

Southcentral Kentucky Community & Technical College

Diversity, Equity, and Inclusion Plan

Developed by

SKYCTC

Diversity Committee

February 21, 2017

SKYCTC Contact: Sherri Forester & Brooke Justice

sherri.forester@kctcs.edu

brooke.palmer@kctcs.edu

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Executive Summary

SKYCTC is committed to the success of its students and employees. SKYCTC values the diversity of backgrounds and experiences of its people. The College values the similarities, as well as the differences, of individuals. It promotes diversity, awareness, and inclusion.

Located in one of Kentucky's most ethnically diverse regions, SKYCTC is part of a community that appreciates and engages with people of different races, ethnicities, and cultures. With one of the highest concentrations of minority and international students in the state, the region is home to a variety of nationalities with dozens of languages spoken within the community and educational institutions.

These distinguishing factors are influenced by the dedicated faculty and staff that are committed to both student access and student success. SKYCTC promotes and supports a collegial culture that sets high expectations, encourage engagement of students, faculty, and staff and inspires innovations in teaching and learning. The College was recognized in 2012, 2013, 2014, 2015, and 2016 by the Kentucky Chamber of Commerce and Kentucky Society of Human Resource Management as one of the Best Places to Work in Kentucky.

A deliberate concentration on diversity at all levels of SKYCTC is essential to our mission, purpose and values. Fully embracing the concept of diversity is necessary for achieving an inclusive environment that reflects the global world that we are living. The following pages provide data, goals, and strategies of various dimensions of diversity in the areas of student body diversity (opportunity), student achievement (success), and employee diversity (impact). It is our desire, as a College, that we broaden our perspectives and worldviews to prepare our students to be citizens of a global society.

KCTCS Diversity Statement

The Kentucky Community and Technical College System (KCTCS) is committed to creating and sustaining an environment of all-inclusive diversity where each individual is valued, respected and supported, and is recognized on the basis of personal achievement, merit and contribution.

-----Adopted by the KCTCS President's Leadership Team, 2006

KCTCS Resolution Embracing & Valuing Diversity

Kentucky Community and Technical College System

Board of Regents

Resolution to Endorse *Beyond the Numbers*,

KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity

WHEREAS, the mission of the Kentucky Community and Technical College System is to enhance the employability and quality of life of all Kentuckians as enacted in the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1); and

WHEREAS, in 1998, the Kentucky Community and Technical College System Board of Regents adopted a resolution embracing and valuing diversity in its broadest sense as evidenced by the policies developed and implemented for the System; and

WHEREAS, the Kentucky Community and Technical College System Board of Regents approved the *KCTCS Strategic Plan 2010-16*, which includes the goal *Cultivate Diversity, Multiculturalism, and Inclusion*; and

WHEREAS, the Kentucky Community and Technical College System Board of Regents endorses a proactive approach to creating a work and educational environment that is conducive to the academic and social success of all students, faculty, and staff; and

WHEREAS, *Beyond the Numbers, KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity (IE2)*, was developed to be consistent with the requirements of the Council on Postsecondary Education's *Kentucky Public Education Diversity Policy and Framework for Institution Diversity Plan Development*.

Now, **THEREFORE,** be it resolved that the Kentucky Community and Technical College System Board of Regents endorses *Beyond the Numbers, KCTCS 2010-16 Diversity Action Plan for Inclusion, Engagement, and Equity (IE2)*, as the framework to guide the students, faculty, and staff in advancing diversity, multiculturalism, inclusion, and engagement throughout the Kentucky Community and Technical College System.

Adopted by KCTCS Board of Regents

September 16, 2011

SKYCTC Vision, Mission, and Values

Our Vision

A world-class college educating South Central Kentucky's globally competitive workforce.

Our Values

Caring Culture

Lifelong learning and balance

Flexibility and innovation

Quality, excellence and continuous improvement

Ethical, open and accountable

Data and outcome informed decision making

Inclusion, equity, respect and global diversity

Community development, collaboration and teamwork

Our Mission

SKYCTC's mission is to improve the quality of life through education focused on career development, community partnerships, and economic growth.

Our Goals

1. Increase the educational attainment level in South Central Kentucky by positioning SKYCTC as the most accessible and affordable option in postsecondary education
2. Close achievement gaps and improve overall student success by enhancing student engagement
3. Align services and curriculum with the regional workforce and economic development needs
4. Increase connections with educational providers and employers to provide students expanded transfer opportunities, career pathways, experiential learning, and job placement services
5. Ensure an active and engaged Board of Directors

SKYCTC Diversity Committee

Sponsor

Dr. Phillip W. Neal President & CEO

Cabinet Liaison

Ms. Sherri Forester Director of Human Resources

Co-Chairs

Mr. Gary Beagle Associate Professor, English

Mr. Viren Patel Assistant Professor, Mathematics

Membership

Faculty Representatives

Debra Crews Assistant Professor, Surgical Technology

Claudean Ellis Assistant Professor, Mathematics

Esther French Librarian

Bruce Poteet Instructor, English

Dr. Michael Riggs Professor, Culinary

Sherry Youngquist Instructor, English

Staff Representatives

Brian Becker Director of Adult Education

Ray Haddix Coordinator, Adult Education, Simpson County

Addi Hernandez Admission Advisor

Introduction

Southcentral Kentucky Community & Technical College's (SKYCTC) mission is to improve the quality of life through education focused on career development, community partnerships, and economic growth. SKYCTC serves as a bridge to enhanced work skills, new career opportunities, and transfer pathways to a four-university university.

SKYCTC was established in 1939 under the joint sponsorship of the National Youth Administration (NYA) and Western Kentucky State Teachers College. With the passage of the Post-Secondary Education Improvement Act of 1997, commonly referred to as House Bill 1, the Bowling Green Regional Technology School became part of the Kentucky Community and Technical College System (KCTCS). As result, the name was changed to the Bowling Green Technical College (BGTC). On August 3, 2010, BGTC received approval by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate in Arts and Associate in Science degrees making the College a comprehensive community college allowing students additional transfer opportunities. On December 7, 2012, the KCTCS Board of Regents approved SKYCTC as the new name for Bowling Green Technical College to reflect the expanded mission of the institution and honor its ten-county service region.

SKYCTC embraces a culture of inclusiveness. Around this culture of inclusiveness exists intentional plans for celebrating and recognizing the successes of our students and our employees. The faculty and staff continue to build a framework that guides institutional efforts to increase levels of engagement with our students, employees, and community members. The foundation for these efforts is the SKYCTC Diversity Plan. The Diversity Plan documents our goals and strategies for future efforts. SKYCTC faculty and staff are committed to welcoming, celebrating, and expanding knowledge and an appreciation for diversity will be found within the goals and strategies of this document.

