

Madisonville Community College

Diversity Plan 2017-2020

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## **Executive Summary**

Madisonville Community College values the benefit of diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. We respect the variety of ideas, experiences, and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at MCC, or who otherwise participate in the life of the college. MCC defines diversity as the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, age, disability, sexual orientation, ethnicity, and/or nationality.

Our Diversity Plan identifies three focus areas which are summarized below with the relevant strategies included. The Plan aligns with the college's recently approved 2016-2022 Strategic Goals, which are strictly aligned with those of the KCTCS Strategic Plan for 2016-2022. Specifically, the strategies that follow support the college's efforts to: 1) improve student success and achievement, 2) to promote cultural development and diversity, 3) to manage our enrollment strategically, and 4) to strengthen student engagement through use of research-based "best practices" in academic and student affairs.

In addition, the Plan strategies are aligned with the college's Strategic Enrollment Management (SEM) Plan which is in full implementation on campus. The SEM plan focuses on building stronger connections with our area high schools, expanding recruitment efforts for academic programs, and improving the delivery of academic advising on campus. Academic advising is a proven, research-based activity that will lead to increased student persistence and completion (Boudreau & Kromrey, 1994). This work will position the college to meet the challenges of performance-based funding, especially those student success outcomes that target completion and persistence.

Executive responsibility for the implementation of the following plan strategies belongs to the CEO/President, the Vice-President of Quality Assurance and Administration, and the Director of Cultural Diversity. Collaboration across key campus planning units will take place under the direction of these administrators.

## **Diversity Plan Focus Areas**

### Opportunity

1. Increase the number of diversity recruitment events on MCC's campuses.
2. Identify new diversity recruitment opportunities.
3. Promote short-term certificates to diverse populations.

### Student Success

1. Improve the delivery of the academic advising program across the college.
2. Promote campus support offices early and frequently to entering students to ensure awareness of college programming.
3. Expand campus understanding of the barriers and challenges for students in poverty.

### Campus Impact

1. Promote diversity among the faculty and staff.
2. Encourage the development of cultural competence in our student body.
3. Encourage the cultural competence of faculty and staff.

## **Introduction**

Madisonville Community College (MCC), located in Madisonville, KY, is one of 16 two-year open-admissions colleges of the Kentucky Community and Technical College System (KCTCS). Originally established as a member of the University of Kentucky Community College System in 1968, today MCC offers 24 associate degree programs and multiple embedded technical certificates in order to address its stated mission "to advance an enduring and enthusiastic commitment to student-centered learning and achievement" and make postsecondary educational opportunities available to the citizens within its region. MCC serves five primary counties with an overall population of approximately 112,000: Hopkins, its home county, and Caldwell, Crittenden, Muhlenberg and Webster counties. Muhlenberg County is home to the Muhlenberg County Campus in Central City. African-American population in the service area

comprises 5.20% of the total and the Hispanic population represents 2.10% of the total respectively.

Historically, the coal industry has dominated the local economy, but increasingly the economy is turning to light manufacturing and health care. The majority of high-wage, high demand jobs are available in the health care industry. In September 2015, MCC opened a high-fidelity, state-of-the-art hospital simulation learning lab to enhance training of its nursing and allied health students. This continues to be an area of focus for college programming.

Official headcount enrollment for the fall 2016 semester was 3,345 and included 2,129 degree-seeking students and 1,108 full-time students. Enrollment from underrepresented minority populations totaled 10.9% for the term which exceeds the percentage of minority students in our service area that the US Census Bureau estimates as 9.56%. For the fall 2016 semester, the African-American enrollment at the college constituted 5.3% (177 students) of the total and Hispanic enrollment represented 2.5% (85) of the total headcount. The average age was 29.8, 51% were female, and over 65% received some form of need-based financial aid.

In the 2016-2017 academic year, 1,333 students received a Pell grant while attending MCC. According to estimates from the US Census Bureau American Community Survey, the overall average percentage of single-parent households in our service area is 29%. The low in the area is Crittenden County at 16% and the high is Muhlenberg County at 36%. The total headcount enrollment for that term was comprised of workforce, high school dual credit, and non-credential students.

### **Diversity Planning Process**

The college initiated the planning process with the appointment of a diversity planning team with all areas of the college represented (academic affairs, business affairs, student affairs, institutional research and planning, the student body, and workforce solutions). Members of the committee were assigned to subcommittees to develop strategies to address opportunity, student success, and campus impact. These subcommittees were provided relevant enrollment, retention, and campus climate survey data to inform their work. Throughout the process, the planning team stayed focused on developing strategies that would directly impact the student success and institutional metrics.

