# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Student Access (Goals 1-5)</td>
<td>4</td>
</tr>
<tr>
<td>Student Success (Goals 6-10)</td>
<td>9</td>
</tr>
<tr>
<td>Teaching and Learning (Goals 11-15)</td>
<td>15</td>
</tr>
<tr>
<td>Economic Development (Goals 16-18)</td>
<td>21</td>
</tr>
<tr>
<td>Community Outreach (Goals 19-21)</td>
<td>24</td>
</tr>
<tr>
<td>Diversity and Global Awareness (Goals 22-25)</td>
<td>27</td>
</tr>
<tr>
<td>Technology and Communication (Goals 26-28)</td>
<td>31</td>
</tr>
<tr>
<td>Evaluation and Student/Customer Service (Goals 29-30)</td>
<td>34</td>
</tr>
<tr>
<td>Appendixes</td>
<td></td>
</tr>
<tr>
<td>A. 2006-10 Strategic Plan</td>
<td></td>
</tr>
<tr>
<td>B. BCTC Fall 2006 Enrollment Report</td>
<td></td>
</tr>
<tr>
<td>C. Retention Action Team Recommendations</td>
<td></td>
</tr>
</tbody>
</table>
Implementation of Bluegrass Community and Technical College’s 2006-10 Strategic Plan occurred in the 2006-07 academic year. The Plan provides a road map for the College to fulfill its mission and vision to be “….the premier provider of educational opportunity and a leading force for social and economic vitality in the region” (BCTC Vision). The Plan includes strategic goals and annual strategies identified in eight Areas of Focus.

The eight Areas of Focus within the strategic plan reflect the mission of the college, emphasizing student access, student success, excellence in teaching and learning, economic development, community outreach, diversity and global awareness, technology and communication, and evaluation and student/customer service. The college established 30 strategic goals within these Areas of Focus, addressing specific long-range targets, along with short-term annual strategies (at the college and division/department level).

This document reflects the progress made after the first year of implementation of the 2006-10 Strategic Plan (Appendix A). Unless indicated, information for this document was obtained primarily from the end-of-year progress on the College’s 2006-07 Annual Strategies (as reported by college leadership), information from the division/department level annual strategies (maintained in the annual plan database), and the 2006 Factbook.

A listing of the Strategic Goals, Annual Strategies, and measures identified to monitor progress (Key Measures of Success) are provided within their respective Area of Focus. Progress made within each Area of Focus is described through each strategic goal as it relates to the 2006-07 Annual Strategies progress and Key Measures of Success.

Questions or comments about this report are welcome and should be submitted to:

Randy Gonzalez  
Vice President, Finance and Administration  
Bluegrass Community and Technical College  
206 D Oswald Building, Cooper Drive  
Lexington, Kentucky 40502  
(859) 246-6564  
randy.gonzalez@kctcs.edu

Karman K. Wheeler  
Assistant Vice President, Institutional Effectiveness and Strategic Planning  
Bluegrass Community and Technical College  
2647 Regency Road, Suite 101  
Lexington, KY 40503  
(859) 246-6567  
korman.wheeler@kctcs.edu
AREA OF FOCUS: Student Access

Strategic Goal 1
Expand transfer general education and/or technical education where needed including at extended campuses and off-campus sites.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of transfer general education sections at Danville,</td>
<td>Significant</td>
</tr>
<tr>
<td>Lawrenceburg, Leestown, and Georgetown by 25%.</td>
<td>progress</td>
</tr>
<tr>
<td>Increase the pool of local qualified faculty for extended campus sites.</td>
<td>Significant</td>
</tr>
<tr>
<td>Develop a multiple time/day/evening format for key general education courses.</td>
<td>Significant</td>
</tr>
<tr>
<td>Expand selected technical education programs (nursing, film production,</td>
<td>Significant</td>
</tr>
<tr>
<td>and equine studies in 2006-07).</td>
<td>progress</td>
</tr>
</tbody>
</table>

Key Measure of Success

Indicator 1. The number of transfer, general education sections offered at Danville, Lawrenceburg, Leestown, Lancaster, and Georgetown. Increase by 25% in 2006, 10% in 2007, and targets for 2008 and 2009 are to be established.

In fall 2006, two new sites (Lancaster and Georgetown) expanded course offerings within Bluegrass Community and Technical College (BCTC). Examination of the total number of general education sections offered at all BCTC campuses shows an increase of 73 courses (or 19.0%) between 2005-06 and 2006-07. The largest increases occurred at the Danville (34.8%) and Winchester/Clark County (29.5%) Campuses (Table 1).

Identification of local, qualified faculty, and collaborative efforts between academic affairs and extended campuses, will assist in increasing course offerings at the extended sites.

In addition to increased general education offerings, expansions in technical education included two new programs. The North American Racing Academy (NARA) located at the Horse Park and a filmmaking certificate (pilot) implemented in fall 2006. In fall 2007, the Associate Degree Nursing (ADN) program will expand coursework to the Lawrenceburg and Danville Campuses along with courses for the Energy Management Certificate (at the Lawrenceburg Campus).
Strategic Goal 2

Expand opportunities for non-traditional learners to access postsecondary education (including high school students, adult learners, and seniors).

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of high school students taking dual enrollment courses through strategies that include marketing specific courses to high schools and to high school students.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Address the barriers for non-traditional learners and through programs and partnerships designed to remove these barriers (e.g., on-campus childcare, scholarships).</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Opportunity College at BCTC provides high school students college credit for courses taught at the high school and/or area technology center (dual credit) and general education courses taught at BCTC (dual enrollment). A drop of over 560 high school students occurred between fall 2005 and fall 2006. While the official data does not separate dual credit and dual enrollment, the drop appears to have occurred primarily in the dual credit courses. (See Page 3 in Appendix B, BCTC Fall 2006 Enrollment Report.)

A major changes influencing high school enrollment relates to Central Kentucky Technical College (CKTC) coming under the auspices of the Southern Association of Colleges and Schools (SACS) accreditation (extension of consolidation and formation of BCTC). This change resulted in several part-time faculty not meeting SACS eligibility requirements.

The Director of Opportunity College is working with new instructors hired at the area technology centers to determine if they meet the SACS qualifications. If not, information is provided about requirements needed to meet SACS guidelines.

In 2007-08, the Director of Opportunity College plans to aggressively recruit students and update all technical program articulation agreements. The Director continues to work with BCTC program coordinators and area technology center faculty, determining courses and requirements for dual credit opportunities for students. The development of an enrollment growth plan to expand high school student access and opportunity is planned for implementation in fall 2007. This enrollment plan will include initiatives focusing on recruiting minority populations who have not previously taken advantage of the dual credit opportunities.

For adult learners, BCTC’s Adult Education Division offers classes from 8 a.m. – 8 p.m. Monday-Friday, and 9:00 a.m. – 12:00 p.m. on Saturdays, providing students the opportunity to attend classes around other commitments (work, children, etc.). In addition, Adult Education expanded English Language Learner courses and is offering GED classes at the Family Care Center, which provides childcare for students.

Efforts to remove barriers for adult education students include waiving tuition for GED graduates. In fall 2006, tuition waivers were available for the first college course taken by the GED graduates. (Refer to Strategic Goal 4 for additional information related to enhanced scholarship opportunities for students.)

To meet the needs of a maturing adult population, a Senior Academy Action Team was formed in fall 2006. Their charge was to determine how BCTC is addressing the needs of the older generation and to establish a lifelong learning institute for senior citizens. The action team developed a brochure for BCTC’s “Lifelong Learning College,” targeting the maturing generation.
Strategic Goal 3

Develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout the Bluegrass Region. (2006-07 Priority)

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appoint an enrollment management action team with representatives from across the college to write short-term objectives and a long-term comprehensive enrollment plan.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Increase enrollment by 2.5% each year. (KCTCS Core Indicator)</td>
<td>Limited progress</td>
</tr>
</tbody>
</table>

Key Measure of Success

Indicator 2. The Fall-to-Fall enrollment for Bluegrass and at individual campuses.

Figure 1 shows a 6.8% Decrease in enrollment from fall 2005 to fall 2006.

Review and analysis of the enrollment data by key college leadership, resulted in the BCTC Fall 2006 Enrollment Report (Appendix B). This report summarizes progress made on an enrollment growth plan, identified influences and trends on enrollment, current and developing enrollment initiatives, and recommendations to increase enrollment opportunities.

Enrollment and program strategies will continue in 2007-08 with targeted marketing, recruitment efforts, branding, expansion of online classes and academic programs. The enrollment action team is scheduled to reconvene in 2007-08 to develop a three-year plan.

![Figure 1. Indicator 2: The Fall-to-Fall Enrollment at BCTC. Source: Total Headcount-KCTCS Performance Indicator, April 2007.](image_url)
Strategic Goal 4
Expand scholarship opportunities for students.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with College Foundation to establish a flexible general scholarship fund.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Assess college organization for scholarship management to ensure cohesive and consistent processes and the effective communication of scholarship opportunities to students</td>
<td>Progressing</td>
</tr>
<tr>
<td>Evaluate all scholarship dollars available and develop a plan to increase scholarship funds.</td>
<td>Limited progress</td>
</tr>
</tbody>
</table>

The philosophy of the newly formed BCTC Foundation (which includes Alumni Affairs) is that student financial support should be a first priority. Guidelines directing the Foundation’s activities in 2007-08 allot 60.0% of the funds raised to scholarships. As of May 31, 2007, the Foundation raised $30,842 with a 2007-08 target projection of $330,000 (For additional information, refer to Strategic Goal 19).

In addition to the BCTC Foundation’s efforts to raise scholarship funds, gift accounts were researched to determine donor’s intent along with an assessment of current accounts that could potentially be used for scholarships. A task force was appointed to assess college organization for scholarship management to ensure cohesive and consistent processes and effective communication of the scholarship opportunities to students. The Scholarship Task Force is in the process of outlining the scholarship award process for both general BCTC and department-specific scholarships.
Strategic Goal 5

Expand course offerings and educational delivery in non-traditional ways (such as evening and weekend courses).

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of courses offered in the evening at Leestown,</td>
<td>Progressing</td>
</tr>
<tr>
<td>Danville, Lawrenceburg by 10%; and Georgetown and Lancaster by 100%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of courses offered on weekends by 5% at Leestown,</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Danville, and Lawrenceburg.</td>
<td></td>
</tr>
<tr>
<td>Develop partnerships with local businesses to teach BCTC courses on work sites.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Increase the number of completely on-line courses and hybrid courses by 5%.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Emphasis in 2006-07 was placed on the expansion of online courses. Unduplicated enrollment in online courses increased from fall 2005 to fall 2006 by 7.1 % (from 2,195 to 2,350). Additional projects to increase online learning include modularization of curriculum developed by Toyota Motor Manufacturing Kentucky, Inc. (Toyota) and the “LearnAnytime” Program.

Partnership with Toyota provided increased opportunities with online learning and the use of their Advanced Technology Center for traditional classroom delivery. Online curriculum developed by Toyota is currently being reviewed at BCTC for “crossover” to the industrial maintenance program. This project is anticipated to have a major impact as these online modules meet global needs. Additionally, course offerings at Toyota’s Advanced Technology Center will expand in 2007-08 to include general education courses.

BCTC is collaborating with Jefferson Community and Technical College, Jefferson Public Schools and Sullivan College on the “LearnAnytime” Program. It is an online learning group that offers open entry and open completion classes from kindergarten through Ph.D.

