

SOMERSET COMMUNITY COLLEGE

Somerset, Kentucky

DIVERSITY ACTION PLAN

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Commonly Used Abbreviations

- OIER – Office of Institutional Effectiveness and Research
- URM – Underrepresented Minorities
- SCC – Somerset Community College
- KCTCS – Kentucky Community and Technical College System

EXECUTIVE SUMMARY

Somerset Community College acknowledges the immeasurable benefits derived from having a diverse student body, including promoting cross-racial understanding, breaking down racial stereotypes, promoting spirited and energetic classroom discussion, and much more. Through its strategic planning process, SCC set goals of increasing recruitment and retention, specifically as related to underrepresented minority (URM) populations.

In total, SCC serves 6,641 students from 99 Kentucky counties and several out-of-state areas. More than 75% of our students receive some type of financial aid and our minority population is 5.92% of overall enrollment (Fall 2016 data).

From its inception, SCC has focused on providing a welcoming atmosphere for people of all races, colors, creeds, backgrounds, and orientations. The college frequently brings cultural programs to the campus for enrolled students, as well as visiting students and community members. These programs focus on, and give forum to, thoughts about equity and inclusion.

Expanding the minority program offered at SCC, recruiting a more varied student population, and continuing to provide the college and community with programs and activities that foster diversity are of utmost importance.

This diversity plan includes data on SCC as a whole and takes a closer look at specific URM groups on campus. In addition, areas of improvement have been identified through qualitative and quantitative surveys and existing data provided by the SCC OIER. Based on data, the following identified goals can strengthen and improve campus diversity recruitment (opportunity), retention (success) and campus climate (impact). Each strategy is outlined in further detail throughout this document.

- **Opportunity** (Recruitment)
 - Expand minority recruitment events
 - Promote minority-focused scholarships
- **Success** (Retention)
 - Lessen language barriers on campus
 - Impact retention and graduation rates

- **Impact** (Campus Climate)
 - Increase racial and ethnic diversity of SCC faculty and staff
 - Provide continued oversight for campus diversity initiatives and activities

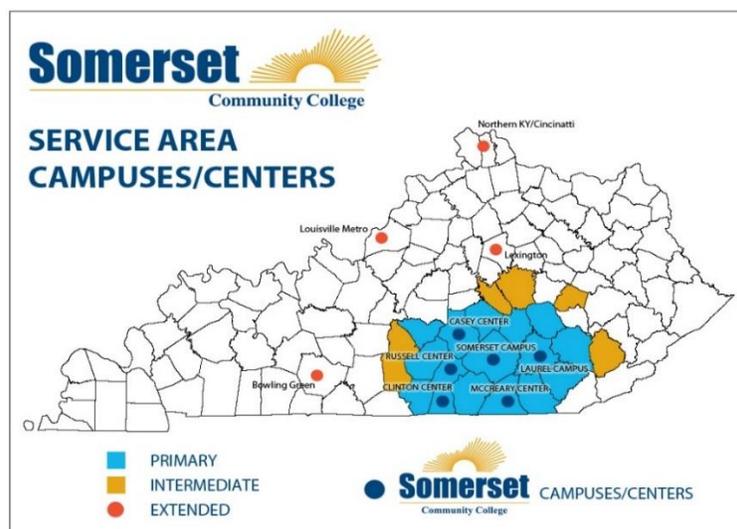
INSTITUTIONAL PROFILE

The Kentucky Postsecondary Education Improvement Act of 1997 (House Bill 1) created the Kentucky Community and Technical College System (KCTCS). At that time, work began on creating a statewide community college system that would shape both general and technical education throughout the state. In 2000, Dr. Jo Marshall was appointed as President/CEO of Somerset Community College and was charged with bringing several existing colleges and programs together. In 2002, Laurel Technical College, Somerset Technical College, and Somerset Community College formed a unique union into one SACSCOC-accredited community college. In the years that followed, infrastructure has been expanded to house existing and new programs, online education has been introduced, staff and faculty have been added, new centers have been built and developed, and industry has been better served through the creation of new and expanded partnerships.

Now, Somerset Community College (SCC) operates as one of sixteen colleges in the Kentucky Community and Technical College System (KCTCS). The College serves a large and diverse area in South Central Kentucky and provides a variety of educational opportunities, including:

- College and workforce readiness
- Transfer education, and
- Workforce education and training.

Currently, the SCC service area includes several counties as shown in the chart below:



SCC is dedicated to providing an accessible and affordable quality education for all students. We boast two full-service campuses, one in Somerset and one in London, and centers in Casey, Clinton, McCreary, and Russell Counties. The College is home to dozens of academic programs, with weekday, evening, weekend and online classes available, and tuition at SCC (as with all KCTCS colleges) is the lowest of any public or private institution in the state.

SCC's mission is to improve the employability and quality of life of area citizens as the primary provider of College and workforce readiness, transfer education, workforce education and training and student support services.

In total, SCC serves 6,641 students from 99 Kentucky counties and several out-of-state areas. Sixty-one percent of the College's enrollment is female and 4,080 students, more than 75% receive some type of financial aid to attend. In 2015-2016, SCC awarded 2,654 credentials, which includes certificates, diplomas, and degrees (Fall 2016).