Additional resources provided the subcommittees included feedback from our community partners, notes from student focus groups, and the responses from multiple iterations of campus climate surveys (2006, 2010, 2013, & 2016). The President's Cabinet received updates on the process and proposed strategies throughout the process. The Director of Cultural Diversity & the Chief Student Affairs Officer presented information to the President's Cabinet in support of the plan and in order to gather feedback.

The college's diversity committee also adopts priorities for the year and provides professional development sessions, campus programming, and recommendations to administration on actions to promote student success and on creating a welcoming campus climate.

### **Opportunity**

The college recognizes the challenges of meeting and exceeding with our enrollment the population of our service area. That does remain our target however, and we are very proud of our recent successes with the enrollment of a diverse student body. The strategies below are designed to grow the number of students from ethnically diverse backgrounds and experiences at the college. To further support these initiatives, the college has committed to hosting a minority-male conference in the fall 2017 semester for area high school students. The conference will focus on reducing barriers to learning, closing achievement gaps, leadership skills, cultural appreciation and empowerment, financial literacy, college and career readiness, and character development. MCC values greatly the partnership with the local school district (Hopkins County) diversity representative who participates in planning and support of our enrollment efforts.

The current minority service area population percentage is 9.56% according to official US Census Bureau data provided by KCTCS. African-American enrollment at the college has averaged 5.0% percent of the overall headcount the last three fall semesters (fall 2014-2016). Hispanic enrollment has averaged 1.96% of the overall headcount. According to official KCTCS enrollment data, the college's headcount enrollment has declined by 24.6% since the fall 2014 semester. The targets below were established with the consideration that the enrollment decline may continue into the fall 2017 semester.

Metric	2017-2018 Targets	2018-2019 Targets	2019-2020 Targets	2020-2021 Targets
<u><b>Target for Enrollment Percentage of Black/African-American Students</b></u>  Baseline (5%) 3-year average	Fall 2017  5.2%	Fall 2018  5.4%	Fall 2019  5.6%	Fall 2020  5.8%
<u><b>Target for Enrollment Percentage of Hispanic Students</b></u>  Baseline (1.96%) 3-year average	Fall 2017  2.0%	Fall 2018  2.3%	Fall 2019  2.6%	Fall 2020  2.8%
<u><b>Target for Enrollment Percentage of Underrepresented Minority Students</b></u>  Baseline (8.9%) 3-year average	Fall 2017  9.2%	Fall 2018  9.5%	Fall 2019  10%	Fall 2020  10.5%

### Plan Strategies for 2017-2020

Goal	Action Steps	Responsible Party
<b>Increase number of diversity recruitment events on MCC's campuses</b>	Move existing off-campus events (Super Someday, College Preview Day, Senior Salute) on-campus to better promote MCC's programs & services.  Host the Minority Male conference in the fall 2017 semester for area students.	Enrollment Management  Diversity Programs  Vice-President, Quality Assurance & Administration

	Offer MCC facilities for diversity-related community meetings & events.	Workforce Solutions
	Continue IGNITE/Super Someday partnership with Hopkins County schools to connect with high school seniors on college readiness and career exploration; expand the program to other service area high schools.	Diversity Programs Educational Talent Search Enrollment Management
<b>Identify new diversity recruitment opportunities</b>	Identify contacts in Hispanic community for recruitment partnerships; plan events each semester.	Enrollment Management Diversity Programs
	Engage in active social media campaign to communicate college recruitment programs.	PR & Marketing
	Continue outreach to underrepresented applicants during the summer; promote registration and financial aid opportunities.	Enrollment Management Diversity Programs
<b>Promote short-term certificates to diverse populations</b>	Promote short-term training opportunities to the college's service area along with the Work Ready Kentucky Scholarship.	Workforce Development Enrollment Management
	Work with churches, adult education, employers, to develop enrollment outside Hopkins County (Caldwell, Webster, & Muhlenberg).	Enrollment Management Diversity Programs
	Develop community education options for diverse communities.	Workforce Development Diversity Programs

## **Student Success**

The student success targets set by MCC during the planning process represent an acknowledgement of our past success with persistence and graduation yet offer aspirational and ambitious goals to impact student retention and degree completion. The strategies are supported by the best practices literature on student persistence and completion. Our emphasis is on connecting students with advocates and supporters on campus concerned for their success and who will help them navigate their career and academic options. (Tinto, 1993; Pascarella & Terenzini, 2005; Light, 2001). Targeted communications and interventions will be a critical strategy to ensure our first-time in college students are making significant progress toward a credential. At-risk students benefit from a strong connection to the college and with the support of various support programs across the institution. The Director of Cultural Diversity and the Cultural Diversity Committee promotes activities for student engagement on and off campus and assists with programming for the first-year transition for minority students.