Evening and weekend nursing coursework was expanded at Danville and Lawrenceburg Campuses. These course offerings will begin in fall 2007 and include an opportunity for practical nurses to transfer credits to the associate degree nursing program. In addition, new sites in Lancaster (Lancaster Higher Education Center) and Georgetown (Royal Springs Middle School) provided additional access for students.
AREA OF FOCUS: Student Success

Strategic Goal 6
Develop programs and services designed to consistently improve retention for all student populations. (2006-07 Priority)

2006-07 Annual Strategy | Progress
--- | ---
Develop a “first-year experience” program to include specific strategies for undecided freshmen, non-traditional students, and for technical program students. | Progressing
Increase the percent of fall/summer first-time credential-seeking freshman who returned, earned, or enrolled (by 0.5% in 2006). (KCTCS Core Indicator) | Progressing
Appoint a Learning College team to develop a plan of action for the establishment of a Learning College. | Progressing

Key Measure of Success
Indicator 3. The percent of fall/summer first-time credential-seeking freshman who returned, earned, or enrolled.

The fall 2005 retention rate for first-time freshmen was 59.2%, 1.2% below the KCTCS target (Figure 2).

Development of a “first-year experience” program is progressing with work continuing in 2007-08.

An action team was appointed in 2006-07 to review issues related to retention. The Retention Action Team’s 2006-07 report contained 23 recommendations. (Refer to Appendix C, 2006-07 Retention Action Team Recommendations.)

Another action team was appointed to review the principles of the Learning College. One of their recommendations was to provide training sessions for faculty on teaching techniques based on the Learning College Principles. Other recommendations will be dependent on the endorsement of the Learning College by the new College President.
Strategic Goal 7
Enhance developmental education at all campuses.

2006-07 Annual Strategy | Progress
--- | ---
Review developmental requirements at all campuses. | Progressing

Improve the percent of developmental students passing their first college-level English course by 1% each year and maintain the percent of developmental students passing their first college-level math course. (KCTCS Core Indicator) | Limited progress

Review course delivery methods and develop new methods/formats. | Progressing

The college is reviewing developmental requirements at all campuses and KCTCS is also focusing on this initiative. The Vice President for Academic Affairs and Learning Resources at BCTC is a member of a KCTCS task force reviewing developmental education requirements at a state level. BCTC is prepared to follow their recommendations once they have been developed.

The English, Math/Statistics, and Adult Education Divisions provided major initiatives to enhance developmental education at BCTC in 2006-07:

- Expansion of English course offerings at Danville and Lawrenceburg
- Development of a hybrid introduction to college course (GE-101)
- General mathematics tutors at all campuses
- Utilization of Math-XL (an online homework-tutorial program)
- MA108R online
- Provide Individualized tutoring (based on assessment testing), supplemental developmental instruction, and pre-college instruction. Sponsored by the Adult Education Division it is available on a full-time basis at the Leestown Campus and Downtown Education Center, and part-time at the Cooper Campus.)
Strategic Goal 8
Enhance learning support services for all students.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide equal support services across the college (library, tutoring), including to on-line students.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Enhance the number of library resources at the extended campuses including computer workstations.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

An emphasis on enhancing learning support services included expanding services across the college in areas such as tutoring, disability support, writing, and learning resources.

While disability support services and tutoring were available at all campuses, tutoring service was limited to mathematics at Danville, Lawrenceburg and Winchester/Clark County Campuses. To determine specific needs at the extended campuses, the interim Study Skills Specialist initiated a program to monitor tutor usage by topical/course area and location. Using spring 2007 as its baseline, this data will provide information to assist in trend analysis and determine future expansion needs at each campus.

The Writing Center added additional staffing, providing extended services at Cooper, Leestown, Regency, and Winchester/Clark County Campuses. The Center also extended its hours to meet the needs of the evening students.

Open computer labs have been expanded to meet the needs at each campus including doubling the capacity of labs at the Danville and Lawrenceburg Campuses. (Refer to Strategic Goal 26 for additional information.)

Enhanced library resources included ebrary™, a full-text database of nearly 30,000 books, which is now available to all BCTC students through the college’s proxy server. Unlimited copies can be used simultaneously with the collection and the collection mirrors a complete academic library in depth of coverage. All full-text journal databases are also available through the proxy server.

As of April 1, 2007, approximately 350 new items have been added at the Leestown Campus Library, with a substantial number more anticipated by the end of spring 2007. The Leestown librarian is actively soliciting faculty for collection development input. Additional recurring dollars ($25,000) are committed to resources. Unfortunately, only a few audio-visual items have been purchased for use by faculty at the extended campuses. These items are housed at Leestown, but checked out long-term to the requesting faculty member.

Although significant progress was made on library resources (ebrary™ and full-text journals), financial constraints and limited personnel hindered the ability of the Learning Resource Center (LRC) to increase hours or implement an Information Commons at Leestown. The Leestown librarian provided limited services to Danville, Lawrenceburg, and Lancaster, including in-class instructional sessions.
Strategic Goal 9

Increase credentials awarded and facilitate student transfer to four-year colleges.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase total credentials awarded by 9% in 2006-07. (KCTCS Core Indicator)</td>
<td>Progressing</td>
</tr>
<tr>
<td>Increase credentials awarded per 100 students (by 0.8% in 2007). (KCTCS Core Indicator)</td>
<td>Progressing</td>
</tr>
<tr>
<td>Develop a new advising model at all campuses. Model should include a training component for faculty advisors and full-time advisors to address transfer to four-year institutions.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Increase the total number of students transferring (increase by 1% in 2007). (KCTCS Core Indicator)</td>
<td>Progressing</td>
</tr>
<tr>
<td>Collaborate with four-year colleges to offer attractive academic opportunities at both institutions and to move students through post-secondary education more seamlessly.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Key Measure of Success

Indicator 4. The total credentials awarded.

Indicator 5. The total number of students transferring to four-year institutions.

In 2005-06 BCTC awarded 2391 credentials; associate degrees, diplomas, and certificates (Figure 3). This is an increase of 566 credentials (31.0%) above the 2005-06 target established by KCTCS.

Credentials can also be reviewed based on the number awarded per 100 students. In 2005-06 BCTC awarded 19.3 credentials per 100 students, 5.5 above the 2005-06 KCTCS target of 13.8.

In fall 2007, additional credentials will be added to BCTC’s academic program inventory. The new Associate in Applied Science Degrees are in the areas of Air Conditioning, Machine Tool, Construction Technology, Computer Aided Drafting & Design, Welding, Equine Studies, Human Services, Surgical Technology, Medical Assisting, Business Management & Marketing, Medical Information Technology, Automotive Technology, and Electrical Technology. Two new certificates in Film Studies-Script to Screen and Energy Management have also been approved.

A new advising model that includes ongoing training is being developed for all BCTC campuses. Additional faculty and/or professional advisors (with ongoing training), however are needed during peak times for all campuses.

KCTCS lacked transfer information for LCC; therefore, the Transfer Center provided baseline data of transferring students for LCC, CKTC, and BCTC. Using the National Clearinghouse Database, the Transfer Center reported that 1,583 students transferred to four-year institutions in 2005-06. (Figure 4).
One of the major strategies initiated to facilitate student transferability is BCTC’s Transfer Center. Individual advising at the Center is instrumental to increasing the number of students transferring to four-year institutions following completion of their program at BCTC. Advising at the Transfer Center includes information on transfer scholarships and articulation agreements between BCTC, KCTCS and four-year institutions. Students at the extended campuses (with the exception of Winchester/Clark County) have access to the Transfer Center through interactive kiosks.

In 2006-07, a full-time Eastern Kentucky University staff member was housed at the Center to assist students interested in transferring. In 2007-08, the University of Kentucky will provide a full-time representative and Kentucky State University will provide a representative at a later date.

In addition, the Transfer Center is collaborating with CPE and KCTCS to conduct state surveys to assess academic preparedness of the transfer students. This information will assist in determining what BCTC needs to do so that our students will be more successful when they transfer to a four-year institution.
Strategic Goal 10
Enhance technological support services for students.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance access to computers and staffing to support them.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Enhance “on-line” opportunities for study skills, orientation, etc. and initiate one-stop registration and advising via the Web and/or e-mail.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Implement PeopleSoft on-line features and advocate for function enhancement and college flexibility.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Information Technology Services was successful in enhancing and increasing the installation of faculty, staff, and student platforms throughout the college. A computer refreshment program was implemented across the College to ensure that adequate technology is available to the BCTC community.

Technological support services for students include several online initiatives:
- Transfer Center kiosks at all campuses (with the exception of Winchester/Clark County, due to lack of space)
- Web links for financial aid (KCTCS applications, FAFSA and Academic Program Appeals Forms)
- Transcript requests by students
- List of online advisors for distance learning students (available on BCTC’s website)
- Video clips (on the College website) demonstrating how to add and drop classes, registration, and making payments

Additional efforts in 2007-08 will include review of online study skills, tutorial services, advising and assessment needs of on-line students. Development of one-stop registration will continue to be explored.

Information Technology Services met with KCTCS personnel and Information Technology leadership across the state to provide input and suggestions to enhance the PeopleSoft System for college users. Numerous operational issues at KCTCS, as well as college level, however, have limited some of the progress on this strategy. A team was formed at BCTC to review and recommend process to KCTCS personnel.
**AREA OF FOCUS: Teaching and Learning**

<table>
<thead>
<tr>
<th>Strategic Goal 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote and support expansion of quality instruction. (2006-07 Priority)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2006-07 Annual Strategy</strong></th>
<th><strong>Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify area/programs in need of more full-time faculty (i.e., more full-time general education faculty at extended campuses).</td>
<td>Progressing</td>
</tr>
<tr>
<td>Engage part-time faculty by developing specific opportunities for them to become a more integrated part of the college.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Develop a teaching and learning resource center for full-time and part-time faculty/staff at each campus.</td>
<td>No progress</td>
</tr>
</tbody>
</table>

**Key Measure of Success**

*Indicator 6. The number of full-time faculty by campus and select program.*

The Key Measure of Success in Figure 5 shows the number of full-time and part-time faculty. An increase of two full-time and a drop of 15 part-time faculty occurred between 2005-06 and 2006-07.

The Offices of Institutional Research and Academic Affairs and Learning Support are developing a mechanism based on full-time/part-time ratios (in all disciplines and program areas) to analyze the health of programs. This will include the percent of sections taught by full-time and part-time faculty, and the percent capacity for individual courses. Significant progress was made in compiling this information and the project will continue in 2007-08.

A major initiative to engage part-time faculty was the first, annual professional development institute for adjunct faculty. Held on February 24, *Changing Classroom Cultures: From Chalky Classrooms to Cyberspace*, provided concurrent sessions on personal and professional development including the utilization of information technology to improve and expand student learning, developing strategies to improve learning outcomes, and conflict management.

No progress was made on developing a teaching and learning resource center for full-time and part-time faculty/staff at each campus. Investigation of resources currently available needs to be pursued before plans for a research center can be developed.

