was founded in 1968 as Maysville Community College. In 2004, MCC merged with Rowan Technical College, founded in 1970 and located in Morehead, and became Maysville Community and Technical College. The original Rowan Technical College site is now MCTC's Rowan Campus and home to the majority of the programs in the Industrial Technologies Division. The Licking Valley Campus in Cynthiana and the Montgomery Campus in Mt. Sterling are the main educational facilities in those areas as well.



MCTC serves a region (total pop: 312,327) that is highly disadvantaged – one quarter of individuals live in poverty, one quarter of adults have not completed high school, and less than 14% have a bachelor's degree. In the past 12 months, unemployment reached 11.8% in some counties (Feb. 2015, BLS) and all 13 Appalachian Regional Council (ARC) designated counties within MCTC's service area had an unemployment rate exceeding the state rate of 5.3% (Feb.

2015, BLS). The region’s population is both geographically and culturally isolated, consisting primarily of rural towns with populations of less than 3,000. Paris and Maysville, (pop. 8,553

and 8,920 respectively) are the largest cities in the region (Census, 2013). On average, 5.06% of the population is minority with only Bourbon County above 10% at 13.53%. MCTC has identified four service areas to focus on minority recruiting and retention services. These areas include Bourbon (13.53%), Mason (9.12), Morgan (8.06) and Montgomery (5.97%).

| County | % Minority Population |
|-------------------|-----------------------|
| Bath | 3.44% |
| Bourbon | 13.53% |
| Bracken | 3.16% |
| Fleming | 3.33% |
| Harrison | 5.4% |
| Lewis | 1.87% |
| Mason | 9.12% |
| Menifee | 4.45% |
| Montgomery | 5.97% |
| Morgan | 8.06% |
| Nicholas | 2.92% |
| Powell | 2.92 % |
| Robertson | 2.23% |
| Rowan | 4.47% |
| Average | 5.06% |

Amid such poor socio-economic conditions and limited resources, MCTC remains committed to its mission of service to the area’s disadvantaged populations. The college offers a diversified curriculum with transfer associate in arts and associate in science degrees. In vocational/technical areas, associate of applied science degrees in four disciplines, 39 certificate programs and 20 diplomas are offered. A total of 29 programs of study are offered by MCTC.

| Program | Credential | | | | Campus |
|--|------------|---|---|---|-------------|
| | AD | D | C | S | |
| Administrative Office Technology | X | X | X | | All |
| Air Conditioning Technology | | X | X | | MAY, MC, RC |
| Associate in Arts | X | | | | All |
| Associate in Science | X | | | | All |
| Automotive Technology | | X | X | | RC |
| Business Administration | X | | X | | All |
| Computer & Information Technology | X | X | X | | All |
| Computerized Manufacturing & Machining | X | X | X | | MC, RC |
| Construction Technology | | X | X | | RC |
| Cosmetology | | | X | | RC |

| | | | | | |
|---|---|---|---|---|----------------|
| Criminal Justice | X | | X | | All |
| Culinary Arts | X | X | X | | MAY |
| Diesel Technology | | X | X | | RC |
| Emergency Medical Technician | | | X | | MAY, LVC |
| Energy Systems | X | | X | | MAY |
| General Occupational/Technical Studies | X | | | | All |
| Interdisciplinary Early Childhood Education | X | X | X | | All |
| Linemen | | | X | | RC |
| Manufacturing Industrial Technology: Electrical Technology | | X | X | | RC |
| Manufacturing Industrial Technology: Industrial Maintenance | | X | X | | MC, RC |
| Medicaid Nurse Aid | | | X | | All |
| Medical Assisting | | X | X | X | All |
| Medical Information Technology | X | X | X | | All |
| Medical Laboratory Technician | X | | | X | MAY |
| Nursing: Practical Nursing | | X | | X | MAY, MC, RC |
| Nursing: Registered Nurse | X | | | X | MAY, LVC |
| Phlebotomist | | | X | | MAY, RC |
| Plumbing | | | X | | MC, RC |
| Real Estate | | | X | | All |
| Respiratory Care | X | | | X | RC |
| Welding Technology | | X | X | | MAY, RC |
| Workplace Safety Specialist | | | X | | All |
| <i>AD: Associate Degree; D: Diploma; C: Certificate</i> | | | | | |
| <i>S: Selective Admissions</i> | | | | | |
| <i>MAY: Maysville Campus; RC: Rowan Campus, MC: Montgomery Campus; LVC: Licking Valley Campus</i> | | | | | |

Scholarship programs for URM:

- **John T Smith Scholarship** - recognizes African-American residents of Kentucky who have demonstrated the potential for academic success. Students must maintain a 2.5 GPA, plan to attend a four-year institution, and have unmet financial need.
- **Black Achievers Scholarship** – Based upon successful completion of the Black Achievers Program. A student must complete the Black Achievers Scholarship Application, submit a letter of recommendation from the Programs Senior Cluster, and provide a copy of his/her Senior Scholarship Packet or Portfolio.

- **Tuition Guarantee**-With the new Tuition Guarantee, students can graduate from MCTC without debt from out-of-pocket tuition expenses. The Tuition Guarantee program, currently the only one in the state of Kentucky structured in such a manner, will reimburse eligible students for all tuition expenses not covered by financial aid, college scholarships, waivers, or Kentucky Educational Excellence Scholarships (KEES), when they successfully complete an associate degree and meet the established criteria.

