

**WEST KENTUCKY  
COMMUNITY & TECHNICAL COLLEGE**

**DIVERSITY PLAN  
2017-2022**

Prepared for:

Kentucky Community & Technical College System

Report to

Kentucky Council on Postsecondary Education

Working Draft (WKCTC Review)

June 2017 Revision Draft

**West Kentucky Community and Technical College**  
**Diversity Plan**  
**Executive Summary**

**Diversity Planning Steps**

Diversity and Inclusion planning is an integral component of the college strategic planning efforts including WKCTC's strategic plan and WKCTC's strategic enrollment plan. The Director of Diversity and Inclusion, working in collaboration with the Diversity Planning Team Unit and Department Supervisors, will provide oversight and leadership in the development and implementation of the WKCTC Diversity Plan. The Director is charged with monitoring, identifying and giving voice to concerns that could negatively affect opportunity, success, and impact inclusion, engagement and equity of existing or potential campus populations at WKCTC.

A cross-functional diversity and inclusion planning team was identified by the director and approved by the president of WKCTC. Feedback was solicited and received from the team to develop the WKCTC Diversity Plan Draft. The team included diverse faculty, staff, and students from WKCTC and community members from the service region. The team included members of the following campus teams/committees who help to support the prioritization and implementation of strategic interventions of the WKCTC Diversity Plan:

- Diversity and Inclusion Administrative Advisory Committee - non-academic and academic support enrichment programming.
- Enrollment Management Committee - inclusive strategies and tactics for student recruitment, application, enrollment and retention.
- General Education Outcome (GEOC) Committee - a team assessing general education student learning outcomes through embedded course assignments including knowledge of human cultures, personal and social responsibility, intercultural competence and ethical reasoning.
- Starfish Advisory Council - oversight of the student early alert and educational intervention network working with campus-wide partners to identify problems early and help at risk students.

These campus teams and committees work collectively to identify problems and underserved populations of students at WKCTC, helping provide insight to initiatives at the college to be developed and included in the WKCTC Diversity Plan. The tactics used to address identified issues from the team are outlined in this plan. Strategies of the WKCTC Diversity Plan will be implemented with loyalty and fidelity, including summative assessments each reporting year.

### **Focus Areas and Goals**

Where applicable, focus areas have been assigned target goals that align with KCTCS and WKCTC strategic plans, as well as the WKCTC Strategic Enrollment Management Plan. Strategies have assigned leaders, who will collaborate to provide oversight of initiatives within the WKCTC Diversity Plan and are identified in Table 11. Strategies also include tactics and/or practices that will be used to achieve goals and are provided in this plan.

Focus areas for the WKCTC Diversity Plan are:

- Opportunity- student access: college readiness, recruitment and enrollment of minority students.
- Success- includes persistence, retention success, course pass rate, graduation, and credentials awarded.
- Impact- includes three broad areas
  - Employment Diversity: actively recruit, retain and promote diverse workforce, community involvement.
  - Equity and Inclusion: faculty-staff training, diversity programming & engagement.
  - Campus Climate/ Cultural Competency: address how the faculty and staff generate a successful atmosphere.

## **Acknowledgements**

In the absence of a full-time Director of Diversity and Inclusion, Dr. Belinda A. Dalton-Russell, Vice President of Student Development expresses boundless appreciation for Alvin B. Moore, Jr., Coordinator of Cultural Diversity at WKCTC (retired December 2016) for his leadership in beginning the critical framework essential to the development of a comprehensive, integrated WKCTC Diversity Plan. The goal of institutionalized diversity is to ensure the focus of diversity permeates throughout all aspects of the college. This can only be achieved if all representatives of the college community demonstrate a genuine commitment to diversity and have an opportunity to participate in shaping the plan. Thank you to those who worked in collaboration with the Vice President of Student Development in order to achieve the final objective: Dr. Anton Reece, President; Dr. David Heflin, Vice President of Academic Affairs; Chevene Duncan-Herring, Director of Diversity and Inclusion (hired February 2017); Geelyn Warren, Coordinator of Institutional Research; Sancie Teague, First Year Experience Program Coordinator/QEP Director; Dr. Nathaniel Slaton, Vice President of Enrollment Management; Dr. Renea Akin, Associate Vice President of Learning Initiatives; Bridget Canter, Director of Human Resources; and the numerous WKCTC offices, committees, and groups that directly or indirectly contributed to this plan.

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## DEFINITIONS

Accessibility Services – Comprehensive support services and advocacy to accommodate qualified individuals with disabilities.

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence – An ability to interact effectively with people of different cultures. A culturally competent individual has:

- Awareness of own cultural worldview;
- Knowledge of different cultural practices and worldviews;
- Cross-cultural skills and abilities to interact with other cultures.

Disability – As defined by the Americans with Disabilities Act- a person who has a physical or mental impairment that substantially limits one or more major activities.

Diverse Supplier – As defined by the National Minority – owned business in a non-profit enterprise regardless of size. Physically located in the United States or its trust territories which is 51% owned, operated, and controlled by minority group members.

Diversity – People with varied human characteristics, ideas, worldviews, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors respects those differences.

Equity – The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed.

First Generation Student – Students whose parents have not graduated from a four-year college or university.

Inclusion – The active, intentional, and ongoing engagement with diversity – in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect in ways that increase awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions.

LGBTQ – Relating to Lesbians, Gay, Bisexuals, Transgender, and/or Questioning their gender identity or sexual orientation.

Low-Income – Defined as anyone eligible for a Pell Grant award.

Minority – The small number or part, especially a number that is less than half the whole number.

Non-Traditional Student – Students who do not immediately continue their education after high school generally beyond the age 18-22 years old.

Safe Zone/LGBTQ – A program or space designed to create a network of visible allies to people who identify as part of the diverse LGBTQ community.

TRIO Student Support Services (SSS) – A federally funded program that provides support services to low income, first generation and students with disabilities enrolled in post-secondary education programs.

Underrepresented Minority (URM) – Students who categorized themselves as a.) Hispanic or Latino, b.) American Indian or Alaska Native, c.) Black or African-American, d.) Native Hawaiian or Other Pacific Islander or e.) Two or More Races.

Underprepared Student – Personally and academically underprepared and in need of college remediation to successfully develop the skills necessary to meet the demands of college level work.

Veterans – A person who was in active duty in the United States Armed Forces (Army, Navy, Air Force, Marines, Coast Guard, and basic training) released under honorable discharge.

## **INTRODUCTION**

The ultimate case for diversity and inclusion planning and assessment is to formulate equity-minded strategies that identify and address structural biases that obstruct the civil rights of individuals and/or people groups. This must be followed by a plan to assess the fidelity (loyalty and faithfulness) exercised in the implementation of strategies which includes methods of disseminating findings which will lead to improved understanding of what is working and what must be improved upon in providing equity/justice for all.

### **Structural Bias**

Structural bias (including racism, feminism, etc.) identifies dimensions of inequities in any culture that have allowed privileges associated with any dominate group and disadvantages associated with anything different from the dominate group to endure and adapt over time. A historical review of civil rights actions suggests that without intentional systems and processes in place to inhibit bias, structures of bias will form to inspire unresponsive or inadequate reactions to discernable and/observable inequities.

### **United States and Kentucky History**

The Civil Rights Act of 1866 argued that African-Americans born in the United States of America are full citizens entitled to the same rights as other Americans. A continuing trail of civil rights actions include the following:

- 1868 Constitutional Amendment-14 - confirmed the 1866 Civil Rights Act
- 1871 Civil Rights Act - targeted hate groups
- 1875 Civil Rights Act - banned discrimination in public places. The United States Supreme Court ruled against this act in 1883
- 1957 Civil Rights Act - established the Civil Rights Commission and set penalties for tampering with African-American voter registration and voting processes
- 1960 Civil Rights Act - addressed loop holes in the 1957 Act
- 1964 Civil Rights Act - enforced the right to vote, addressed discrimination in public places and in federal assisted programs; and established the Commission on Equal Employment Opportunity

- 1982 Kentucky (KY) was mandated to initiate remedial arrangements to eliminate KY violations of the 1964 Civil Rights Act
- 1992 KY Council on Postsecondary Education (CPE), as it is currently constructed, was mandated (KY Senate Bill 398) to postpone approval of any new academic program at any state college/university that did not meet CPE equal opportunity expectations
- 2008 KY was released from the 1982 remedial arrangements. CPE initiated requirements for KY college/university plans and annual assessment
- 2010 Kentucky Community and Technical College System (KCTCS) colleges submitted five-year (2010-2016) diversity plans
- 2016 CPE fully integrated the KY degree program approval processes and the KY statewide diversity policy into one seamless framework. New college/university plans are required for the period 2017-2022

The current CPE diversity policy defines three planning areas for colleges to address. The effectiveness of any college diversity plan is the degree that implemented strategies create and maintain a college campus and community environment that inspires all college students and employees to acquire the knowledge, attitudes, and skills needed to function in a racially, culturally diverse and ever-changing nation and world. The CPE defined planning scope includes the areas of opportunity, success and impact.

- **Opportunity:** recruiting, enrolling and retaining a diverse student body.
- **Success:** maintaining support systems that inspire all students to persist to a program completion or credential award. Demonstrate success using first to second year retention, credentials conferred and three-year graduation rate.
- **Impact:** produce culturally competent students, faculty and staff. Increase and advance diverse faculty and staff. Promote, within campus and community initiatives, equity and inclusion.

### **Consideration of Justice**

A primary purpose of the WKCTC Office of Diversity and Inclusion is to ensure harmful bias is identified and addressed in a timely, appropriate manner. Justice can be simply defined as

the perfect balance between grace and truth. Balance results from a complex system of thinking and acting that results in an unbiased resolution or mitigation of an offense. Justice is not one definable action. Justice is achieved if unbiased considerations and final judgements are made with due consideration of four key elements:

1. Circumstances leading to the offensive condition. The critical element of any consideration is having all information and data; and that information and data being accurate.
2. Initial direct impacts and consequences of the offensive condition.
3. Broader impacts of the offense; including: current and continuing consequences, long term or slow growing consequences.
4. Final judgement is made after due and unbiased consideration of circumstances, consequences and impacts has been made.