![Figure 5. Indicator 6: Total number of full-time and part-time faculty. Source: IPEDS Official Data.](image-url)
Strategic Goal 12
Maintain or improve licensure/certification pass rates.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percent of first-time takers passing licensure and certification examinations required by the profession by 1.25% each year. <em>(KCTCS Core Indicator)</em></td>
<td>Completed</td>
</tr>
</tbody>
</table>

Key Measure of Success
*Indicator 7. The percent of first-time takers passing licensure and certification examinations.*

Based on first-time takers pass rate from licensure and certification examinations identified by KCTCS, BCTC had a 91% pass rate in 2005-06 (Figure 6). This is 3% above the national average of 88%. The professional licensure and certification examinations included in this measure are NCLEX (Associate Nursing Degree and Practical Nursing), AART (Radiography), CRT (Respiratory Care), PTA (Physical Therapy), and Dental Hygiene.

Figure 6. Indicator 7: The percent of first-time takers passing licensure and certification examinations. Source: KCTCS Performance Indicator, April 2007.
Strategic Goal 13
Enhance professional development.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer at least two professional development activities each year for full- and part-time faculty to encourage growth in teaching and learning.</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Expand the “teaching/learning institute” to orient new instructors to processes and expectations.</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Increase funding for professional development by 5% in 2007.</td>
<td>No data available</td>
</tr>
<tr>
<td>Review and revise staff and part-time employee orientation.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

In February 2007, the first annual part-time faculty institute, *Changing Classroom Cultures: From Chalky Classrooms to Cyberspace* offered professional development opportunities for part-time, adjunct faculty. The half-day workshop provided concurrent sessions on personal and professional development including the utilization of information technology to improve and expand student learning, developing strategies to improve learning outcomes, and conflict management.

In addition, Academic Affairs and Learning Resources have expanded orientation for new faculty. New faculty have a one-day orientation which includes meetings with the Vice President and Deans for Academic Affairs and Learning Resources to review processes and expectations. The new faculty’s orientation includes weekly seminars in the first year ranging from teaching strategies to advising. Mentors are also assigned to each new faculty.

Revisions to staff orientation include a structured program consisting of presentations by all BCTC cabinet members along with additional information necessary for a successful transition into the College.

In 2007-08, BCTC will have its first Leadership Academy. The Academy is open to faculty and staff with the first class comprising approximately 14 participants. The curriculum is currently being developed and will include two main components: leadership development and curriculum and community awareness.
Strategic Goal 14
Improve and expand academic facilities.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and construct a new academic and student services building on the Cooper Campus</td>
<td>Limited progress</td>
</tr>
<tr>
<td>(by spring 2009).</td>
<td></td>
</tr>
<tr>
<td>Design and construct a new campus in Winchester (by spring 2008).</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Research the feasibility of a new technical education building on the Leestown Campus.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Develop a plan for the systematic enhancement of existing facilities and equipment to</td>
<td>Limited progress</td>
</tr>
<tr>
<td>include the identification of recurring resources.</td>
<td></td>
</tr>
<tr>
<td>Integrate environmentally smart technologies into facility management and planning.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Seek full funding for a new campus in Georgetown by 2008.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Complete Phase II at Danville (with EKU).</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Review the infrastructure of current facilities.</td>
<td>Limited progress</td>
</tr>
</tbody>
</table>

Key Measure of Success
Indicator 8. The annual "Facility & Equipment Enhancement Report" detailing identified needs and annual expenditures.

The amount invested in ongoing facility/equipment enhancement for 2006-07 was $518,087 (Figure 7).

BCTC’s Strategic Needs Analysis was completed in January, 2007. Budget requests throughout the college were prioritized and placed in the KCTCS Strategic Needs Analysis Module. Each project identified its relationship to KCTCS and BCTC strategic plans. Ten of the 21 projects were Capital Projects.

A space utilization committee was formed and software is being investigated to examine more effective, efficient facility management. In addition, the development of a Master Plan to provide the coordination and integration of all expansion activities is progressing. Major expansion projects in 2006-07 included:

- Cooper Campus – A LEED certified building is currently in the planning stages
- Technical Education Building – Feasibility of this building at the Leestown Campus is a topic of discussion in the Master Plan Committee.
- Georgetown Campus – In planning phase with completion of the design and programming scheduled for November 2007.
- Danville – Collaboration with EKU is currently in discussion phase in the Master Planning Committee

Figure 7. Indicator 8: The annual amount invested in ongoing facility/equipment enhancement. Source: PeopleSoft Financial Module, May 4, 2007.
The Chief Financial Officer is pursuing the development of a plan for systematic enhancement of existing facilities and equipment. The plan will include review of the infrastructure of current facilities and the identification of recurring resources.
Strategic Goal 15
Enhance technology to improve the quality and delivery of teaching and learning (including distance-learning technology).

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop an on-line training model by fall 2007 to ensure faculty proficiencies in the use of the current course management system (i.e. distance learning technologies).</strong></td>
<td>Limited progress</td>
</tr>
<tr>
<td><strong>Establish centralized academic and administrative support services for distance learning faculty and students by January 2007.</strong></td>
<td>Significant progress</td>
</tr>
<tr>
<td><strong>Enhance technology to support e-portfolios for use of faculty and students in teaching and learning.</strong></td>
<td>Completed</td>
</tr>
</tbody>
</table>

Although limited progress was made on the development of an online training model, BCTC is collaborating with KCTCS on this initiative for the current course management system. In addition, the Director of Online Program Development will be implementing Quality Training along with Blackboard Training in fall 2007. The Quality Training involves principles and best practices as they relate to online instruction and delivery methods.

To centralize academic and administrative support services for distance learning faculty, Academic Affairs and Learning Resources allocated additional funds and personnel to maintain and improve distance-learning services.

An additional initiative being pursued is implementing online evaluations for all courses in 2007-08.

While the technology to support e-portfolios was available in 2006-07, the Director of Online Program Development indicated limited use of portfolios by faculty or students.
AREA OF FOCUS: Economic Development

Strategic Goal 16

Improve the college’s ability to quickly and efficiently meet the needs of business and industry with specialized and flexible training and program offerings in current and future job growth/high demand areas.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate ongoing benchmarking (market research or customer demand studies) into Corporate and Community Development (CCD) strategic planning and collect information on local and state needs/concerns.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Market the business and industry web portal that will allow businesses to more easily find and take advantage of college services.</td>
<td>No progress</td>
</tr>
<tr>
<td>Create and implement systems to communicate and track contacts with local business and industry.</td>
<td>No progress</td>
</tr>
<tr>
<td>Evaluate/improve the process of hiring (and recruiting) faculty to teach CCD classes.</td>
<td>Limited progress</td>
</tr>
</tbody>
</table>

KCTCS completed a workforce assessment, reviewing the needs of local industry in manufacturing, construction, and healthcare. BCTC will tailor its training programs based on the findings.

Strategies to market a business and industry web portal, allowing businesses to more easily find and take advantage of college services will continue in 2007-08. This will include creating and implementing systems to communicate and track contacts with local business and industry. Work is also continuing to improve the recruiting and hiring process for faculty to teach Corporate and Community Development classes.
BCTC served 435 businesses in 2005-06 through credit and non-credit courses, training, and assessment initiatives (Figure 8). This exceeded KCTCS’s original target of 110 by 325 businesses and provides a baseline for BCTC’s annual strategy.

Duplicated workforce enrollment for 2005-06 was 2,368 (Figure 9). This figure includes credit and non-credit coursework, providing a baseline for the College’s annual strategy. A preliminary report provided by Corporate and Community Development shows enrollment for 2006-07 at 3,071, which is an increase of 703 over 2005-06 enrollment.

An initiative to enhance credit enrollment is the result of collaboration with Toyota. Their modularized curriculum is currently being reviewed for crossover with BCTC courses. The demand for the modules is anticipated to increase online enrollment.

Toyota also provided a teaching site for BCTC technical course offerings. Expansion of this initiative in 2007-08 will include general education offerings at the Center.
Strategic Goal 18
Develop and expand career pathways in occupational areas.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implement a Nursing and Allied Health Career Pathway.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Design and implement a Manufacturing Career Pathway.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Implement and expand Construction Career Pathway.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Establish/designate a Career Pathway Coordinator by December 2006.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Emphasis in 2006-07 was placed on Nursing and Construction Pathways with Associate Degree Nursing coursework expanded to the Danville and Lawrenceburg Campuses in fall 2007. The Manufacturing Career Pathway will continue to be pursued in 2007-08, especially with the development of the Georgetown Campus. Additionally, and in collaboration with local area businesses, BCTC will offer a masonry certificate in fall 2007 with lectures on campus and labs at local industry sites.

To assist in maintaining BCTC’s career pathways initiatives, a Career Pathway Coordinator was hired to focus on these initiatives.
Strategic Goal 19
Establish a comprehensive fund-raising/development program. (2006-07 Priority)

2006-07 Annual Strategies
- Conduct a feasibility study to assess Bluegrass community needs and to prepare for a capital campaign in 2007. (Completed)
- Establish a foundation for Bluegrass Community and Technical College. (Completed)

Key Measure of Success
Indicator 11. The annual report of the Bluegrass Community & Technical College Foundation. on dollars raised and dollars invested in strategic needs.

A feasibility study was conducted in 2006 with the results reported in January 2007. While the findings supported entering a major gifts campaign, the campaign will be postponed until a new president is hired.

A foundation has been established for the College. BCTC approved a private fund-raising policy, which designates the Foundation (including Alumni Affairs) as the official fund-raising arm of the College. Major activities are currently limited until approval of the tax application submitted to the federal government is approved. Targets for 2007-10 have been established, beginning with $330,000 anticipated to be raised in 2007-08 and subsequent increases of $330,000 each year through 2009-10 (Figure 10).

Strategic Goal 20
Develop and enhance programs that facilitate and promote entrepreneurship.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand the Student in Free Enterprise Program (SIFE) to all campuses.</strong></td>
<td>Limited progress</td>
</tr>
<tr>
<td>Develop a community education workshop/course on small business development.</td>
<td>No progress</td>
</tr>
</tbody>
</table>

Limited progress was made on expanding the Student in Free Enterprise Program (SIFE) to all campuses. Eligibility of the different campuses needs to be determined along with the interest and commitment of students and faculty at each campus.

No progress was made on the annual strategy to develop a course on small business development. Currently a college competitor provides a workshop/course on small business development at no charge.
Strategic Goal 21
Increase individual and college participation in community service activities to enhance the quality of life in the region.

2006-07 Annual Strategy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a college-wide community service activity for each spring semester that offers a visible collective experience that benefits the communities in which campuses reside.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Designate a college office/entity responsible for coordinating community service opportunities.</td>
<td>No progress</td>
</tr>
<tr>
<td>Increase civil engagement.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Implement service learning by fall 2007.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Key Measure of Success

Indicator 12. The annual “Community Service Report” of the number of participants by category in service activities.

---

To assist BCTC in monitoring faculty and staff community service and professional development activities, a database was developed and is available through the Information Technology Enterprise System (ITES). The 2006-07 academic year was the first complete year using this database.

The database provides faculty and staff the ability to record professional development and community service activities (Table 2). The service activities are based on indicators identified by the Council on Postsecondary Education (serving on community committee/board, workshop facilitation, attending conferences, delivering lecture/seminar/arranging cultural/recreation events, providing professional assistance and working with K-12).