Diversity Planning Process

The SKYCTC Diversity Committee serves as the institution's campus environment team. The Diversity Committee is formed of faculty and staff who express a desire to serve on the committee and who value and promote a culture of caring and inclusion at SKYCTC. Its primary charge is to ensure the development of a culturally competent organization where each individuals are valued, respected and supported, and is recognized on the basis of personal achievement, merit, and contribution. The committee achieves this by creating and sustaining an environment that is all-inclusive and culturally diverse. It is also designed to expand diversity and global awareness to faculty, staff, and students.

Because each of us at SKYCTC contributes to our student's educational experiences in some way, we must contribute to achieving the goals and strategies outlined in this plan. SKYCTC used the Appreciative Inquiry (AI) approach to involve the collection and analysis of qualitative and quantitative data to refine and advance the development of this diversity plan. Committee members worked closely with the President to identify internal and external stakeholders to be involved in the process of asking questions, inviting feedback, and ensuring a meaningful part in the development of this plan. Stakeholders included SKYCTC faculty, staff, and students, as well as external stakeholders from the community. See Appendix A: *Diversity Plan Southcentral Kentucky Community & Technical College Identified Stakeholders & Interview Questions* to view a list of SKYCTC stakeholders and interview questions.

After the AI interviews were conducted and responses compiled, the Diversity Committee met to review the data, along with the SKYCTC Strategic Plan 2016-22, Strategic Enrollment Management Plan, 2015 Diversity Plan, Institutional Research data, and other data to evaluate and assess future goals and strategies for moving SKYCTC forward. Once the strategies and goals were identified by the Diversity Committee, they were presented to the SKYCTC administrators for final approval. SKYCTC administrators ensured that the goals and strategies are aligned with the SKYCTC Strategic Plan 2016-22 and the Strategic Enrollment Management Plan before approving their incorporation into the Diversity Plan 2017.

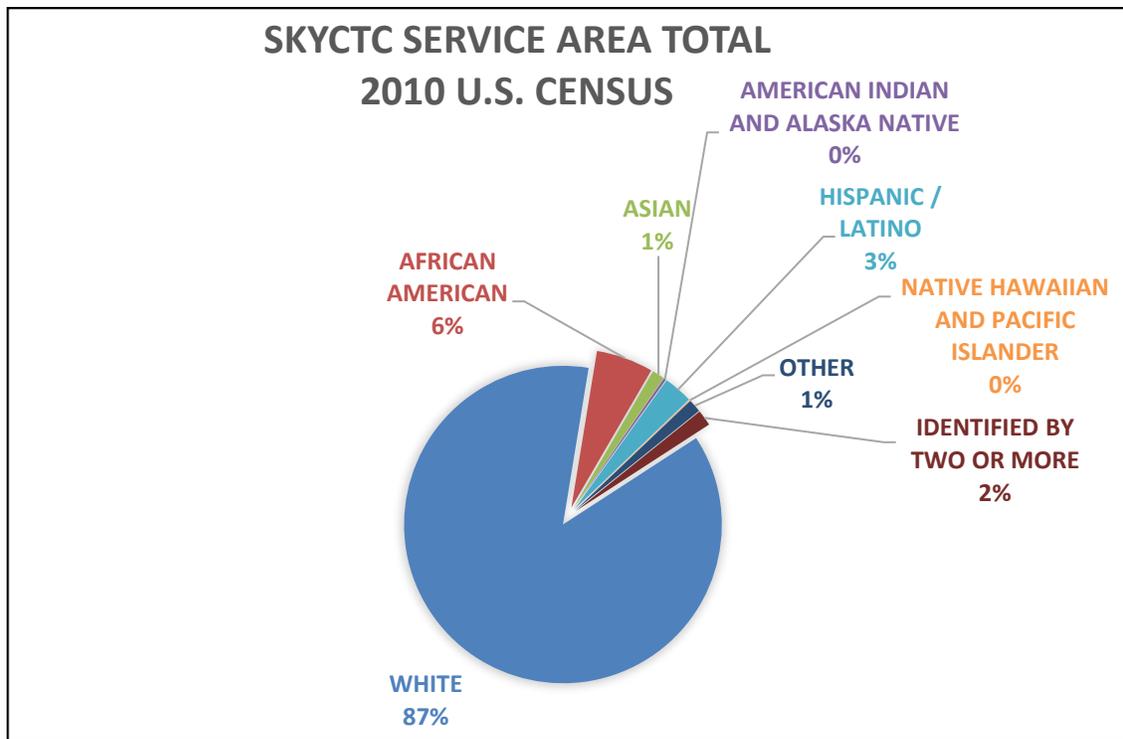
**Southcentral Kentucky Community & Technical College
2017 Diversity Plan at a Glance**

Opportunity			
Goal 1: Increase the 2015-16 under- represented minority base enrollment by 2% by the year 2020.			
Goals Aligned	Strategies	Responsible Departments	Completion Date
SKYCTC Strategic Plan SKYCTC SEM Plan	Target under-represented minority high school students to increase awareness of SKYCTC Expand outreach to under-represented minorities with the community	Student & Organizational Success	2020
Student Success			
Goal 2: By 2020, close achievement gaps and improve overall student success by enhancing student engagement.			
Goals Aligned	Strategies	Responsible Departments	Completion Date
SKYCTC Strategic Plan SKYCTC SEM Plan	Strengthen academic advising Increase retention of under-represented minority and low-income students	Academics Student & Organizational Success	2020
Impact & Assessment			
Goal 1: By 2020, meet or exceed faculty and staff diversity population of SKYCTC service region.			
Goals Aligned	Strategies	Responsible Departments	Completion Date
SKYCTC Strategic Plan SKYCTC SEM Plan	Develop ethnically sensitive job announcements Advertise faculty and executive management jobs in minority publications Educate search committee on hidden biases Ensure diverse interview panels	Human Resources	2020
Goal 2: Increase the level of culturally competent faculty and staff			
Goals Aligned	Strategies	Responsible Departments	Completion Date
SKYCTC Strategic Plan SKYCTC SEM Plan	Conduct a campus climate survey Provide educational training opportunities for faculty and staff around equity and inclusion Ensure every degree completer has culturally diverse themes in curriculum Include student representation on the Diversity Committee	Academics Institutional Research Human Resources Professional Development Committee Diversity Committee	2020
Goal 3: Retain diverse faculty & staff			
Goals Aligned	Strategies	Responsible Departments	Completion Date
SKYCTC Strategic Plan SKYCTC SEM Plan	Provide a culture of caring and an inclusive environment for SKYCTC faculty and staff by providing the following: Education resources and professional development Involve faculty and staff in social and culture life of SKYCTC Mentoring program for new SKYCTC faculty and staff	Academics Human Resources Institutional Research Professional Development Committee SKYCTC Staff Council	2020

Opportunity – Recruitment and Enrollment of Diverse Students

SKYCTC's dedication to enrolling a diverse student body supports one of three focus areas in CPE's Strategic Agenda. The maintenance of a diverse student body is essential to expanding our students' awareness of different cultures and customs and encourages the achievement of a well-rounded education. The following strategies will be implemented and/or strengthened to improve the enrollment of under-represented minority students.