The practical application of justice includes an appeal process. Justice in practical application includes five demonstrable actions founded on unbiased decisions:

1. Justice when focused on the treatment of individuals avoids preferential treatment based on gifts, money or social status of the individuals.
2. Justice when focused on evidence of any kind considers the evidence honestly and results in unbiased decisions about the evidence.
3. Justice demands that persons who exist on the outer boundaries of the social structure receive unbiased treatment in courtroom or other proceedings held to resolve disputes.
4. Justice makes sure that offenders receive correction/discipline in proportion to his/her offense.
5. Justice continually builds and maintains an environment where diverse categories of individuals or people groups who find themselves in unhealthy social and/or economic situations, including past and present law offenders, have options available which they can alter significantly their circumstances.

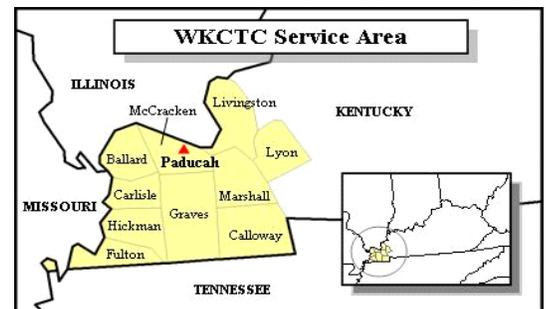
Diversity and inclusion planning is initiated to review and assess policies, processes and practices supporting college opportunity, success and impact. Diversity planning is implemented in recognition that: Bias can exist in many forms that ultimately impose opportunity barriers. Bias held by the majority can be unintentional and often undetected. Without intentional strategies to identify and address bias, destructive structures of bias can form and persist resulting in unjust consequences.

## College History

West Kentucky Community and Technical College (WKCTC) has a firm and rich tradition of commitment to diversity and inclusion that stems before its origins in 2003 when it was created from two parent institutions Paducah Community College and West Kentucky Industrial College (later known as West Kentucky Technical College). West Kentucky Technical College was established in 1909 as a teacher training college for African-Americans. WKCTC has historically offered a high-quality education to a diverse student body for decades. The strong diversity-related programs and initiatives particularly those developed at WKCTC in recent years, earned national recognition from Aspen Institute four consecutive years and our acceptance in the Achieving the Dream (AtD) National Reform Network in 2014 signified our continued commitment to create a culture of credential completion and student success particularly students of color and low income. The college recognizes that diversity and inclusion is not to be limited to ethnicity considerations but may also include disability, LGBTQ, Veterans, religion, non-traditional, international, and other perspectives.

## College Service Area

WKCTC primarily serves the ten rural Kentucky counties of Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Livingston, Lyon, Marshall, and McCracken. The ten counties, shaded in Figure 1, include 2,926 square miles. The area of population growth rate has decreased by 1,042 people (2015 census). With an estimated 2015 population of 213,437 ([www.economicmodeling.com](http://www.economicmodeling.com)).



**Figure 1: WKCTC Services Area**

**Table 1: Race/Ethnicity Distribution Breakdown Percentage**

County	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Ballard	3.2%	1.03%	2.17%	0.17%	0.01%	93.16%
Calloway	4.06%	2.29%	1.73%	0.22%	0.03%	89.27%

Carlisle	1.56%	1.81%	1.7%	0.16%	0%	94.08%
Fulton	23.61%	1.26%	2.78%	0.45%	0.02%	71.12%
Graves	4.52%	5.39%	2.3%	0.23%	0.07%	87.12%
Hickman	9.24%	1.22%	1.49%	0.22%	0%	87.46%
Livingston	0.59%	1.19%	1.44%	0.33%	0.06%	95.93%
Lyon	5.67%	1.64%	1.49%	0.26%	0.03%	90.53%
Marshall	0.43%	1.3%	1.05%	0.17%	0.01%	96.67%
McCracken	10.75%	1.97%	2.48%	0.23%	0.04%	83.64%

Source: [www.census.gov](http://www.census.gov)

### **Service Area Minority Population**

The minority population of the College service area is 10.8 percent, by CPE definition, excluding Asian populations. The total minority population including Asians is 11.5 percent.

### **Service Area Education Attainment/Occupational Demand**

The entire College service area has an education attainment of 8 percent Associate degree and 20 percent Bachelor or higher, while minority Associate degree attainment is 4.7 percent and Bachelor degree or higher 5.2 percent (based on 2016 data from [www.economicmodeling.com](http://www.economicmodeling.com)). The region was heavily dedicated to farming and industries that used manual labor. As the economy shifted, industries downsized using advanced technology or moved overseas resulting in increased unemployment (8 percent within the ten counties). As of June 2017, according to [ky.gov](http://ky.gov), the economic shift has resulted in pockets of high poverty in the service region.

Occupational Demand is largely driven by replacements rather than job expansion needs. Due to technology improvements, some replacement positions require more education and/or training than that required of previous workers.

### **WKCTC Institutional Profile**

WKCTC is nationally recognized for its strong commitment to student success and completion. This has occurred despite the continual challenge of having a student body that is over 60 percent part-time and low-income (Table 2). Since 2011, The Aspen Institute has

recognized WKCTC four times as one of the top ten community colleges in the nation, twice as a finalist with distinction. WKCTC has also been a Bellwether Prize finalist.

Measure	2014	2015	2016	Data Source (DSS)
<b>Enrollment</b>	6,505	6,053	6,146	Diversity > Headcount
<b>CPE Minority Enrollment</b>	906	821	817	Diversity > Headcount
<b>Credential Seeking (CS) Enrollment</b>	4,513	3,999	3,792	Diversity>Headcount
<b>Minority Credential Seeking</b>	646	594	547	Diversity>Headcount
<b>High School Dual Credit</b>	1,302	1,174	1,203	Diversity > Headcount
<b>% Full-time/Part-time</b>	38%/62%	37%/63%	37%/63%	“Access-Retention-Success” > Access
<b>% Female/Male</b>	59%/41%	59%/41%	54%/45%	“Access-Retention-Success” > Access

Unless otherwise noted, source of data comes from KCTCS Decision Support System reporting dashboard data tabs and data queries.

Additionally, WKCTC was one of 12 institutions selected in 2014 to be part of the Achieving the Dream (AtD) National Reform Network. The AtD network is focused to help colleges improve student success, particularly students of color and low-income students, by removing barriers while maintaining academic rigor.

Low-income is defined as anyone eligible for a Pell grant award. Low-income is characteristic of 2,363 of fall 2015 credential seeking students (Table 3). Low-income is representative of 57 percent of non-minorities compared to 74 percent of minority students for fall 2015.

CATEGORY	2013			2014			2015		
	Non-Minority	Minority	Total	Non-Minority	Minority	Total	Non-Minority	Minority	Total
Number Credential Seeking Low-Income	2,425	473	2,898	2,314	494	2,808	1,925	438	2,363
Number Credential Seeking	4,064	604	4,668	3,867	646	4,513	3,405	594	3,999
Percent Credential Seeking Low-Income	60%	78%	62%	60%	76%	62%	57%	74%	59%

Decreasing enrollment has become a formidable challenge to WKCTC in recent years. During the fall of 2013, WKCTC established a new Unit, Enrollment Management, to address declining enrollment issues. During 2015 WKCTC, under a KCTCS partnership with the

American Association of College Registrars & Admissions Officers (AACRAO), created an enrollment management committee which produced a Strategic Enrollment Management Plan addressing enrollments that have been decreasing since 2010 and credential seeking enrollments that have been decreasing since 2013 (Table 4).

<b>Table 4: Fall Enrollment History</b>							
<b>Category</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>WKCTC Fall Enrollments</b> (Data source: DSS "Access-Retention-Success" > Access)							
Enrollment	7422	7352	7052	7202	6505	6053	6146
Percent change	-1.42%	-0.94%	-4.08%	+2.12%	-9.68%	-6.95	+1.53%
<b>WKCTC Credential Seeking Fall Enrollments</b> (Data source: DSS Diversity > Headcount)							
CS Total	4281	4521	4675	4668	4513	3999	3787
Percent Change	+7.27%	+5.61%	+3.41%	-0.15%	-3.32%	-11.39%	-5.3%

### Student Persistence

Of note is WKCTC three-year student persistence of the general populations which stayed above 50 percent (Table 5). These cohorts are based on the Integrated Post-Secondary Education Data System (IPEDS) definition as first-time credential seeking students that started summer or fall of the first year listed that either earned a credential, transferred to a four year, or are still enrolled.

<b>Table 5: Three-Year Student Persistence Rate</b>		
<b>2010 @ 2013</b>	<b>2011 @ 2014</b>	<b>2012 @ 2015</b>
56.4%	53%	54.6%
Data source: DSS Wages > Performance Measures > Increase Student Access, Transfer, and Success		

First-time freshmen represent approximately 20 percent of all credential-seeking enrollments. The 6 year average of fall to fall retention of first-time freshman at WKCTC is 52 percent (Table 6).

<b>Table 6: Fall Credential Seeking (CS) Enrollment History</b>							
<b>Category</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Change 2009-2014</b>
<b>WKCTC Credential Seeking (CS) Fall Enrollments</b> (Data source: DSS Diversity>Headcount)							
<b>CS Total</b>	3991	4281	4521	4675	4668	4513	522
<b>Percentage Change</b>	+15.01%	+7.27%	+5.61%	+3.41%	-0.15%	-3.32%	13.08%
<b>First-time Freshman Cohort in CS Total</b> (Data Source: DSS Diversity>Retention)							
<b>Cohort total</b>	714	841	875	1018	869	795	155

<b>Percent Change</b>	<b>-6.30%</b>	+17.79%	+4.04%	+16.34%	<b>-14.64%</b>	<b>-8.52</b>	21.71%
<b>First-time Cohort Returning Following Fall</b> (Data source: DSS Diversity > Retention)							
<b>Total Returning</b>	355	471	454	541	468	399	
<b>Percent Cohort Return</b>	49.72%	56%	51.89%	53.14%	53.86%	50.19%	6-yr average 52%
The Cohort includes both full-time and part-time students as reported to IPEDs as first-year students							

Forty percent of each first-time minority cohort (Table 7) returns the following fall compared to 55 percent for non-minority first-time cohorts. Since 2009 minority fall enrollments have increased 46.6 percent.