Diversity Planning Process

Maysville Community and Technical College President, Dr. Stephen Vacik, appointed a cross-functional work team to develop and implement the MCTC Diversity Plan. The faculty and staff members are: Millicent Harding-Thomas, Chair, Director of Cultural Diversity/VA Certifying Official; Russ Ward, Interim Chief Academic Officer; Jessica Kern, Chief Officer of Enrollment and Student Services; Sandi Estill, HR Director; Pam McGlone, Director of Marketing and Public Relations; Jason Butler, Coordinator of Recruiting; Maggie Price, Success Coach; Donna Slone-Crumbie, Associate Professor, Reading and Writing; Tony Boyd, Associate Professor, Education; Vicki Haley-Rosser, Associate Professor, RN DOL; Brianna Whitten, Associate Professor, Reading; and Brenda Moore, Instructor, Math. The group was charged with:

- Conducting research and identifying relevant best practices that facilitate equitable student success.
- Engaging college stakeholders in the planning.
- Developing a communications plan that informs college stakeholders about the planning process as well as how they might be involved.
- Assisting with college goal-setting and designing assessment processes.

Opportunity

Student Demographic Data

As illustrated below, MCTC has increased the enrollment of Underrepresented Minorities (URMs) each year since fall 2014, growing at a faster rate than the overall student body.

Underrepresented Minorities Enrollment Trends

| | Fall 2014 | Fall 2015 | Fall 2016 |
|-----------------------|-----------|-----------|-----------|
| URMs | 248 | 250 | 303 |
| Total Student Body | 3510 | 3184 | 3525 |
| URM % of Student Body | 7.1 | 7.9 | 8.6 |

Data Source: KCTCS Official Unduplicated Headcount

Trend Data-Enrollment

Undergraduate

| Race/Ethnicity | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 (Baseline) |
|------------------|--------------|--------------|--------------|--------------|-----------------------|
| African American | 3.26% 119 | 3.17% 115 | 3.19% 112 | 2.86% 91 | 2.52% 89 |
| Hispanic | 1.23% 45 | 1.60% 58 | 1.25% 44 | 1.54% 49 | 1.82% 64 |
| URM | 5.48% 200 | 6.16% 223 | 5.90% 207 | 6.31% 201 | 6.58% 232 |

Data Source: KCTCS Official Unduplicated Headcount

Enrollment Breakdown by Race/Ethnicity

| Race/Ethnicity | Fall 2014 | | Fall 2015 | | Fall 2016 | |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Count | Percent | Count | Percent | Count | Percent |
| White | 3250 | 92.59% | 2921 | 91.74% | 3248 | 92.14% |
| African American | 112 | 3.19% | 91 | 2.86% | 89 | 2.52% |
| Hispanic | 44 | 1.25% | 49 | 1.54% | 64 | 1.82% |
| Asian | 7 | .20% | 12 | .38% | 12 | .34% |
| Native Hawaiian | 2 | .06% | 4 | .13% | 3 | .09% |
| American Indian | 8 | .23% | 8 | .25% | 5 | .14% |
| Two or more races | 41 | 1.17% | 49 | 1.54% | 71 | 2.01% |
| Unknown | 44 | 1.25% | 48 | 1.51% | 31 | .88% |
| Non-Resident Alien | 2 | .06% | 2 | .06% | 2 | .06% |
| Total | 3510 | 100% | 3184 | 100% | 3525 | 100% |

Data Source: KCTCS Official Unduplicated Headcount

The percent of URM enrollment at MCTC exceeded the minority make-up for the service region in each of the previous three fall semesters. According to the 2010 US Census Data, 6.5% of the college service region is comprised of minority citizens, while URM enrollment averaged 7.9%.

2010 US Census Data, Percent of Minority, MCTC Service Area

| Total Population | Minority Population | Percent Minority |
|-------------------------|----------------------------|-------------------------|
| 106,153 | 6,910 | 6.5% |

Recruiting Enrollment Goals

The MCTC SEM Plan provides a strategic vision for reaching the following **credential-seeking enrollment goals**:

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| Credential Seeking | 2,685 | 2,752 | 2,906 | 3,009 | 3,095 |
| Maysville Campus | 1,167 | 1,175 | 1,220 | 1,225 | 1,247 |
| Rowan Campus | 808 | 820 | 871 | 911 | 945 |
| Licking Valley Campus | 399 | 405 | 416 | 424 | 431 |
| Montgomery Campus | 311 | 362 | 399 | 449 | 472 |

Enrollment Targets

| Performance Metric: | Baseline 15-16 | AY 16-17 | AY 17-18 | AY 18-19 | AY 19-20 | AY 20-21 |
|---------------------------------|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Undergraduate Enrollment | | | | | | |
| African American | 2.5% | 2.6% | 2.6% | 3.1% | 3.6% | 4.1% |
| Hispanic | 1.5% | 1.8% | 2.0% | 2.25% | 2.5% | 2.75% |
| URM | 6.3% | 6.6% | 6.7% | 7.2% | 7.7% | 8.2% |

Official data as reported to IPEDS; CPE Official data

As part of the SEM plan, MCTC is working to grow URM enrollment at a faster pace than the overall student enrollment. As such, the college goal is to increase the enrollment of URM's by 2% each year for the next 5 years. To do this, MCTC has developed goals, strategies, and tactics that bring together all areas of Enrollment Services including: marketing, recruiting, admissions, cultural diversity, financial aid, and student records.

Goal: Increase the number of graduating high school seniors enrolling at MCTC to meet annual new student enrollment targets by high school.

According to the U.S. Bureau of Labor Statistics, 23% of all high school graduates attend a two-year college after high school (College Enrollment and Work Activity of 2014 High School Graduates, 2015). Prior to the implementation of the current SEM plan, only 13% of high school seniors in the service region enrolled at MCTC for the fall semester following their graduation.