Our plan's focus on an advising will create important pathways through the college to completion for students. The chief student affairs officer, the chief academic officer, and the director of diversity programs will take the primary responsibility of ensuring the actions steps are taken below. Targets for degree conferred to low-income students and to underrepresented minority students reflect an overall declining enrollment at the college; with fewer students present, fewer graduates will be awarded.

The college provides a robust program of student support services on all campuses. The Learning Space provides tutoring in several subjects and eligible students may also receive academic and advising support from the Federal Trio Student Support Services (SSS) program. SSS is a federally-funded program providing services designed to help students succeed in college. Students who meet federal guidelines for participation receive academic, personal, and career counseling; are assisted in developing educational program plans; attend workshops in life skills, study skills, and career planning; and receive academic tutoring in a variety of disciplines to ensure that they reach their educational goals. Over 170 students participate annually.

The Office of Disability Services is the home base for students with a documented mental, physical, health-related, or learning disability. The Disability Services Coordinator provides information regarding services offered at MCC or by community and state agencies, makes arrangements for classroom accommodations, and provides academic advising and career counseling services to ensure that these students reach their educational goals and have access to all areas of education at MCC. The responsibilities of the Veterans Affairs coordinator was recently added to this office which should increase the service and support given to our veteran students. The Office of Career Services offers students, alumni, and members of the community assistance in locating regional and local employment opportunities. The Coordinator refers qualified candidates for full-time, part-time, temporary, and cooperative education positions. She also assists students with all aspects of the job search, including access to job listings, resume and cover letter preparation, and interview practice.

Student organizations provide resources and opportunities for professional and personal growth. The Multicultural Student Association (MSA) is one group that promotes building an inclusive and diverse campus. This group helps students build relationships around campus, allowing them to become more familiar with campus resources and structure. Our RENEW (Representing, Excellence, Networking, and Empowering Women) initiative is a support group for minority women. This group meets twice per month to empower women socially, academically and culturally. A similar men's group meets informally monthly to discuss various topics of interest and any barriers to success as well. These programs also provide an opportunity to build empowerment in our female and minority students in a targeted and purposeful manner.

The college has an approved Pride Alliance organization that also promotes campus inclusion for our students from the LGBTQ community. In total, there are over 10 active student groups and organizations on campus ranging from academic honor societies to a Student Government Association open to all students. All of these groups work diligently to build campus engagement and sense of belonging for students. College and system policies protecting students from discrimination are promoted during the initial orientation process and can be found online, in the student handbook, and the college catalog. The college is

committed to creating a welcoming and nurturing environment for all students to learn and reach their personal and educational goals.

Metric	2017-2018 Targets	2018-2019 Targets	2019-2020 Targets	2020-2021 Targets
<u><b>Target for 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Low-Income Students</b></u>  Baseline (53.6%) 3-year average	54%	55%	56%	57%
<u><b>Target for 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Underrepresented Minority Students</b></u>  Baseline (51.8%) 3-year average	52%	53%	54%	55%
<u><b>Target for Graduation Rates for Low-Income Students</b></u>  Baseline (35.7%) 3-year average	36%	37%	38%	39%
<u><b>Target for Graduation Rates for Underrepresented Minority Students</b></u>  Baseline (32.9%) 3-year average	34%	35%	36%	37%
<u><b>Target for Credentials Conferred Low-Income Students</b></u>  Baseline 724 3-year average	730	735	740	745

<b><u>Target for Credentials Conferred for Underrepresented Minority Students</u></b>				
Baseline 97 3-year average	100	105	110	115

**Plan Strategies for 2017-2020**

Goal	Action Steps	Responsible Party
<b>Improve the delivery of the academic advising program across the college.</b>	Increase campus adoption of the Starfish Retention/Early Alert system.	Dean of Student Affairs
	Increase faculty participation in Starfish Progress Surveys by 5%.	Dean of Enrollment Management
	Develop shared intervention plan between Student Affairs and the Learning Space academic support area.	Provost
	Develop structured approach to work with stop-out students each semester to encourage enrolment and persistence.	Dean of Student Affairs
	Focus the new student orientation on graduation and persistence to credential.	Retention Committee/ Advising Council
	Implement new academic advising training program to the college.	Faculty advisors
	Research best practices to address minority student persistence.	Dean of Student Affairs

