

***Program
Advisory Committee
Handbook
2013-2014***

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Letter from the President



Dear Advisory Committee Member,

Let me take this opportunity to thank you for the significant contribution you make to Bluegrass Community and Technical College through your participation on a program advisory committee. The Southern Association for Colleges and Schools, our regional accrediting association, requires that all technical programs have advisory committees to provide direction and consultation. Your willingness to contribute your time and energy helps us keep our programs up-to-date.

The knowledge and expertise you share with our program faculty help us to develop and maintain programs that meet the needs of the communities we serve. We appreciate your help in reviewing curriculum, sharing information about the changing needs in the workplace, and providing critical connections to employers. Your advice and direction ensure that our graduates can gain needed skills and get good jobs, adding value to employers and helping the region's economy.

The *Advisory Committee Handbook*, attached, contains basic information about your role as an advisory board member. It also gives information about the college and our role and mission as a part of the Kentucky Community and Technical College System.

Please contact me or any member of the faculty or staff if we can help you in any way. Again, thank you for your efforts to help the college and each program meet our goal to serve the citizens of the Commonwealth.

Sincerely,

Augusta Julian

Augusta A. Julian, Ed.D.
President/CEO

Bluegrass Community and Technical College is an equal opportunity employer

(859) 246-6200

Mission

With students at the heart of our mission, Bluegrass Community and Technical College (BCTC) provides excellence in teaching and learning. Through comprehensive and responsive programs and services, the college sustains a strong partnership with our communities to improve economic vitality and quality of life in the region. BCTC strives for a physical and intellectual environment that promotes access to life-long learning and a commitment to diversity.

The college meets the needs of a broad community of learners, both individuals and business and industry, by offering literacy skills, developmental education, workforce training, continuing education, liberal arts, and technical programs at multiple campus sites and through distance learning. BCTC works to foster professional competence, critical thinking, cultural and global awareness, civic responsibility, and a commitment to environmental sustainability within the college community. Graduates are awarded associate degrees, diplomas, and certificates in preparation for careers or for transfer to baccalaureate programs.

With the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*, Central Kentucky Technical College (CKTC) became part of the Kentucky Community and Technical College System (KCTCS). *House Joint Resolution 214* joined Lexington Community College with KCTCS, resulting in consolidation with CKTC to form Bluegrass Community and Technical College in 2005. BCTC is a comprehensive public two-year, degree-granting community and technical college serving primarily the central Kentucky region.

Vision

Bluegrass Community and Technical College is the 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

Strategic Plan 2010-2016: Focus on the Future

<p>Strategic Initiatives 1 and 2 Three-Year Action Steps -- 2013-16</p>
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Objectives	Proposed 2013-16 Three-Year Action Steps		Proposed Measures (to be finalized)
Strategic Initiative 1: Promote excellence in teaching and learning.			
Goal 1.1 Promote and support responsive and flexible quality instruction.			
O1.1 .1 Develop new programs that focus on the future needs of the Bluegrass region.	A1.1. 1a	Analyze data on workforce and industry demand, student enrollment, and anticipated costs for decisions on program changes to respond to industry needs.	<ul style="list-style-type: none"> • (KCTCS) High wage/High demand completions • (KCTCS) Median wage of completers • 5-year plan updated annually • Annual progress on plan • (KCTCS) Licensure/ Certification pass rates
	A1.1. 1b	Develop and annually update a five-year plan for program additions, expansions, and reductions with focus on high-wage, high-demand careers.	
O1.1 .2 Evolve existing programs to retain focus on the future needs of the Bluegrass region.	A1.1. 2a	Maintain consistent and appropriate identification and assessment of student learning outcomes and use of results for improvement related to general education and program competencies.	<ul style="list-style-type: none"> • Program competencies with SLO's identified and assessed annually in AIM system • General Education competencies with SLO outcomes assessed • Program Health Review results with input from programs' advisory committees
	A1.1. 2b	Develop recruitment strategies for identified programs and track enrollment as part of annual Program Health Reviews.	
	A1.1. 2c	Work consistently with all program advisory committees to use input to improve programs.	
O1.1 .3 Increase student success in transitional studies.	A1.1. 3a	Implement promising practices for accelerated and integrated pedagogies in English, math, and reading developmental courses.	<ul style="list-style-type: none"> • (KCTCS) Developmental education success rates • (KY SB1, 2009) Standards for postsecondary institutions: <ul style="list-style-type: none"> · rates and number of students needing remediation · completion rates of developmental students • Accelerating Opportunity results • GED completions and college enrollment • Annual progress on QEP goals
	A1.1. 3b	Evolve adult education program partnerships within and outside the college to support GED completions and transition of students to college.	
	A1.1. 3c	Continue to implement the <i>Quality Enhancement Plan (QEP) - Read for LIFE</i> with broad awareness, involvement, and support across the college.	