South Central Kentucky is one of the most diverse regions in the state, and that diversity is reflected in the enrollment at SKYCTC. According to the most recent U.S. Census Bureau report, all categories of ethnicity except white, non-Hispanic reported numbers higher than the Kentucky statewide average. Across South Central Kentucky, African-American, Asian and Hispanic populations are nearly double the statewide average.

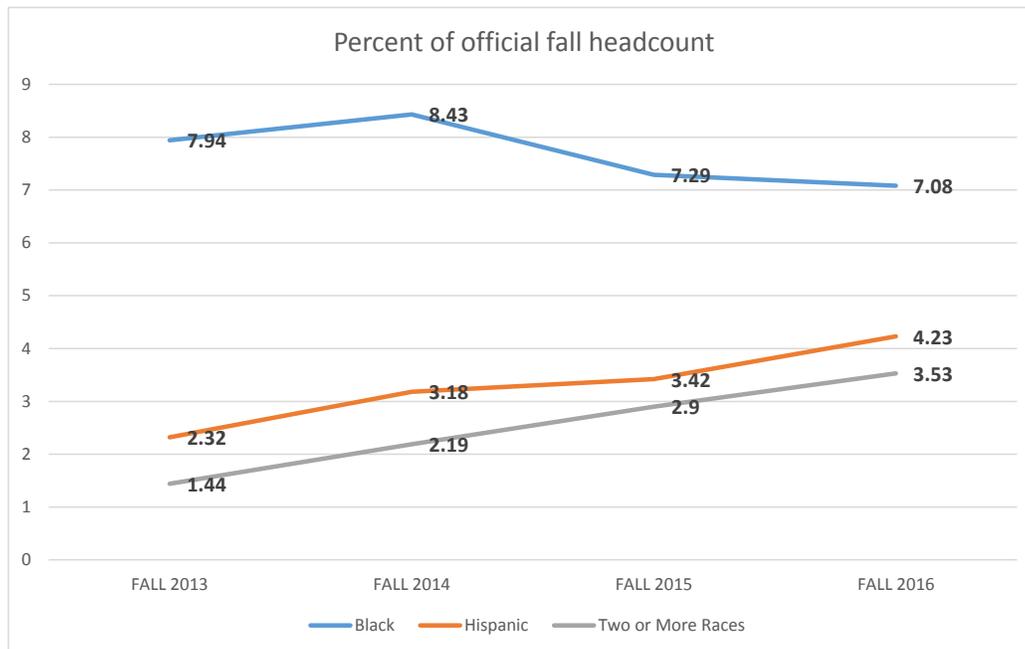


Access Goal 1: By 2020, increase the 2015-16 under-represented minority enrollment by 2%
Goals Aligned: SKYCTC Strategic Plan: Goal 1: Increase the educational attainment level in South Central Kentucky by positioning SKYCTC as the most accessible and affordable option in postsecondary education. SEM Plan: Recruitment Goal 1: Increase Hispanic Enrollment SEM Plan: Recruitment Goal 3: Increase the enrollment of students over age 25 SEM Plan: Retention Goal 2: Increase the retention of historically at-risk students
Completion Date: 2020
Strategies: <ul style="list-style-type: none"> • Target under-represented minority high school students to increase awareness of SKYCTC • Expand outreach within the community
Responsible Departments: Student & Organization Success
Assessment Goal: By 2020, SKYCTC will increase under-represented minority enrollment by 2%.

Performance Metric: Undergraduate Enrollment	Baseline 15-16	Actual Fall 2016	Target Fall 2017	Target Fall 2018	Target Fall 2019	Target Fall 2020
African American	294 and 7.29%	301 and 7.08%	317 and 7.79%	341 and 8.29%	365 and 8.79%	390 and 9.29%
Hispanic	138 and 3.42%	180 and 4.23%	160 and 3.92%	182 and 4.42%	204 and 4.92%	228 and 5.42%
URM	560 and 13.88%	640 and 15.06%	586 and 14.38%	612 and 14.88%	639 and 15.38%	667 and 15.88%

SKYCTC experienced increases in enrollment by ethnicity reported to CPE from fall 2015 to fall 2016 in the following categories: Hispanic/Latino and Two or More Races. African American/Black students make up the largest single ethnic group and decreased slightly by .21% percentage of enrollment; Hispanic students were the second largest

ethnic group and experienced an increase of .81%. Overall, the College has experienced an increase of 1.41% in the enrollment of diverse students.



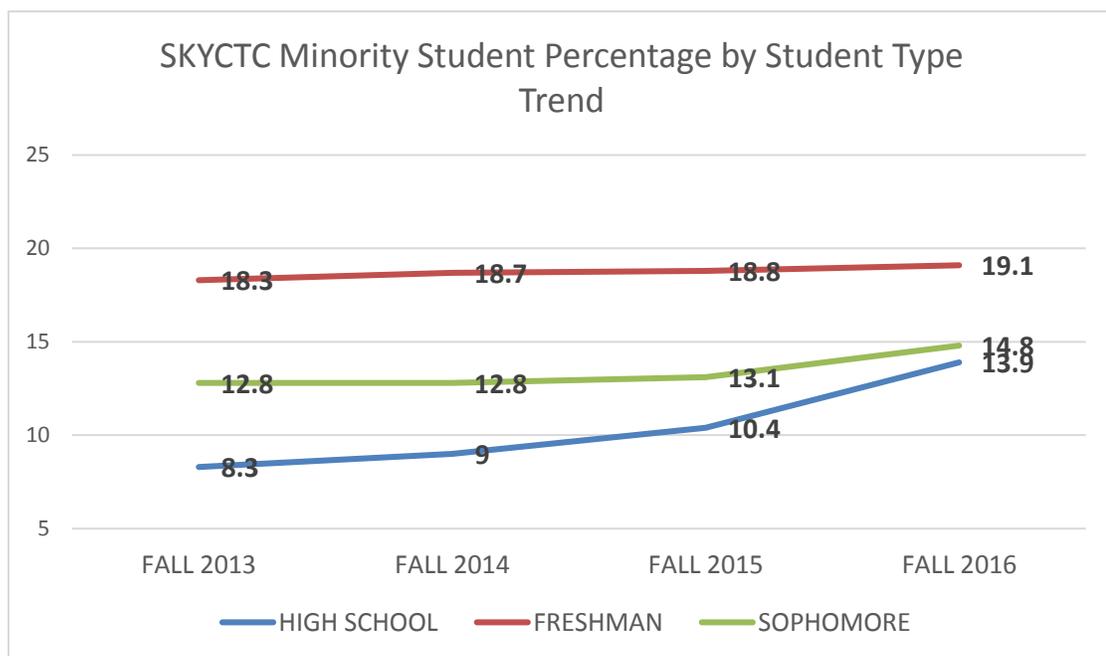
Source: KCTCS Institutional Research

To continue this overall trend, we will strengthen the communication with under-represented minority high school students and their parents. Recruitment materials that are typically distributed to this population will be translated into other languages to increase the familiarity and comfort with SKYCTC. In the beginning, we will translate materials into Spanish and determine the need for other languages.

