

MINUTES
Bluegrass Community and Technical College
Board of Directors
Leestown Campus Board Room
December 6, 2017

Members Present: Joshua Hoekstra; Florence Huffman, Secretary; Robert McNulty; Jose Morales; S. Dudley Taylor, Vice Chair; Theodore Vittos; Ron Walker, Jr., Chair

Absent: Pamela Brough, Dr. Brian Houillion, Marissa Smith

Others Present: Lisa Bell, Terry Buckner, Dr. Greg Feeney, Tania Crawford Gross, Dr. Augusta Julian, Mark Manuel, Dr. Palisa Williams Rushin, Nathan Smith, Charlene Walker, Dr. Valdis Zeps

I. Welcome / Introductions

Chair Ron Walker called the meeting to order at 6:01 p.m. He welcomed Theodore Vittos, one of the newly appointed board members, and asked him to introduce himself. Mr. Vittos noted that he has lived in Kentucky for most of his life after emigrating from Greece to attend college. He works in marketing at Lexmark. He is very interested in promoting the mission of the college. The other newly appointed board member, Dr. Brian Houillion was unable to attend today. We are excited to have both join the board. Chair Walker had others introduce themselves and thanked everyone for being at the meeting.

II. Business Meeting

A. Approval of Minutes, September 13, 2017

Minutes from the September 13, 2017, Board of Directors meeting were presented for approval. A motion was made by Dudley Taylor to approve the minutes. Florence Huffman seconded the motion, and the motion carried.

B. Board of Directors Ethics Policy

Chair Walker stated that some members were able to attend the Kentucky Community and Technical College (KCTCS) Board of Directors workshop in October. At that time, the addition of an ethics policy for boards was recommended along with the addition of an annual board evaluation. The ethics policy would function as a Code of Conduct for board members. A draft document was included in the board packet. This document was based on information provided at the KCTCS workshop.

Chair Walker called for discussion about any concerns about the policy or specific changes that members want to suggest. Changes will be implemented and a final draft will be presented at the next full board meeting. Mr. Vittos asked if there was a way to provide references back to some of the related statutes or policies. Dr. Julian replied that could be added. Mr. Taylor noted that board members have begun to sign a conflict of interest statement annually which could be referenced as well.

Ms. Huffman remarked that Item 10. is interesting. Dr. Julian noted that item references conflict of interest, but the phraseology is somewhat awkward. Ms. Huffman suggested a positive statement and suggested something like, "I am responsible to avoid any conflict of interest and not to use my position to benefit myself or any other individual or agency if not in the best interest of the college."

Ms. Huffman also recommended that Item 6. include a reference to the statutes. Chair Walker suggested adding a reference at the beginning of the document to say, "As a member of the Bluegrass Community and Technical College Board of Directors, I acknowledge my responsibilities pursuant to KRS 164.600 and will dutifully be an advocate for..."

Robert McNulty stated that he attended the workshop and noted that the major responsibility for the board members is to approve the budget. Chair Walker suggested that adding the statutory reference near the beginning of the document would encompass all of the necessary points and help to explain the limitations of membership.

Chair Walker stated that if anyone has a similar document from another board, or any additional thoughts, please let him know, and we will put together a second draft prior to the March meeting.

Chair Walker noted a second recommendation from the workshop was a board evaluation. A tool has not been drafted, but will be developed and distributed for consideration at the March meeting. A sample evaluation was included in the workshop packet, and Dr. Julian has a few additional examples. Dr. Julian stated that it was suggested that the board perform their annual evaluation each June when the president's evaluation is considered. The final draft will be ready for adoption and use at the June meeting. Chair Walker asked everyone to share suggestions by emailing them to Dr. Julian or Tammi O'Neill, and those ideas will be discussed at the March meeting.

Joshua Hoekstra asked where this request originated from, and if it was a state-wide request. Dr. Julian said this is a fairly common practice, although we have not done it in the past. She noted evaluations can cover operational topics, such as: Do you think the board has adequate discussions of topics? Do you understand your role? Do you receive materials in a timely fashion? Chair Walker believes it is time for this type of self-evaluation by the board members, especially since we have several new members and can consider how we operate to be sure all can be effective

Mr. Hoekstra asked if there is an evaluation of the KCTCS Board of Regents, as the college boards are advisory, and the Board of Regents is a the governing body. Dr. Julian said that they have started to implement the self-evaluation, as well. Those members are appointed, like the college's board members, by executive order of the Governor. This may help to clarify college board members' roles.

III. Information / Discussion

A. First-Year Center Presentation

Dr. Palisa Williams Rushin introduced two members of her staff. Tania Crawford Gross, Associate Vice President for Retention and Student Success, has been with the college for over 25 years. She has held several leadership positions. In her current role, she is also the Project Director of a very successful Title III grant awarded by the U.S. Department of Education in 2013.