<p><b>Promote campus support offices early and frequently to entering students to ensure awareness of college programming.</b></p>	<p>Hold a welcome event with first-time in college students prior to enrollment to promote Student Support Services, the Learning Space, &amp; Career Services.</p>	<p>Dean of Enrollment Management</p> <p>Diversity Programs</p>
	<p>Investigate student mentors/campus partners from the Multicultural Student Association to assist entering students with the transition to the college environment during the summer/first semester.</p>	<p>Diversity Programs</p> <p>Cultural Diversity Committee</p>
	<p>Prepare new marketing materials to promote on-campus support programs; improve social media presence.</p>	<p>Dean of Enrollment Management</p>
	<p>Targeted promotion of Federal Work Study to promising students-consider placement on campus to support educational and professional goals.</p>	<p>Federal Work Study Coordinator</p>
	<p>Promote the services of our disability resource coordinator/veterans affairs advisor to all campuses.</p>	<p>Disability Resource Coordinator / Veterans Advisor</p>
	<p>Successfully launch corequisite developmental education courses for underprepared students.</p>	<p>Academic Affairs</p>
<p><b>Expand campus understanding of the barriers and challenges for students in poverty.</b></p>	<p>Provide faculty and staff professional development experiences on poverty and its impact on our students.</p> <p>Explore programs at the college that provide connections for students so basic needs may be addressed (like</p>	<p>Professional Development Committee</p> <p>Cultural Diversity Committee</p> <p>Dean of Student Affairs</p>

	the public schools Family Resource Center model).	
<b>Prepare a joint Minority Affairs/Retention Committee plan in support of the CPE Diversity Plan.</b>	Contact the Director of Diversity to begin discussing the retention committee joining forces – July 2017	Dean of Student Affairs
	Consult with Diversity Director to prepare agenda for joint meeting- August 2017	Dean of Student Affairs
	Convene joint meeting to identify top priorities for action steps - September 2017	Retention Committee/Cultural Diversity Committee
	Conduct follow up meeting – Novembers 2017	Retention Committee/Cultural Diversity Committee
	Document and assess outcomes – January 2017	Dean of Student Affairs /Director of Cultural Diversity
	Continue to meet retention goals and action Steps - Spring 2018	Retention Committee/Cultural Diversity Committee

**Campus Impact**

The college is committed to creating an environment on campus that supports the learning and success of all students. This environment is created, in part, through developing a campus climate that welcomes a diverse student population and fosters diversity in thought and experience of the campus community. A significant and essential step toward creating that climate is to ensure the faculty and staff of the college reflect the population of our service area and include professionals from diverse backgrounds and experiences. Our current service area population is 9.56% minority according to US Census Data. The college continues to aggressively

recruit minority applicants for administrative, faculty, and staff applicants yet challenges remain.

Since 2006, the college has conducted both a faculty/staff and student climate survey at periodic intervals. The complete comparison data is included as an appendix in the plan. Since the initial administration in 2006, attitudes toward building a diverse campus environment that provides an inclusive, respectful, and equitable learning and working environment have been favorable. The summary of results from these surveys is included as an Appendix to the plan. Being in the fall 2017, the college will launch a Minority Employee Resource group to better inform and boost the college's recruiting efforts for faculty and staff positions. This group could represent the college at the SREB Institute on Teaching & Mentoring and act as ambassadors for the college recruiting and outreach efforts to professional organizations.

To assist the college in building partnerships in the community, a Diversity Advisory committee was created in 2008 charged with advising and sharing insights on the direction, process and diversity efforts of the college. The Advisory Committee is comprised of leaders of religious organizations, community groups, public school partners, and others from across the service area with an interest in diversity. The Advisory Committee has been helpful in the identification of possible candidates for open positions at the college. During this plan's duration, that partnership around staffing will become more focused.

In addition, the college continues to support the efforts of the local NAACP through sponsorship. Most recently, space and classroom areas were provided on campus for the NAACP statewide convention held in the fall 2016 semester. This partnership will continue to grow and evolve in the plan years to ensure the college is active and engaged with this important community organization.

The strategies below will both inform and educate the college toward becoming a more culturally competent institution and assist with diversifying our faculty and staff composition. The current employment levels at the categories included in the plan are identified below.