MCTC has established new student enrollment targets, based on projected high school graduation numbers and matriculation goals by high school. Bourbon, Mason, Montgomery, and Morgan County High Schools have been identified as having a higher percentage of URM students.

| Strategy | Tactic | Responsible | Timeline | Measure | |
|----------|---|--|------------------------------------|-----------------------------|---|
| 1 | Strengthen relationship with high school counselors and administrators, providing better resources on MCTC's competitive advantages | Host an annual K-12 breakfast meeting. | Recruiters | Every fall semester | # of events; # of attendees |
| 2 | Increase MCTC's presence at the K-12 school systems. | Participate in at least one sporting event at each of our service region high schools. | Recruiters | Aug. through Mar. each year | # of sporting events |
| | | Participate in College Application Month events. | Admissions | Oct. & Nov. each year | # of events |
| | | Host FAFSA workshops for high school seniors and their parents. | Financial Aid | Oct. & Nov. each year | # of workshops |
| | | Schedule at least two lunchroom-recruiting visits at each of the service region high schools. | Recruiters | Aug. through Apr. each year | # of visits |
| | | Identify K-12 student organizations and special classes and schedule targeted faculty presentations (i.e., business faculty speaking to FBLA) | Coordinated by Recruiters | Aug. through Apr. each year | # of presentations |
| 3 | Develop programs and events to bring K-12 student on-campus. | Host an annual 8 th Grade Day event to educate students on college and career readiness planning for high school. | Coordinated by Recruiters | Every spring semester | # of events; # of schools participating; # of attendees |
| | | Host a "Super Someday" event for minority students and their families, showcasing educational programs, regional careers opportunities, and regional minority professionals. | Cultural Diversity/Veteran Affairs | Every spring semester | # of events; # of attendees |
| 4 | Ease the transition from high school to MCTC. | Register high school seniors for fall classes at their school prior to graduation. | Coordinated by Recruiters | Mar. & Apr. each year | # of registration days; # of enrolled students |
| 5 | Educate dual credit students and their parents on the # of hours needed to complete a credential, cost savings, Tuition Guarantee, and transfer scholarships. | Meet with dual credit high school seniors to review their degree audit and # of hours needed to complete a credential. Mail a recruiting packet with this information home to their parents. | Admission & Student Records | Mar. & Apr. each year | # of degree audits completed; # of enrollments |

Goal: Increase the number of adult learners enrolling at MCTC to meet annual enrollment goals.

Enrollment goals for adult learners were established using the community college enrollment projections by age group presented in the Projections of Education Statistics to 2022 report, published by the National Center for Education Statistics. This report projects a growth rate of 2% to 4% per age group.

Because MCTC has not kept pace with national growth rates in the past three years, the new student enrollment goal for adult learners was based on a more conservative increase of 1.5%. The goals include first time entering students and readmission students.

| Strategy | | Tactic | Responsible | Timeline | Measure |
|----------|--|---|------------------------------------|--|---|
| 1 | Implement new programs or design current programs to attract non-traditional students. | Start KY FAME and AMT program and meet annual enrollment goal of 20 students | Workforce Solutions & Recruiters | Program started in Fall 2016; admit yearly | # of students |
| | | Offer short-term or accelerated programs (new or adapt current) | Workforce Solutions | Ongoing | # of programs; # of students |
| | | Expand Accelerating Opportunities program and meet enrollment goal of 15 per program | Workforce Solutions & Recruiters | Program admits each fall | # of programs; # of students |
| 2 | Increase college presence at regional business sites. | Schedule at least 12 onsite recruiting events at regional businesses each year. | Workforce Solutions & Recruiters | Ongoing | # of visits; # of |
| | | Promote "Jump Start" scholarship to businesses that have tuition reimbursement for their employees. | Workforce Solutions & Advancement | Ongoing | # of scholarship recipients |
| 3 | Increase the number of veteran and activity-duty military students by 5% each year. | Participate in the annual Education and Workforce Development Fair at the Wright Patterson Air Force Base in Dayton, OH. | Cultural Diversity/Veteran Affairs | June each year | # of visits; # of Wright Patterson |
| | | Visit the Army National Guard Units in Maysville, Morehead, Carlisle, and Cynthiana prior to the tuition assistance request deadline each semester. | Cultural Diversity/Veteran Affairs | Prior to April. & Oct. tuition deadlines each year | # of visits; # of national guard students |
| | | Promote MCTC's participation in the Community College of the Air Force's (CCAF) General Education Mobile (GEM) program to the members of the 123rd Airlift Wing of the Kentucky Air National Guard. | Cultural Diversity/Veteran Affairs | Ongoing | # of GEM students |

Goal: Increase the number of high school students enrolling in dual credit courses by 5% each year.

Even during years of enrollment decline, MCTC experienced high school dual credit enrollment growth. The program allows MCTC to build relationships with the high school administrators and prospective students. As part of established recruiting goals, MCTC has

placed a greater emphasis in matriculating high school dual credit seniors into credential-seeking students after their high school graduation.

| Strategy | | Tactic | Responsible | Timeline | Measure |
|---|--|---|------------------------------------|---|--|
| 1 | Expand dual credit course offerings to service region high schools. | Identify and credential high school instructors in college service area to teach dual credit classes. | Dual Credit Coordinator | Ongoing throughout the year | # of dual credit instructors within the high schools |
| | | Promote dual credit classes by meeting with every high school administration within the service area to identify needs of the individual schools. | Dual Credit Coordinator | Ongoing throughout the year | # of dual credit classes offered each semester |
| | | Research development of an Honors Academy for upcoming juniors | Dual Credit Coordinator | Summer 2016 and Fall 2016 | Decision to implement or not |
| 2 | Promote dual credit opportunities to students and parents. | Promote at least 12 dual credit success stories using social media and website | Dual Credit Coordinator | Monthly starting fall 2016 | # of students features; amount of media coverage |
| | | Promote scholarship opportunities to high school students and parents including the Mary Jo Young scholarship | Dual Credit Coordinator | During fall & spring registration each year | # of scholarships awarded |
| | | Develop and implement a recognition program for dual credit high school seniors who will complete 10 credit hours prior to graduation. | Dual Credit Coordinator | Implemented in Spring 2016 | # of graduates recognized |
| | | Promote dual credit classes by visiting all sophomore and junior high school ENG classes within the service area | Dual Credit Coordinator | Every spring semester prior to registration | # of visits |
| 3 | Increase the number of minority students enrolled in dual credit courses by 10% each year. | Identify and speak to K-12 minority students. | Cultural Diversity/Veteran Affairs | Ongoing throughout the year | # of presentations |
| | | Participate in College Application Month and FAFSA workshops at Mason, Montgomery, Bourbon, Menifee, and Paris High Schools. | Cultural Diversity/Veteran Affairs | Oct. & Nov. each year | # of events |
| | | Work with high school guidance counselors to identify upcoming juniors and seniors eligible to participate in dual credit. Mail a dual credit packet home to each student explaining the benefits and opportunities of the dual credit program. | Cultural Diversity/Veteran Affairs | Every spring semester prior to registration | # of mailers |
| Additional Measurable Outcomes: | | | | | |
| <ul style="list-style-type: none"> • # of dual credit students enrolling at MCTC • # of minority dual credit students; % increase each year • # of credit hours taken by dual credit students • Revenue generated from dual credit students | | | | | |