Of the thousands of students we serve, 5.92% are minority students (Fall 2016) and 69.8% qualify as low-income (Fall 2015). The largest minority group at SCC are Hispanic, African American/Black, with 143 Hispanic students enrolled, and 81 African American/Black students enrolled. Total URM students enrolled is 393, or 5.92% of the total SCC enrollment (Fall 2016).

Expanding the minority programs offered through SCC, recruiting a more varied student population, and continuing to provide the College and community with programs and activities that foster diversity are of utmost importance. As Dr. Martin Luther King, Jr. said, "An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." Our goal, as a College community, is to make those we serve more aware of the beauty, vulnerability, and strength that lies within each of us.

SCC STRATEGIC PLAN

In 2016, the SCC Leadership Team approved the College's 2016-22 Strategic Plan, Vision, Mission, Values, and Goals. Among the College's principal values are those of inclusion, equity, respect, and global diversity.

The strategic plan includes five goals influencing broad areas of the College. These goals include:

- #1: Raise the level of educational attainment in the Commonwealth by positioning SCC as the accessible, affordable, and relevant postsecondary education choice for area students.
- **#2: Increase access and success for all SCC students, particularly among traditionally underserved populations.**
- #3: Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for SCC graduates.
- #4: Improve student engagement, support, experiences, and success with best-in-class academic and student Services.
- #5: Align programs and curricula with needs of employers that enhance the employability, job-replacement, and career development of SCC graduates.

As aforementioned, increasing access and success for all students is important at SCC, but the College is specifically focused on traditionally underserved and underrepresented populations, including, but not limited to, African-American, Hispanic, Asian, and low-income populations. By raising first to second year retention and graduation rates among traditionally underserved populations (URM) by one percent annually, SCC is demonstrating a commitment to serving the residents of the service area in all of their diversity.

DIVERSITY GOALS

Diversity Planning Process

The SCC Leadership Team and Diversity Committee identified goals for the College through a lengthy and detailed process. In 2016, a survey was distributed to all students, staff, and faculty to gauge interest and awareness of diversity-related issues on campus. In 2017, conversational interviews of internal and external stakeholders began. The SCC Campus Diversity Initiatives Team, the SCC Multicultural Club, and the SCC Diversity Assessment Team began a comprehensive process to survey all entities that have an interest in campus diversity. The overarching belief that guided the process was that **all** students can learn and **all** stakeholders should be a part of the planning process.

To begin, all SCC students, faculty, and staff received an electronic survey that consisted of open-ended questions requiring written responses for each. Two hundred forty-seven individuals responded to the survey. The Office of Institutional Effectiveness and Research (OIER) staff compiled all responses, and distributed the results to members of the Diversity Assessment Team, the SCC Somerset Multicultural Club, and members of the SCC Leadership Team.

In addition to the campus survey, the College also engaged in a qualitative analysis process that utilized members of all three groups, as well as others interested in being a part of the process. The groups interviewed students, faculty and staff, members of the President's Leadership Team, members of the SCC Boards, and members of the various communities. The College used separate interview instruments for each group. Interviewers submitted all interview results to the OIER staff for compilation. The contents and recommendations from College stakeholders provided the framework for the development of the SCC Diversity Plan. (See *Attachment 1* for a chart outlining those who conducted consultations and the population groups they interviewed.)

During the survey process, feedback was solicited on a variety of topics, including:

- Hispanic population
- General diversity recommendations
- Cultural diversity
- Core competencies in place

- Low-income students
- Gender issues, and
- Disabilities

Valuable advice was provided in all areas, with suggestions ranging from removing language barriers in the classroom to providing increased assistance in searching for minority-related scholarships, and hosting workshops to provide a better understanding of gender diversity. (See *Attachment 2*, found at the end of this document, for a sampling of suggestions by category as taken directly from survey results.)

From the qualitative and quantitative survey results, as well as existing data provided by the SCC OIER, several areas of concentration were identified. SCC will focus on the following areas to strengthen and improve campus diversity recruitment (opportunity), retention (success) and campus climate (impact). Each goal is outlined below with specific strategies and measures.

- **Opportunity** (Recruitment)
 - Expand minority recruitment events
 - Promote minority-focused scholarships
- **Success** (Retention)
 - Lessen language barriers on campus
 - Impact retention and graduation rates
- **Impact** (Campus Climate)
 - Increase racial and ethnic diversity of SCC faculty and staff
 - Provide continued oversight for campus diversity initiatives and activities

OPPORTUNITY

Data revealed significant opportunity for growth in the recruitment and enrollment of underrepresented minorities including Black/African-American, Hispanic, and other student categories.

Supportive Data

Tables 1 (below) and 2 provide retention rates for the various categories of SCC students from 2010 through 2015. The SCC Strategic Plan includes a goal to increase the URM retention rate by one percentage point each year. Included in these numbers are both Black and Hispanic students as requested in the assessment grid. The data presented in Table 1 indicate a seven-percentage point gap between Non-URM and URM retention during the last available official fall-to-fall (Fall 2015) retention data (51% Non-URM vs. 44% URM).

Table 1. Retention: Non-Underrepresented Minority vs. Underrepresented Minority Fall 2010-2015.