The dual credit (DC) population who matriculates to SKYCTC has proven to be a very successful group of students. Our efforts to streamline the transition from a dual credit student to the traditional student designation continue. As much as possible, we will reduce perceived barriers for the under-represented minority and low income population to encourage matriculation into one of our high-wage, high-demand program areas. The DC to Finish scholarship that was introduced in Fall 2016 will continue to provide support for those students who have successfully completed dual credit courses with SKYCTC with at least a 3.0 grade point average.

In order to continue the success of our dual credit partnerships, we have implemented a faculty liaison program. SKYCTC faculty pair with high school dual credit

faculty in corresponding disciplines to provide support for course instruction and to answer any questions about the dual credit program. The faculty liaisons observe the high school faculty and provide feedback about the instruction and how it translates into the college curriculum. This additional support has strengthened relationships with the high schools in our service area which consequently enhances their perception of our College and how their students will easily transfer into our student body. Establishing connections with the high school faculty and guidance counselors has proven to be beneficial as they connect their students with the faculty who will be teaching them when they matriculate as a first-time student. The percentage of minority students enrolled in the previous fall semesters, reflect the attention that has been devoted to the enrollment of high school minority students, as noted in the chart below.



Non-native English speakers are another group of students that we will target at the high school level. Recruiters will reach out to English Language Learners (ELL) courses at our local high schools to speak with those students. Meeting students in their comfort zone has proven to be an effective recruitment tactic. Consequently, we will establish relationships with the ELL teachers, so that they can facilitate the recruiter’s introduction into the classroom.

SKYCTC participates in several ongoing minority recruitment events throughout the ten-county service area. The college admissions office participates in college and career

fairs with community partners such as the Bowling Green Housing Authority and Hispanic Organization for the Promotion of Education (HOPE). In December 2016, SKYCTC staff were instrumental in organizing the community-wide Winter Fiesta. Community resource awareness was the focus of the event. SKYCTC partners with the Bowling Green International Center to provide tours and application information for prospective students who are refugees residing in the Bowling Green area.

Community involvement will spread awareness of SKYCTC and the opportunities that await the under-represented minority population. As a result of the Super Sunday events that we have held in our community throughout the past few years, our relationship with local African-American and Hispanic churches continues to grow. The intent for 2017 is to initiate conversations that yield answers to questions that their college-going population may have. Ideally, we would be able to provide timely information about how to navigate the application and financial aid processes.

The Warren County Adult Education Center, located on the Main Campus of SKYCTC, provides ESL/ELL classes for the immigrant community and college preparatory courses at no cost. SKYCTC's collaboration with the Adult Education Center provides an excellent opportunity to recruit international students and students from a variety of ethnic backgrounds. A number of strategies, including admissions and financial aid workshops, are conducted annually in conjunction with the Adult Education Center. In the fall 2016 semester, SKYCTC hosted a College Day for individuals attending the Warren County Adult Education Center to learn more about the programs offered. During this introduction to the College, 21 countries were represented.

Student Success/Closing the Achievement Gap

Performance Metric	Baseline 2015-16	Actual Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
3-Year Grad. Rate						
Low-income	24.7%	25.3%	25.9%	26.5%	27.1%	27.8%
URM	16.3%	15.2%	18.3%	19.3%	20.3%	21.3%
1st to 2nd-Year Retention						
Low-income	52.3%	54.1%	54.9%	55.7%	56.6%	57.3%
URM	51.4%	48.8%	50.6%	53.1%	55.2%	57.4%
Certificates/Diplomas/ Associates Conferred						
Low-income	69%	N/A	70.8%	73.0%	74.9%	76.5%
URM	9.7%	N/A	9.85%	10.0%	10.15%	10.3%

The second focus area of CPE’s Strategic Agenda is student success. Recruitment and enrollment of a diverse student body is null and void if there is no commitment to positively impacting the students’ retention and completion. SKYCTC has identified strategies that will increase the graduation and retention rates for under-represented minorities and low-income students. The graduation rate target for under-represented minorities and low income students by 2020 is 21.3% and 27.8% respectively. SKYCTC will implement the following strategies in an effort to increase the first to second year retention rate to 57.4% for under-represented minorities and 57.3% for the low income student population.

Success Goal 2:

By 2020, close achievement gaps and improve overall student success by enhancing student engagement.

Goals Aligned:

SKYCTC Strategic Plan: Goal 2: Close Achievement gaps and improve overall student success by enhancing student engagement.

SEM Plan: Retention Goal 1: Increase the retention of first time credit seeking students

SEM Plan: Retention Goal 2: Increase the retention of historically at-risk students

Completion Date: 2020

Strategies:

- Strengthen mandatory academic advising prior to registration
- Increase retention of under-represented minority and low-income students by assigning a student ambassador to each new credential-seeking student
- Increase retention of under-represented minority and low-income students by requiring new student orientation for all new credential-seeking students