Some of the community service activities faculty and staff were involved in during 2006-07 include:

- Peace and Justice Coalition Fair
- Hispanic Summit and Hispanic College Fair
- American Heart Association Heart Walk
- Lexington Art League Campaign
- United Way and KET telethon
- Fayette County math and science fair

Community service will be an important component in BCTC’s Leadership Academy. Open to faculty and staff, the 2007-08 inaugural class will consist of approximately 14 participants. The curriculum is currently being developed and will include two main components: leadership development and community awareness.

Another initiative in 2006-07 involved the formation of a college action team to develop civic engagement projects and strategies to encourage more community involvement in courses.

---

### Table 2. Indicator 12: The number of participants by category in service activities. Source: ITES Community Service Database, June 29, 2007.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2006-07 N</th>
<th>2007-08 N</th>
<th>2008-09 N</th>
<th>2009-10 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve on Community/Committee Board</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Workshop Facilitation</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend Forum, Meeting, Conference</td>
<td>514</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliver Lecture/Seminar</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange Cultural or Recreational Event</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Professional Assistance</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with K-12</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AREA OF FOCUS: Diversity and Global Awareness

Strategic Goal 22
Improve diversity within student, faculty and staff populations. (2006-07 Priority)

2006-07 Annual Strategy
Recruit candidates from local graduate schools to improve the diversity of applicant pools.  Progressing
Increase enrollment of minority students, (KCTCS Core Indicator)  Progressing

Key Measure of Success
Indicator 13. The enrollment of minority students.

Minority student enrollment increased by 1.4% between fall 2005 and fall 2006, falling 1.0% short of KCTCS target of 17.0% (Figure 11). The highest increases occurred in the African American (9.2%, from 1,310 to 1,430) and Hispanic populations (8.6% from 186 to 202).

In addition to visits to high school fairs, and other traditional methods, BCTC added intramural sports programs (basketball and soccer), and mentoring programs to enhance recruitment.

According to the 2005 and 2006 Factbooks, an increase of eight African American, full-time faculty occurred between November 2005 and November 2006. The full-time staff positions showed an increase of one African American and Asian/Pacific Islander, and a decrease of one Hispanic employee.
Strategic Goal 23
Enhance diversity outreach services/programs for students, faculty and staff.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer, promote and advertise at least one multicultural activity per semester at each campus.</td>
<td>Completed</td>
</tr>
<tr>
<td>Research and develop diversity-training modules.</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Provide diversity training and education to local business/industry.</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Establish annual calendar of multicultural events.</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop a Diversity Leadership Academy by fall 2007.</td>
<td>Significant progress</td>
</tr>
</tbody>
</table>

BCTC provided numerous multicultural activities including musical presentations (folk guitarist, flute, African drums), Native American Programs, the “York” Performance (a one-man performance on one of the first African American Settlers), and monthly “Open Mike Nights”.

Efforts to increase diversity training included the first annual Multicultural Opportunities, Strategies and Institutional Inclusiveness Conference (MOSAIIC) in June 2007. MOSAIIC is an effort to develop a leadership initiative to raise awareness of opportunities and strategies needed to promote inclusive working and learning environments.

Multicultural affairs also developed four diversity training modules. These training modules are offered each semester for new faculty and staff. Diversity training for business and industry is also available upon request.
Strategic Goal 24
Internationalize the curriculum and advance international education.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase enrollment in multicultural courses by 1% each year. (KCTCS Core Indicator)</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Collaborate with faculty to further internationalize the curriculum based on best practices.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Develop and market a pilot program focusing on different geographic or cultural areas in existing curriculum.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Offer “study abroad” to students and expand opportunities for faculty to teach abroad.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Key Measure of Success

Indicator 14. The annual enrollment in multicultural courses.

Based on enrollment in multicultural and foreign language courses identified by KCTCS, 4,421 BCTC students enrolled in the designated courses in 2005-06 (Figure 12), providing a baseline for the College annual strategy.

The College initiated a Passport Program to encourage students to take multicultural courses. Information about the program is provided to students during orientation and at a passport party held the first day of each semester.

Additionally, an initiative to develop and market a 1-hour pilot course, focusing on different geographic or cultural areas in existing curriculum is progressing. The course will utilize a team teaching approach and will be offered as a special topics class for spring 2008.

Progress is also being made on expanding opportunities for faculty and students to teach/study abroad. In 2006-07 BCTC host several faculty from China and Africa. A group of BCTC faculty visited Kenya in the summer of 2007.
### Strategic Goal 25

Develop programs and services designed for an aging population.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop three specific programs that address specific aging population needs such as computing, driver’s education, and life enhancement.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Increase enrollment of seniors.</td>
<td>Limited progress</td>
</tr>
<tr>
<td>Develop a “senior academy” (including credit and non-credit courses) with 50 new students.</td>
<td>Limited progress</td>
</tr>
</tbody>
</table>

Limited progress was made on developing programs and services for the senior population. A Senior Academy Action Team was formed in fall 2006. Their charge was to determine how BCTC was addressing the needs of the older generation and to establish an institute for the senior population in the community. The Team recommended establishing a Lifelong Learning College and developed a brochure, targeting the maturing generation.
AREA OF FOCUS: Technology and Communication

Strategic Goal 26
Enhance technology at all campuses (including wireless technology).

2006-07 Annual Strategy | Progress
--- | ---
Implement total wireless campus strategy throughout the College by spring 2007. | Significant progress
Establish central media and A/V services to support teaching and learning at Leestown campus by fall 2007. | Progressing
Create student computer open labs on campuses as needed and establish one additional smart classroom on each campus each semester with the necessary academic support staff/services. | Progressing
Implement a wireless laptop check out program for all students of the College by fall 2008 (pending LRC services are established at all campuses by fall 2008). | Limited progress

Key Measure of Success
Indicator 15. The number of Enhanced and Smart classrooms, and the number of student open computer labs.

Significant progress has been made in implementing wireless technology. Numerous strategically placed wireless access points have been installed in all campus locations and the wireless network is now available throughout the College. Information Technology Services (ITS) worked with KCTCS to install Clean Access authentication to ensure security measures are in place to preserve the integrity of the network.

Technological improvements in the classroom included developing two classrooms with computers and projectors (“enhanced” classrooms) and four with user-friendly control systems that operate all the classroom technologies (“smart” classrooms). Open computer labs were expanded to meet the needs at each campus including doubling the capacity of the labs at the Danville and Lawrenceburg Campuses (Figure 13). The next phase will be to expand the Cooper lab that consistently operates at 90% capacity.

Establishing a centralized media and audio/visual services at Leestown campus will continue in 2007-08. ITS is working with Learning Resource Center personnel to develop a staffing and support model for the “One Stop” at the Leestown Campus. If successful, this new model may be deployed at all BCTC campus locations. In addition, ITS recommended establishing a Media Services budget controlled by the Audio/Visual Department to fund, support, and expand “smart” classroom services across the College.

Limited progress was made on a wireless laptop checkout program for all BCTC students. Work on this strategy will continue in 2007-08.
Strategic Goal 27
Enhance the usability and utilization of the college web site and develop a college intranet to facilitate better internal communication. (2006-07 Priority)

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the redesigned, user-friendly website using industry standards of usability.</td>
<td>Significant progress</td>
</tr>
<tr>
<td>Enhance student services provided on-line.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Information Technology Services made significant progress in developing a user-friendly website including implementation of the Information Technology Enterprise System (ITES) to facilitate better internal communication and Typo3 for the management of BCTC’s division websites.

In 2006-07, the KCTCS “Student First Days Study” reviewed websites for all the colleges. Recommendations from this study was presented to KCTCS leadership in the summer of 2007. The future direction of web development across the System depends on KCTCS President’s Leadership Team directives.

Enhanced online student services include:
- Transfer Center kiosks at all campuses (with the exception of Winchester/Clark County, due to lack of space)
- Web links for financial aid information (KCTCS Financial Aid Applications, FAFSA and Academic Program Appeals Forms)
- Transcript requests by students
- List of online advisors for distance learning students (available on BCTC’s website)
- Video clips (on the website) demonstrating how to add and drop classes, registration, and making payments

Additional efforts in 2007-08 will include review of on-line study skills, tutorial services, advising and assessment needs of on-line students.
### Strategic Goal 28
Integrate a comprehensive marketing strategy across the college.

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appoint a Communication Action Team with representation from all areas of the college that are significantly engaged in marketing (Public Relations, Admissions, Recruitment, Community Outreach).</td>
<td>Progressing</td>
</tr>
<tr>
<td>Develop and implement an integrated marketing plan for the entire college based on market research and with consideration for targeted audiences, budget, and competition.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

A Marketing Committee (standing committee) was appointed and includes representation from areas significantly engaged in marketing. The Committee is developing an integrated marketing plan. KCTCS’ market research was presented in March 2007, making it unfeasible to complete the written plan in 2006-07. The Committee anticipates completion of the written document in 2007-08.

Additionally, a Secret Shopper Program was implemented in 2006-07. Recommendations based on their findings were submitted to the interim College President and Vice President for Student Development and Enrollment Services. This program will continue in 2007-08.
AREA OF FOCUS: Evaluation and Student/Customer Service

<table>
<thead>
<tr>
<th>Strategic Goal 29</th>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enhance the assessment and evaluation of student learning across the college.</td>
<td>Limited progress</td>
</tr>
<tr>
<td></td>
<td>Design and implement a web-based infrastructure and process for all institutional effectiveness processes.</td>
<td>Progressing</td>
</tr>
<tr>
<td></td>
<td>Implement a single academic program evaluation and general education assessment (utilizing general education competencies) process district wide as part of an overall Institutional Effectiveness Program.</td>
<td>Limited progress</td>
</tr>
<tr>
<td></td>
<td>Implement Quality Matters™ evaluation of distance learning courses.</td>
<td>Progressing</td>
</tr>
</tbody>
</table>

Limited progress was made on the initiatives to enhance assessment of student learning and implementing a single program evaluation and general education assessment. Investigation of web-based models resulted in the approval for a web-based assessment model (WEAVEonline) which will be implemented in 2007-08. This tool will be used to enhance assessment at various levels within the college. WEAVEonline will provide opportunities to utilize the data in decision-making, improving college learning initiatives, and customer services.

In addition, there is a need to ensure the information from various assessment measures is used to improve practices within the institution. In 2007-08 the Office of Institutional Effectiveness will be developing a mechanism to ensure BCTC is “closing the loop” by utilizing the evaluation of the various assessment tools to improve the quality of education and services at Bluegrass Community and Technical College.

Current academic program evaluation includes technical programs and general education curriculum. Program review is based on a five-year cycle, with information compiled annually to supplement the five-year cycle. Information obtained for the review includes exit surveys, alumni surveys, employer surveys, enrollment information, graduation and retention rates. In addition, information and data is currently being developed related to the academic health of programs, which will be incorporated into the program reviews.

General education assessment incorporates a five-semester cycle of selected transferable courses. A continuous improvement model involves selection of a general education competency, planning and conducting an activity, reviewing findings, and developing a new strategy for assessment. A report of the findings is provided to the general education committee for evaluation.

Review of Quality Matters™ certification resulted in the evaluation of distance learning courses based on principles similar to this certification. Beginning in fall 2007, the Director of Online Program Development will implement a program entitled “Quality Training” along with Blackboard training. The “Quality Training” program involves principles and best practices as they relate to online instruction and delivery methods.