<b>Table 7: Fall Minority (CPE) Enrollment History</b>							
<b>Category</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>Change 2009-2014</b>
<b>WKCTC Fall Minority Enrollments</b> (Data source: DSS Diversity > Headcount)							
<b>CPE Minority TOTAL</b>	618	840	823	793	876	906	288
<b>Percent Change</b>	+5.10%	+35.92%	<b>-2.02%</b>	<b>-3.65%</b>	+10.47%	+3.42%	+46.6%
<b>Minority Fall Credential Seeking Enrollments</b> (Data source: DSS Diversity > Headcount)							
<b>Credential Seeking</b>	295	465	509	604	604	618	323
<b>Percent Change</b>	+21.90%	+57.63%	+9.46%	+18.66%	0%	+2.32%	+109.49%
<b>Minority First-time Freshmen Cohort</b> (Data source: DSS Diversity > Retention)							
<b>Cohort Total</b>	53	113	126	157	124	110	57
<b>Percent Change</b>	+15.22%	+113.21%	+11.50%	+24.60%	<b>-21.02%</b>	<b>-11.29%</b>	+107.55%
<b>Minority First-time Cohort Returning Following Fall</b> (Data source: DSS Diversity > Retention)							
<b>Cohort Returned</b>	16	53	49	62	50	42	
<b>Percent Returning</b>	30.19%	46.90%	38.89%	39.49%	40.32%	38.18%	6-yr average 39%
The Cohort includes both full-time and part-time students as reported to IPEDs as first-year students							

### Full-Time Faculty and Staff

Faculty, staff and administration demonstrate a strong commitment to working with diverse populations in an inclusive learning environment. Additionally, as noted in Table 8 for the reporting period 2011-2016, historically faculty diversity has exceeded target values. WKCTC hiring procedures, search committee guidelines and practices are used as strategies to increase faculty and staff diversity.

<b>Table 8: WKCTC Faculty Employment</b>						
<b>Ethnic Groups</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
White/Caucasian	129	130	114	109	116	106

Asian	4	4	4	3	4	5
Unknown	1	3	3	2	3	5
African-American/Black	5	5	5	6	5	4
American Indian/Alaskan Native	0	0	0	0	0	0
Hispanic/Latino	1	1	1	1	1	1
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
TOTAL Known Race	140	140	127	121	129	121
CPE Minority TOTAL (Target 4.25%)	6 (4.29%)	6 (4.29%)	6 (4.72%)	7 (5.79%)	6 (4.65%)	5 (4.13%)
Data source: IPEDS Human Resources						

### Current Practices

Equal opportunity is a policy of KCTCS and WKCTC. WKCTC is dedicated to the principles of equal employment and diversity and does not discriminate on the basis of race, religion, color, sex, national origin, age, disability, medical history, sexual orientation, or any other non-merit based factor. Beyond the required Equal Employment Opportunity (EEO) statement, a best practice utilized by the College is to aggressively publicize on disciplinary and non-disciplinary networks, list servers, national higher education publications, college employment website, and local newspapers. Community outreach is also used as a hiring recruitment tool. The search committee criteria requires direct involvement of the Director of Diversity and Inclusion and strives to be inclusive and diverse in minority representation. WKCTC strives to ensure the final candidate pools have a reasonable range of diversity including underrepresented classes, talents, and experiences.

The Human Resources Director participates in regional diversity meetings and is a member of the WKCTC Diversity and Inclusion Advisory Committee. A New Hire Orientation is required of all new employees, and a faculty mentor is assigned to all new faculty members for support and to increase opportunity for success. Reasonable efforts are made to accommodate the physical, mental, and emotional needs of employees through the college employee Counseling Assistance Program, Four Rivers Behavioral Health, Campus Administrative Services, Accessibility Services, Office of Diversity and Inclusion, and Vocational Rehabilitation.

The Office of Diversity and Inclusion, and its campus advisory committee offers a Diversity and Inclusion Program Series to provide diversity education, training, and workshops to students,

faculty, staff, and community to increase knowledge and understanding of diverse perspectives as well as issues of diversity. WKCTC hired a full-time Director of Diversity and Inclusion, Veterans Coordinator, Manager of Accessibility Services, Adult Recruiter, Minority Recruiter, and additionally a part-time Hispanic Recruiter to support recruitment and retention of underrepresented groups. KCTCS sexual harassment policies and reporting procedures have been defined and student and employees are required to complete an annual sexual harassment training. Diversity is also reflected in college advertisement and marketing to attract potential employees and students from a variety of socioeconomic, cultural, and ethnic backgrounds.

### Office of Diversity and Inclusion

The Office of Diversity and Inclusion and Diversity and Inclusion Planning Committee is charged with efforts to address diverse student populations (Table 9). The Director and Planning Committee helps to formulate guidelines that support identification of continued best practices as well as integration and alignment of diverse initiatives within the College. They work collaboratively to ensure that the college creates, promotes, and sustains an inclusive learning and work environment in which diversity, inclusiveness, equity, and respect are integral parts of the culture.

**Table 9: Fall WKCTC Student Race/Ethnicity**

Race/Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>White/Caucasian</b>	5,792	80.4%	5,292	81.4%	4,893	80.8%	4,864	79.1%
<b>Asian</b>	40	0.6%	38	0.6%	44	0.7%	46	0.7%
<b>Unknown</b>	487	6.8%	255	3.9%	284	4.7%	413	6.7%
<b>Non-Resident Alien</b>	7	0.1%	14	0.2%	11	0.2%	6	0.1%
<b>Under Represented Minority (URM)</b>								
<b>African-American/Black</b>	560	7.8%	544	8.4%	441	7.3%	380	6.2%
<b>American Indian</b>	29	0.4%	19	0.3%	15	0.2%	16	0.3%
<b>Hispanic</b>	167	2.3%	181	2.8%	191	3.2%	215	3.5%
<b>Native Hawaiian</b>	4	0.1%	3	0.0%	3	0.0%	7	0.1%
<b>Two or More Races</b>	116	1.6%	159	2.4%	171	2.8%	199	3.2%
<b>TOTAL</b>	7,202	100.0%	6,505	100.0%	6,053	100.0%	6,146	100.0%
<b>CPE URM TOTAL</b>	883	12.3%	906	13.9%	821	13.6%	817	13.3%

The West Kentucky Identifying Needs Guiding Success (WINGS) platform is an important aspect of the Office of Diversity and Inclusion at WKCTC. A summary overview of WINGS is included in (Table 10). WINGS was created to form and maintain strategic communication paths to all education stakeholders, to monitor, identify, give voice to and inspire resolution of concerns that would:

- Negatively impact the relational climate within the physical campus environment, or the attractiveness of WKCTC within the service area.
- Weaken existing and potential efforts to define and address barriers to education access and success for all populations.

<b>Table 10: West Kentucky Identifying Needs Guiding Success (WINGS) Initiative</b>	
<b>Networking Objective</b>	Identify and establish network relationships that address barriers to student success, persistence and proficiency across the education continuum. Special consideration is given to barriers reinforced by social bias (social status, disabilities, race, ethnicity, gender, gender presentation, etc.). Encourage participation in:
<b>WINGS Facilitates and/or Supports:</b>  <ul style="list-style-type: none"> <li>• <i>Focus Groups</i></li> <li>• <i>Dialogue</i></li> <li>• <i>Appreciative Inquiry</i></li> <li>• <i>Work Groups</i></li> <li>• <i>Learning Opportunities</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <b><u>Focus groups</u></b> to identify and clarify the definition of <b>issues and concerns</b> impacting student success, persistence and proficiency.</li> <li>2. <b><u>Dialogue</u></b> supporting the creation, maintenance, modification, expansion or replacement of diverse processes, policies and/or systems that regulate, gather and report <i>information/data</i> applicable to student success, persistence and proficiency.</li> <li>3. <b><u>Appreciative inquiry</u></b> leading to the creation and maintenance of plans and/or programs that engage network participants in the continued improvement of student outcomes. The focus includes actions that appreciate, initiate, support, expand and/or balance the <i>shared responsibility, accountability and collaboration</i> to promote student success, persistence and proficiency. <i>Appreciative inquiry</i> encourages the identification, validation and prioritization of alternatives that influence policies, practices, programs, processes, technologies and diverse resource concerns.</li> <li>4. <b><u>Work groups</u></b> that identify, explore, and communicate the effective details of innovative strategies and preferred practices that positively address issues related to <i>program availability, student access and</i></li> </ol>

	<p><i>demographics</i> including resources, facilities, student gender, student race, student disabilities, family circumstances, etc.</p> <p>5. <b><u>Learning opportunities</u></b> for faculty, staff, and students including forums, work groups, mentoring or support groups, for the purpose of sharing lessons learned, sharing expertise, supporting the development of more effective programs/policies/strategies, and providing professional and team development.</p>
<b><i>Networking Goal</i></b>	Establish a fully functional community collaborative for empowering public school students toward college readiness at high school graduation, and promoting college student success, persistence and proficiency toward program completion.
<b><i>Excludes:</i></b>	Drafting and implementing directives or action plans for network participants. Network participation is limited to identifying collaboration and enhanced networking opportunities that create an education environment that improves and maintains student success, persistence and proficiency

## **DIVERSITY PLANNING PROCESS**

WKCTC diversity and inclusion planning is not a standalone process. Rather it is inclusive of all strategic planning processes. Three strategic planning and reporting documents have been developed by WKCTC which support overall College management and administrative effectiveness.

WKCTC Strategic Plan: the College uses a deliberate, thoughtful, research and data-driven planning process that is supportive of KCTCS policies and performance targets. Each five-year strategic plan advances the college mission to promote student success, including academic, cultural, and social needs. The WKCTC Strategic Plan and college mission provides opportunity for multicultural education and assisting the development of a campus culture where diversity is respected and valued.