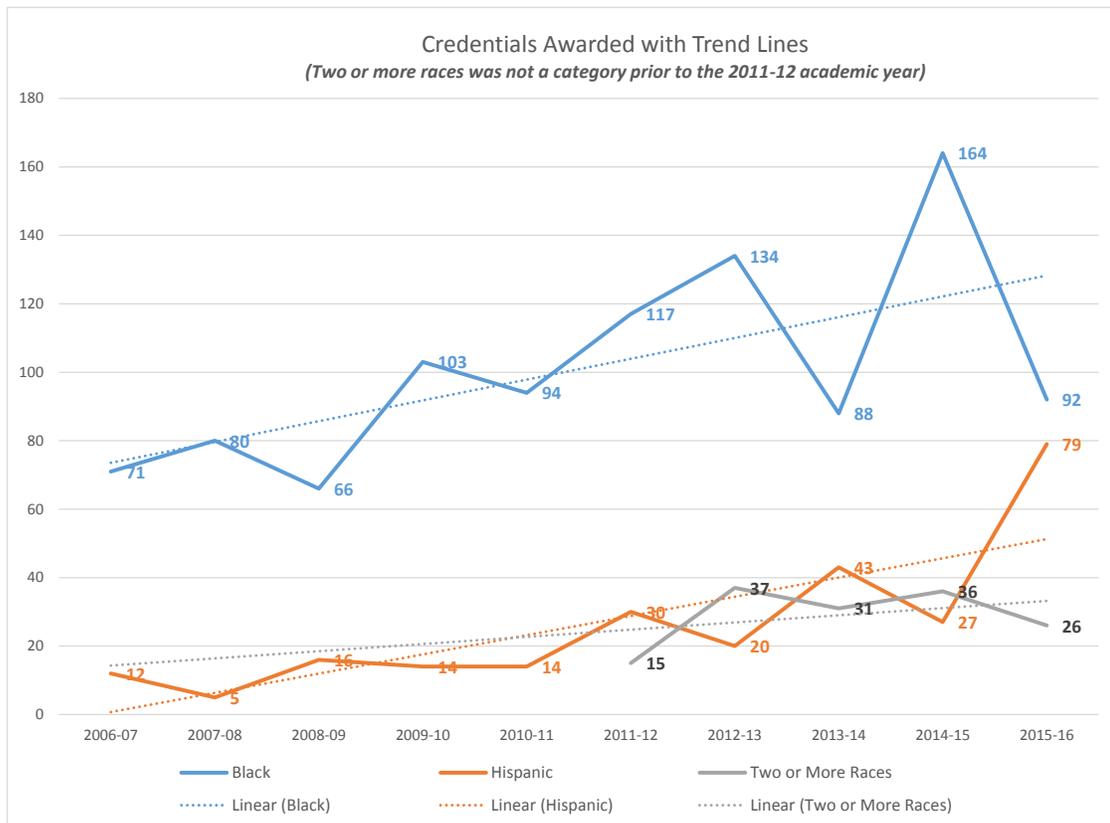
Responsible Departments:

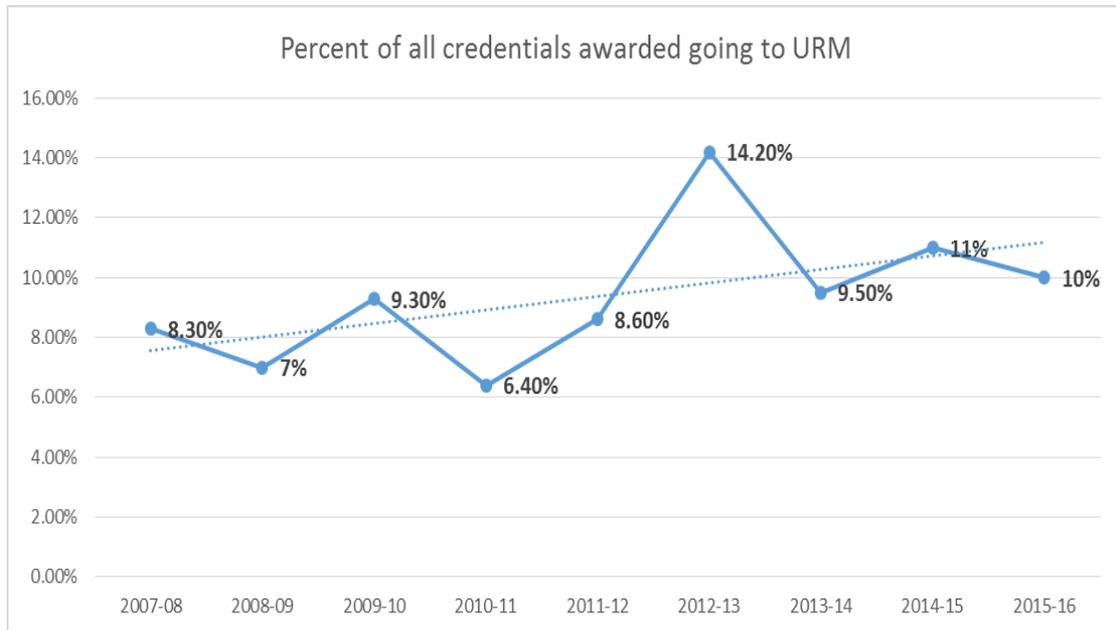
Academics

Student & Organizational Success

Assessment Goal:

By 2020, SKYCTC will decrease the achievement gap utilizing stated strategies.





Source: KCTCS Institutional Research

The overall credentials awarded to underrepresented minorities decreased in the 2015-16 academic year. However, with the population trend, the credentials awarded are expected to rebound. Mandatory student advising for all students has proven to be a promising practice in student success. The intent is for the faculty/program advisor to meet with the students regularly to maintain open communication about the student's progress and ensure the appropriate course sequences are completed. There is an opportunity for students to make advisors aware of any concerns or barriers that they are facing so that the faculty and staff can intervene as needed. Preparation and training will be held to familiarize advisors with Degree Map, an advising tool that allows students and advisors to plan appropriate course enrollment. Degree Map also enables students to predict the impact that a program change would have on their overall cost of attendance and time to completion.

The Career and Academic Planning Center is leading the charge in campus-wide utilization of Starfish. This software is designed to monitor progress of each student throughout the semester. Faculty and staff have access to raise a flag if there have been concerning behaviors in or out of the classroom that are affecting the student's performance. The student can also be recognized in this software for any positive behaviors that are exhibited. Early alert is proving to be successful in addressing the

student's needs before it is too late. This creates an opportunity for someone to provide the needed resources and/or support.

Enrollment in a first-year experience (FYE) course is encouraged for students who have been designated as at-risk (multiple developmental course needs). This advising practice is an attempt at helping the at-risk population develop stronger study, time management and organizational skills. This course also helps to make students aware of campus resources and encourages them to participate in community engagement projects.

We will utilize student ambassadors, a group of students who have successfully completed 12 or more credit hours at SKYCTC, to mentor first-time in college students. The mentors will act as a guide to help the new students navigate college life. The ambassadors will provide motivation to the students as well as make them aware of opportunities on campus and resources within the community. The student ambassadors have been instrumental in helping first-generation students embrace the college experience. Their push to get students involved in events and student organizations has helped students to feel connected to the College.

Other efforts are in place to enhance the financial literacy of our student population. Graduate Debt-Free from SKYCTC is a campaign that was implemented to encourage the use of grants and scholarships to fund their education as opposed to accruing student loan debt. This campaign has been instrumental in reducing SKYCTC's default rate. All students, including the low income population, are encouraged to learn money management practices. Portions of the FYE course focus on budgeting strategies, loan repayment calculations, and steps to properly use financial resources such as grants and scholarships.