KCTCS has decided to participate in the National Community College Benchmark Project (NCCBP). Beginning in 2007-08 institutional data will be provided to NCCBP in key performance areas. After compiling the data, NCCBP will provide comparative data of benchmark institutions for analysis.
Strategic Goal 30
Improve customer/student service across the college. (2006-07 Priority)

<table>
<thead>
<tr>
<th>2006-07 Annual Strategy</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance the delivery of student services to extended campuses.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Enhance the evaluation of student/customer service across the college and address areas of concern.</td>
<td>Progressing</td>
</tr>
<tr>
<td>Develop and implement orientation for staff that includes information about processes, expectations, functions, etc.</td>
<td>Completed</td>
</tr>
<tr>
<td>Provide online student services for online students.</td>
<td>Significant Progress</td>
</tr>
<tr>
<td>Revise and revise student orientation by 2007.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Key Measure of Success
Indicator 16. Improve student/customer service by developing a survey to measure key service indicators.

Student Development and Enrollment Services is working to improve the delivery of services at extended campuses. They have standardized student orientation, with mandatory attendance of all new freshmen.

In April 2006, Student Development and Enrollment Services piloted the One-Stop Center at the Leestown Campus. Once additional space is available, this concept is planned to be expanded to the Cooper Campus.

Online services implemented include:
- Transfer center kiosks at all campuses
- Student e-mail use encouraged by the Advising and Assessment Center for advising questions
- Web links for financial aid information (KCTCS Financial Aid Applications, FAFSA and Academic Program Appeals Forms)
- Transcript requests by students
- List of online advisors for distance learning students (available on BCTC’s website)
- Video clips (on the website) demonstrating how to add and drop classes, registration, and making payments

The Office of Institutional Research developed a timeline for the development and implementation of a student/customer satisfaction survey and a faculty/staff climate survey (Table 3). Committees of faculty and staff have assisted in identifying content areas and the prioritization of identified items. Based on their recommendations, the Institutional Research staff will be creating and implementing surveys for students and faculty/staff in 2007-08.

Table 3. Indicator 16: The timeline for the development and implementation of surveys for faculty/staff and students. (Source: Office of Institutional Research.)
Revisions to staff orientation have improved internal customer service by providing information related to processes, expectations, and functions for a successful transition into the college. Staff orientation revisions include a structured program consisting of presentations by all BCTC President's Cabinet members.

Workshops sponsored by Finance and Administration provided additional information on College policy and procedures. The workshops covered topics related to accounting, ProCard, Personal Performance Evaluations, budget, annual planning, etc. Participant evaluations overall have been very positive about these training sessions, reflecting the importance of identifying and meeting the needs of our customers (internal and external).
Appendix A

Bluegrass Community and Technical College
2006-10 Strategic Plan

Vision
Bluegrass Community & Technical College is the premier provider of educational opportunity and a leading force for social and economic vitality in the region.

Values
In pursuing our vision and enacting our mission, the Bluegrass Community and Technical College holds the following as the values underlying all activities:

- Open access and affordability
- Excellence in teaching, advising, and supporting students
- Lifelong learning
- A culture of trust, respect, and open communication
- Diversity of thought, culture, and experience
- Transferability and applicability of skills and coursework
- Efficiency and effectiveness
- Strategic planning
- A skilled workforce and economic vitality
- Flexibility in responding to community needs

Mission
With students at the heart of our mission, the Bluegrass Community and Technical College provides open access to excellence in teaching and learning. Through comprehensive and responsive programs and services, we sustain a strong partnership with the community to improve economic vitality and quality of life in the region.

In pursuit of our mission, the Bluegrass Community & Technical College provides the following:

- Certificate, diploma, associate degree, and transfer programs
- Remedial/developmental education programs
- Adult education programs
- Workforce and business & industry customized training programs
- Continuing education and community outreach
- State-of-the-art technology
- Student and customer-centered support

Bluegrass Community and Technical College was formed in 2005 following the consolidation of Central Kentucky Technical College and Lexington Community College. Bluegrass Community and Technical College is a member of the Kentucky Community and Technical College System and is a public two-year degree granting institution serving the Bluegrass Region of Kentucky.
Areas of Focus and Strategic Goals*

AREA OF FOCUS: Student Access
Goal #1: Expand transfer general education and/or technical education where needed including at extended campuses and off-campus sites.
Goal #2: Expand opportunities for non-traditional learners to access postsecondary education (including high school students, adult learners, and seniors).
Goal #3: Develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout the Bluegrass Region.
Goal #4: Expand scholarship opportunities for students.
Goal #5: Expand course offerings and educational delivery in non-traditional ways (such as evening and weekend courses).

AREA OF FOCUS: Student Success
Goal #6: Develop programs and services designed to consistently improve retention for all student populations.
Goal #7: Enhance developmental education at all campuses.
Goal #8: Enhance learning support services for all students.
Goal #9: Increase credentials awarded and facilitate student transfer to four-year colleges.
Goal #10: Enhance technological support services for students.

AREA OF FOCUS: Teaching & Learning
Goal #11: Promote and support expansion of quality instruction.
Goal #12: Maintain or improve licensure/certification pass rates.
Goal #13: Enhance professional development.
Goal #14: Improve and expand academic facilities.
Goal #15: Enhance technology to improve the quality and delivery of teaching and learning (including distance learning technology).

AREA OF FOCUS: Economic Development
Goal #16: Improve the college’s ability to quickly and efficiently meet the needs of business and industry with specialized and flexible training and program offerings in current and future job growth/high demand areas.
Goal #17: Increase the number of businesses served and enhance credit enrollment in workforce development courses.
Goal #18: Develop and expand career pathways in occupational areas.

AREA OF FOCUS: Community Outreach
Goal #19: Establish a comprehensive fund-raising/development program.
Goal #20: Develop and enhance programs that facilitate and promote entrepreneurship.
Goal #21: Increase individual and college participation in community service activities to enhance the quality of life in the region.

AREA OF FOCUS: Diversity & Global Awareness
Goal #22: Improve diversity within student, faculty and staff populations.
Goal #23: Enhance diversity outreach services/programs for students, faculty and staff.
Goal #24: Internationalize the curriculum and advance international education.
Goal #25: Develop programs and services designed for an aging population.

AREA OF FOCUS: Technology & Communication
Goal #26: Enhance technology at all campuses (including wireless technology).
Goal #27: Enhance the usability and utilization of the college web site and develop a college intranet to facilitate better internal communication.
Goal #28: Integrate a comprehensive marketing strategy across the college.

AREA OF FOCUS: Evaluation & Student/Customer Service
Goal #29: Enhance assessment and evaluation across the college.
Goal #30: Improve student/customer service across the college.

*Goals in **bold** reflect 2006-07 priorities*
Bluegrass Community & Technical College (BCTC) was officially accredited by the Southern Association of Colleges and Schools Commissions on Colleges (SACS COC) under this new name in December 2005. Before and after this decision, the College was engaged in a significant degree of change including the consolidation of Lexington Community College (LCC) and Central Kentucky Technical College (CKTC), and the separation of LCC from the University of Kentucky (UK). The degree to which these changes specifically affected enrollment is not quantifiable. However, we do believe strongly that shifts and changes in enrollment patterns are significantly linked to these changes.

While assertively addressing change within the College and pursuing the re-branding of the College in the community, we carefully assessed and analyzed enrollment trends as data were available. This report summarizes both past and on-going analysis and it concludes with additional recommendations for initiatives. Specifically, this report summarizes our progress in the following key areas:

- Strategic Planning for Enrollment Enhancement
- Development of Enrollment Management Plan
- Environmental Trends
- Analysis of Fall 2006 Enrollment Data
- Current and Developing Initiatives
- Further Recommendations and Opportunities

BCTC now has an established foundation as a comprehensive community and technical college. Moving forward we are exploring new opportunities that will expand student interest and we are strategically evaluating our organization and resources to ensure that we can effectively address such enrollment challenges.

Strategic Planning for Enrollment Enhancement

In the Spring of 2006, the BCTC Board of Director’s officially endorsed an ambitious five year strategic plan intended to guide the new College toward greater community service and impact. An “Area of Focus” within this plan is “Student Access” and five goals are established to guide strategies in this area:

1. Expand transfer general education and/or technical education where needed including at extended campuses and off-campus sites.
2. Expand opportunities for non-traditional learners to access postsecondary education (including high school students, adult learners, and seniors).
3. Develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout the Bluegrass Region.
4. Expand scholarship opportunities for students.
5. Expand course offerings and educational delivery in non-traditional ways (such as evening and weekend courses).

Following the implementation of this new strategic plan, units within the college developed individual annual strategies to address these (and other) goals within the plan. Progress on these strategies is measured annually to inform next year's strategies and budgetary decisions.

Development of Enrollment Management Plan
The College has moved toward full development of a strategic enrollment management plan under the leadership of the Vice President for Student Development and Enrollment Services. This new approach will facilitate collaboration between the key programs of the college influencing enrollment patterns such as recruitment, marketing, academic planning, institutional research, retention and financial aid. A Marketing/Enrollment Action Team with broad campus representation was charged with researching and recommending strategies to enhance enrollment. The team will guide the development of both short-term objectives and a comprehensive enrollment plan. Furthermore, a Retention Action Team has been charged with guiding the development of a three-year retention plan. An integrated marketing plan is also under development. In addition, the Student Affairs Division is presently reviewing all procedures through process mapping at the departmental level which will identify avenues to enhance the delivery of student services. Student focus groups were also conducted at each campus to gather information that would help to identify our successes and ways to improve the student experience. The combination of these strategies will collectively serve as a plan to strategically influence enrollment growth for the college.

Environmental Influences & Trends
University of Kentucky: BCTC campuses exist within the shadow of the state’s flagship university. The greatest losses of enrollment as shown in general education courses relate to Cooper and Regency campuses, which are closely tied to the University of Kentucky. We believe rumors concerning credits not transferring had a definite enrollment impact. These problems are considered temporary, and BCTC is working aggressively to dispel rumors and misinformation. The relationship change with the University of Kentucky drastically changed the student experience in many ways. For example, parking lots adjacent to BCTC were still controlled by the University of Kentucky, and parking issues increased. Efforts were undertaken to reconnect with UK, through meetings with the UK Provost, admissions/advising, and meetings with UK Deans. Below are some specific factors related to UK that likely had an adverse affect on enrollment:
- UK changed admission criteria/process
• UK increased recruitment staff from 8 to 16
• UK increased scholarship funds and allocated more monies
• UK dramatically increased freshman class

High School Enrollment: The drop in Opportunity College (dual credit/dual enrollment) enrollment due to SACS credentials enforcement will be analyzed. Targeted recruitment will be directed at high school students and those in ATCs, as well as students in multi-cultural affairs mentoring programs. Following are some specific factors related to high school enrollment:
  • Only juniors and seniors permitted to enroll in technical dual credit (freshman and sophomores can no longer enroll)
  • Parent or guardian signature required for dual credit application, thus slowing application gathering process
  • Changing accreditation from COE to SACS significantly lowered the number of faculty who meet SACS credentials requirements
  • During first year of consolidation, audit grade could no longer be assigned to dual credit students who did not earn C or above, but withdrawal (W) grade was assigned, thus impacting ability of students to receive financial aid

Move Toward Regional College: LCC prior to the consolidation experience enrolled students from most counties in the state. This enrollment pattern was an extension of the College as entry to the University of Kentucky. When LCC left UK, this connection was severed and hence the attractiveness to student planning to attend the University of Kentucky. At the time this was changing, the College was re-identifying itself as a broad-based regional College that brought higher education directly to the counties surrounding Fayette. BCTC now has six different campus locations: Cooper, Regency, and Leestown in Lexington; Winchester-Clark County, Danville, and Lawrenceburg and also two new centers in Lancaster and Georgetown.