WKCTC Strategic Enrollment Management Plan: supports the strategic plan with an expanded focus on enrollment and retention towards successful completion. Specifically, recruitment and retention strategies, and supporting tactics are defined and implemented to help ensure all populations have access to postsecondary education and training. The WKCTC Strategic Enrollment Management Plan documents strategies and interventions supporting student persistence and success toward achieving meaningful education and training credentials.

WKCTC Diversity Plan: supports the WKCTC Strategic Plan and the WKCTC Strategic Enrollment Management Plan with a heightened focus on the alignment and implementation functionality of college planning units with the Kentucky Statewide Diversity Policy and education stakeholders to identify and address obstacles that can limit education access and success of any people groups; with special consideration given to underrepresented minorities and low-income populations.

### **Diversity Planning Steps**

WKCTC 2017-2022 diversity and inclusion planning included the following recommended team members, associated planning area and position within the College.

**Table 11: Recommended Diversity and Inclusion Planning Team**

<b>Planning Area</b>	<b>Name</b>	<b>Position</b>
Opportunity, Success, Impact	Chevene Duncan-Herring, staff	Chair, Director Diversity and Inclusion
Opportunity, Success, Impact	Belinda Dalton-Russell, staff	Vice President Student Development
Opportunity	Trent Johnson, staff	Director Admissions
Opportunity, Success	Octavia Lawrence, staff	Director Advising
Opportunity, Success, Impact	Renea Akin, faculty	Associate Vice President Learning Initiatives
Opportunity, Success, Impact	Janett Blythe, faculty	Director Marketing/Public Relations
Opportunity, Success, Impact	David Heflin, staff	Vice President Academic Affairs
Success	Mason Tudor, staff	Academic Support Center
Opportunity, Success	Lisa Stephenson, faculty	Director K-12 Partnerships
Opportunity, Success	Bobby Ann Lee, faculty	Chair General Education Outcomes Committee
Impact	Bridget Canter, staff	Director Human Resources
Opportunity	Gustavo Amaya, staff	Adult Education – English Second Language
Success	Amy Elmore, staff	Student Development Activities
Success	Shelia Highfil, staff	Accessibility Services
Success	Gail Bachuss, staff	Director TRIO Student Support Services
Opportunity, Success, Impact	Monique Zuber, public/community	Executive Director United Way
Success	Gavin Posey, student	President Student Government Association
Opportunity, Success	Angel Rhodes, staff	Director Financial Aid; Chair Starfish Advisory
Opportunity, Success	Sanci Teague, faculty	First Year Experience Program Coordinator; QEP Director
Opportunity, Success, Impact	Lee Emmons, staff	Vice President Institutional Advancement
Opportunity, Success, Impact	Beth Khadem, public/community	Community member: Paducah Race Unity Group
Success	Gary Reese, faculty	Chair Faculty Council
Success	Amy Sullivan, staff	Interim Library Director
Opportunity, Success, Impact	Anton Reece, staff	President WKCTC
Opportunity, Success, Impact	Nathanial Slaton, staff	Vice President Enrollment Management

The newly formed WKCTC Diversity and Inclusion Planning Team (Table 11), under the direction/guidance of the Office of Diversity and Inclusion Director has been tasked with the development of the WKCTC Diversity Plan. The Team includes representatives of diverse

faculty, staff, students and community members. The Team commission is to promote opportunity, success, and impact across the College. Efforts include:

- Conducting research to identify relevant best practices that facilitate equitable student success. Special consideration is given to identify and define strengths, weaknesses, flexibility, related dependencies and duplicated administrative and management efforts
- Designing and enabling the engagement of all college stakeholders in the planning process. Special consideration is given to establish and enhance relationships to better identify and define correlations, trends of growth, and dynamic forces driving and restraining change.
- Devising a communications plan that informs college stakeholders about the planning process as well as how they might be involved. Special consideration is given to build, integrate and expand essential relationships to assess current performance and plan future outcomes with reverence to outcome production and continued production capability.
- Assisting with college goal-setting and designing initiative assessment. Special consideration is given to view current circumstances from historical and future vision that add clarity to define the best of available next-action options.

Obtain diversity planning targets: WKCTC is a member of the KCTCS 16 community college system. Specific minimum diversity target values are defined in the 2017-2022 KCTCS strategic plan. System colleges are delegated to develop and implement strategies to meet, and as possible exceed, minimal target values. Additionally, KCTCS partnered with an enrollment management consultant to support the development at each college of a strategic enrollment management plan. Targets and applicable strategies defined in the WKCTC Strategic Plan and the WKCTC Strategic Enrollment Management plans were incorporated into the WKCTC Diversity Plan.

Review Ongoing efforts (operations and administrative): The Diversity and Inclusion Planning Team also reviewed the WKCTC Strategic Plan to verify the degree diversity and inclusion considerations and targets are integrated into current strategic planning and implementation efforts. The scope of the 2016 CPE diversity policy includes three planning areas of consideration: opportunity/student-access, student success and impact.

Disaggregate and group Ongoing efforts/initiatives/strategies: Strategic planning units and strategies are grouped in accordance to the degree efforts were perceived to fit within the scope of each diversity planning area: opportunity, success, and impact.

Facilitate enhanced alignment and/or creation of new strategies: Finally, actions are implemented based on the perceived functionality, alignment and effectiveness of existing efforts in addressing diversity and inclusion. If issues or concerns are identified, the alignment and/or functionality of existing strategies are revised as necessary to resolve or mitigate any concerns. If issues or concerns are not addressed, new strategies are identified, piloted as necessary, and implemented.

### **Diversity and Inclusion Planning**

WKCTC Diversity and Inclusion planning includes two components, network building and responsive alignment. Network building extends beyond the college campus; it is Ongoing, continually developing and emerging through education stakeholder communication, interaction and relationship enhancement. Responsive alignment includes all functions and areas of the College operation, administration and management. It is focused to adequately align diverse college planning targets, applicable strategies, and resource oversight to affectively achieve desired production outcomes while maintaining and enhancing outcome production capability.

## OPPORTUNITY

Support for developing student access targets and strategies, as noted in the diversity planning process summary, included enrollment management consultants from the American Association of Collegiate Registrars & Admissions Officers (AACRAO). Based on AACRAO's recommendations, WKCTC formed the following four committees:

1. Recruitment & Marketing Council (half-faculty, half-staff)
2. Retention & Completion Council (half-faculty, half-staff)
3. Data Team (Institutional Research, Institutional Effectiveness, and Statistics Faculty)
4. Strategic Enrollment Management (SEM) Steering Committee (All council co-chairs, the president, three vice presidents, and two academic deans)

The continuation of these four groups is required to fully implement diversity plan strategies. These four groups will continue to meet periodically, evaluate, and report on progress toward WKCTC enrollment goals.

### **Opportunity Targets: Postsecondary Access**

The opportunity target recommended by the SEM steering committee is the annual cohort of fall first-time credential-seeking freshman. Enrollment of first-time students is driven by increasing the overall high school transition rate from local high schools to the College from 25 percent to 30 percent by 2020.

Two criteria options were provided for establishing an enrollment baseline. Option-1, for fall cohorts with a relatively consistent annual enrollment history use fall 2013 as the baseline enrollment year. Option-2, for cohorts having a fluctuating enrollment history use the five-year (2011-2015) rolling average.

Table 12 compares the 2013 base year Census and WKCTC fall 2013 freshman cohort and total enrollments with fall 2016 total enrollment. Comparatively, fall 2016 minority enrollments are more than adequately reflective of the area population distribution, largely due to Ongoing pro-active initiatives that increase opportunities for all college service area residents to receive a fulfilling post-secondary education experience including historically underrepresented minorities.

<b>Table 12: WKCTC vs. Service Area Population</b>				
<b>Category</b>	<b>2013</b>			<b>WKCTC Fall-2016 Total</b>
	<b>Census</b>	<b>WKCTC Fall Total</b>	<b>WKCTC Fall First-time Freshman from local high schools</b>	
White	202,176 (88.75%)	5,792 (80.42%)	1,185 (88.30%)	4,864 (79.14%)
African-American	13,665 (6%)	560 (7.78%)	93 (6.93%)	380 (6.18%)
Hispanic	5,910 (2.59%)	167 (2.32%)	26 (1.94%)	215 (3.50%)
Other	6,038 (2.65%)	683 (9.48%)	38 (2.83%)	687 (11.18%)
<b>Grand Total</b>	<b>227,789</b>	<b>7,202</b>	<b>1,342</b>	<b>61,461</b>
<i>Data Source SEM-Table-1, DSS-Diversity Dashboard</i>				

The College opportunity initiatives support college awareness, readiness, and recruitment; and cumulatively result in college enrollment. Specific diversity targets documented in the SEM Plan include the following:

- **African-American Students:** Increase the percentage of our students who are African-American from the 2016-17 baseline of 6.46 percent to 8.4 percent by 2022.
- **Hispanic/Latino Students:** Increase the percentage of our students who are Hispanic/Latino from the 2016-17 baseline of 4.03 percent to 5.24 percent by 2022.
- **Underrepresented Minorities:** Increase the percentage of our students who are underrepresented minority from the 2016-17 baseline of 13.98 percent to 18.17 percent by 2022.
- **Non-traditional Students:** Increase the percentage of our student who are first-time, credential-seeking non-traditional (age 25+) from the 2010-2015 baseline of 144 students to 166 by 2022.
- **Other Minority Student Populations (LGBTQ, first-generation, low-income, under-prepared, veterans, disabled, etc.):** Numerical goals are not set for other student populations. However, diversity planning and implementation considers all identified, evolving and potentially overlooked student groups. Efforts are made to expand and enhance knowledge and data management support services to identify and address barriers that limit college access to any existing or potential student groups.

## Opportunity Strategies and Tactics

Enrolling a diverse student body requires effective recruitment and providing access while being informative, visible, responsive and welcoming. This section covers recruiting/outreach strategies, knowledge management and stakeholder engagement, and student support services.