SKYCTC requires all new credential seeking students to complete new student orientation, advising, registration (SOAR). This mandatory event is offered in an effort to connect students with campus resources and to infuse the familial campus culture from the initial encounter on campus. At the orientation, new students are paired with a student ambassador who has similar program interests. Student ambassadors are there to calm the anxiety that may surface due to the fear of embarking upon a new journey in life.

Another retention tactic includes the usage of co-requisite developmental education courses. This curriculum re-design will help the students to progress towards their academic goals quicker. Research has proven success in implementing a model that allows a student to complete a college-level course concurrently with its developmental course. This reduces the

amount of time that a student may remain in the developmental course sequence. Previously, students were subject to up to three semesters of developmental course work prior to enrolling in a college-level course. Now, the students may complete remediation concurrently while taking the college-level course. Improved retention and stronger success rates is the desired outcome of the curriculum changes. The quicker progression of students through the curriculum will also reduce tuition expenses and encourage the students to persist towards their educational goals.

SKYCTC recognizes the need for students to feel safe in their environment in order to experience success. Research is underway on the Safe Space program and how to implement that at each of the campus locations. The Gay-Straight Alliance (GSA) is a student organization that was founded to provide unbiased support and encouragement for all members. The organization focuses on love, honor and respect for all while providing a nonjudgmental, safe environment for its members. The GSA is in its fourth semester of existence at SKYCTC, and the officers have set a goal to grow the organization over the next academic year.

Retention practices at SKYCTC are intended to increase the overall student success of the entire student population. The intent is that the devotion to improving student success across all populations will positively impact the needs of under-represented minorities as well as low-income students. SKYCTC strives to provide inclusive services and opportunities in an effort to avoid disregard of a specific need.

Impact– Campus Climate, Inclusiveness, and Cultural Competency

As more and more diverse students enroll each year, it is important to focus on retention and degree completion of our students. One way to do this is to have diverse role models in employees. Southcentral Kentucky Community & Technical College employees are its most important resource. Inclusiveness has been an intentional value and serves as a catalyst for building relationships between people. These relationships foster success.

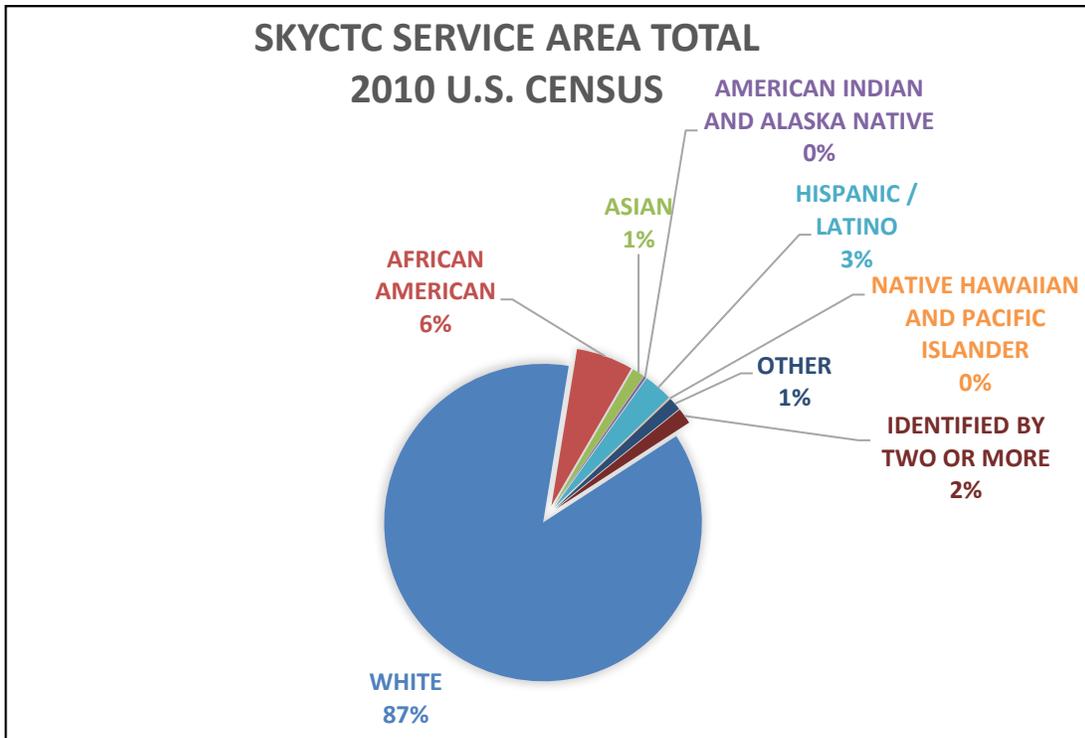
SKYCTC is an equal opportunity employer and educational institution. Employment decisions are based on merit and business needs, and not on race, color, national origin, ethnic origin, gender, sexual orientation, age, religion, creed, physical or mental disability, veteran status, political affiliation, or any other factor protected by law. Qualified candidates are encouraged to apply by application review dates listed in the position

announcement. Women and minority qualifying candidates are encouraged to apply for vacancies.

SKYCTC continues to seek opportunities to represent the communities we serve. Currently, the SKYCTC Board of Directors is comprised of business and industry leaders from the ten-county service area and three SKYCTC representatives from faculty, staff, and students of the college. Business and industry leaders are appointed by the Governor and the faculty, staff, and student positions are elected. The Board consists of five women and five men with a racial make-up of two African Americans and eight Caucasians. Currently, SKYCTC's Board of Director's Chair is African American.

SKYCTC strives for opportunities to identify and implement new strategies to recruit diverse faculty and staff. The College utilizes an online applicant tracking system which has permitted a broader reach as well as attracting a more highly qualified faculty and staff. With this broader reach, the SKYCTC employment process has become more competitive and yields a higher quality and diverse candidate.

Southcentral Kentucky Community & Technical College's service area is composed of a ten-county area called the Barren River Area Development District (BRADD). Counties include: Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalf, Monroe, Simpson, and Warren. According to the 2010 U. S. Census, the racial make-up of the BRADD ten-county service area includes: African American (6%), Asian (1%), American Indian and Alaska Native (0%), Hispanic/Latino (3%), Two or More Races (2%), and Other (1%).