O1.1 .4	Support innovations in flexible instructional delivery.	A1.1. 4a	Use research, technology, and other tools to enhance quantity, quality, and variety of courses, academic support, and student services for student success in online and hybrid courses.	<ul style="list-style-type: none"> • Online student enrollment and performance • Student course evaluations • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Flexible delivery options • Credit and credentials options • Student completion rates
		A1.1. 4b	Continue to identify, implement and support flexible options for class schedules and delivery of services.	
		A1.1. 4c	Improve student completion rates by increasing options such as certificate programs and credit for prior learning.	
Goal 1.2 Enhance support for excellence and innovation in teaching and learning.				
O1.2 .1	Pursue standards of instructional excellence.	A1.2. 1a	Recognize good practice in quality instruction from full-time and adjunct faculty.	<ul style="list-style-type: none"> • Recognitions of quality instruction good practices • External recognitions earned
		A1.2. 1b	Encourage and support recognitions of excellence for programs and services.	
O1.2 .2	Support highly skilled and effective faculty and staff in support of academic excellence.	A1.2. 2a	Improve opportunities for adjunct faculty to engage in professional development and division activities and to develop student connections with resources such as technology, facilities, and activities.	<ul style="list-style-type: none"> • Annual review of FT/PT faculty ratios by program/discipline • Number of adjuncts participating in college and professional development activities • Student course evaluations • Work Climate Survey • Integrated professional development for faculty
		A1.2. 2b	Integrate planning and support for excellence in teaching and learning among Professional Development, the Center for Excellence in Teaching and Learning, and the Technology Resource Center.	
Goal 1.3 Provide integrated academic resources for student support and engagement.				
O1.3 .1	Expand access to integrated learning resources and academic support at all sites.	A1.3. 1	Enhance academic support to students at all sites with a focus on advising, tutoring, and study skills for online, weekend, and regional campus courses.	<ul style="list-style-type: none"> • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Student use of academic support resources
O1.3 .2	Promote student engagement in the learning process.	A1.3. 2	Implement and evaluate first-year experience (FYE) courses for identified students.	<ul style="list-style-type: none"> • Enrollment in college success/FYE courses • (KCTCS) Retention data

Strategic Initiative 2: Increase student access and success.