**Recruiting Outreach:** WKCTC has a long history of strong partnerships with local secondary schools and communities. Related detail of strategy development is documented in the SEM Plan. Listed below are select strategies planned to expand and enhance existing partnerships, marketing and recruiting efforts.

<b>Table 13: Tactics to Expand Outreach to Secondary Partners</b>				
<b>Responsible</b>	<b>Start</b>	<b>Frequency</b>	<b>Action Step Verified</b>	<b>Resource</b>
Director of Admissions	Fall 2016	Ongoing each semester	High schools are visited by the admissions advisors and/or faculty	Recruitment Calendar
Director of Admissions	Fall 2016	Annually	Secondary college events (fairs, parent nights, etc.) are attended by admissions advisors and/or faculty	Recruitment Calendar
Director of Admissions	Spring 2017	Annually	Secondary partners receive an on-site admissions visit	Recruitment Calendar
Director of Admissions	Spring 2017	Annually	Secondary partners receive an Early Registration event	Recruitment Calendar
Director of Admissions	Spring 2017	Ongoing each semester	Area Technology Centers/Area Career Centers are visited by Admissions	Recruitment Calendar
Note: All actions are verified and reported in the WEAVE database				

<b>Table 14: Tactics to Increase Prospective Student Campus Visits</b>				
<b>Responsible</b>	<b>Start</b>	<b>Frequency</b>	<b>Action Step</b>	<b>Resource</b>
Campus Tour Coordinator	Fall 2016	Annually	100% of secondary partners will receive promotional information about Tour Day and will schedule tours	Internal report
Campus Tour Coordinator	Fall 2016	Annually	100% of secondary partners are invited to Open House	Committee report to the president
Director of Admissions	Fall 2016	Annually	100% of students who visit campus will be logged in Radius	Radius
Campus Tour Coordinator	Fall 2017	Annually	100% of students will be surveyed on the quality of the tour experience	Student surveys
Note: All actions are verified and reported in the WEAVE database				

## Table 15: Tactics Supporting High School Student Engagement

Responsible	Start	Frequency	Action Step	Resource
Director of Admissions	Fall 2018	Annually	80% of secondary partners will have GEN 100 taught by College faculty and staff in the high school	The College Schedule
The Director of Admissions	Fall 2018	Annually	5% more dual credit students will matriculate to WKCTC	Institutional Effectiveness Dual Credit Report
Data Source SEM (all actions reported in WEAVE database)				

**Table 16: Tactics to Increase Marketing to High School Students**

Responsible	Completion	Frequency	Action Step	Resource
VP of Enrollment Management	Fall 2017	Ongoing each semester	100% of high school juniors and seniors in the service area will be sent college communications	Strategic Enrollment Plan
Coordinator of Transfer Advising	Fall 2017	Annually	100% of high school juniors and seniors will receive transfer information	Achieving the Dream Work Plan
Coordinator of Transfer Advising	Fall 2017	Annually	100% of admissions staff receive training on transfer programs and strategies	An Internal Report
VP of Enrollment Management	Fall 2016	Annually	A consolidated communications plan will be developed between Admissions and Marketing	An Internal Report
Data Source SEM (all actions reported in WEAVE database)				

**Table 17: Tactics Increasing Outreach to African-American, Hispanic and Underrepresented Communities**

Responsible	Start	Frequency	Action Step	Resource
VP of Enrollment Management	Fall 2016	Once	Bilingual Spanish recruiter will be hired	Human Resources
Director of Admissions	Fall 2018	Annually, 10 community events	Will be attended by the Bilingual Spanish recruiter	Recruitment Calendar
VP of Enrollment Management	Fall 2017	Annually	Enrollment Management staff receive cultural awareness training	An internal report
Director of Admissions	Spring 2017	Once	Celebration of Excellence	Recruitment Calendar
Director of Admissions	Fall 2017	Annually	Marketing will work to create targeted communications for prospective minority students	Marketing Director
Data Source SEM (all actions reported in WEAVE database)				

**Table 18: Tactics to Recruit Non-traditional Adult Learners**

Responsible	Start	Frequency	Action Step	Resource
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VP of Enrollment Management	Fall 2017	Annually	A non-traditional service area will be identified	Census and prior fall term enrollment data
Director of Admissions	Fall 2017	Annually	Five new business partners are identified for recruitment opportunities	Local workforce boards and business trend data
Director of Admissions	Fall 2016	Ongoing each semester	100% of local career centers are visited by a recruiter	Recruitment Calendar
Data Source SEM (all actions reported in WEAVE database)				

**Table 19: Tactics to Market Needs of Nontraditional Adult Learners**

Responsible	Start	Frequency	Action Step	Resource
Director of Admissions	Fall 2017	Ongoing each semester	100% of non-traditional students will be provided with information about Prior Learning Assessments	Radius
VP of Enrollment Management	Fall 2017	Annually	The website will be reviewed to ensure online programs are targeted to non-traditional students	The website
Data Source SEM (all actions reported in WEAVE database)				

**Table 20: Tactics to Increase Campus Visit of Potential Non-traditional Adult Learners**

Responsible	Start	Frequency	Action Step	Resource
Campus Tour Coordinator	Spring 2017	Annually	One on-campus event will be targeted to non-traditional students	Recruitment calendar
Director of Veterans Services	Fall 2016	Annually 100% of	Veterans will receive communications about the services they can receive on campus	Internal report
Data Source SEM (all actions reported in WEAVE database)				

**Knowledge Management and Stakeholder Engagement:** WKCTC is committed to maintaining adequate information and data with potential impact to the College service area and implementing strategies that identify and address barriers to college awareness, readiness, persistence, proficiency and completion. Strategies include identifying, establishing, enhancing and maintaining education stakeholder relationships that serve to increase the effectiveness, efficiency and positive impact of collective education and community stakeholder efforts. The target goal is to proactively identify and match applicable WKCTC accommodations to current and evolving needs of people served and potentially served by the College. Actions include:

- First: identifying and defining characteristics of college service area populations including race/ethnicity, college readiness, working/living schedules, low-income, disabilities, veterans, culture, gender, community involvement and participation, employers, economic and career development, college course and program needs.
- Second: voicing the need for and supporting the provision of accessibility accommodations that maximize opportunities for all populations to attend college. Considerations include diverse course and program delivery methods, dual-credit options, schedule options, scholarships, on-campus and off-campus services supporting college readiness, and facility modifications that increase accessibility.
- Third: advertising accessibility accommodations to people who need them so they know accessibility is possible and is within his/her capabilities whether financial, physical, social, and intellectual.

**Table 21: Knowledge Management and Stakeholder Engagement**

<b>Strategy</b>	<b>Scope</b>	<b>Tactics</b>	<b>Responsible</b>
Support financial need of students	Affordability	Expand scholarship opportunities and funding	VP of Institutional Advancement
	Financial Literacy	Provide financial literacy tutoring and counseling	VP of Business Affairs/Director of Financial Aid
Ensure adequate resource base	Community Scholarship Program (CSP)	Obtain funding of CSP through 2022	VP of Institutional Advancement
Relevant academic programs	Program inventory	Meet academic and workforce needs of the service area	VP of Academic Affairs
Promote community and continuing education activities	K-12 and adult education opportunities	Engage K-12 and adult learners	VP of Workforce Solutions/Director Community Education
Strengthen partnerships with area high schools	Commonwealth Middle College	Obtain funding to maximize enrollment in the Middle College	VP of Institutional Advancement
	Dual-credit offerings	Provide early access to college pathways	VP of Academic Affairs/Director of K-12 Partnerships
	Dual-credit transition rate	Transition rate of students with dual-credits	VP of Academic Affairs/Director K-12 Partnerships
Support student education attainment goals	Mix of online, hybrid, and traditional course offerings	Adequately meet student needs	VP of Academic Affairs

**Student Support Services:** The College creates, develops, maintains and enhances value added support programs, services and activities. Table 22 documents student support services.

<b>Scope of Concern</b>	<b>Unit Measure/Service</b>	<b>Responsible Party</b>
Persons with disabilities	Barriers to college, program, activity access is removed or mitigated	Director of Accessibility Services
Academically underprepared	Transition to college level courses is effective and well-timed	Coordinator Math Coordinator English Coordinator Reading
	Embedded student support in technical programs is effective and appropriate	Coordinator Accelerate You! Program
First-generation college student	Mentoring and tutoring is readily accessible	Director of TRIO Student Support Services
First-time college students	Transition into college life is successful	Coordinator First year Experience
Sex discrimination and harassment	Creating and supporting safe campus climate	Title IX Compliance Officer, Director of Diversity and Inclusion
Low-income student parents	Parents acknowledgement, access and use of available services	Coordinator KY Transitional Assistance Program
Behavioral health and wellness	Access to certified mental health counselors	VP Student Development

### **Opportunities and Support for Diverse Populations**

WKCTC is committed to creating a diverse and welcoming campus community for all students. Tables 23-32 highlight current and future actions that exemplify WKCTC's commitment to diversity and inclusion.