Recruiting and Enrollment Highlights

- Participated in over 150 high school recruiting visits, including tailgating events, lunchroom visits, and classroom visits.

- Participated in on-site registration days at 17 local high schools, registering 231 seniors for fall 2016 classes before May 1, 2016.
- Hosted over 700 8th graders on campus, showcasing college academic programs and educating students on what they need to do in high school to prepare for college.
- Hosted a Scholarship Shootout completion at the 2016 and 2017 10th Region Basketball Tournament.
- Held Super Sunday, a minority recruiting event, at community African American/Hispanic/Latino churches in targeted service areas, such as Montgomery, Harrison, and Mason counties. The events were held on January 15th in Mt. Sterling, February 16th in Maysville, and March 26th in Cynthiana.
- Held Super Someday College/Career Fairs at the Maysville Campus on March 28th with Mason County High and on the Montgomery Campus on April 11th with the Montgomery County High.
- Hosted the Boys and Girls Club summer program students on campus for a walking tour of MCTC. These students are from low-income/first generation households.
- MCTC collaborated with community sponsors and KY Innovation Network at MSU to host a Women and Minorities in Business conference on June 19th at the Cox Building in Maysville.

Student Organizations

- **Student Veterans Organization (SVO)** - The Maysville Student Veteran Organization is a local chapter of the National Organization Student Veterans of America. Any member of the military, past or present, and their dependents are welcome to join the group. The purpose of the organization is to help make a smooth transition from the military to college.
- **Phoenix** - This is a non-profit student group that provides a safe, esteem building environment for women to come together. The mission is to provide all women with resources and advice that will help them become independent and ensure their safety and happiness.
- **SPARK** - The Student Parents Aspiring Resourceful Knowledge organization offers support, advice, and encouragement to those students balancing college, career, and home life as a student parent.

- **Multicultural Student Organization** – This is a newly developed organization and is being implemented in fall 2017.
- **NAMI** - NAMI is to educate and increase awareness of mental health issues for the students, staff, and faculty of MCTC. NAMI will serve as a supportive group of students to improve retention and ensure academic success.
- **ARCH** - **A**ttitude. **R**esponsibility. **C**ommitment. **H**ope. ARCH's mission is to provide information and education through peer support for anyone whose lives have been affected by addiction.
- **Student Christian Fellowship** - Maysville Community and Technical College Christian Student Fellowship is an officially sanctioned non-denominational Christian organization with the simple purpose of helping college students live a fulfilled Christian life. The ultimate goal is the acceptance of others in Christian love regardless of age, race, sex, or creed.

Success

Establishing strategies to enhance student learning success, resulting in improved student retention to graduation, is the primary goal of the retention component of the SEM plan. Goals, strategies, and tactics for implementation, both inside and beyond the walls of the classroom, are necessary for improving overall student success and are described below.

Student Retention and Success Goals

1. Increase enrollment of URMs by 2% each year
2. Increase the first year retention rate for URMs by 1% each year
3. Increase the Graduation Rate for URMs by 1% each year
4. Increase Degrees Conferred by URMs by 2.5% each year for Diplomas and Certificates; 3.5% for Associate Degree

Retention Goal #1: Streamline the financial aid, registration and advising processes and improve student communication to currently enrolled students.

| Strategy | Tactic | Responsible | Timeline | Measure |
|---|--|------------------------|---------------------------------------|--|
| 1 | Post mid-term grades each semester. | Faculty | Prior to mid-term for 16-week classes | % of faculty posting grades |
| | Mail a letter from the Chief Academic Officer to students in danger of failing, explaining the financial aid implications if they fail one or more of their courses; instruct them to contact a success coach to develop a plan of action for the remainder of the semester. Success coaches will reach out to students who do not contact them within one week of receiving the letter. | Dir of Student Success | Fall & spring break each semester | # of letters mailed; # of calls received; # of calls made; # of Success Plans created |
| 2 | Increase the number of students with "leftover" Pell Grant funds to enroll in a summer course. | Financial Aid | April 1 each year | # of letters mailed; # of students registered for summer classes |
| | Follow-up the letter with a personal phone call/email to schedule an advising appointment. | Faculty Advisors | After April 1 each year | # of contacts made; # of students registered for summer classes |
| Additional Measurable Outcomes: | | | | |
| <ul style="list-style-type: none"> • In-term retention • Fall to spring retention • Fall to fall retention rate (Goal 55% retention) | | | | |

Retention Goal #2: Research, develop and implement student success support strategies.