SOMERSET	Student type		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Grand Total	
	NON-URM	Cohort		1,465	1,263	1,249	1,158	1,156	955	7,246
		Rate		60%	53%	58%	50%	49%	51%	54%
		Retained		880	673	719	583	570	486	3,911
	URM	Cohort		58	56	66	51	52	69	352
		Rate		45%	55%	46%	43%	52%	44%	48%
		Retained		26	31	30	22	27	30	166

Source: KCTCS Office of Research and Policy Analysis.

Table 2 (below) shows retention rates by race for 2010 through 2015. The average retention rate (Fall 2010 through Fall 2015) for the Hispanic population (51%) is three percentage points lower than that of the White population (54%) while the average retention rate for the African American population is 31 percent, a 23 percentage point gap with the White population, and a 20 percentage point gap with the Hispanic population. It is important to note that the African American (31% avg. fall 2010-15) average retention rate is a full 17 percentage points lower than the overall 2010-2015 URM average retention rate, while the Hispanic (51% avg. fall 2010-15) retention rate is three percentage points higher than the overall URM (fall 2010-15) rate of 48 percent.

Table 2. Retention by Race Fall 2010-2015.

		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
AMERICAN INDIAN	Cohort	5	6	1	4	4	1
	Rate	60%	33%	0%	50%	75%	0%
	Retained	3	2	0	2	3	0
AFRICAN AMERICAN	Cohort	15	15	16	10	12	15
	Rate	27%	40%	31%	40%	50%	27%
	Retained	4	6	5	4	6	4
ASIAN	Cohort	4	3	1	NA	1	1
	Rate	100%	67%	100%	NA	0%	0%
	Retained	4	2	1	NA	0	0
HISPANIC/LATINO	Cohort	18	22	25	17	18	25
	Rate	44%	68%	36%	35%	61%	64%
	Retained	8	15	9	6	11	16
TWO OR MORE RACES	Cohort	20	10	24	20	16	28
	Rate	55%	60%	67%	50%	31%	36%
	Retained	11	6	16	10	5	10
NATIVE HAWAIIAN	Cohort	NA	3	NA	NA	2	NA
	Rate	NA	67%	NA	NA	100%	NA
	Retained	NA	2	NA	NA	2	NA
WHITE, NON-HISPANIC	Cohort	1,458	1,256	1,242	1,149	1,142	945
	Rate	60%	53%	58%	50%	49%	51%
	Retained	875	670	715	578	559	478
NON-RESIDENT ALIEN	Cohort	NA	NA	NA	4	3	NA
	Rate	NA	NA	NA	50%	67%	NA
	Retained	NA	NA	NA	2	2	NA
UNKNOWN	Cohort	3	4	6	5	10	9

	Rate	33%	25%	50%	60%	90%	89%
	Retained	1	1	3	3	9	8

Source: KCTCS Office of Research and Policy Analysis.

Table 3 (below) provides the percentage of SCC students by race compared to the overall SCC student population for the fall 2012-2016 semesters. Data indicate a growth in the percentage of Hispanic students from fall 2015 (1.45%) to fall 2016 (2.15%), as well as a decrease in African American population from fall 2015 (1.28%) to fall 2016 (1.22%).

Table 3. Percentage of Race Compared to Overall SCC Student Population.

College	Race	Fall 12		Fall 13		Fall 14		Fall 15		Fall 16	
		Count	Percent								
SOMERSET	AMERICAN INDIAN	30	0.38%	28	0.37%	23	0.33%	18	0.28%	23	0.35%
	ASIAN	19	0.24%	19	0.25%	24	0.34%	23	0.36%	32	0.48%
	BLACK	80	1.01%	68	0.90%	59	0.84%	82	1.28%	81	1.22%
	HISPANIC	110	1.39%	87	1.15%	79	1.13%	93	1.45%	143	2.15%
	NATIVE HAWAIIAN	6	0.08%	4	0.05%	5	0.07%	5	0.08%	4	0.06%
	NON-RESIDENT ALIEN	2	0.03%	5	0.07%	12	0.17%	9	0.14%	5	0.08%
	TWO OR MORE RACES	91	1.15%	87	1.15%	87	1.24%	100	1.56%	142	2.14%
	UNKNOWN	109	1.38%	84	1.11%	91	1.30%	93	1.45%	52	0.78%
TOTAL		7,468	94.35%	7,155	94.93%	6,637	94.58%	5,987	93.40%	6,159	92.74%

Source: KCTCS Office of Research and Policy Analysis. CPE data.

Table 4 (below) provides a comparison of race data from SCC, its multi-county service area, and overall state populations. Data indicate that the Hispanic (1.9%) and African American (2.06%) populations within our service area are considerably lower than the Kentucky average (3.4% and 8.3% respectively). SCC's average enrollment of Hispanic students (1.5%) is not significantly lower than the service area average (1.9%); however, the African American SCC enrollment percentage (1.1%) is considerably lower than the service area percentage (2.06%). SCC has set a target to increase the overall URM enrollment to 7.3% by 2020-21. In order to meet this goal, particular attention should be paid to raising African American enrollment to a level consistent with that of the service area.