Metric	2017-2018 Targets	2018-2019 Targets	2019-2020 Targets	2020-2021 Targets
Management 4.8% (1/21)	Management 4.8%	Management 5%	Management 5.2%	Management 5.4%
Staff 6.25% (7/112)	Staff 7.62% (n=8)	Staff 8.50% (n=9)	Staff 9.35% (n=10)	Staff 9.80% (n=11)
Faculty 3.3% (3/91)	Faculty 4.44% (n = 4)	Faculty 5.50 % (n = 5)	Faculty 6.52% (n=6)	Faculty 7.70% (n=7)

### Plan Strategies for 2017-2020

Goal	Action Steps	Responsible Party
<b>Promote diversity among the faculty and staff.</b>	Provide college-wide training on explicit/implicit bias to improve the search process.	Professional Development Committee
	Ensure diverse representation of our faculty and staff on college search committees.	Human Resources
	Aggressively recruit applicants for open faculty/staff positions.	Diversity Programs
	Recruit and develop a pool of qualified adjunct faculty members.	Provost Human Resources
	Continue recognizing committed faculty and staff with the college's annual diversity award.	Cultural Diversity Committee

<p><b>Encourage the development of cultural competence in our student body.</b></p>	<p>Promote opportunities for students to frequently interact and learn from diverse groups, with significant buy-in from faculty.</p> <p>Conduct review of college academic programs to assess diversity outcomes currently in place (health programs).</p> <p>Investigate opportunities to broaden diversity and cultural competence learning outcomes in courses.</p>	<p>Vice-President, Quality Assurance &amp; Administration</p> <p>Diversity Programs</p> <p>Dean of Student Affairs</p> <p>Provost</p> <p>Institutional Effectiveness</p>
<p><b>Encourage the cultural competence of faculty and staff.</b></p>	<p>Host events during the college’s kick-off mini-conference to address the topics of achievement gap closure and bias.</p> <p>Explore potential criteria for campus certification in cultural competence.</p>	<p>Professional Development Committee</p> <p>Diversity Programs Academic Affairs</p> <p>Vice-President, Quality Assurance &amp; Administration</p>
	<p>Present compliment of professional development sessions addressing cultural diversity topics.</p> <p>Promote heritage month events for the campus community.</p> <p>September: Hispanic October: Disability Awareness November: Native-American February: African-American March: Women’s History April: Asian-American</p> <p>Continue campus programming from the college’s diversity committee during the academic year- in both professional development &amp; personal enrichment.</p>	<p>Diversity Committee</p> <p>Professional Development Committee</p>

## **Plan for Assessment**

At the conclusion of the plan year in late May, the director of cultural diversity will assemble a review team with representation from the college's diversity committee (to include faculty, staff, students, and senior administration) to assess the plan's implementation and progress. College institutional research staff will provide the necessary data elements to make an informed review of our progress toward our quantitative targets. The *Diversity Plan Rubric* as developed by CPE and KCTCS will serve as the principal instrument in assessing our local plan's efficacy.

The results of the assessment will be presented to the President's cabinet for consideration and action. Changes will be made at that time to the strategies in place working through the leadership at the cabinet level down through the various departments at the college who are charged with this work. We expect much of the action steps to continue, however, in some instances strategies and tactics will be need to be adjusted given the review of the data and the assessment of our progress by KCTCS and CPE.

It is important to note that various departments across the college (academic affairs, student affairs, workforce solutions, advancement, and business affairs) will implement additional strategies through the academic year to support the goal of this diversity plan. These strategies will be included as a part of the annual planning process at the college and reviewed as a part of our institutional effectiveness process. Ensuring that specific and actionable steps are taken in these departments will guarantee the fidelity of implementation so important to reaching our goals.

Many of the strategies included in the plan will also become goals in the personal planning evaluation documents of key faculty and staff at the college who are focused on the working with students. Accountability will be shared across the college for the success of the plan. Individuals will be tasked with leading areas of the college in implementing the action steps and tactics discussed. Their annual evaluation will help ensure fidelity of implementation.

## **Conclusion**

The college is committed to advancing diversity across our campuses and to building an inclusive and culturally competent organization. Our students deserve our very best efforts to create an open and engaging learning environment in which the diversity of our experiences enhance our classrooms. In recent years, the college has performed very well in graduation rates and persistence rates for low-income and underrepresented minority students. We will continue to strive with ambitious goals to ensure that opportunity and access continue at a high level across the goals of opportunity, student success, and campus impact.

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