Changing Student Demographic: In an increasingly mobile and electronic culture, students of all ages are turning more and more to distance learning and web-based technologies to further their education. Many are no longer full-time students, but take advantage of distance learning and web-based offerings, as well as offerings closer to home, so they no longer need to be at main campus locations. This drastically changing student experience negates long drives, parking problems and higher costs associated with travel to distant campus locations. Students are more technologically savvy and have the expectation of web-based access to address many of their needs through self-service and convenience.

Competitive Marketplace: Not only did the University of Kentucky compete for BCTC students, our proprietary competitors such as Sullivan University and Indiana Wesleyan continued to invest heavily in marketing to attract students who are likely to attend a community and/or technical college.
Community Rumors: As with most institutional change, a significant degree of misinformation circulated about the College including a rumor that the new College would be “just a technical institution.” Also, there were rumors that BCTC was moving to another location and away from the Cooper Drive Campus. There also existed a rumor that credits no longer transferred from BCTC to the universities. For current students, faculty and staff these rumors proved unsettling regardless of how consistent they were with institutional change. Consequently, College leadership including the President frequently dispelled rumors and invested resources in accurate information.

Analysis of Fall 2006 Enrollment Data
An enrollment snapshot was taken on November 2nd from RDM (day old data). Based on this unofficial snapshot, the enrollment deficit for the fall 2006 term was approximately 835 students compared to fall 2005. This decrease in overall headcount enrollment can be seen in the lower activity counts at the Cooper, Regency, and Nicholasville/Jessamine County campuses.

Fall II: The Fall II term data indicated a decrease of 56 in the total number of students enrolled for the term while the number of new students for Fall II not enrolled during the Fall I term increased by 47, a positive signal. This indicates that efforts to enroll new students for the Fall II were successful while the recruitment of continuing students to also enroll in a bi-term course was less successful.

Web-based Courses: Web-based courses showed a slight increase (8%) in the total number of students who enrolled from fall 2005 to fall 2006. A significant increase of 45% was seen in the total number of web-based courses taken by students. This indicates that students are becoming more comfortable with web-based courses and are enrolling for more than one web-based course in a given term.

Opportunity College: High school and Opportunity College student enrollment showed a sizeable decrease of over 560 students for the fall 2006 term. Much of this decrease is due to changes in the accreditation process for the college and the credential requirements for instructors. Another reason for the drop in enrollment can be contributed to the new rule implemented by the faculty allowing only high school juniors and seniors the opportunity to earn college credit. The college will continue to strategize ways to increase dual credit and dual enrollment headcount.

Weekend College: Weekend college enrollment dropped over 50% from fall 2005 to fall 2006; however, the college is working to offer programs on weekends, etc. ADN nursing will be offered in evenings and weekends at Danville and Lawrenceburg campuses. We are exploring expansion of
automotive programs to have evening/weekend options, and possible new programs in Building Maintenance, Energy Management and Horticulture.

**Academic Load:** Fall 2006 enrollment numbers reflected a decrease in part-time students of 149 (-3%) compared to a decrease of 686 (-11%) in full-time students. Since we should have expected a decrease of approximately 560 part-time students due to lower Opportunity College enrollment, it could be construed that Bluegrass is actually showing an increase in part-time enrollment of about 400 students.

**Gender:** Male enrollment was down by 783 (-13%) compared to a decrease in female students of 101 (-2%). We notice a low employment rate in our region and more people working full-time.

**Age:** While the “under 19” age category showed the largest decline (-627 students), high school enrollments were anticipated to offset a portion of this decline. The age category with next highest numerical decrease (-445 students) was the 19-24 year olds. This indicates a decrease in the “traditional student” population for the campus.

**Race/Ethnicity:** African American, Asian, and Hispanic student enrollments all increased from the fall 2005 to Fall 2006 term. A decrease of 5 students was noted in Native American students. The number of students choosing not to specify a race/ethnicity category also decreased by over 700 students.

**Kentucky County:** A review of counties with a decrease in enrollment of over 50 students included:

<table>
<thead>
<tr>
<th>County</th>
<th># change</th>
<th>% change</th>
<th>County</th>
<th># change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayette</td>
<td>-94</td>
<td>-2%</td>
<td>Marion</td>
<td>-123</td>
<td>-61%</td>
</tr>
<tr>
<td>Franklin</td>
<td>-55</td>
<td>-15%</td>
<td>Washington</td>
<td>-51</td>
<td>-40%</td>
</tr>
<tr>
<td>Garrard</td>
<td>-78</td>
<td>-40%</td>
<td>Woodford</td>
<td>-77</td>
<td>-21%</td>
</tr>
<tr>
<td>Jessamine</td>
<td>-109</td>
<td>-16%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% indicates change from official 2005 enrollment

Anderson and Boyle counties both showed an increased enrollment of over 50 students from fall 2005 to fall 2006.

**Workforce:** Reported enrollment numbers for Workforce (BIT) courses showed an increase of almost double the number of students enrolled from fall 2005 to fall 2006. The definition used to identify a Workforce student was changed at the campus level during the fall 2006 term; as a result, these numbers should be used with caution until further analysis can be completed. Also, since Workforce numbers are sometimes compiled in KCTCS system-level reports by a schedule different than that used for regular courses (i.e., a term may begin July 1 versus
the first day of the fall term), these numbers may not match numbers from system-level reports.

**Fire/Rescue:** Fire/Rescue numbers showed a decrease of 38% from fall 2005 to fall 2006.

**Lockmasters:** Lockmasters/Security Management enrollment more than doubled from the fall 2005 to fall 2006 terms.

**Academic Program Enrollment:** Bluegrass offers many different academic programs to our students. Academic program data are reported by CIP code (except for programs with a pending status, which have been separated to report both enrolled and pending status). Academic programs with a change in the total campus enrollment percentage of over 1% included:

<table>
<thead>
<tr>
<th>Academic Program</th>
<th># change</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>-214</td>
<td>-1.59%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>-158</td>
<td>-1.20%</td>
</tr>
<tr>
<td>Non-Credential</td>
<td>-530</td>
<td>-3.29%</td>
</tr>
<tr>
<td>Nurse-Pending</td>
<td>+125</td>
<td>1.49%</td>
</tr>
<tr>
<td>Practical Nurse Pending</td>
<td>+163</td>
<td>1.53%</td>
</tr>
<tr>
<td>Pre-baccalaureate/Transfer</td>
<td>+444</td>
<td>4.66%</td>
</tr>
</tbody>
</table>

Only two technical program areas showed a major decrease in the number of students enrolled from fall 2005 to fall 2006: Business Administration and Early Childhood Education. A large portion of the decrease in Non-Credential students could be attributed to lower number of high school students who would fall into this category. Three areas that are showed an increase in student enrollment were the Practical Nurse and Nurse-Pending programs and students who chose to pursue one of the Pre-baccalaureate/Transfer programs.

**Current and Developing Initiatives**

Special initiatives or new initiatives for fall 2006 were numerous. Specifically, the following focused initiatives are underway:

**Partnerships with Other Schools, Colleges/Universities:** An ongoing dialogue has been established with the University of Kentucky, Eastern Kentucky University, Kentucky State University, Morehead State University, and area school districts with the goal of exploring collaborative educational partnerships. A goal is to develop specific articulation agreements and 2 + 2 Meetings were held with Eastern Kentucky University (EKU) administrators and deans, with a goal to review articulation and new partnerships.

**New Academic Programs/Academic Initiatives:** New programs are being developed that will impact future enrollment, such as a new Energy Efficiency Program and Equine Studies. EKU has a Transfer Admissions and Articulation
Coordinator housed in the Transfer Center on the Cooper Campus. Similar plans have been discussed with UK to have a permanent transfer position located on our Cooper campus.

- Develop online courses that allow all ATC juniors and seniors to access at least one dual credit course (GE 100, GE 101, WPP 200, AHS 115, AHS 105, or HSE 101)
- Work with Academic Affairs to ensure greater collaboration between BCTC faculty and ATC faculty in program areas that have dual credit
- Continue offering flexible schedules for students
- Expand distance learning courses and opportunities, support faculty and develop plans to grow
- Develop plans to expand Opportunity College and Weekend College, so students can see clear pathway to complete degree and/or programs with Weekend offerings
- Review old and new programs – do we have opportunities to revamp old programs or develop new initiatives
- New programs in Theater/Filmmaking, Energy Management, NARA
- Explore new possible programs in Building Maintenance and Horticulture
- Explore expansion of automotive programs to have Evening/Weekend options
- Implement Quality Matters training for online faculty
- Work with Institutional Research to develop scheduling efficiency and program health datasets
- ADN nursing to be offered evenings/weekends at Danville and Lawrenceburg Fall 2007

High School Recruitment Initiatives: New initiatives have been established to recruit high school students and strengthen the working relationship with high school counselors and teachers. With the establishment of a new High School Counselor Advisory Board representing the top feeder high schools, direct contact is made on a quarterly basis which has resulted in the expansion of recruitment efforts. There has been an increase in the number of high school classroom presentations and campus visits to BCTC.

(See Addendum A for detailed information).
- Establishment of BCTC High School Counselor Advisory Board, high school visits, back to school workshops, career fairs, regional fairs
- Individual campus visits and group visits, including personal visits to high school counselors, Lawrenceburg and Danville
- Put link to Opportunity College and BCTC on high school web site, and in their publications
- Incorporate Opportunity College as option for all juniors and seniors when scheduling for each academic year
• Develop plan for annual spring meeting to determine dual credit courses that will be approved for following academic year and to revise all outdated articulation agreements with the ATCs

Minority Recruitment Initiatives: Aggressive minority student recruitment efforts were planned and continue with local middle and high schools and with Kentucky State University (KSU). The new BCTC Transfer Center continues work with Multicultural Affairs to discuss articulation agreements and transfer issues that affect Latino and other minority students, through the annual Access and Opportunity Summit Conference. (See Addendum B for detailed information).

Adult Education Recruitment Initiatives: A new initiative for this year allowed students who completed their GED through Adult Education to enroll in their first BCTC college course at no cost. Adult education is working closely with the Office of Admissions to ease the transition into college for GED graduates. (See Addendum C for detailed information).

• Recruiting from local adult education centers for GED graduates
• Develop Senior Academy (credit and non-credit) – advocate lifelong learning

Marketing Initiatives: (See Addendum D for detailed information).

• Coverage in local newspapers re: additional nursing programs, information and facts about BCTC
• Work with PR/Marketing to develop comprehensive marketing plan
• Review expanded ways to market technical programs and transfers
• Review better web marketing

2006-07 College Action Teams: New President’s Leadership Team “Action Teams” have been set for 2006-07. These Action Teams include the following: Arts on Campus Action Team; Customer Service Action Team; Distance Learning Action Team; Internationalizing Curriculum Action Team; Learning College Action Team; Marketing & Enrollment Action Team; Retention Action Team; Service Learning Action Team; and Senior Academy Action Team. Each Action Team will address very specific issues and trends which are key to the new BCTC Strategic Plan and Goals. Reports will be brought to the larger President’s Leadership Team (PLT) with recommendations that can be acted upon by the top administrators in each college division and sector. (See Addendum E for detailed information).