Table 4. Race by Percentage of SCC Population vs. Service Area vs. State

Race % of Population by SCC Service Counties in Relationship to the State							
	As of July 1, 2015						
	American Indian	Asian	Black	Hispanic	Native Hawaiian	Two or More	White
Adair	3.00%	0.40%	3.00%	1.90%	0.10%	1.30%	93.40%
Casey	0.40%	0.30%	0.90%	2.90%	0.10%	1.00%	94.90%
Clay	0.20%	0.20%	4.20%	1.90%	Z	1.00%	92.70%
Clinton	0.30%	0.30%	0.60%	2.80%	0.40%	1.30%	94.90%
Cumberland	0.10%	0.20%	2.70%	1.20%	Z	1.50%	94.40%
Jackson	0.20%	0.10%	0.30%	0.70%	Z	0.70%	98.00%
Knox	0.20%	0.30%	1.30%	1.20%	0.10%	1.10%	95.90%
Laurel	0.30%	0.60%	0.80%	1.40%	Z	1.10%	95.90%
Lincoln	0.20%	0.20%	2.40%	1.70%	Z	1.40%	94.30%
McCreary	0.80%	0.20%	6.30%	2.50%	0.10%	1.50%	89.30%
Pulaski	0.30%	0.60%	1.30%	2.30%	Z	1.10%	94.60%
Rockcastle	0.30%	0.10%	0.40%	0.90%	Z	0.90%	97.30%
Russel	0.40%	0.50%	0.70%	3.70%	Z	1.10%	97.30%
Taylor	0.20%	1.00%	5.10%	2.20%	0.10%	1.70%	92.00%
Wayne	0.30%	0.40%	2.00%	3.00%	0.10%	1.20%	93.60%
Whitley	0.30%	0.40%	0.90%	1.10%	0.10%	1.60%	95.80%
Kentucky	0.30%	1.40%	8.30%	3.40%	0.10%	1.80%	85.10%
Service Area Average	0.47%	0.36%	2.06%	1.96%	0.14%	1.22%	94.64%
SCC average	0.30%	0.30%	1.10%	1.50%	0.10%	1.40%	94.00%

Source: US Census Bureau, Quickfacts July 2015 Census. Z: Value greater than zero but less than half unit of measure shown.

Opportunity Goals and Strategies

As shown in the tables above, the retention rate for African American/Black students at SCC is 31 percent, a 23-percentage point gap to the White population at SCC. The Hispanic population shows only a three-percentage point difference (Fall 2010 through Fall 2015). The first to second year retention rate for low-income students for Fall 2015 to 2016 is 48.5 percent, close to the 2016-2017 goal of 48.7 percent for that specific population. The SCC Diversity Team identified goals and strategies to work toward not only meeting, but also exceeding, the SCC Strategic Plan retention goal of increasing retention by one percent each year in URM populations.

Goals include:

- Expand minority recruitment events, and
- Promote minority-focused scholarships

Although the above-mentioned strategies are broad and multi-faceted, SCC will focus on these areas to recruit and retain minority students. It should be noted that these strategies involve multiple levels and departments within the institution. SCC has determined that all employees are to serve as recruiters for the College.

Opportunity Goal #1: Expand Minority Recruitment Events

Opportunity Strategy #1: Increase number of Super Someday college recruitment event locations

SCC has participated in Super Sunday, the diversity recruitment event established by KCTCS, since its inception. In 2017, the focus of the event changed, as well as the name, and SCC again collaborated with local minority churches to host two “Super Someday” recruitment events. “Super Someday” events were held locally at one African American church and one Hispanic church in 2017. In the past, these events have proved to be a successful recruitment tool for the College. For example, in 2017, SCC made 120 contacts through Super Someday events.

Measure: Increase the number of Super Someday events from two during the last year to three by May 2018.

Opportunity Goal #2: Promote and Expand Minority Scholarships

During the qualitative survey process, many interviewees indicated concerns with the cost of higher education for underrepresented minority groups. As a recruitment tool, SCC plans to promote existing scholarship opportunities that specifically seek to assist minority students in attending College. SCC recently developed the “Dreamer’s Fund,” a scholarship fund given by an anonymous community member which seeks to assist children of undocumented immigrants in attending College. In addition, the John T. Smith Scholarship, a system-wide scholarship set up to provide financial assistance to people of color, is available to SCC students. These scholarships, as well as national scholarships, are highlighted in a revised Hispanic recruitment book. SCC will utilize the recruitment book to promote these specific scholarships to minority populations.

Opportunity Strategy #2-a: Promote minority scholarships available at SCC by utilizing the SCC Latino recruitment “Viewbook.”

Measure: Establish two baselines in 2017-2018 academic year: 1. Number of viewbooks distributed; 2. Database of locations viewbooks are dispersed

Opportunity Strategy #2-b:

Measure: Increase number of minority scholarships specifically available to SCC students from one to two by specifically soliciting local business owners and managers who hire Hispanic-speaking individuals for scholarship funds.

Through the implementation of these specific strategies, the SCC Diversity Team will consistently make decisions and implement ideas and events that directly correlate to the overarching strategic plan enrollment goals. These goals include:

- Increasing enrollment by 1% for Fall 2017 and Fall 2018, and then by 2% for 2019 and 2020. These percentage increases are based on the goal enrollment of 6,620 for Fall 2016.
- Increasing enrollment of non-traditional students age 25-49 to 2747 by 2020 (2,588 in Fall 2016).