Below identifies the breakdown by faculty workforce classification and racial/ethnic group for Southcentral Kentucky Community & Technical College. *Note: SKYCTC does not offer tenure to faculty.*

Source: KCTCS Institutional Research Retrieved 2015-16

2015-16 Faculty Workforce By Classification & Ethnicity								
Academic Year	African American	American Indian/Alaskan Native	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or More Races	Non-Resident	Unknown
Faculty 2015-2016	5 (6%)	0	0	0	77 (90%)	0	0	0

2015-16 Faculty Areas Represented by Minorities	
Faculty	<ul style="list-style-type: none"> • Business (2) • Arts & Humanities (2) • Mathematics & Science (1)

Staff

Below identifies the breakdown by staff workforce classification and racial/ethnic group for Southcentral Kentucky Community & Technical College.

Source: KCTCS Institutional Research Retrieved 11/1/15

2015-16 SKYCTC Management Represented by Minorities									
Academic Year	African American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Native Hawaiian/Pacific Islander	White	Two or More Races	Non-Resident	Unknown
Staff 2015-2016	4 (16%)	0	0	0	0	21 (84%)	0	0	0

2015-16 SKYCTC Management Represented by Minorities	
Staff (Executive)	<ul style="list-style-type: none"> • Director of Career and Academic Planning • Director of Information Technology • Dean of Enrollment Management • Dean of Arts and Humanities

SKYCTC’s commitment to diversity, as a core value, supports building an inclusive and thriving community. Southcentral Kentucky Community & Technical College’s workforce data closely mirrors the regional make-up of the BRADD service area; however, we are not under any illusions that there is much opportunity for growth as it relates to diversity. What follows is a list of goals and strategies that SKYCTC will implement to aid with increasing a more diverse environment.

<p>Impact Goal 1: By 2020, maintain current base level or increase faculty and managerial staff diversity population of SKYCTC.</p>
<p>Goals Aligned: SKYCTC Strategic Plan: Goal 2: Close Achievement gaps and improve overall student success by enhancing student engagement. SEM Plan: Goal 1: Increase Hispanic Enrollment Goal 3: Increase enrollment of students over the age of 25</p>
<p>Completion Date: 2020</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Develop ethnically sensitive job announcements that includes language of inclusion, acceptability, flexibility, family oriented, that are appealing to ethnic communities • Advertise faculty and executive management job in minority education publications • Educate search committees on hidden biases • Ensure diverse interview panels
<p>Responsible Departments: Human Resources</p>
<p>Assessment Goal: By 2020, SKYCTC will meet or exceed the diversity population of the SKYCTC service region.</p>

Performance Metric: URM Workforce Diversity	Baseline 2015-16	Actual Fall 2016	Target Fall 2017	Target 2018	Target 2019	Target 2020
Instructional Faculty*	5 and 5.88%	3 and 3.85%	3 and 3.80%	3 and 3.75%	4 and 4.94%	4 and 4.88%
Management Occupations	4 and 16%	4 and 18.2%	4 and 17.3%	4 and 16.6%	4 and 16%	4 and 16%

Human Resources will work with administration to hire faculty and staff from diverse backgrounds with individual talents and experiences to offer SKYCTC that will strengthen and enhance our workforce. Employees having different ideas and varying points of view will provide a larger pool of ideas and experiences for our students to grow and become more globally competitive.

<p>Impact Goal 2: By 2020, increase the level of culturally competent faculty and staff.</p>
<p>Goals Aligned: SKYCTC Strategic Plan: Goal 2: Close Achievement gaps and improve overall student success by enhancing student engagement. SEM Plan: Goal 1: Increase Hispanic Enrollment Goal 3: Increase enrollment of students over the age of 25.</p>
<p>Completion Date: 2020</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Conduct a campus climate survey in order to establish and measure a baseline for SKYCTC. Administer survey every 2 years • Provide educational training opportunities for faculty and staff around equity and inclusion • Ensure every degree completer has culturally diverse themes in curriculum • Include student representation on the Diversity Committee
<p>Responsible Departments: Academics Human Resources Institutional Research Professional Development Committee Diversity Committee</p>
<p>Assessment Goal: By 2020, SKYCTC will increase the level of culturally competent faculty and staff by implementing the above strategies.</p>

In Fall 2017, SKYCTC will establish a baseline from the campus climate survey to assess and evaluate to determine which challenges and obstacles to diversity are present and which strategies need to be added or eliminated. After the initial survey, the College will administer the survey every two years.

<p>Impact Goal 3: Retain diverse faculty and staff</p>
<p>Goals Aligned: SKYCTC Strategic Plan: Goal 2: Close Achievement gaps and improve overall student success by enhancing student engagement. SEM Plan: Goal 1: Increase Hispanic Enrollment Goal 3: Increase enrollment of students over the age of 25.</p>
<p>Completion Date: 2020</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Provide a culture of caring and an inclusive environment for SKYCTC faculty and staff by providing the following: <ul style="list-style-type: none"> ○ Education resources and professional development ○ Involve faculty and staff in social and culture of SKYCTC ○ Mentoring program for new SKYCTC faculty and staff
<p>Responsible Departments: Academics Human Resources Institutional Research Professional Development Committee SKYCTC Staff Council</p>
<p>Assessment Goal: By 2020, SKYCTC will maintain a diverse faculty and staff that is consistent with the minority population of SKYCTC's service region.</p>

While recruiting and hiring is important, it can be futile if faculty and staff do not remain at SKYCTC. This can be especially challenging if individuals do not feel they are part of the culture of SKYCTC. The strategies put into place will enhance retention of new faculty and staff as well as provide a more inclusive environment for existing faculty and staff.

Plan for Assessment

Southcentral Kentucky Community & Technical College will continue to assess the effectiveness of practices that support and sustain an inclusive environment which leads to student achievement, employee diversity, and a nurturing campus climate. Southcentral Kentucky Community & Technical College will work with faculty and staff to assess the success of the strategies put into place by conducting campus climate surveys every two years that will gauge the college environment of Southcentral Kentucky Community & Technical College. In addition to the survey, the College conducts an annual review of the

SKYCTC Strategic Plan performance measures and reports those findings to the SKYCTC Board of Directors during their Board meeting in April.

The Diversity Committee, along with SKYCTC administration, will review the outcomes and amend as needed while continuously working toward a faculty and staff that represent different races, religions, and ethnic groups. SKYCTC will implement and assess as our feedback and experiences dictate.

Conclusion

Higher education for South Central Kentucky begins at SKYCTC. SKYCTC is committed to serving the region and the Commonwealth of Kentucky. It is a vital part of the College's mission to increase the educational opportunities for underrepresented populations.

Opportunity

The intent is to increase enrollment for underrepresented minorities of SKYCTC; however, barriers that could affect the achievement of goals and strategies are: students are unaware of financial resources, overshadowed by regional university in our same community, and limited student life and intramural activities for students.

Implementation of the goals and strategies of the Diversity Plan will improve the overall visibility of SKYCTC in our community. With recruitment materials translated into Spanish this will reach a population previously untapped.