New Campuses: The Georgetown campus will be fully functional, with more credit courses.

• Continue to develop opportunities off campus such as Danville, Georgetown, Lawrenceburg, Winchester, Lancaster
**Workforce/Community Education Initiatives:** Offer “free” training event for one or more city/county governments. Grant credit for the manufacturing academy currently being piloted for Bourbon, Scott, and Fayette counties.

- Continue to offer professional development credit courses for faculty/staff during fall break
- Cross-marketing on-line courses with businesses that we visit due to easy access
- Continue promotion of credit courses with business/industry whenever possible (Hitachi and Corning, for example)
- Writing BIT course topics and granting credit for Continuing Professional Education courses for HVAC technicians and electricians
- Personal visits to local industries, Lawrenceburg and Danville – by campus liaisons, faculty and Gordon Nichols, campus assistant for Lawrenceburg and Danville
- Grant credit for basic workforce development provided by Adult Education (students entering Nursing career pathways – 264 new students)

**Capital Campaign:** Major capital campaign to enhance needed resources (additional student scholarships, etc.)

**Admissions & Recruiting:**

- Personal visits to high schools and ATCs, to include staff information tables and speaking to individual classrooms
- “Create/Update Prospect Data” link in PeopleSoft is used to track and make follow-up contact with prospective students.
- Positive work relationships with local area tech center faculty and extended faculty in technical programs; many technical college faculty serve on advisory boards
- VIP Week – students and parents will be invited to visit each campus, targeted students include Opportunity College students, Adult Education graduates, all prospective students, seniors programs, local ATCs, students in multicultural affairs mentoring programs
- “Admission Complete Days” at high schools and Area Technology Centers (students complete applications, receive financial aid and advising information)
- Targeted recruitment to high schools and ATCs in counties with decrease of enrollment of over 50 students
- Send letters to juniors/seniors at Scott County HS and Jessamine County HS, informing them of spring registration
- Address counties where enrollment has declined (Marion, Jessamine, Woodford)
- Review recruiting strategies, especially with nontraditional students where we have had significant growth
- Access to Career Day and Skills USA Competition hosted at the Leestown Campus for high school students
Collaboration with Colleges & Universities

- University of Kentucky Campus Housing agreed to allocate up to 475 beds at Greg Page undergraduate apartments for new and returning BCTC students for 2006-07 and 2007-08 academic years
- Keep expanding all university relations (UK, EKU, KSU, Midway, others)

Customer Service: BCTC faculty and staff will have a renewed emphasis on strengthening and expanding excellent customer service skills including prompt and accurate communication with those seeking information from the college. To further improve customer service, the Student Affairs Division is reviewing all procedures through process mapping at the departmental level. The admissions office completed a student satisfaction survey, and the office of institutional research will analyze and summarize the results. Findings will drive improvement of services. The college participated in the Community College Survey of Student Engagement (CCSSE). The data will be reviewed and results considered for ways to improve the student experience. The college is researching the possibility of a comprehensive enrollment audit through SEM Works which could include the review of student services, the college web page, publications, student data, the college strategic plan, competitors and marketing.

Retention: BCTC has continued to address ways to increase student retention. A second year Retention Action Team is exploring strategies and is developing a three year retention plan. The Early Alert Retention System is now offered at all six BCTC campuses to target first year students who may be academically at risk.

Further Recommendations & Opportunities

Many new initiatives and opportunities have been identified in order to increase enrollment throughout the Bluegrass Community and Technical College District. Efforts need to be continued to develop a more flexible student schedule, including plans to expand Opportunity College and Weekend College. Students should be able to see a clear pathway to complete a degree and/or program through weekend offerings. BCTC needs to expand distance learning courses and opportunities, and support faculty with this effort. The college must review expanded ways to market technical programs and transfers. We must address those counties where enrollment has declined, such as Marion, Jessamine and Woodford counties (targeted recruitment efforts by Admissions/Advising to high schools and Area Technical Centers in counties with a decrease of enrollment of over 50 students). Admissions and advising will hold special recruitment efforts such as VIP Week – targeted students will include Opportunity College students, Adult Education graduates, all prospective students, local Area Technical Schools, and students in Multicultural Affairs mentoring programs. Other offerings will include holding “Admission Complete Days” at high schools and ATCs, when students will be able to complete applications, receive financial aid and advising information.
We must continually review recruiting strategies, especially with non-traditional students where we have enjoyed significant growth. College Action Teams, including Development of a Senior Academy (credit and non-credit) which will continue to advocate lifelong learning opportunities will address key Strategic Goals according to our 2006-2010 Strategic Plan. BCTC must continue to expand University relations with UK, EKU, KSU, Midway College and others. We will continue to develop opportunities off-campus, such as at Danville and Georgetown, Lawrenceburg, Winchester and Lancaster, meeting the needs of those communities and bringing new educational opportunities to those communities.

We must continually review all old and new programs, analyzing opportunities to revamp old programs or to develop new initiatives.

Bluegrass Community and Technical College has a great foundation for continued future growth. It is imperative to continue exploring, seeking additional financial resources and expansion of learning opportunities, in an ongoing effort to meet the needs of the communities we serve. We are positive that many steps are in place to move us forward in the future. A firm foundation is in place to ignite future growth, with anticipation of 15,000 students within the next 5 years.
Attachment A

HIGH SCHOOL RECRUITMENT INITIATIVES

May 2006 – November 2006:

High School and other visits 15
Regional Fairs 22
(Owensboro, Anderson County, Shelby County, Centre College, Madisonville, Frankfort, Henry County, Morehead State, Ashland, Bowling Green, South central KY, St. Catherine, Hopkinsville, Pike County, Somerset, Prestonsburg, Central KY, Bourbon County, Richmond, Estill County, Southeastern KY, Archdiocese of Louisville)

Individual Campus Visits 173
Group Campus Visits 310
Comprehensive High Schools 197 (represents # with whom we have had contact)
Comprehensive Counties 89 (represents # with whom we have had contact)

May 2006 – November 2006 Individual & Group Campus Visits

Cooper Campus

<table>
<thead>
<tr>
<th></th>
<th>Individual Visits (# students)</th>
<th>Group Visits (# students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2006</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>June</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>July</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>August</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>September</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>October</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>November</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>139</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

Group Visits

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Search Middle School</td>
<td>June 2006</td>
<td>25</td>
</tr>
<tr>
<td>Students-Audra French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent Search High School</td>
<td>July 2006</td>
<td>22</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lexington Homeschool Group  November 2006  16
Crawford Middle School
Students  November 2006  40
Cooper Campus Open House  October 2006  40

**Leestown Campus**

Individual Visits (# students)  Group Visits (# students)

<table>
<thead>
<tr>
<th>Month</th>
<th>Individual Visits</th>
<th>Group Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>June</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>July</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>August</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>September</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>October</td>
<td>4</td>
<td>122</td>
</tr>
<tr>
<td>November</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>34</strong></td>
<td><strong>167</strong></td>
</tr>
</tbody>
</table>

**Leestown – continued:**

**Group Visits**

<table>
<thead>
<tr>
<th>Group</th>
<th>Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Harris</td>
<td>June 2006</td>
<td>8</td>
</tr>
<tr>
<td>Lexington Day Treatment HS</td>
<td>September 2006</td>
<td>16</td>
</tr>
<tr>
<td>Lee County High School</td>
<td>October 2006</td>
<td>100</td>
</tr>
<tr>
<td>Leestown Campus Open House</td>
<td>October 2006</td>
<td>22</td>
</tr>
<tr>
<td>Lexington Homeschool Group</td>
<td>November 2006</td>
<td>16</td>
</tr>
<tr>
<td>Lexington Day Treatment GED</td>
<td>November 2006</td>
<td>5</td>
</tr>
</tbody>
</table>
Attachment B

MINORITY RECRUITMENT INITIATIVES

June 21, 2006 – Attended Minority Educator Recruitment and Retention Program
– KY State University
June 21, 2006 – Attended Covenant of Black America (dialogue on plight of
African American males in our community) – Fayette Urban County Government
July 26, 2006 – Attended Government Minority Student College Preparation
Program (GMSCPP)
July 27, 2006 – KASCAC Meeting “Fall Recruitment”
August 4, 2006 – Spoke with GED students at Leestown campus
August 11, 2006 – Diversity Training/Orientation
August 16, 2006 – Met with Bishop T. Clark of “House of God” concerning BCTC
Sports Intramural playing facility, Georgetown Street
August 21, 2006 – Multicultural Affairs Passport Party
Marriott Griffin Gate
August 29, 2006 – Co-hosted Black Men Well-rounded Adult Mentoring Meeting
September 8, 2006 – Roots and Heritage Festival Downtown Lexington
September 11, 2006 – Multicultural Affairs Passport Party, Lawrenceburg
campus
September 12, 2006 – Shelby County High School to assist College Recruitment
Fair
September 17, 2006 – College Recruitment Fair, Northern KY University
September 19, 2006 – College Recruitment Fair, Elizabethtown Community &
Technical College
September 21, 2006 – Bryan Station High School College Fair for Junior and
Senior African American students
September 21, 2006 – Assisted with Greg Page Apartments event
September 21, 2006 – Recruitment meeting at Leestown campus
September 25, 2006 – Hopkinsville Regional Recruitment Fair
September 26, 2006 – Murray State University College Fair
October 3, 2006 – Attended/assisted – High School Counselors Luncheon
October 5, 2006 – Co-hosted Black Men Well-rounded Adult Mentoring Meeting
November 8, 2006 – National Association o Black Scholastic Educators
Conference (NABSE) Orlando, Florida
November 13, 2006 – Assisted with Winburn Middle & BCTC student field trip to
African American History Museum, Maysville, KY
November 17, 2006 – Speaking engagement-group of 50 African American
students at Tates Creek High School
November 18, 2006 – Attended College, Career & Health Fair at Lexington
Traditional Magnet School (Young Black Achievers)
ATTACHMENT C

ADULT EDUCATION RECRUITMENT INITIATIVES

May 2006 – November 2006 Recruitment Activities

Nicholas County Family Resource Center College Fair (May 2006)
Kentucky Horsemen’s Night – Applebee’s Park (June 2006)
Lexington Center (July 2006)
Quest Diagnostics Fair (August 2006)
Estill County Middle School Fall Fest (September 2006)
Eastside Technical Center Open House (September 2006)
Lafayette High School Open House (September 2006)
Bryan Station High School College Fair (September 2006)
Marion County High School – Presentation to Students (September 2006)
Montgomery County High School Presentation to Students (October 2006)
Back to School Workshop – UK (October 2006)
Tates Creek High School Presentations to Students (November 2006)
Mayor’s Training Center – Presentation to Social Workers (November 2006)
Tates Creek High School Presentations to Students (November 2006)
ATTACHMENT D

MARKETING AND ADVERTISING INITIATIVES

Enrollment and general branding ads have been running consistently throughout year.
- 30 second ads on 12 radio stations including high school sports events
- 30 second ads on 9 TV stations including Scholastic Ball Report and high school game sponsorship
- Various size ads in local and area newspapers
- Ads in numerous magazines and area community programs
- 258 Press Releases sent to various media outlets
- Over 200 “media hits” – includes multiple newspapers, TV and radio mentions
- 4 TV guest shows highlighting college or program with faculty and/or college president as guest
- Press conferences announcing programs and events
- Groundbreaking media event
- 3 items in Community College Times
- Thousands of promotional items given to guests visiting our campus, given during community events, speaking engagements, etc.
  - Ink pens, T-shirts, tote bags, candy dishes, pencils, wristbands, notepads, magnets, bookmarks, baseball caps, computer mouse pads