<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>
Vice President of Student Development	Partner with Lourdes Hospital to increase number of African-American healthcare professions	Fall 2015
Vice President of Student Development	Coordinate diverse student panel discussion, faculty/staff fall kickoff, student engagement: Focus motivators, identify support systems and challenges	Fall 2015
Vice President of Student Development	Closing the Gap African-American Men Leadership and Management Workshop	Fall 2016

Vice President of Student Development	Work with McCracken County Career Endowment Inc. Education Assistance Scholarship Program, Minority Education Recruitment and Retention and NAACP to identify scholarship and teacher recruitment applicants	2010 - Present
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**Table 24: Future Strategies for Supporting African-Americans**

Responsible	Action Step	Completion Date
E.M.P.O.W.E.R. Student Club Advisors	Create/maintain African-American (AA) men's student support group	Ongoing
Administrators Faculty Staff	Serve on community boards, committees, and councils that advocate support African-Americans and other underrepresented minorities	Ongoing
Director of Diversity and Inclusion Coordinator Ready to Work Principal McNabb Elementary School	Coordinate Financial Literacy Workshop	2017-2018 Academic Year
Director of Diversity and Inclusion Coordinator Ready to Work Principal McNabb Elementary School	Collaborate with K-12 parents to coordinate parenting workshop to guide and support early intervention for academic success	2017-2018 Academic Year
Faculty Staff	Visit historically Black colleges and universities to increase cultural knowledge and recruitment and retention efforts	Ongoing

**Table 25: Current Strategies for Supporting Students with Disabilities**

Responsible	Action Step	Completion Date
Vice President of Student Development Manager Accessibility Services	Change name of Disability Services to Accessibility Services to focus on access and ability	Fall 2014
Vice President of Student Development Manager Accessibility Services	Relocate Accessibility Services Office to larger facility to accommodate increase in number being served	Summer 2016
Vice President of Student Development Manager Accessibility Services	Create computer/exam lab with video monitoring to accommodate increase in number of students being tested and to increase security	Summer 2016

**Table 26: Future Strategies for Supporting Students with Disabilities**

Responsible	Action Step	Completion Date
Manager Accessibility Services	Navigate complicated bureaucracy, advocate on students behalf for campus and community services	Ongoing

Manager Accessibility Services	Develop/maintain Accessibility Services Handbook to serve as a guide to disability related issues	Spring 2018
Manager Accessibility Services	Provide workshop strategies for working with students with disabilities	Spring 2018
Manager Accessibility Services	American with Disabilities (ADA) workshop to educate faculty/staff. Disability law and ADA requirements.	2017-2018 Academic year Ongoing

<b>Table 27: Current Strategies for Supporting Hispanics and Latinos</b>		
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>
Vice President of Student Development	Increase Hispanic and Latino participation in WINGS Summer College Preparation Program	June 2011
Vice President of Student Development	Coordinate recruitment outreach, St. Thomas Moore Catholic Church (Hispanic Mass)	Spring 2016
Vice President of Student Development	Coordinate Workshop for U.S. Naturalization and Citizenship Eligibility	Spring 2016
Vice President of Student Development Vice President Enrollment Management Director Human Resources	Recruit/Hire Part-time Hispanic Recruiter	Summer 2016
Vice President of Student Development	Increase extracurricular engagement in student ambassador program and student organizations to improve academic performance, leadership skills, and expand peer campus and community networks.	2013-Present

<b>Table 28: Future Strategies for Supporting Hispanics and Latinos</b>		
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>
Adult Education Specialist (ESL)	Teach reading and English development skills	Ongoing
Part-time Hispanic Recruiter	Build relationship with Hispanic community, increase college visibility and recruitment efforts in the Hispanic community	Ongoing
Hispanic Culture Club	Provide opportunities to learn Hispanic/Latino history and culture	Ongoing
Faculty Staff	Visit Hispanic-serving institution to increase knowledge of culture and recruitment and retention efforts	Ongoing

<b>Table 29: Current Strategies for Supporting Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ)</b>		
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>

Vice President of Student Development	Designate four (4) WKCTC restrooms as Gender Neutral	Fall 2014
Vice President of Student Development	Coordinate Safe Space LGBTQ Education; Murray State University LGBTQ Coordinator and LGBTQ Activist	Spring 2015
Vice President of Student Development Director of Diversity and Inclusion	Support establishment of Gay/Straight Alliance Club	Fall 2011

**Table 30: Future Strategies for Supporting Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ)**

Responsible	Action Step	Completion Date
Vice President of Student Development	Create Safe Space, all gender identifying sexual orientations	Fall 2017
Director Marketing Public Relations Director Human Resources	Use gender-inclusive language in official marketing and human resources communication	Fall 2018
Vice President Enrollment Management	Register students correctly using student preferred gender pronouns	Fall 2018

**Table 31: Current Strategies for Supporting Underrepresented Minority Groups**

Responsible	Action Step	Completion Date
Director Human Resources	Hire new Director of Diversity and Inclusion	February 2017
President	Maintain Diversity and Inclusion Advisory Committee	Ongoing
President	Designate Title IX Compliance Officer	Fall 2015
Vice President of Student Development	Work with faculty, develop workshop teaching faculty strategies and skills working with diverse students in classroom	Fall 2015
Vice President of Student Development	Coordinate Fall, Spring, Summer Diversity and inclusion Program Series	Fall 2014- Summer 2017
Vice President of Student Development	Develop WINGS College Preparation Program for 7 <sup>th</sup> and 8 <sup>th</sup> graders	Summer 2014

**Table 32: Future Strategies for Supporting Underrepresented Minority Groups**

Responsible	Action Step	Completion Date
President Leadership Team	Send clear message of commitment to diversity, inclusivity, and equity	Ongoing
Director Human Resources Director Diversity and Inclusion Coordinator Student Activities	Provide education and training related to diversity topics to students and employees	Ongoing

Professional Development Committee		
President	Include diversity efforts in leadership team evaluations and budget request	Spring 2018
President Vice President Student Development Director Diversity and Inclusion	Identify funds and staff to continue WINGS Summer College Preparation Program (7 <sup>th</sup> and 8 <sup>th</sup> grade) to create career pathways in math, science, engineering, and technology and support high school and college students.	Ongoing

## SUCCESS

Four major indicators are critical to student success: performance in individual courses, year-to-year retention, program completion and time-to-completion. Whatever incremental success any student experiences, they must persist to achieve program completion. Strategies to improve student success include: early alert and response process, first-year experience, course academic advising and enrollment literacy, classroom practice and co-requisite model courses.

The 6 year average fall to fall retention rate of all first-time WKCTC students is 52%. The 6 year average fall to fall retention rate of minority first-time WKCTC students is 39%, indicating a persistence gap. The persistence gap concern is further complicated by low-income status and under-preparedness. Low-income status for the non-minority student population has remained consistent around 59 percent while minority low-income status has averaged 76 percent from 2012-2015 (Table 3).

Providing transitional education enables WKCTC to reach students needing assistance. This is critical in helping to achieve equity since minority students are disproportionately represented in developmental writing 28.8 percent, developmental reading 32.3 percent, and developmental mathematics 21.1 percent. Minority enrollment was 14.9 percent of credential seeking enrollment in fall 2015.

This diversity plan targets strategies and tactics in helping to close the retention gap and improve the retention of all students. These strategies include but are not limited to classroom practices, first-year experience, student early alert and intervention processes, and co-requisite courses.

The early alert and intervention processes are a particularly high-impact practice. One such process utilizes success coaches to connect students to various resources on campus. Students who receive an early alert have a coach develop an individual plan that takes into account success practices at the College. Students are linked to the support services most appropriate to their need whether it be academic or non-academic.

<b>Table 33: Trend Data Success</b>					
<b>Performance Metric</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>

<b>3 Year Grad. Rate</b>					
Low Income	N/A	N/A	35.2%	32.5%	39.3%
URM	45.5%	9.5%	24.1%	24.7%	25%
<b>1<sup>st</sup> to 2<sup>nd</sup> Year Retention</b>					
Low Income	58.9%	52.7%	55.2%	55.2%	51.2%
URM	48.7%	40.9%	46.1%	47.5%	45.3%
<b>Certificates/Diplomas/Associates Conferred</b>					
Low Income	1332	1868	1700	2150	1723
URM	167	298	312	281	265

**Student Success Targets**

Success includes student persistence/retention, credentials awarded, three-year graduation rate. Primary diversity targets are derived from the WKCTC Strategic Plan as listed in (Table 34) for credential seeking students.

<b>Table 34: Success Targets</b>					
<b>Performance Metric</b>	<b>Baseline</b>	<b>Academic Year 16-17</b>	<b>Academic Year 17-18</b>	<b>Academic Year 18-19</b>	<b>Academic Year 19-20</b>
<b>3 Year Grad. Rate</b>					
Low Income	38.2%	39.2%	40.2%	41.2%	42.2%
URM	25.4%	26.4%	27.4%	28.4%	29.4%
<b>1<sup>st</sup> to 2<sup>nd</sup> Year Retention</b>					
Low Income	51.2%	52.2%	53.2%	54.2%	55.2%
URM	46.3%	47.3%	48.3%	49.3%	50.3%
<b>Certificates/Diplomas/Associates Conferred</b>					
Low Income	*	1,787	1,809	1,831	1,853
URM	*	325	334	342	351

\*Target based on straight line projection

**Student Success Strategies and Tactics**

As part of the Strategic Enrollment Management Plan WKCTC implemented student success strategies and tactics. Additional research conducted at the College noted the need for enhanced efforts for all new students. These included a New Student Orientation, Advising re-design, First

Year Experience Course, the early alert and intervention system, and in-class student engagement strategies. Listed are efforts at WKCTC geared toward success.

**New Student Orientation:** In fall 2011, WKCTC implemented a policy of mandatory new student orientation (NSO). NSO sessions were held on campus multiple times during the summer. Sessions in the mandatory orientation included academic advising, campus resources, library services, financial aid, and student life. Distance learning students were provided the option of taking an online version of new student orientation. Students went through a self-guided PowerPoint, took a quiz, and submitted the quiz to the Admissions Office. In 2013, the online orientation was extensively revamped. The updated orientation included videos and an adaptive-release, interactive quiz weaved throughout the orientation. The students' completion of the online orientation was then recorded into a centralized database.

As part of WKCTC's Quality Enhancement Plan (QEP), Chart Your Own Course, NSO is currently undergoing extensive revision to ensure alignment with GEN 100 (Orientation to College) and FYE 105 (Achieving Academic Success). Misalignment between these student success initiatives was recognized as a barrier to student success by the QEP Research Team. Providing consistent experiences for students' transition to college has been found to improve retention and completion. The revised NSO is being piloted in fall 2017 and will be fully launched spring 2018.