Nathan Smith is the Director of the First-Year Center (FYC). He was first employed in a temporary position while in graduate school, has held several positions at the college, and has done an excellent job leading the center. The FYC is currently housed in a former classroom in the Cooper Campus Oswald Building that has been transformed for student use.

Dr. Rushin noted that retention of first-year students is a key goal. This year, we saw a preliminary increase of 3.9 percent. The year before, the increase was 2.6 percent. She is pleased with these gains, which indicate positive momentum.

Ms. Gross began her presentation by explaining that the official title of the Title III grant is, “Substantive Reform for Closing the First-Year Success Gap.” The award total is \$2,247,728 over five years and was written collaboratively between Student Services and Academics. The primary goal is to address institutional problems and weaknesses related to retention and academic success. The college is currently in year four of the project.

The three main components of the grant include:

- Develop a structured, high-impact first-year student services program that will increase the retention rate.
- Reform developmental and general education curriculum by working with Academics to redesign courses.
- Develop timely access to and effective use of data for staff and faculty to help students become more successful and support the college’s Wildly Important Goal of increasing the number of credentials awarded in the next five years.

Ms. Gross noted that her staff and others around the college are directly involved in the success of the project. Funding is being used to support a wide variety of efforts that impact student retention and success, including renovations to existing spaces to create the First-Year Center and Faculty Studio, training in best practices, sponsorship of keynote speakers for the Fall Kick-Off, purchasing of SMART classroom technology and collaborative classroom furniture, and more. Work is currently being completed on a First-Year Center at the Newtown Campus Science Education Center, which will help students who are primarily at that location.

Mr. Smith provided information on the services of the FYC including the following.

- The FYC houses a computer lab and students are able to meet with advisors or get assistance if they have questions. The inviting atmosphere allows students to come in and relax.
- Student engagement leads to success, so the FYC provides opportunities for students to come back again and again through a wide variety of events.
- FYC staff work hard to promote resources available at the college. Students are given information and may be referred to external help, depending on the situation and type of assistance available.
- Students have access to advisors and assistance with scheduling and career selection.
- Many students take First-Year Experience classes which teach students the importance of engagement and how to be successful in college. Peer mentors may attend those classes to provide additional advice and support. The grant also provides resources and strategies to the faculty to help them make classes more engaging.

Mr. Smith noted that the FYC is responsible for planning and coordinating new student orientation across the college. The regional college directors are involved at their campuses, but he works with them closely so the content is consistent. Several steps have been taken to improve the orientation, including:

- focusing information by adding and eliminating content;
- incorporating videos to add variety to the presentation;
- hiring students as orientation leaders to build relationships with students from another student's perspective;
- using polling software to engage the students by asking questions and allowing them to answer on their phones during the presentation;
- using Google Voice so students may ask questions anonymously via text;
- sending out appointment texts to remind students about upcoming appointments, which has improved the show rate to over 70 percent;
- providing students who cannot come to campus access to the orientation materials through an online portal; and
- developing a roadmap for First-Year Experience (FYE) classes, which includes a checklist of items that students should complete each month.

Mentor Services are available for students who need additional support as they progress through subsequent semesters at the college. Mr. Smith noted that this effort has been very successful at the college. Mentor Services assist student by:

- Class embedding – Mentors are embedded mainly into developmental and First-Year Experience courses, but others as well. The mentors help start discussions, host workshops, and give presentations in the class by talking about their experiences and what has worked for them. Mentors undergo training so they are prepared. Many mentors make themselves available outside of classes to help with the materials and other questions that students may have.

- Workshops – Many different options are available, including time management, study skills, and more.
- Tutoring – Tutors are available for many classes, especially science courses.
- Referrals – Students have a lot of different issues including homelessness, drugs, hunger, and other problems that impact their daily life. Mentors are trained to refer them to places where they can receive assistance.
- Engagement – Student mentors work to build relationships by participating in events and helping coordinate them so they are available and talking with students.

Mr. Smith remarked that the program started with two mentors in 2015 and this year there are 10. The biggest problem is turnover, as most students move on to other institutions or graduate in two years, so there is always a need to add mentors. Mentors are currently available at the Cooper, Newtown, and Danville campuses. There are plans to have mentors on each campus in the future. Mentors had 1,000 contacts in 2015-16, and 1,130 contacts in 2016-17. Mr. Smith said they are happy with the numbers and the success rates.

Intrusive Advising is another tool of the FYC. This model promotes intentional contact with students with the goal of developing a relationship that leads to increased academic motivation and persistence. Students are invited to come to the FYC if they have any difficulties, and FYC staff follow-up with them.