New Initiatives
- Work with Creative Alliance to launch e-marketing campaign
- Work with Creative Alliance to launch new direct mail campaign
- Work with System Office to use marketing research to write new integrated marketing plan
- Launch a secret shopper campaign
ARTACHMENT E

COLLEGE ACTION TEAMS 2006-07

Arts on Campus
- Plan cultural events district-wide; including speakers
- Examine strategies for displaying art work on all campuses
- Increase access to theater, film, art district-wide
- Continue securing space on each campus to display local art
- Make physical environment more “inviting”

Customer Service
- Internal and external service
- With focus groups, surveys, critique BCTC service to students
- Work with facilitator Darryl Armstrong to get expertise
- Develop customer service plan to improve services
- Visit private for-profit colleges and for-profit organizations to compare services (length of time to register, new student process, etc.)
- Examine telephone services
- Review processes (registration, application, financial aid, tuition and fee payment, class cancellation, student drop for non-payment)
- Review efficiency time
- Enhance customer service provided to students (friendly, more personable)
- Training on friendly human interaction

Distance Learning
- Examine support and training needs for DL to grow
- Plan strategies for growing to 5,000 students by 2010
- Examine possible programs to offer through DL
- Explore successful initiatives/model DL programs at similar community colleges
- Work with Mary Beth Susman/KCTCS System Office to explore new KCTCS philosophy
- Explore resources needed to support and grow DL program
- Develop plan to implement growth strategies
- Determine type of personnel needed
- Explore methods of uplifting quality of DL classes/programs
- Develop and review 3-year plan for growth
- Examine true cost of providing distance learning courses

Internationalizing Curriculum
➢ Examine ways to increase global awareness in classroom
➢ Explore successful curriculum development at similar community colleges
➢ Establish training program for faculty
➢ Encourage more involvement in classroom setting

Learning College
➢ Examine ways to enhance “one college” concept college-wide
➢ Examine successes at vanguard colleges
➢ Explore research by previous Action Team and faculty
➢ Develop plan to fully implement Learning College
➢ How to take Learning College concept to next level
➢ Visit one other school noted for Learning College initiatives
➢ Build plan to integrate
➢ Develop/review 3-year plan
➢ Examine resources needed
➢ Plan for learning college professional development activity

Marketing/Enrollment
➢ Design method to assess what is effective in recruitment and marketing
➢ Determine how to address new market, such as industry, senior citizens
➢ Determine how to enhance web marketing
➢ Analyze enrollment pattern for past 2 years, determine new approaches
➢ Develop/critique enrollment/marketing plan
➢ Broaden traditional “recruitment” approach to be more inclusive of academic program development and marketing to nontraditional populations
➢ Answer Strategic Plan Goal #3 ("develop an enrollment growth strategy/plan through which access and opportunity are expanded throughout Bluegrass Region") – specifically, answer this Goal’s strategy of appointment “an enrollment management action team with representatives from across the college to write short-term objectives and long-term comprehensive enrollment plan”
➢ Review previous report/recommendations
➢ Analyze degree and program completion patterns
➢ Analyze prospect and recruitment yield rates

Retention Action Team
➢ Examine data for all groups (i.e., ethnicity, age, gender, etc.)
➢ Examine data on successes and failures for all students
➢ Explore strategies at community colleges with high retention rates (model retention programs)
➢ Suggest short- and long-term improvements for retention and graduation rates
➢ Develop training workshops/discussion groups for faculty and staff
➢ Review minority students (Hispanic, African American) – how does retention compare
➢ Assist Erin Tipton in 3-year retention plan development
➢ Develop orientation class
➢ Develop orientation for Greg Page Apartments
➢ Develop living/learning community for Greg Page Apartment students

Service Learning
➢ Work with VISTA volunteer (on board Summer 2007)
➢ Develop civic engagement projects
➢ Should have one projects facilitator/staff that students can contact
➢ Encourage more community involvement from our classes
➢ Determine how to implement throughout college
➢ Develop plan to implement

Senior Academy
➢ Determine how we are addressing needs of older generation
➢ Explore classes, programs, interest groups, credit/non-credit
➢ How to keep seniors engaged in meaningful and fulfilling activities
➢ Invite SCORE as advisory group
➢ More Evening/Weekend programs
➢ Explore Elder Hostel-type programs for seniors
➢ Find out what colleges outside Kentucky are doing in this area
➢ Develop 3-year plan to address issues
➢ Review/contact Central Piedmont in Charlotte, NC regarding Service Learning
➢ Establish Life Long Learning Institute for senior citizens
➢ Set up volunteer program
## Retention Action Team Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Unit Responsible</th>
<th>Implementation Timeline</th>
<th>Sub Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of the importance of retention at BCTC, create a standing Retention Committee in order to maintain continuity and focus and make retention a priority.</td>
<td>President</td>
<td>Fall 2007</td>
<td>All</td>
</tr>
<tr>
<td>Increase programming opportunities at Greg Page (GP) for BCTC students.</td>
<td>GP Resident Manager, UK Housing, with Student Affairs</td>
<td>Ongoing, beginning Fall 07</td>
<td>Greg Page</td>
</tr>
<tr>
<td>Create a common, inviting area at Greg Page (GP) Undergraduate Apartment Housing for BCTC students. The area will be utilized for student activities programming, study, social events, potential on-site classes, and student services-related functions (on-site advising, financial aid orientations, etc.)</td>
<td>GP Resident Manager, UK Housing, with Student Affairs</td>
<td>Spring 2008</td>
<td>Greg Page</td>
</tr>
<tr>
<td>At GP, pilot one BCTC freshmen living-learning community which will allow for incoming BCTC freshmen to live in same apartment complex.</td>
<td>Student Affairs with UK</td>
<td>Fall 2007</td>
<td>Greg Page</td>
</tr>
<tr>
<td>At GP, implement Bluegrass Scholars Program that will serve as a model for living-learning community. Locate the Bluegrass Scholars in close proximity to the pilot freshmen complex.</td>
<td>Student Affairs with UK</td>
<td>Fall 2007</td>
<td>Greg Page</td>
</tr>
<tr>
<td>Conduct an Orientation on-site at GP, separate from BCTC New Student Orientation prior to beginning of Fall Term. The theme for this orientation will address successful apartment living, as well as expectations of BCTC for appropriate student conduct.</td>
<td>GP Resident Manager, UK Housing, with Student Affairs</td>
<td>Fall 2007</td>
<td>Greg Page</td>
</tr>
<tr>
<td>Implement as part of the BCTC New Student Orientation, a interest/Q&amp;A session (offered as a break-out session) for all students living in UK Housing or GP. Parents and students will attend this session together.</td>
<td>UK Housing with Student Affairs</td>
<td>Fall 2007</td>
<td>Greg Page</td>
</tr>
<tr>
<td>Gather and analyze current retention rates for BCTC students residing in UK Housing and GP. Suggested base-line data: current retention rate for BCTC students living at GP and current retention rate for BCTC students living in UK Dormitories.</td>
<td>Student Affairs with Institutional Research</td>
<td>Summer 2007</td>
<td>Data</td>
</tr>
<tr>
<td>Identify current benchmark institutions. Former LCC and CKT had individual benchmark institutions. The Action Team recommends a new list be developed that will reflect comparable benchmarks for our consolidated college.</td>
<td>Institutional Research</td>
<td>Summer 2007</td>
<td>Data</td>
</tr>
<tr>
<td>Develop and analyze baseline retention rates for specific student populations: On-line Students, Undecided Students, Developmental Students (within developmental students, obtain retention data for developmental students taking one developmental course, two developmental courses).</td>
<td>Institutional Research</td>
<td>Summer 2007</td>
<td>Data</td>
</tr>
<tr>
<td>Develop and analyze an overall retention rate for first time freshmen currently enrolled in GE101.</td>
<td>Institutional Research</td>
<td>Summer 2007</td>
<td>Data</td>
</tr>
<tr>
<td>Increase awareness of EARS Program across all campuses.</td>
<td>Student Affairs with Academic Affairs</td>
<td>Fall 2007</td>
<td>Training</td>
</tr>
<tr>
<td>Provide a full-time Student Services Generalist for each extended campus as student populations grow. Provide Generalist to Danville Campus by Fall 07 Semester.</td>
<td>Student Affairs with Dean of Extended Campuses</td>
<td>Fall 2007</td>
<td>Training</td>
</tr>
<tr>
<td>Investigate the possibility to change marketing of 6-Step Admissions Process to show step one is to apply for financial aid.</td>
<td>Student Affairs</td>
<td>Fall 2007</td>
<td>Training</td>
</tr>
<tr>
<td>Review current BCTC website to evaluate clarity and ease for our current and prospective students.</td>
<td>Information Technology</td>
<td>Summer 2007</td>
<td>Training</td>
</tr>
<tr>
<td>Suggestion</td>
<td>Responsible Department</td>
<td>Date</td>
<td>Type</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Provide additional on-line advisors to support the growing number of on-</td>
<td>Academic Affairs/Student Affairs</td>
<td>Fall 2007</td>
<td>Training</td>
</tr>
<tr>
<td>line students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop professional development days during the academic year to</td>
<td>Professional Development</td>
<td>Fall 2007</td>
<td>Training</td>
</tr>
<tr>
<td>provide faculty and staff with information on retention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit access of faculty and staff to send broadcast messages to student</td>
<td>Student Affairs/Academic Affairs</td>
<td>Fall 2007</td>
<td>Programming</td>
</tr>
<tr>
<td>email accounts. Develop college-wide calendar of email communication to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Fall Semester &quot;Welcome Week&quot; during the first week of classes.</td>
<td>Student Affairs (with support of</td>
<td>Fall 2007</td>
<td>Programming</td>
</tr>
<tr>
<td>Students will receive information regarding BCTC services, academic and</td>
<td>AA &amp; MA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social activities, and student interaction with faculty and staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a Task Force to examine current BCTC student success course</td>
<td>President</td>
<td>Fall 2007</td>
<td>Programming</td>
</tr>
<tr>
<td>offerings. The Task Force will recommend course placement for these for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all incoming freshmen. This Task Force will be appointed by the President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and will make a recommendation to President's Cabinet by December 2007.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop On-Line Orientation for students and make an option in lieu of</td>
<td>Student Affairs</td>
<td>Spring 2008</td>
<td>Programming</td>
</tr>
<tr>
<td>attending in-person orientation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop student orientation/mentoring program. (These student leaders</td>
<td>Student Affairs/Multicultural</td>
<td>Spring 2008</td>
<td>Programming</td>
</tr>
<tr>
<td>will also participate in Welcome Week)</td>
<td>Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop contracts/partnerships with quality childcare agencies.</td>
<td>Student Affairs/IECE</td>
<td>Fall 2007</td>
<td>Programming</td>
</tr>
<tr>
<td>Develop a Returning Student Organization/Non-traditional Student</td>
<td>Student Affairs/Multicultural</td>
<td>Fall 2007</td>
<td>Programming</td>
</tr>
<tr>
<td>Organization.</td>
<td>Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>