SUCCESS

Supportive Data

In 2015-2016, SCC awarded 2,654 total credentials. The target for 2016-2017 is to increase that number by 178 to 2,832. The URM graduation rate, however, is 12.9 percent for 2015-2016 and the 2016-2017 goal is 23.7 percent for SCC. This leaves a significant gap of more than 10 percent. Clearly, college completion rates, specifically for minority students and low-income students, must drastically improve to meet specified targets. As shown in table 6a (below), the low-income 3-Year graduation rate for SCC is 21.8%. This compares with an average 3-Year low-income graduation rate for KCTCS during the same time period of 22.1%.

Table 6a. Trend data Completion Rates Fall 2011 – 2016 for SCC and KCTCS.

		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
SOMERSET	Performance Metric						
	3-Year Grad. Rate						
	Low-income			21.9%	21.4%	22.3%	21.7%
	URM	33.3%	9.4%	13.2%	30.0%	22.7%	12.9%
	1st to 2nd-Year Retention						
	Low-income	58.8%	50.7%	55.3%	48.5%	47.7%	48.5%
	URM	44.8%	55.4%	45.5%	43.1%	51.9%	43.5%
	Certificates/Diplomas/Associates Conferred						
	Low-income	1,903	2,276	2,456	2,340	2,065	
	URM	68	84	91	107	91	
KCTCS	3-Year Grad. Rate						
	Low-income			21.5%	20.4%	23.0%	23.6%
	URM		13.3%	13.1%	14.3%	14.1%	16.6%
	1st to 2nd-Year Retention						
	Low-income	54.1%	48.4%	48.7%	48.5%	46.7%	50.5%
	URM	44.6%	39.9%	38.1%	41.0%	39.4%	39.4%
	Certificates/Diplomas/Associates Conferred						
	Low-income	19,469	19,797	22,104	20,752	20,222	
URM	3,084	2,940	3,378	3,228	3,340		

Source: KCTCS Office of Research and Policy Analysis.

The overall objective for increasing the graduation rate, as defined by the SCC Strategic Plan, is to increase that rate by at least 1.0 percentage point each year. This relates to a cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% or normal time as reported to the Integrated Postsecondary Education Data System (IPEDS).

Table 6b. Success Targets 2016-2021

Success Targets 2016-2021

Performance Metric	Baseline	AY	AY	AY	AY	AY
	2015-16	16-17	17-18	18-19	2019-20	2020-21
3-Year Grad. Rate						
Low-income	21.70%	23.80%	24.80%	25.90%	26.90%	28.00%
URM	12.90%	23.70%	24.70%	25.70%	26.70%	27.70%
1st to 2nd-Year Retention						
Low-income	48.50%	48.70%	49.70%	50.70%	51.70%	52.70%
URM	43.50%	52.90%	53.90%	46.50%	54.90%	56.40%
Certificates/Diplomas/ Associates Conferred						
Low-income	2065	2201	2228	2255	2282	2309
URM	91	92	94	97	100	103

Table 6b delineates the SCC goals with regard to three-year graduation rate, first to second year retention, and certificates/diplomas/associates to be conferred by year 2021 for low-income students and underrepresented minorities. The success targets closely resemble the enrollment trend and target data cited below in tables 6c and 6d.

Table 6c. Enrollment Trend 2011-2016

Race/Ethnicity	2011-12	2012-13	2013-14	2014-15	2015-16 (Baseline)
African American/Black	1.00%	0.90%	0.80%	1.30%	1.20%
Hispanic	1.40%	1.20%	1.10%	1.50%	2.20%
URM	4.00%	3.60%	3.60%	4.60%	5.90%

Table 6d. Enrollment Targets 2016-2021

Performance Metric: Undergraduate Enrollment	Baseline	AY	AY	AY	AY	AY
	15-16	16-17	17-18	18-19	19-20	20-21
African American	1.30%	1.20%	1.30%	1.50%	1.70%	1.90%
Hispanic	1.50%	2.20%	2.00%	2.20%	2.40%	2.50%
URM	4.60%	5.90%	5.80%	6.30%	6.80%	7.30%

Table 7 below provides a glimpse of credentials earned by students by race category for the specific years. (Source: CPE). The overarching College goal is to increase these numbers by category.

Table 7

Credentials Awarded by Race by Academic Year						
Race/Ethnicity	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Grand Total
AMERICAN INDIAN TOTAL	7	11	3	1	1	23
ASSOCIATE	1	3	3	1	1	9
CERTIFICATE	6	7				13
DIPLOMA		1				1
ASIAN TOTAL	14	22	6	9	4	55
ASSOCIATE	5	7	4	5		21
CERTIFICATE	5	9	2	3	3	22
DIPLOMA	4	6		1	1	12
BLACK TOTAL	18	15	31	16	22	102
ASSOCIATE	3	1	6	2	1	13
CERTIFICATE	10	14	23	11	19	77
DIPLOMA	5		2	3	2	12
HISPANIC TOTAL	16	42	25	48	35	166
ASSOCIATE	8	16	9	11	9	53
CERTIFICATE	8	21	11	34	22	96
DIPLOMA		5	5	3	4	17
NATIVE HAWAIIAN TOTAL	6	1	1		2	10
ASSOCIATE	2		1		2	5
CERTIFICATE	4	1				5
NON-RESIDENT ALIEN TOTAL			2		4	6
ASSOCIATE			2		3	5