Success

If students are underprepared for college, the co-requisite model may not provide sufficient remediation. Students may lack confidence in their ability to succeed at the college level. Another barrier is that faculty have limited time to meet with advisees which inhibits the growth and development of the advising relationship. Consequently, students may be reluctant to discuss personal matters and or issues that are affecting their academic success.

As a result, SKYCTC will strengthen the academic advising by providing training that will allow faculty to utilize more effective advising tools that will aid in appropriate course selection. Currently the student ambassadors are positively affecting the retention of first time students at SKYCTC. The continuation of this peer mentoring and support program

has been well received. It is our expectation that we will continue to reap the same or improved results.

Impact

Southcentral Kentucky Community & Technical College anticipates potential barriers of implementing the goals and strategies of the Diversity Plan will be a resistance to change, ensuring effective communication of key goals and strategies, and lack of participation to campus climate survey.

SKYCTC believes that the goals and strategies put into place for its employees will help them to better understand the existing and desired cultural environment. Discovering the importance of supporting a workforce that is as diverse, inclusive and multifaceted as its students is the intent of our efforts. The College will continue to value the importance of respecting culture and ethnic diversity by nurturing individuals with an array of talent, experience, perspective, and backgrounds at all levels of employment. By improving performance and inclusion initiatives, SKYCTC will continue to foster a work environment where individual differences are recognized, valued and embraced.

Dr. Phillip Neal, President & CEO, recognizes the many contributions of individuals who support the educational aspirations of students every day. Dr. Neal states, "We have the great opportunity and responsibility to positively contribute to the lives of so many people on a regular basis." Education has for a long time been recognized as the great equalizer. SKYCTC is a place where individuals have the opportunity to earn a certificate, diploma or degree. It is a place where a person can restart or refresh their career and skills. SKYCTC is a place where someone can come and benefit in quality teaching and learning, so they can reach their academic goals and achieve their desired quality of life.

References

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Appendix A

Diversity Plan Southcentral Kentucky Community & Technical College Identified Stakeholders & Interview Questions

President's Leadership Team

Dr. Phil Neal, President & CEO

Dr. Maggie Shelton, Provost

Ms. Brooke Justice, Interim Vice President of Student and Organizational Success

Dr. James McCaslin, Vice President of Outreach and Community Development

Mr. Chris Cumens, Vice President of Finance and Administration

Ms. Heather Rogers, Associate Vice President of Institutional Advancement

Ms. Sherri Forester, Director of Human Resources

Proposed questions:

1. What has been SKYCTC's most significant accomplishments with regard to cultural diversity/global awareness/inclusion/engagement since becoming a comprehensive community and technical college?
2. What the most important issues that you would like to see this planning process address?
3. Is SKYCTC positioned to deal with these issues effectively? Why or Why not?
4. What dashboard indicators would you be interested in monitoring in order to assess organizational performance in cultural diversity/global awareness/inclusion/engagement?
5. Is there anything that you want to tell me that I have not asked you about?

Internal Stakeholders

Diversity Committee

Gary Beagle, Chair, Associate Professor, English

Viren Patel, Vice-Chair, Assistant Professor, Mathematics

Brian Becker, Director of Adult Education

Debra Crews, Assistant Professor, Surgical Technology

Claudean Ellis, Assistant Professor, Mathematics

Esther French, Librarian

Ray Haddix, Coordinator, Adult Education, Simpson County

Addi Hernandez, Admission Advisor

Dr. Davidetta Konneh, Instructor, Anatomy & Physiology

Tim Lutenski, Admission Advisor

Bruce Poteet, Assistant Professor, English

Dr. Michael Riggs, Professor, Culinary

Sherry Youngquist, Instructor, English

Pam Bulle, Disabilities Coordinator
Mark Brooks, Director of Public Relations
Mark Garrett, Director of Institutional Research
Denna White, Director of Admissions
Shawn Stovall, Director of Career & Academic Planning
Kyle Barron, Director Student Life and Engagement
Gary Sanders, Interim Director of Maintenance & Operations
Gene Basil, Dean of Advanced Manufacturing Technologies
Lisa Hunt, Dean of Business
Dr. Tonya Daniels, Dean of Arts and Humanities
Kevin Kenady, Dean of Mathematics and Science
Dr. Jimmy Isenberg, Dean of Allied Health & Nursing

Proposed questions:

1. In terms of cultural diversity/global awareness/inclusion/engagement, what would you like to see SKYCTC look like two years from now?
2. What external players or circumstances might have the ability to affect (positively or negatively) SKYCTC's ability to achieve your vision of cultural diversity/global awareness/inclusion/engagement?
3. What core competencies (people, programs, processes, infrastructure, etc.) does SKYCTC have in place that needs to remain cutting edge to achieve your vision of cultural diversity/global awareness/inclusion/engagement?
4. What areas do we need to deal with or work to insure that we achieve your stated vision of cultural diversity/global awareness/inclusion/engagement?
5. Considering your vision of cultural diversity/global awareness/inclusion/engagement, which of the above items that you listed are most critical (in other words can "make" or "break" attainment of the desired vision)? List two or three.
6. Is there anything that you would like to tell me that I have not asked you about?

Students

SGA President
SGA Vice President
Other SGA Officers
Other Student Organizational Leaders
Student Ambassadors

(Collect feedback during a student panel or forum of the above individuals)

Proposed questions:

1. What do you think is SKYCTC's best opportunities over the next five years to improve our ability to lead our college efforts to enhance cultural diversity/global awareness/inclusion/engagement?
2. Where are SKYCTC's best opportunities over the next 5 years to improve our efforts to enhance cultural diversity/global awareness/inclusion/engagement?

3. In order to free ourselves to pursue these best opportunities for SKYCTC and the System, what should we de-emphasize or even quit doing?
4. How can the KCTCS System Office for Cultural Diversity better support your ability to fulfill your role and responsibilities?
5. If you could choose only two things to come out of this action planning process, what would those be?
6. Is there anything you would like to tell me that I have not asked you about?

External Stakeholders

Rev. Freddie Brown

Rev. Stacey Beason

Rick Starks, SKYCTC Board Chair

Proposed questions:

1. With regard to matters of cultural diversity/global awareness/inclusion/engagement, what do you feel has been SKYCTC's most significant accomplishment over the last 5 years?
2. Looking at the Kentucky Community & Technical College System today, what do you think it does best in terms of cultural diversity/global awareness/inclusion/engagement?
3. What do you see as the one or two most important issues that KCTCS should address as it plans to enhance its cultural diversity initiative?
4. Is SKYCTC well positioned to deal with those issues? Why or why not?
5. Is there anything that you thought I would ask that I did not?