Goal 2.1 Develop enrollment strategies, systems, and process to enhance

O2.1.1	Enhance recruiting, assessment, admissions, and enrollment processes to increase access.	A2.1.1a	Continue to streamline admissions and registration processes.	<ul style="list-style-type: none"> • (KCTCS) Participation rate • (KCTCS) Enrollment and retention data • Student surveys ((Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.)
		A2.1.1b	Provide clear and comprehensive communications and assistance to students on admissions and registration including COMPASS testing, advising, placement, tuition deadlines, and financial aid.	
		A2.1.1c	Implement additional strategies to assist new transfer/readmit students.	
O2.1.2	Improve student customer services to ensure appropriate and adequate student services at convenient hours and sites.	A2.1.2a	Continue to improve customer services to students.	<ul style="list-style-type: none"> • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • (KCTCS) Analytics from Student Support Center
		A2.1.2b	Use KCTCS Student Services Center and other resources to enhance proactive communications with students, especially on financial aid, student billing, admissions, records and retention.	
O2.1.3	Develop, implement, and evaluate strategies from the Enrollment Management Plan.	A2.1.3a	Enhance Student Welcome Center concept with one-stop enrollment services.	<ul style="list-style-type: none"> • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Enrollment and completion of veterans • Internship, coop, and work experience options for students • Transitions of dual credit/dual enrollment students to college programs • Outreach activities
		A2.1.3b	Improve services for military veteran students.	
		A2.1.3c	Build partnerships with business and industry to increase internship and on-the-job education for students.	
		A2.1.3d	Continue to enhance new student orientation and participation options for students.	
		A2.1.3e	Review Opportunity College and Early-Middle College partnerships to provide for sustainable and successful programs.	
		A2.1.3f	Enhance outreach to middle schools, younger students, and other focus populations.	

Goal 2.2 Improve college services to support retention for all students.

02.2.1	Focus on continuing student support by implementing, evaluating, and updating the Retention Plan.	A2.2.1a	Enhance career development services for first-year and undecided students.	<ul style="list-style-type: none"> • Career development services provided • Retention rates for transitional and at-risk students • (KCTCS) Enrollment and retention data • (KCTCS) Credentials awarded
		A2.2.1b	Implement research-based strategies to assist first-year students identified as academically at-risk.	
		A2.2.1c	Use data reviews to support strategies such as Early Alert Retention System and STARFISH to identify and assist all students needing academic intervention.	
		A2.2.1d	Continue regular data reviews to identify and implement new initiatives for improving retention.	
02.2.2	Improve financial aid and scholarship support services.	A2.2.2a	Continue to improve information and counseling to assist students with financial aid or scholarships to maintain attendance and eligibility and to address financial obligations under Title IV.	<ul style="list-style-type: none"> • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Return to Title IV costs • Student loan default rate • Review of reporting of attendance and other strategies and results.
		A2.2.2b	Work with academic departments and faculty to enhance attendance and progress reporting for financial aid management efforts.	
02.2.3	Provide a rich co-curricular learning environment.	A2.2.3a	Increase support for student activities and leadership opportunities and their connections to academics and community service.	<ul style="list-style-type: none"> • Student activities and services • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Intramural sports activities and participation
		A2.2.3b	Support and expand intramural sports programs.	
02.2.4	Expand advising services through implementation of strategies from the report of the Advising Committee.	A2.2.4a	Improve and expand training for advisors.	<ul style="list-style-type: none"> • Student surveys (Orientation, CCSSE, Student Satisfaction, FYE, Graduating Student, point-of-service, etc.) • Training provided • System improvements
		A2.2.4b	Improve the automated system for assigning advisors.	

Goal 2.3 Maintain and strengthen services to students transferring to other institutions.

O2.3 .1	Enhance Transfer Center services.	A2.3.1a	Develop and implement early outreach program for freshmen in all programs.	<ul style="list-style-type: none"> • (KCTCS) Transfer Rate • Partnerships created
		A2.3.1b	Develop new dual enrollment, joint admissions, transfer, and other partnership agreements with regional colleges and universities.	
O2.3 .2	Develop and implement strategies to increase transfer rates of under-represented students.	A2.3.2a	Continue to enhance outreach and services at regional campuses.	<ul style="list-style-type: none"> • (KCTCS) Transfer Rate • Transfer rate for underrepresented students • Transfers to partner Central Kentucky universities
		A2.3.2b	Support and implement services and programs to target underrepresented students to enhance transfer.	

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Community Participation

Community participation on program advisory committees is an essential component to the continued success of the college's educational programs. Seeking the advice and cooperation of the community in working toward common goals will provide the best results in meeting the educational needs of the college's communities of interest. The objectives of the college's educational programs and needs of its students can best be met by the inclusion of individual members from the community who will assist in researching, planning, and promoting effective and viable career-oriented technical programs.