CERTIFICATE					1	1
TWO OR MORE RACES TOTAL	21	15	31	42	31	140
ASSOCIATE	14	5	12	8	7	46
CERTIFICATE	3	10	16	29	23	81
DIPLOMA	4		3	5	1	13
UNKNOWN TOTAL	5	29	5	17	39	95
ASSOCIATE	2	4	1	1	3	11
CERTIFICATE	3	24	4	15	33	79
DIPLOMA		1		1	3	5
WHITE TOTAL	2311	2658	2825	2634	2516	12944
ASSOCIATE	650	733	744	724	694	3545
CERTIFICATE	1386	1592	1783	1666	1599	8026
DIPLOMA	275	333	298	244	223	1373
Grand Total	2398	2795	2927	2767	2654	13541

Both retention and college completion are top priorities for SCC for all ethnicities. Across campus, steps are being utilized to increase these rates, including the following:

- Making changes in the advising process
- Using Starfish, which is an early alert system, to communicate with students more effectively
- Concentrating on early registration before the semester ends
- Giving faculty more data on the “at risk” courses and offering professional development opportunities for faculty on ways to help students
- Looking at developing new programs for students not chosen in selective admission programs
- Considering meta-majors
- Developing a model for faculty and staff mentoring to assist students in specific classes

Success Strategies

Numerous stakeholders brought up language barriers as a concern during qualitative research interviews. From observed experience, language barriers on campus can be difficult for students and their families to overcome and can play a role in student success and college completion. To combat these barriers, students need assistance in learning English. Likewise, English-speaking staff, faculty and students need assistance in learning Spanish. SCC can also better assist URM students through an early alert system.

Goals for student success include:

- Lessen language barriers on campus
- Increase retention and graduation rates for URM and low-income populations

Success Goal #1: Expand ESL and Spanish speaking opportunities on campus

Success Strategy #1-a: Begin offering ESL opportunities on campus

Measure: The College currently does not offer English as a Second Language (ESL) classes on campus. By collaborating with existing college and community services, such as Project BEAM (a grant-funded program designed to assist farm laborers with obtaining a GED), and the local city and county schools, SCC will offer two ESL classes to students and their families.

Success Strategy #1-b: Provide free Spanish-speaking professional development to all faculty and staff

Measure: A conversational Spanish professional development opportunity will be offered at the annual SCC Back to School kick-off event in August 2017. This free learning opportunity will acquaint SCC faculty and staff with basic skills for communicating with our Spanish-speaking students.

Success Goal #2: Impact retention and graduation rates for URM and low-income students

Success Strategy #2: Initiate early alert program for URM and low-income students

SCC is beginning an Early Alert program that is designed to set parameters to identify at-risk students. The goals of the program are to increase academic success, semester-to-semester persistence, and fall-to-fall retention. In Fall 2016, SCC identified 802 students as being at-risk. Of those, approximately 5 percent (43 students) were minority students (data provided by OIER). Clearly, URM students are facing barriers that need to be addressed. By partnering with the Early Alert program, and using tools such as Starfish, the SCC Office of Diversity can track at-risk URM and low-income students and provide additional services, referrals, and assistance to encourage college completion. Together, the Early Alert staff and student will create an academic success plan based on the needs of the student. On-campus resources such as tutoring, academic advising, program advising, and student groups, as well as community resources, will be utilized in the plan.

Measure: This year will be used to gather baseline data on URM and low-income students to build a stronger, more effective Early Alert Program.

The success strategies identified here directly impact the overarching retention goals set by SCC. Specific strategies that correlate are marked in bold. SCC's strategic retention goals include:

- Strategic Plan Retention Goal 1: Increase student retention in each academic division by 1-2% per annum based on census data from fall to fall semesters over 5 years.
 - **Strategy A: Improve retention through existing student services and develop addition innovative programs.**
 - Strategy B: Utilize direct marketing techniques to improve semester-to-semester and year-to-year retention.
 - **Strategy C: Provide professional development opportunities to all faculty but specifically target “low performance” courses with regards to student completion and success.**

- Strategy D: Take steps toward making the campus more “student friendly” and provide opportunities for student engagement and involvement while providing easy access to information that may affect retention.
- Strategic Plan Retention Goal 2: Increase the percentage of students receiving a credential by 1% per annum over the course of the academic year. Note that the value represents AA, AS, and AAS, but also includes Certificates and Diplomas.
 - Strategy A: Increase credential completion through increased monitoring of student progress.
 - Strategy B: Create clearly defined pathways to facilitate on-time completion and opportunities for alternate pathways for students who are not chosen in selective admissions programs.

IMPACT

Diversity percentages among faculty and staff at SCC have increased slightly between 2015 and 2016 (table 8); however, this increase has been largely due to decreases in overall employment as the number of URM instructional and management staff has remained flat. In addition to current strategies, more must be done to increase workforce diversity and enhance the cultural climate of the campus. New strategies are indicated below.