| Strategy | | Tactic | Responsible | Timeline | Measure |
|---|--|--|----------------------------------|--|---|
| 1 | Provide individualized interventions to students at risk of not being successful. | Create an “open door” Student Success Center on each campus. | Dir. of Student Success | Success Centers established by Fall 2016 | Centers established; monitor traffic |
| | | Develop a template for a student Success Plan detailing action steps for course completion. A Success Plan will be developed for any student needing assistance (walk-ins, referrals, etc.) The plan will be signed by the student and success coach and shared with the advisor. | Dir. of Student Success | Developed by Fall 2016 | # of Success Plans developed |
| 2 | Increase developmental education course completion rates. | Faculty will report developmental education students who quit attending class and are in danger of failing to the Director of Student Success. Success Coaches will contact students and schedule a Compass appointment for re-test. Students who then “test out” of the dev. ed. course will receive a course grade of “C” or better. | Faculty; Dir. of Student Success | Apr. and Nov. each year | # of student reported; # of students contacted; # of students who re-test; # of students who test out |
| 3 | Decrease the number of total withdrawals by 10% percent each semester. | Provide academic and financial aid counseling to students requesting a total withdrawal to ensure that they understand all implications. Success coaches contact every student requesting a total withdrawal to explain implications and encourage continued enrollment in at least one class. | Dir. of Student Success | Ongoing | # of withdrawal requests; # that actually do a total withdrawal |
| 4 | Decrease the number of students cancelled for non-payment by 5% percent each semester. | Enhance communication of the cancellation process and the specific steps students need to take to avoid cancellation; | Marketing | Ongoing | # and type of message send |
| 5 | Decrease the number of students reported as a No Show by 10% percent each semester. | Faculty contact students who are at risk of being reported as a no-show prior to the report date to encourage class participation. | Faculty | First week of class for each semester | # of No Shows Reported |
| | | Make personal “Welcome Calls” to all students prior to the no show report date. | Dir. of Student Success | First week of class for each semester | # of calls made; call log |
| Additional Measurable Outcomes: | | | | | |
| <ul style="list-style-type: none"> • In-term retention • Fall to spring retention • Fall to fall retention rate (Goal 55% retention) • Course success and retention for students with a Student Success Plan • # of % of no-shows • # and % of students cancelled for non-payment • # and % of total withdrawals • # and % of dev. ed. students who quit attending and re-test (course success and retention) | | | | | |

Trend Data-Success

| Performance Metric | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Baseline 2015-16 |
|--|---------|---------|---------|---------|---------------------|
| 3 Year Grad. Rate | | | | | |
| Low-income | n/a | 29.2% | 26.9% | 30.6% | 26.8% |
| URM | 25.0% | 20.0% | 24.0% | 31.8% | 25.9% |
| | | | | | |
| 1st to 2nd-Year Retention | | | | | |
| Low-income | 55.8% | 53.9% | 46.2% | 49.1% | 58.4% |
| URM | 48.4% | 47.4% | 42.9% | 29.4% | 53.6% |
| | | | | | |
| Certificates/Diplomas/ Associates Conferred | | | | | |
| Low-income | 1,337 | 1,417 | 1,501 | 1,228 | 1,351 |
| URM | 64 | 63 | 79 | 50 | 86 |

Official data as reported to IPEDS; CPE Official data

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 | 26.8% | 31.6% | 32.6% | 33.6% | 34.6% | 35.6% |
| URM | 25.9% | 32.8% | 33.8% | 34.8% | 35.8% | 36.8% |
| | | | | | | |
| 1st to 2nd-Year Retention | | | | | | |
| Low-income | 58.4% | 50.1% | 51.1% | 52.1% | 53.1% | 54.1% |
| URM | 53.6% | 34.7% | 37.4% | 40.1% | 42.7% | 45.4% |
| | | | | | | |
| Certificates/Diplomas/ Associates Conferred | | | | | | |
| Low-income | 1351 | 1289 | 1304 | 1320 | 1336 | 1352 |
| URM | 86 | 79 | 81 | 83 | 86 | 88 |

Official data as reported to IPEDS; CPE Official data

Comparison of Completers by Race 2014-15 and 2015-16

2014-2015

| | American Indian | African American | Hispanic/Latino | Asian | Two or More Races | Unknown | White |
|---------------------|-----------------|------------------|-----------------|-------|-------------------|---------|-------|
| Associate | 0 | 7 | 3 | 2 | 1 | 0 | 320 |
| Certificates | 0 | 13 | 15 | 0 | 9 | 6 | 1071 |
| Diplomas | 0 | 1 | 1 | 0 | 0 | 0 | 166 |

Data Source: KCTCS Official Credentials Awarded (Students may be counted more than once in these totals)

2015-2016

| | Am. Indian | African Am. | Hispanic/Latino | Asian | N. Haw. | Two or More Races | Unknown | White |
|------------------|------------|-------------|-----------------|-------|---------|-------------------|---------|-------|
| Associate | 0 | 11 | 3 | 1 | 0 | 4 | 1 | 382 |
| Certs | 1 | 21 | 10 | 1 | 5 | 25 | 7 | 1093 |
| Diplomas | 0 | 3 | 0 | 2 | 0 | 3 | 1 | 136 |

Data Source: KCTCS Official Credentials Awarded (Students may be counted more than once in these totals)

Comparison of credentials awarded to minority students in 2014-2015 and in 2015-2016.

Table 10 – Comparison of Credentials Awarded

| Race/Ethnicity | 2014-2015 | 2015-2016 | Difference | % Change |
|--------------------|-----------|-----------|------------|------------|
| African American | 21 | 35 | 14 | 66% |
| Hispanic | 19 | 13 | -6 | -32% |
| American Indian | 0 | 1 | 1 | 0% |
| Asian | 2 | 4 | 2 | 1% |
| Two or more races | 10 | 32 | 22 | 2% |
| Grand Total | 52 | 85 | 33 | 64% |

Data Source: KCTCS Official Credentials Awarded (Students may be counted more than once in these totals)

MCTC had a 64% increase in credentials awarded to minority students from 2014-2015 to 2015-2016.