An advisory committee should consist of approximately eight to ten community members and all full-time faculty members in the program. The committee should be small enough for each member to speak freely and have the opportunity to make contributions, yet large enough for adequate representation of the college constituency in its service area.

Community members are appointed by the program coordinator. Membership is generally for two years with reappointment possible by mutual agreement. In making appointments, the coordinator will seek a balanced representation on the committee of citizens from secondary and postsecondary education, business and industry, government agencies, and others where appropriate. There should be a student member on each committee as well as a graduate of the program. Membership also should take into consideration the equal opportunity posture of the Kentucky Community and Technical College System and consideration of the specific geographic service area of the college.

Advisory Committee Role and Functions

The program advisory committee is an advice-giving body assisting the program in meeting the needs of the community in a manner consistent with the college mission. In this context, the committee serves in an advisory capacity to the faculty and administration to ensure the program meets the needs of the community by providing graduates who have the necessary skills and knowledge for success in the workplace.

A. Operational Definition

Generally, the program advisory committee consists of a representative group of citizens selected for their knowledge, expertise, and ability to advise the college on the future direction of academic programming.

B. Committee Limitations

No program advisory committee shall serve in an administrative or policy-making capacity. The administrative and policy-making powers of the college rest with the administration and faculty. However, the advice given to the college by the committee can be used to initiate changes in program policies and procedures.

C. Committee Leadership

The leadership of the program advisory committee ordinarily will be exercised by the college program faculty. The members of the committee may organize themselves into a structure that suits their particular needs. Generally, this structure consists of a chair, vice chair, and recorder. The program coordinator should serve one of these major roles. The chair will call meetings to consider issues related to continued program improvement including assessment of educational outcomes. After all possible facts and insights have been gathered from the committee, the fundamental responsibility of leadership in the development of new programs and revision of existing programs rests with the administration and faculty.

D. Functional Guidelines

The functions of the program advisory committee will vary in scope resulting from the special qualities, needs, and objectives of the program that is advised. However, there are areas in which advisory groups have been found to be most useful. The areas delineated below are guidelines to enhance clarity of advisory committee function. Generally, the advisory committee will:

1. systematically assess and identify business and industry needs,
2. provide community-wide interpretation of program needs,
3. provide advice regarding curricular changes,
4. advise on continuing education/community service needs,
5. assist the college by providing information regarding the program,
6. identify potential students,
7. assist in placing cooperative education students and graduates,
8. contact official agencies, voluntary organizations, social and civic organizations, other groups and organizations in order to establish supportive relations and resource development,
9. promote the college program, philosophy, and concepts throughout the community, and
10. assist in assessment of educational outcomes and continued program improvement.

E. Committee Meetings

Program advisory committees normally have their initial meeting during the fall semester of the academic year. The fall meeting provides the opportunity to establish priorities for the academic year. The number of meetings held each year will vary with the type of committee. However, the committees shall have at least two formal meetings each year. The advisory committee may meet more often if necessary. The chair should receive consensus from the members on frequency and the schedule of meetings to be held during the academic year.

F. Guidelines for the Initial Committee Meeting

In planning the initial meeting, it is important for the chair to give careful attention to the following points:

1. all members should receive notification of the first meeting including the time and place of the meeting, length of the meeting, and information about parking;
2. arrangements for a suitable meeting place should be made;
3. all members of the committee are welcomed and introduced;
4. a chair, vice chair, and recorder should be elected;
5. the members should be oriented to the functions and objectives of the advisory committee by reviewing the *Program Advisory Committee Handbook*;
6. meeting dates should be determined for the remainder of the academic year; and
7. goals and activities for the academic year should be determined.

G. Minutes of Meetings

It is the responsibility of the chair to make certain the recorder keeps a written record of all committee action. The recorder of the program advisory committee should keep written minutes of meetings that document all suggestions of the members along with actions taken. Minutes should be prepared and distributed in a timely manner to each member of the advisory committee. Additionally, one copy of meeting minutes will be sent to the Deans of Academics.