Supportive Data

In Fall 2016, 5.6 percent of management staff and 3.1 percent of instructional faculty were in underrepresented categories. By 2020, SCC seeks to increase management and faculty diversity to 10.0 percent and 3.7 percent respectively, specifically focusing on African American and Hispanic groups. Achievement of this goal would increase our employee population to exceed the population estimates of URM in our service area for management staff while moving closer to the current population estimates in the instructional faculty category.

Table 8.

Performance Metric: URM Workforce Diversity	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Instructional Faculty	2.8%	3.1%	3.2%	3.4%	3.5%	3.7%
Management Occupations	4.8%	5.6%	6.3%	7.5%	8.8%	10.0%

Source: IPEDS

Table 8a.

Workforce Diversity Current Academic Year

Workforce Diversity	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Instructional Faculty	2.33	1	1.33	0	1	184.3
Management Occupations	1	0	0	0	0	17

Table 8a above provides Workforce Diversity for the Current Academic Year.

SCC focuses on recruiting, hiring, and retaining a diverse, qualified workforce by targeting minority recruitment by posting open positions in minority and other publications with national and global readership. Some of the publications used to recruit for faculty and professional staff positions include *The Chronicle of Higher Education*, *The Journal of Blacks in Higher Education*, and *Inside Higher Ed*. Additionally, all regular full-time faculty and staff positions are posted on the SCC and KCTCS website. Such allows applicants to apply online without having to come to campus, which in turn, expands the College's reach outside of the region.

Impact Strategies

Due to decreased enrollment over the past few years, there have been limited opportunities for increases in workforce diversity through the recruitment process. Moving forward, efforts will be concentrated on any active searches conducted for faculty and staff positions, including HR review of minority applications through the College's online applicant-tracking software, candidates obtained from the Southern Regional Education Board (SREB) Conference, and other methods.

Impact Goal #1: Increase racial and ethnic diversity of SCC faculty and staff

Impact Strategy #1-a: Increase workforce diversity by utilizing the Fellows Program when possible.

Impact Measure #1-a: URM groups currently represent 3.1 percent of faculty (full-time and part-time) and 5.6 percent of management. SCC will work to increase the overall URM percentage in the faculty category to 3.7 percent and management category to 10.0 percent by 2020.

Impact Strategy #1-b: Designate gender-neutral restrooms on campus

Impact Measure #1-b: Designate and provide signage for at least one gender-neutral restroom on all six SCC campuses and centers.

Impact Strategy #1-c: Conduct annual training with all employees to promote the benefits and value of diversity and to increase cultural competency. One such Diversity session was conducted during Fall Convocation of 2016 for all SCC employees present at that event.

Impact Measure #1-c: A minimum of one diversity training session per semester will be made available to all employees beginning in the fall 2017 semester. SCC will strive to reach an 80% participation rate in those sessions.

Impact Goal #2: Provide continued oversight for campus diversity initiatives and activities

Many programs at SCC solicit the assistance of an advisory board in order to stay abreast of industry changes, job openings, skills requirements, fundraising opportunities, and more.

Through the creation of a diversity advisory board, SCC hopes to form partnerships with local business and industry, alumni, community leaders, and others, to better serve our students and community.

Impact Strategy #2: Develop SCC Campus Diversity Advisory Board

Impact Measure: Creation of SCC Diversity Advisory Board by the end of the fall 2017 semester.

Plan for Assessment

The SCC Diversity Action Plan will include the following for its Plan for Assessment:

1st to 2nd Year Retention – URM

- Increase URM retention rate by at least 1.0 percentage point each year.
 - The office of Cultural Diversity in conjunction with Student Services will review data provided to analyze student successes. Alterations will be made to improve strategies should this become necessary.

Super Someday

- Response cards will be entered into the Radius program and regularly monitored to determine enrollment into SCC classes.
- Follow-up will continue until enrollment has been actualized.

Governor's Minority Student College Preparation Program

- GMSCPP graduates will be encouraged to participate in local Upward Bound programs and monitoring these students will determine their enrollment in SCC classes.

Recruitment Fairs

- Response cards will be entered into the Radius program and regularly monitored to determine enrollment in SCC classes.

CONCLUSION

Somerset Community College has been engaged in a planning process to bolster the enrollment and retention of underrepresented minority students, including, but not limited to African-American, Hispanic, Latino, Puerto Rican, Cuban, low-income, LGBTQ, non-traditional, first generation, religious organizations, and others. We expect all SCC College locations to be welcoming to all students.

Through the strategies aforementioned, we will continue to demonstrate our commitment to diversity. The strategies mentioned above will complement, but not take the place of, our established numerous cultural programs and events, such as:

- Community-wide Dr. Martin Luther King, Jr. Unity Breakfast and Community Program
- International Festival (held on all campuses and centers)
- Participation in the GMSCPP program
- National Hispanic Heritage Month events
- National Black History Month events
- Campus Common Read partnership events
- And much, much more.

SCC is known throughout the region for organizing various out-of-the-box cultural opportunities and these will continue to be sought out and brought to campus.

Although there are barriers, the enthusiasm to make Somerset Community College what it was intended to be - a place where the whole community can come and learn from the way we show

the world can be – will continue. The cooperation and support of all employees and student organizations will assist in assuring success for all students. This cooperation must include enthusiasm for making a welcoming atmosphere on both campuses and at all centers in order for us to meet our goals of inclusion.