**First Year Experience:** In 2011, WKCTC participated in the John Gardner Institute Foundations of Excellence (FoE) Transfer and First Year Experience projects. After the need for a foundational student success course emerged from the FoE process, in 2014, WKCTC began offering FYE 105 Achieving Academic Success as an optional course for first-time students. In 2016, the WKCTC faculty became convinced of the value of the first-year experience course toward student success and completion and elected to require completion of this course of all new credential-seeking students effective fall 2016. Student success courses have been identified as a high-impact practice that promotes student engagement, academic and career mapping, and timely credential completion. Community college research exploring the impact of first-year experience courses on persistence and course completion has shown positive results. First-year

experience courses also encourage student utilization of specific college resources, such as tutoring or counseling, to help students achieve their academic goals.

**Quality Enhancement Plan: Chart Your Own Course:** To support its mission and vision, WKCTC has developed a QEP, Chart Your Own Course, with a goal of establishing a culture of completion by aligning academics and student support services with shared practices and resources that empower students to take ownership of their academic and career goals. To achieve this goal, the QEP includes the following three student learning outcomes:

1. Students will identify a career goal that aligns with individual strengths.
2. Students will develop an academic plan that aligns with the identified career goal.
3. Students will demonstrate continued, measurable progress in the timely achievement of the academic plan.

The College will use its academic success course, FYE 105 Achieving Academic Success, as the primary vessel to help students chart their own course. The FYE 105 capstone project, a Career Pathway project, will be used to determine the extent to which students demonstrate knowledge of academic requirements. Student attainment of 15/30/45 credit hours, credential attainment, and transfer will be used to assess the continued, measureable progress of students in the timely achievement of their academic goals.

**Early Alert and Intervention:** By 2022, it is anticipated that retention of students “at-risk” will be improved by 10 percent through full implementation of a student retention process that integrates targeted academic advising, faculty instruction and coaching efforts. The integrated efforts are further supported by an early alert system (Starfish). The alert system is used to generate electronic messages or flags to alert students, instructors, advisors and coaches of current and emerging issues and concerns having the potential to negatively impact student persistence and completion. Tables 35 and 36 outline the full implementation plan.

<b>Table 35: Develop and Implement Starfish Training and Usage</b>			
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>	<b>Completion Percent</b>
The Starfish Committee Chair	Faculty will receive division training on Starfish	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%

The Starfish Committee Chair	Online faculty will receive training on Starfish	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Starfish Committee Chair	Off-site faculty will receive training on Starfish	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Starfish Committee Chair	Faculty will receive a survey assessing the quality of training	Fall 2017	100%
Academic Deans	Faculty have Starfish early alert usage noted in their evaluation	Annually Fall 2018 through Fall 2022	100%
Data Source SEM Plan			

<b>Table 36: Develop and Implement At-risk Alert Comprehensive Response</b>			
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>	<b>Completion Percent</b>
The Starfish Committee Chair	At-risk flags will be answered	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Starfish Committee Chair	New students will be assigned to a Completion Coach	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Starfish Committee Chair	At-risk students after their first year will retain a Completion Coach	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Starfish Committee Chair	Definition for “at-risk” students will be developed	Fall 2017	100%
Data Source SEM Plan			

**Student Advising Redesign:** By 2018 develop, monitor and improve a process for measuring mastery in addressing college related student issues. A 2015 student success study by the Retention Committee identified a strong correlation between student success GPA and percent of classes passed a literacy in working through issues face in college. Possibilities of increasing the cumulative college going literacy of WKCTC students to at least 50 percent. If the effort could at least prevent 25 students from entering, the academic suspension pipeline student retention would increase. Table 39 catalogues tactics for developing and measuring student-

learning outcomes. Table 37 and 38 documents tactics scheduled toward implementing a system for verifying student advising through all levels of the enrollment process.

<b>Table 37: Verify Mastery of College Student Related Issues</b>			
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>	<b>Completion Percent</b>
The Director of Academic Advising	Students will submit a pre-advising worksheet to establish the student's baseline understanding of advising outcomes	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Director of Academic Advising	Advisors will complete a post-advising checklist to evaluate the appointment against the learning outcomes	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Director of Academic Advising	Students will complete a post-advising checklist to evaluate the appointment against the learning outcomes	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
The Director of Academic Advising	Review process of student learning outcomes modify or enhance as necessary	Annually Fall 2016 through Fall 2022	100%
Data Source SEM Plan			

<b>Table 38: Implement Documentation of Enrollment Advising</b>			
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>	<b>Completion Percent</b>
Director of Academic Advising	Staff advising interactions will be documented electronically	Fall 2016	80%
		Fall 2017	90%
		Fall 2018	100%
Academic Deans	Faculty have Starfish advising notes usage noted in their evaluation	Annually Fall 2018 through Fall 2022	100%
Registrar	All faculty and staff have FERPA training that includes appropriate documentation techniques	Annually Fall 2017 through Fall 2022	100%
Data Source SEM Plan			

**In-Class Student Engagement Strategies:** By 2022 in-class room strategies will be implemented to increase class retention by ten percent. Strategies are assessed and evaluated to identify and resolve issues that negatively impact student engagement concerns including but not limited to curriculum choices, student learning styles, student disabilities, and interaction profiles. Based on data collected, the College anticipates improving fall retention rates. Table 39 summarizes efforts to facilitate classroom strategy development and implementation.

**Table 39: Facilitate Classroom Strategy Development and Implementation**

<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>
The Coordinator of Academic Support	Ten select faculty members will participate in a “Think Tank”	Annually Fall 2016 to Fall 2022
The Coordinator of Academic Support	Each semester “Think Tank” alumni will share developed strategies within their respective division	Ongoing Fall 2017 to Fall 2022
The Coordinator of Academic Support	Annually one quality assurance report will be developed showing improvement for “Think Tank” alumni	Annually Spring 2017 to Spring 2022
Data Source SEM Plan		

## IMPACT

Historically WKCTC/KCTCS policy implementation and practice outcomes appropriately demonstrate the interpersonal and cultural competencies necessary to support an inclusive harassment-free, positive, respectful working and learning environment. Successful implementation of diversity strategies will impact employment diversity.

### Employment Diversity

A primary quantitative measure of college inclusiveness is faculty and staff demographics. Table 40 compares the College service area population to full-time faculty and management staff.

Period	WKCTC Service Area		WKCTC	
	2016	2017	Fall 2016 Full-time Faculty	Fall 2016 Full-Time Mgt. Staff
All Persons	213,406	213,188	121	27
White	88%	88%	87.6%	77.8%
African-American	6.2%	6.2%	3.3%	11.1%
American Indian/Alaska Native	0.24%	0.25%	0%	3.7%
Native Hawaiian/Other Pacific Islander	0.03%	0.03%	0%	0%
Two or more Races	2.0%	2.1%	0%	3.7%
Hispanic	2.7%	2.5%	1.2%	0%
Total Diversity (%)	11%	11%	4.1%	18.5%
Data Source: Emsi Q2 2017 Data Set www.economicmodeling.com				

**College Employment Diversity Goal:** By 2022, the percent of minority employees will mirror the percentage of the minority population meeting general employment expectations within the College’s service area.

Workforce Diversity	AA/Black	Hispanic	Two or More Races	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	White
Instructional Faculty	4	1	0	0	0	106
Management Occupations	3	0	1	1	0	21
Data Source: IPEDS 2016-17						

<b>Table 42: WKCTC Workforce Diversity Performance Community Impact</b>						
<b>Performance Metric: URM Workforce Diversity</b>	<b>Baseline 2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Instructional Faculty	4.7%	4.1%	5.9%	7.7%	9.5%	11.3%
Management Occupations	17.2%	18.5%	19.0%	19.5%	20.0%	20.5%
Data Source: IPEDS 2016-17						

Since additions and replacements are only made as openings become available it is challenging to make and achieve specific annual goals. Every effort will be made by the College to realize the goal by 2022. The strategies are outlined in Tables 43 and 44:

<b>Table 43: Facilitate Deliberate Diversity Recruitment</b>		
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>
President	Maintain a college wide collaborative effort to encourage faculty and staff buy-in to attain recruitment and retention goals.	Ongoing
Director of Human Resources	Collaborate with college departments to create and maintain list of job openings due to potential retirements	Annually in fall term
Director of Human Resources	Expand institutional memberships to include communication venues specifically targeting diverse audiences	Ongoing
Director of Human Resources	Include an inclusive value statement in all ads to attract diverse candidates	Ongoing
Director of Human Resources Director of Diversity and Inclusion Adult Recruiter Hispanic Recruiter Minority Recruiter ESL Specialist Manger Accessibility Services	Continuously establish and enhance relationships with underrepresented groups, organizations, and businesses to build a pipeline of qualified applicants when openings occur.	Ongoing
Director of Human Resources and VP of Academic Affairs	Participate in local and national cultural job fairs.	Ongoing
Director of Human Resources and VP of Academic Affairs	Seek the use of professional recruiters or search firms to assist in networking, sourcing, and recruiting underrepresented minorities.	Ongoing
Director of Human Resources	Include ethnic and underrepresented minorities in the recruitment and hiring process.	Ongoing
Director of Human Resources	Track where underrepresented minorities who submit applications, interview, or become selected learned about WKCTC.	Ongoing
Data Source HR Management Plan to be completed/Updated		

<b>Table 44: Implement an Aggressive Diversity Retention Plan</b>		
<b>Responsible</b>	<b>Action Step</b>	<b>Completion Date</b>

President	Maintain a college wide collaborative effort to encourage faculty and staff buy-in to attain and maintain a diverse faculty and staff.	Ongoing
Director of Human Resources and Director of Diversity and Inclusion	Facilitate faculty and staff focus groups based on race, ethnicity and underrepresented minorities to identify and examine recruitment, retention accountability challenges, and opportunities.	Ongoing
Director of Human Resources	Work with organization/department leaders at all levels to increase diversity and inclusiveness. Advocate for high standards in diversity that align with positive national and global trends.	Ongoing
President/WKCTC Leadership Team	Heighten the awareness of all college department supervisors that underrepresented minorities often serve in dual roles. In addition to normal duties, an often-inordinate amount of time is spent representing racial and ethnic groups on committees, organizations, and public events.	Ongoing
VP of Academic Affairs and Director of Human Resources	During first-year experience of new faculty and staff assign mentors to help underrepresented minorities navigate the institutional culture and demands of their department and discipline	Ongoing
Director of Human Resources	All employees will be provided an exit interview with Director of Human Resources or Designated Staff to identify how current policies, practices, and attitudes influence their success at WKCTC.	End of Employment
Director of Human Resources	Assign a college member to support underrepresented faculty and staff in faculty promotion and employee performance evaluation process to ensure positive and continuous achievement.	Ongoing
Data Source HR Management Plan to be completed/Updated		

## Equity and Inclusion

An important consideration in encouraging equity and inclusion is cultural awareness. Quantitative indicators including number of policies, procedures, training and faculty/staff/student participation is one measure of cultural awareness. Another is qualitative measures which explore the actions and behaviors of individuals and groups at WKCTC.