Retention and Student Success Highlights

- **Service Learning** allows students to benefit from experiential education opportunities that combine classroom instruction with community service to further enhance learning outcomes. Through structured reflection, service-learning experiences can help students develop stronger connections between the curriculum and the world around them, as well as foster a sense of civic responsibility.
- MCTC hosted the **2nd Annual Project Malaria 5K Run + Walk** in fall 2016 in downtown Maysville and raised \$2,500 from the race alone. Additionally, MCTC sold \$851 in baskets made in Uganda, available through the Hope for Kabingo Foundation.
- **International Educational Tour:** MCTC's Chef Patrick Zemba, Culinary Arts Instructor, took students and community members on a 9-day trip to Italy in June 2016. The loaded itinerary consisted of stops in Florence and Rome. Iconic sites such as the Colosseum, the Sistine Chapel, Vatican City, and the Duomo were visited, and they participated in cultural activities such as gladiator school, a fresco art workshop, and an Italian cooking class. The group even participated in a cooking contest...and won!
- MCTC's Culinary Arts program catered the **Fuel the Force Campaign** hosted in Frankfort, KY, in February 2016 and the Kentucky Community and Technical College (KCTCS) Board of Regents meeting, hosted on the Maysville Campus in June 2016.

Retention Best Practices

- **Starfish EARLY ALERT**, the early warning and student tracking module of the Starfish platform, collects information and manages concerns in a way that respects different groups' unique workflows, so they can engage more deeply with students.
- The **College Student Inventory (CSI)** is a survey that is given to new students enrolled in FYE 105. The purpose of the early alert survey is to identify at-risk students. Advisors and success coaches can focus on key concerns and link students to resources. Once the students take the survey, the college receives information about academic motivations, areas of risk and receptivity to specific student services.
- **Student Success Coaches** are located within the Academic Commons on each campus. Success Coaches will manage the student services inside the Commons area. They will ensure effective implementation of Early Alert System (Starfish) and other support services such as tutoring, one on one contact with students who are struggling in courses,

and referrals to other college resources. Faculty have begun to utilize Starfish and track students who are need of academic assistance.

- **Fall 2015** - 228 faculty and Staff raised flags in Starfish
- **Spring 2016** - 209 Faculty and Staff raised flags in Starfish
- Types of Flags raised in Starfish:
 - 14,255 flags/kudos were raised in **Fall 2015**, both manually and through the Starfish survey
 - 10,099 flags/kudos were raised in **Spring 2016**, both manually and through the Starfish survey
 - These include SO staff who might have raised some manually with student having three (3) flags or more and /or a student taking classes on line with another KCTCS college.
- The **Academic Commons** is a place for students to go for help with their courses, to study, and to hang out with other students. MCTC offers library services, tutoring, Academic Success Coaching, Blackboard and Distance Learning Services, computer labs and Disability Support Services. The Academic Commons area was designed for students to have multiple resources available to them in one place.
- **Student Support Services (SSS)** - MCTC has proven successful in meeting objectives and helping qualifying students meet challenging educational goals through its current SSS project. Highlights of the annual SSS 2015-16 data report include achievement indicators ranking far above national averages, with a fall to fall persistence rate of 81.25% and the percent of SSS students in good academic standing at 87.5. At the same time, the proportion of students who enter MCTC with serious academic skill deficiencies, inadequate financial resources, and compelling life issues remains extremely high, and much remains to be done if the College is to help its communities reach the levels of education and training needed to attract new industry and raise employment and living standards.

MCTC's SSS eligible students—approximately 95% of the student population—face an array of daunting challenges. **15% of the students enrolled in the SSS program are underrepresented minorities.** Some 78% of students qualify as low-income, while 90% are first generation college students. Of those receiving financial aid, 86% had an Expected

Family Contribution (EFC) of less than \$1,000, making college attendance a doubtful proposition for many potential students. In addition, an overwhelming proportion of SSS eligible students enter MCTC underprepared in terms of basic academic skills; 80% of entering MCTC students require one or more developmental courses. Conditions of poverty and rural isolation dictate that most SSS eligible students will be severely limited with respect to opportunities for career guidance and cultural enrichment experienced prior to enrollment at MCTC. The standard plan of operation for Student Support Services includes individual advising and academic support; assistance in obtaining financial aid for college; assessment of academic needs; development of individual education plans; tutoring; transfer assistance; college success workshops; technology tutorials; cultural activities; financial literacy instruction, and continuous monitoring of progress toward individual student goals.

In order to infuse the SSS project with strategies to positively influence the development of non-cognitive factors, project personnel reviewed the research surrounding the importance of non-cognitive factors on student success. The SSS project at Maysville Community and Technical College (MCTC) is designed to nurture the development of non-cognitive factors in order to bolster the postsecondary persistence and completion of participants. The participants served by MCTC's SSS Project face particular challenges that limit the development of their non-cognitive skills. Almost all of MCTC's students (90%) are the first in their family to attend college. They do not have role models within their family to model academic behaviors which lead to postsecondary success or to demonstrate the positive impact postsecondary education has on an individual's life. Many SSS participants attending MCTC are non-traditional age (53% over the age of 30) and are from lower socioeconomic levels (78% of MCTC students are low income). They face competing responsibilities, such as family responsibilities (72% parents, and of parents, 42% single parents) and/or work (45% of MCTC students work at least part-time). (Student Survey, 2014) In many cases, older students are returning to college after having been laid off from their jobs. They frequently lack positive self-concept and direction. Overall, the stresses related to work conflicts and personal problems (e.g. transportation issues, lack of childcare, relationship issues, health concerns, etc.), compounded by related financial problems, cause about one out of every two SSS-eligible students to stop or drop out of college (Student

Survey, 2014). All of these challenges limit the student's non-cognitive skills and undermine his/her postsecondary success.

SSS provides a holistic approach in supporting students while providing wrap-around services to specifically address the barriers to academic success. The SSS staff consists of employees with education and experience in counseling and/or previous work experience in a human services field. By utilizing a network of community resources and providing a welcoming atmosphere on campus, SSS creates a strong sense of belonging for students. For example, the Peer Mentoring Group is a successful student tool which provides opportunities for peer support and problem solving. In addition, five years ago, SSS created an on-campus food pantry, supported by donations, to address the hunger issue among college students. Through coaching, inclusive services, and counseling strategies, trained SSS staff can positively impact the development of academic behaviors and mindsets, perseverance, and social and emotional skills. Student Support Services is a home for students on campus - a one stop shop for support, services and referrals.