References:

Hurtado, S. (1992). "The Campus Racial Climate: Contexts for Conflict." *The Journal of Higher Education*, 63(5), 539-569.

Hurtado, S., Milem, Jeffrey F., Clayton-Pedersen, Alma R., and Allen, Walter R. *The Review of Higher Education*, 21.3 (1998) 279-302.

ATTACHMENT 1

Names of individuals who took part in interviewing stakeholders, as well as their title and those they interviewed, as part of the diversity assessment process at SCC.

Interviewer	Interviewees	Interviewer Title
Cindy Clouse	SCC Board of Directors, plus SCC Foundation Board Members	Chief Advancement Officer and member of the Diversity Assessment Team.
Dino Melgoza	Students	Student President of the SCC Multicultural Club, Student Member of the DIT Team
Dr. Wanda Dodson	External Stakeholders, members of the Wayne County Community	Community Member of the SCC Diversity Initiatives Team
Nechalae Williams	External Stakeholders (School Superintendent, plus three more individuals)	Community Member of the SCC Diversity Initiatives Team
Betty Peterson	President's Leadership Team members	Faculty member of the Diversity Initiatives Team
Marci Randall	Staff	Faculty member of the Diversity Initiatives Team.
Christy Adams	Members of the President's Leadership Team, Faculty, students – SGA members	Staff Supervisor of the Call Center and Director of Admissions. Member of the Diversity Initiatives Team.
Natalie Winstead	Staff (Manager of Disability Services) and Student Ambassadors	Admissions Staff, Member of the Diversity Initiatives Team

James Taylor	Faculty	Faculty member of the Diversity Initiatives Team
Dr. Jahurul Karim	Students	Faculty member of the Diversity Initiatives Team
Noel Williams	Internal stakeholders (HR Director, and others)	Advising Staff, member of the Diversity Initiatives Team
Sarah Beaty	Students	Student Vice President of the Somerset Multicultural Club
Dr. Amanda Waterstrat	Students	Faculty member of the Diversity Initiatives Team

ATTACHMENT 2

A Sampling of survey suggestions by category.

Note: Wording taken directly from survey results.

Hispanic Population

- Hispanic Outreach needed
- English Language Skills – remove barriers to learning at this College.
- Engage and/form working relationships with outside organizations involving target populations. Potentially engage past graduates (alumni association?) to act as ambassadors to the middle and high school age students.
- Reach out more to Hispanic population and maybe hold a special day just for them.
- For those whose primary language is not English, perhaps a low-cost ESL class can be held prior to enrollment for high school and adults.
- Increase the number of faculty and staff who are functional in Spanish.
- Bilingual pamphlets in Spanish

General Diversity Recommendations

- More assistance with searching for scholarships
- Continue to teach students the many different cultures, and how they came to be.
- Provide diversity training, including historical perspectives on discrimination in this country from its founding.
- Make cultural diversity classes necessary in order to graduate.
- Offer and even mandate workshops/classes designed to teach about different cultural practices and worldviews so that students might cultivate and practice cross-cultural skills.
- Host a monthly foreign night, or a Friday Foreign Film night for community, students, faculty and staff.
- Continue the International Festival, Super Sunday, MLK events.
- More international students
- Increase student awareness of elements of diversity.

- Would like to see more collaboration with community partners in London, including the Rotary Club, the public library, the Extension service, the farmers market, Grow Appalachia, and other segments of the community,
- Embrace everyone regardless of race, ethnicity, disability, LGBT.
- More diverse student body
- Focus on more diverse issues.
- More diverse faculty, staff, especially leadership
- Grow in cultural competence.
- Campus to become more welcoming for multiculturalism
- More community involvement
- Local high schools are becoming more diverse (recruitment opportunities).
- Minority Scholarships
- Develop an Advisory Board made up of sub-groups: Hispanic, Black, Asian, even Japanese
- More Common Read utilizing books with diversity
- Diversity Department should grow, and it needs additional support.
- Strategic plan should include specific goals that will achieve cultural diversity/global awareness/inclusion/engagement.
- Recognition of students from diverse backgrounds
- College needs a more diverse student body.

Cultural Diversity

- Representing and acknowledging all the different cultures in the community; more religious diversity, inform students about different cultures and religions to foster acceptance.
- Offer travel abroad opportunities.
- Students being given extra credit for attending cultural events.
- Long-term plan to address housing and transportation dilemma in order to increase international student population.
- Showcase diversity events by utilizing centralized billboard in the cafeteria.

Core Competencies in place

- Keeping up to date with technology programs
- LGBTQ student groups
- GMSCPP, Unity Breakfast, I.F.
- More work with counselors in high schools

Low Income Students

- More offers for low income. Full time students who are also parents have a hard time working and going to school and taking care of their kids. They should be offered enough money to make sure they are taken care of through the full semester.
- Trying to offer tuition for students and more help with book purchases.
- Support for students financially and in regard to healthcare.

Gender Issues

- Hold workshops that address the LGBTQ students
- Greater gender diversity across programs, especially in technical fields.
- Embrace gender issues, including the LGBT community.
- Offer Women's Studies.

Disabilities

- More programs for people with disabilities.