**Policy, Procedure and Training Goals:** WKCTC, as a member of KCTCS, will administer and implement the KCTCS diversity and inclusion policy, procedure and training.

- All faculty and staff will annually review KCTCS Policy 3.3.1 Harassment-Free Workplace.
  - A policy review, in a training format, is electronically sent to faculty and staff.
  - A test is incorporated with the review/training unit. All participants are required to receive a passing score before completing respective training unite.
  - A non-passing score will require the participant to review the material again and retest until a passing score is achieved

- All certificate programs, in accordance with KCTCS Policy 4.11.2.1 (features and characteristics of certificate programs), may incorporate general education course(s) emphasizing the skills and competencies identified in the SCANS report that are critical to entry-level workforce success for person prepared at the certificate level and associated with the associate degree program that build interpersonal skills including working well with people from culturally diverse backgrounds.

**Behavioral and Participation Goals:** Observable actions and behaviors demonstrate adherence to implementation of training, policy and procedures.

- Administration demonstrates competencies necessary to support a harassment-free, positive, respectful working and optimal learning environment as demonstrated through the handling of faculty, staff and student grievances and complaints.
- Grievances, including formal and informal complaints, are timely investigated and thoughtfully resolved or effectively mitigated.
- Lessons learned from complaint and grievance investigations are appropriately communicated (training, workshops, seminars, policy and procedure updates, etc.) to achieve cultural competence and maintain a respectful interpersonal campus environment.

### **Campus Climate/Cultural Competency**

The consideration of campus climate is the maintaining of a campus environment that is welcoming; supports the generation of respect and accountability; and promotes success for all campus populations (faculty, staff and students) irrespective of race, ethnic, gender or gender presentation. The primary goal is to align all college strategic efforts to connect and inspire transformative behavior through memorable experiences. Specific goals include:

- Faculty, staff and students are communicated ways to appropriately respond to hate, mental and behavioral health issues, drop out, suicide, harassment, homelessness, violence, given heightened awareness of human rights law.

- An annual award “Excellence in Diversity” is created to recognize and reward the efforts of faculty, staff, and/or community members who create and support an environment where diversity and inclusion are valued.
- Discrimination and inappropriate behavior is addressed promptly and firmly. Education will be an integral part of any resolution.

## PLAN FOR ASSESSMENT

The WKCTC Diversity and Inclusion Director, working in collaboration with the Diversity Planning Team and Unit/Department Supervisors, will verify progress toward achievement targets. This includes ongoing strategy implementation throughout the year and completion of an annual assessment. Corrective action plans will be developed and implemented as necessary, in an effort to support and enhance implementation effectiveness. The formal annual assessment will specifically include five levels of documentation:

1. Goal Achievement Status: *are goals met or on schedule for meeting?*
2. Implementation Progress Review: *are scheduled actions on schedule?*
3. Implementation Effectiveness Review: *what actions made a difference?*
4. Lessons Learned Presentation: *what should be done differently—why?*
5. Continuing/Corrective Action Plan: *what goals and associated implementation plans are scheduled for future reporting periods?*

Tables 45-49 indicate the goal indicators for assessment and persons responsible for oversight and monitoring to assure goals are met by specified completion dates.

The College produces an annual Institutional Effectiveness (IE) summary report. Data for this report is compiled in a software program called “WEAVE”. Every unit at the College submits information into the WEAVE system. Assessment and results of the WKCTC Diversity Plan will occur in the WEAVE system, and information will also be entered and compiled as reporting for the annual IE Summary Report, Strategic Enrollment Management Plan, and Strategic Plan.

**Table 45: Goal of Assessment Opportunity Student Access**

Responsible	Goal Indicator	Completion Date
Associate Vice President Learning Initiatives	Headcount and enrollment data total for URM students	Fall each year
Director of Admissions	Number of recruitment/outreach events targeting URM students	Fall-spring each year
Director of Admissions	Number of prospect-to-student conversions for URM students	Fall-spring each year
Vice President Institutional Advancement	Number of students who apply for and number of students who receive URM scholarships	Spring academic year
Vice President of Institutional Advancement	Dollar amount/percentage of scholarships for URM as percentage of total awards Number of communication campaigns for URM students	Fall-spring academic year

Director of Financial Aid	Number of FAFSA outreach events, number of participants at each event and number of Financial Aid applicants who receive aid	Fall-spring academic year
All information will be reported in WEAVE		

<b>Table 46: Goal of Assessment Retention Student Success: Retention</b>		
Responsible	Goal Indicator	Completion Date
Director Financial Aid	Number of URM and low-income students who receive financial assistance	End of summer academic year
Director Financial Aid Ready to Work Coordinator	Number of financial literacy workshops and number of attendees	Summer academic year
Director TRIO Student Support Services Coordinator Ready to Work	Number of students who participate in TRIO SSS, Accessibility Services, Veterans, English as a Second Language, Ready to Work, Work and Learn	Annual
Manager Accessibility Services	Number of students who utilize Office of Accessibility Services	Summer academic year
Associate Vice President Learning Initiatives	Headcount and enrollment data for underrepresented students	End of fall academic year
Associate Vice President Learning Initiatives	Fall to fall retention for URM and low-income students who are first-time, credential-seeking students	End of fall academic year
Vice President Enrollment Management	Number of (URM) students who received contact calls and number who enrolled	Ongoing
All information will be reported in WEAVE		

<b>Table 47: Goal of Assessment Student Success: Graduation &amp; Degrees Awarded</b>		
Responsible	Goal Indicator	Completion Date
Vice President Learning Initiatives	3 year graduation rate for full-time, first-time, degree- seeking URM and low-income students	End of 3 year graduation
Registrar	Number of degrees conferred for URM and low-income students	Fall-spring academic year
Vice President Academic Affairs	Number of Academic program/discipline exploration events that address the specific challenges of URM and low-income students	Fall-spring academic year
Director Academic Advising	Transfer student satisfaction with academic and advisor	Fall-spring academic year
All information will be reported in WEAVE		

<b>Table 48: Goal of Assessment Diverse Workforce-Inclusion</b>		
Responsible	Goal Indicator	Completion Date
President Unit/Department Supervisors Director of Human Resources	Number of hires underrepresented minorities (URM) based on job openings and qualified diverse applicants	Ongoing

Director of Human Resources	Number of diverse employees retained	Annually
President Vice President Academic Affairs Unit Supervisors Director of Human Resources	Number of diverse employees promoted/tenured based on job openings and qualified applicants	Ongoing
President Unit Supervisor	Number of underrepresented minorities Participate in leadership development opportunities	Annually
Director of Human Resources	How many job openings advertised in diverse publications Diverse Jobs.com, Hispanic Professional Network, Disability Jobs.net based on job openings	Ongoing
All information will be reported in WEAVE		

<b>Table 49: Goal of Assessment Cultural Competence</b>		
Responsible	Goal Indicator	Completion Date
Professional Development Committee Director of Diversity & Inclusion Campus Environment Team	Number of campus and community cultural events celebrating diversity and attendance  Increase in student and employee cultural competence	Annually
Administrators Faculty Staff Students	Increase in student and employee cultural competence	Annually
Vice President Institutional Advancement	Maintain CCSSE average benchmark scores at or above the national average	Spring academic term of survey year
Director Human Resources Professional Development Committee	Number of Professional development opportunities and training that address diversity and inclusion	Annually
Vice President Business Affairs	Diverse supplier number and amount spent	Annually
Coordinator Student Activities Student Government Association	Number of student clubs with a diversity and inclusion emphasis and number of participants	Annually
President Unit/Department Supervisors Community Leaders	Number of college administrators and employees who serve on committees, boards, and councils that promote diversity, inclusion and educational advancement of underrepresented minority (URM)	Annually
All information will be reported in WEAVE		

## CONCLUSION/NEXT STEPS

The WKCTC 2010-2016 diversity initiatives have achieved positive results. The 2017-2022 plan is designed to build upon these successes through opportunity, success, and impact.

### Opportunity

- Post-secondary access for underrepresented minorities
- Targeted recruitment and retention strategies for the College
- Alignment of Strategic Plan, Strategic Enrollment Management Plan, and the Diversity and Inclusion Plan

### Success

- Focused efforts for all students to find success
- Researched best practices being implemented at the college (New Student Orientation, First Year Experience, Advising redesign, and student engagement)

### Impact

- Continued efforts to increase minority enrollment
- Emphasis of College in assuring cultural competency

### Barriers to Success

Any successful plan may still run into barriers to success. In an effort to anticipate these, the following potential barriers have been identified.

- Developing a shared and inclusive understanding of diversity that encompasses recognizing and addressing diverse forms of bias. Cross-functional development, implementation, and dissemination of WKCTC Diversity Plan strategies will help to focus efforts in this area.
- Enrolling students not adequately prepared for college-level courses. Specifically defining and addressing student needs (academic and non-academic) that impact college success is an ongoing practice.
- Building competencies needed for college level courses, yet minimizing added student cost and extended time to graduation. Developing and expanding the use and effectiveness of co-requisite model courses is an on-going practice.

- Providing support to increase the college readiness of all high school graduates; including, reducing student performance gaps. Minority (CPE definition) students are disproportionately represented in college developmental classes.
- Retaining new and existing students. Retention strategies are being implemented to increase enrollment totals