Impact

Workforce Diversity Strategies

Maysville Community and Technical College has been working toward the implementation of the Diversity Plan to ensure the inclusion and retention of a qualified, diverse workforce.

- All job postings contain EEO/Affirmative Action statements. Kentucky Community and Technical College System is an equal educational and employment opportunity institution and does not discriminate on the basis of race, religion, color, sex, national origin, disability, family medical history, or genetic information. Further, MCTC works vigilantly to prevent discrimination based on any non-merit based factor.
- Job postings are mailed/emailed to highly diverse colleges and universities, KABHE, churches, and publications.
- Search committees receive training to educate and encourage a diverse applicant pool. Guidelines include but are not limited to the Equal Opportunity statement, copy of the job description, confidentiality statement, and a list of illegal questions that represent discrimination which they may not ask.
- As of January 1, 2017, MCTC President, Dr. Stephen Vacik, assigned the Diversity Director or a designee representing a URM to serve on all search committees, to help identify and recommend qualified URM applicants.
- The Human Resources Director and the Director of Cultural Diversity will attend the Southern Regional Education Board Institute on Teaching & Learning to recruit minority doctoral scholars, to increase diversity in faculty/staff, annually.

Campus Profile for Most Recent AY 16

| Workforce Diversity | AA/Black | Hispanic | Two or More Races | American Indian or Alaskan Native | Native Hawaiian or Other Pacific Islander | White |
|-------------------------------|-----------------|-----------------|--------------------------|--|--|--------------|
| Instructional Faculty | 4 | 0 | 0 | 0 | 0 | 80 |
| Management Occupations | 1 | 0 | 0 | 0 | 0 | 18 |

Official data as reported to IPEDS; CPE Official data

| Performance Metric: URM Workforce Diversity | Baseline 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|-------------------------|----------------|----------------|----------------|----------------|
| Instructional Faculty | 4.0% | 4.2% | 4.4% | 4.6% | 4.9% |
| Management Occupations | 5.3% | 5.7% | 6.1% | 6.6% | 7.0% |

Official data as reported to IPEDS; CPE Official data

MCTC’s strategic plan directly supports the recruitment and retention of minority faculty, staff, and students.

MCTC Strategic Plan Goal #4: Support a highly functioning faculty and staff.

Strategy: Support annual professional development (PD) planning.

A. Tactic: Improve access to and provide more opportunities for employees to receive Cultural Competency PD.

Responsible: Human Resources with support from all functional units

Timeline: every year

Measure: # of trainings provided, # of participants served

MCTC Strategic Plan Goal #5: Increase the recruitment and retention of minority faculty, staff, and students.

Strategy: Revise MCTC Diversity Plan based upon the Council on Postsecondary Education (CPE) Diversity Plan initiative. Emphasis will be placed on these three focus areas: Opportunity, Success and Impact.

A. Tactic: Seek opportunities to communicate the college-wide Diversity Plan efforts through speaking engagements and Diversity Plan on MCTC website.

Responsible: Human Resources and Cultural Diversity Director with support from Enrollment & Student Services and Chief Academic Officer.

Timeline: every year

Measure: CPE & KCTCS set due dates for revised plan

Goal: Improve the student experience at MCTC and create more opportunities for engagement among students and between students and faculty/staff.

| Strategy | Tactic | Responsible | Timeline | Measure | |
|---|---|---|-------------------------------|--|---|
| 1 | Enhance student engagement opportunities. | Create a Campus Activities Board (comprised of faculty, staff and students) on each campus. The Board will be responsible for planning on- and off-campus events. | Campus Activities Board Chair | Campus Activities Board appointed by the President for Fall 2016 | # of meetings held; # of events planned |
| | | Explore and expand student organizations based on interests, not necessarily academic programs (i.e., Golf Club, Hiking Club, Sportsman Club). | Campus Activities Board | Ongoing throughout the year | # of new student organizations launched |
| | | Create a Wellness Center on each campus for faculty, staff and students. | Campus Directors | Develop a plan in 2016-2017, implement as funds permits | Plan created |
| 2 | Modernize campus facilities. | Update/create student lounge areas (TVs, charging stations, chalkboard walls). | Campus Activities Board | Develop a plan in 2016-2017, implement as funds permits | Plan created |
| | | Improve student dining options on-campus, including new vending machines that accept credit cards and feature healthy food and coffee options and student microwaves/refrigerators. | Campus Directors | Develop a plan in 2016-2017, implement as funds permits | Plan created |
| | | Feature student and community art on campus. | Campus Directors | Develop a plan in 2016-2017 | Plan created |
| 3 | Improve student service delivery to improve faculty/staff and student interactions. | Schedule Barnes and Noble to be at the Montgomery Campus and Licking Valley Campus during peak book buying/selling times (week before classes and end of the semester). | CFO | Implemented for Fall 2016 | # of days at LVC & Montgomery each semester |
| | | Conduct annual customer service training. | CSAO | Training held each summer for all staff; faculty trained in conjunction with advising/retention training | # of sessions; # of employees trained |
| Additional Measurable Outcomes: | | | | | |
| In addition to simply tracking the outputs of each tactic above, the college will conduct a student focus group on every campus each spring to assess and improve the overall student experience, both in and out of the classroom. | | | | | |

2015-16 Workforce-Employees by Primary Occupational Activity

| Men | Women | Employees by Primary Occupational Activity | African American | White |
|-----|-------|--|------------------|-------|
| 73 | 126 | President | | 1 |
| | | Vice President* (Chief Officer) | | 3 |
| | | Provost* | | 1 |
| | | Dean* | | 3 |
| | | Director** | 1 | 9 |
| | | Administrative | | 20 |
| | | Administrative Assistant | | 12 |
| | | Faculty (Tenured) | | |
| | | Full Professor | | 7 |
| | | Associate Professor | 1 | 10 |
| | | Faculty (Tenure Track) | | |
| | | Full Professor | | 5 |
| | | Associate Professor | | 8 |
| | | Assistant Professor | | 6 |
| | | Faculty (Not Tenure Track) | | |
| | | Full Professor | | 17 |
| | | Associate Professor | | 6 |
| | | Assistant Professor | 2 | 6 |
| | | Instructors | 1 | 16 |

*Faculty who serve in categories listed above for 50% or more of their appointment should be included in the counts entered

**Includes Director-level

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

Monitoring Service for Diversity Services and Campus and Community Environment

- MCTC conducts climate and student surveys to faculty, staff, and students annually that evaluate diversity services and campus and community climates.

Diverse Campus & Community Events

- MCTC hosted a Multicultural Experience on April 15, 2016 on the Maysville Campus. There were 150 people in attendance. The key note presentation focused on African American History in Mason County and was presented by Jerry Gore. The community participated in learning Irish Set Dancing and listening to the traditional Chinese music played on Flute and Violin. In conjunction with MCTC Multicultural Experience, the Maysville-Mason Co Arts Commission sponsored a Multi-Cultural themed art competition for grades 4th – 7th. Three cash prizes were awarded that night. Art was displayed the night of the event.
- Director of Cultural Diversity has sought sponsorships from the community to help minority/low-income students to attend the MCTC Kid's College program in July each summer since 2014. Community members sponsored five students to attend Kid's College in 2014, nine students in 2015, and 16 minority students in 2016. There is a standing list of community members who have chosen to be sponsors for this minority/low-income students.
- Super Sunday committee in Cynthiana hosted a Super Sunday pre-event in June 2015 at the local Opera Theater for minority students to watch the movie "Selma" and have a debrief session afterwards. 30 students attended this event.
- Dr. Roger Cleveland, is scheduled to present Cultural Competence Training for all faculty and staff at In-Service on August 1, 2017, on the Maysville Campus. Dr. Cleveland will also host a break-out session on Closing the Achievement Gap for interested faculty and staff.

Assessment

MCTC will continue to use the current Climate and Student Surveys to monitor how faculty, staff and students feel about diversity services at MCTC. Results from the surveys are used to evaluate the effectiveness of the strategies to determine if strategies need modification. MCTC has implemented a new procedure to welcome suggestions and concerns about the college from the faculty, staff, students, and community members through an online Suggestion Box located on the MCTC website.

The assessment of strategies in the SEM plan and Strategic plan will be evaluated in the spring annually by cross-functional departments at MCTC to determine effectiveness of the goals, strategies, and tactics. If there are goals, strategies, and tactics that have proven through data collection to be effective, MCTC will continue to move forward with them. If the strategies are proven through data to be ineffective, changes will be made to the plan.

MCTC has internal and external Advisory Committees on each campus, comprised of faculty, staff, K-12 Administrators, community, and business/industry members, which discuss the benefits of MCTC, how to collaborate to provide services to the service region, and evaluate the effectiveness of programs and events offered.

In March 2015, KCTCS President Dr. Jay Box visited all the Maysville Campuses, meeting with students, faculty, staff, community, and business leaders to discuss what they were looking for MCTC to be by 2022. There was great feedback from all involved in the Listening Tour and modifications and new strategies were developed and implemented.

The Chief Officer of Enrollment & Student Services keeps a log of formal complaints and student conduct issues.

Conclusion/Next Steps

MCTC is moving in the right direction to diversify the faculty, staff, and student population. The college has goals, strategies, and tactics in the Strategic Plan and SEM Plan to create awareness, recruit, retain, and complete underrepresented minorities. MCTC has increased URM enrollment. The institution has increased the retention of URM's and low-income students as well. Maybe most importantly, MCTC increased credentials earned by minorities from 2014-15 to 2015-16.

The Director of Cultural Diversity presented the Diversity Plan at the 2016 In-Service Training to staff and faculty to create awareness. There will be opportunities to enhance the diverse student body with these activities: Super Someday College Fairs on two MCTC campuses, Black Achievers events on campus, Veterans Recruitment events, Minority Recruiting Days at service area high schools, partnerships with local immigrant programs, and informational and educational workshops to the community.

MCTC has developed and implemented the new Student Success Center/Learning Commons on all campuses to increase retention among students. Tutoring Services, Peer Mentoring, College Student Inventory, and Starfish are available to help retain our students and move them forward to completion with the support of the Student Success Center. MCTC will continue to refer students to Student Support Services, the aforementioned TRIO Program, which has proven to be effective in providing services to diverse and low-income students. The SSS program will implement two new programs focusing on retention: the Dave Ramsey Foundations in Personal Finance, College Edition, to focus on Financial Literacy, and Tutor.com, which provides free online tutoring 24/7. MCTC will strengthen its relationships with K-12 stakeholders as well concerning closing the achievement gap through pre-colligate enrichment programs.

MCTC will continue to recruit more diverse employees as positions become available by attending the Southern Regional Education Board Institute on Teaching and Mentoring to recruit minority doctoral scholars. MCTC has become a member of the Kentucky Association of Blacks in Higher Education (KABHE) organization to help with recruitment of more diverse applicants. The President, Dr. Vacik, modified the search committee to include the Director of Cultural

Diversity on all search committees. MCTC will continue to use best practices of continuing to provide training to the Search Committees to educate and encourage a diverse applicant pool.

Through diversity events and activities, student organizations, and SSS, MCTC was able to establish a welcoming *Campus Climate*. Events were well attended and students, faculty, and staff participated in the activities. The MCTC Climate and Student Survey will be updated to evaluate the effectiveness of MCTC Campus Environment Team. The MCTC Campus Environment Team will continue to make recommendations to the President as necessary.

References

- Decision Support System-DSS
- US Census Bureau, 2010
- IPEDS Data Feedback Report 2015
- MCTC SEM Plan
- MCTC Human Resources Department