Marcy Dickson is the Director of the Faculty Studio located at the Leestown Campus. Ms. Dickson provides direct support and resources. Instructors can receive training and checkout resources or technology. Information is available on topics such as web accessibility, copyright, instructional design, teaching methods, and more. Ms. Dickson is working with the faculty on a quality assurance program that will be implemented in online courses. JeanEllen Melton is the data analyst, as there are grant requirements to collect, analyze, and interpret lots of data.

Results from the first three years are available and show that developmental students who are in classes paired with a workshop do just as well as other students. We are also seeing increases in our retention rates for students in the FYC pilot cohort as well as across the college, and we believe the FYC is a big part of that. They assist students from the time the application is submitted until the student is enrolled in the first class and then through the year. The FYC provides pilot students with additional help and attention, and the results show that this group is being retained at even higher rates. Staff are working to scale those services to more students collegewide.

Ms. Gross stated that they are learning a great deal through this grant. They know that targeted help and attention makes a big difference. Team-based learning and workshops results in greater success. Students in FYE 105 courses are being retained at higher rates than those who are not, and attending orientation makes an impact on student success and retention. Finally, more support and training is needed for faculty and staff.

Mr. Vittos asked if there were plans to sustain these efforts after the grant ends. Ms. Gross said that when the grant was submitted, the college had to identify the components that would be continued once the funding ran out. As a part of the plan, the FYC will receive institutional support, and we hope to continue to expand the services across the college. Dr. Rushin and Ms. Gross are working with the development office to secure additional funds to support these efforts after the grant closes. The curriculum specialist and data analyst positions are not scheduled to be continued.

Ms. Huffman noted how important it is to identify barriers to success and stated that there is a national trend to get students to be engaged earlier, build relationships, and feel comfortable on the first day. She congratulated the college on the success that the results are showing.

Chair Walker remarked that students are polled at the start of the academic year and wondered if that continued throughout the first year. Mr. Smith said that small groups of students are polled, and students who come in for help are surveyed. Ms. Gross also noted that the data analyst looks at data and information that support the FYE 105 course. Students in those courses are surveyed as we try to determine barriers and find out what they want to help them with their college experience.

Chair Walker asked if there was a way to determine how many first-year students we are actually reaching or who have used services. Ms. Gross noted that we know the number of students who attend orientation or who are enrolled in FYE 105 or other pilot courses. Those groups are tracked for at least a year. Dr. Feeney remarked that faculty are also being trained and that will help other students in the future. Mr. Smith said that there were over 6,000 contacts with students in total this year, which is an increase from last year. Information about the FYC is pushed heavily during orientation, and students are sent periodic emails to remind them of the services offered. Staff will also go into classes during the first few weeks of class to let students know about the center.

Mr. Hoekstra asked how transfer students were made aware of the FYC, as they probably do not attend orientation and may not be aware of the services offered. Ms. Gross said that there is no orientation for students who transfer in, but that is a need they might explore. She suggested the online orientation materials could be shared with any student regardless of status.

Chair Walker thanked Ms. Gross and Mr. Smith for their presentation and congratulated them on their success in helping students have a good college experience.

B. SACS Reaffirmation – Quality Enhancement Plan

Dr. Julian referenced the reaffirmation timeline that was included in the packet. She noted that this process happens every ten years as required by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). SACSCOC is the regional accrediting body for the college. She noted that work on the reaffirmation will take about two years to complete and commenced in Spring 2017. The Quality Enhancement Plan, or QEP, is an important part of the process. The college has to determine a project or initiative that will focus on student learning. During the last reaffirmation, we focused on reading strategies and had wonderful student results and partnerships created among the faculty. Many reading strategies were implemented and the developmental reading and pairing of classes came out of that initiative. Dr. Julian noted that the faculty did excellent work and real progress was made for students. She believes we are still seeing positive results of their work.

We are currently in the process of finalizing the QEP topic for the next reaffirmation. A group has been involved in engaging the faculty and staff to determine the most important thing we can do that will help students. Dr. Julian invited Terry Buckner, who is leading this group, to talk about that process and where we are currently.

Ms. Buckner stated that she is a librarian and is currently chairing the QEP Topic Selection Committee. The committee has been working to share information about the QEP, why it is important, and the process we will follow moving forward. The committee has reached out to faculty, staff, and students, as well as to the larger community including advisory board members, workforce partners, and others to collect input. A survey was compiled and over 700 responses were received from a broad base of stakeholders. From those responses, four topics were identified as most important, although they are very broad at this time. Once a decision is made on the selected focus, another team will refine the topic and identify goals and strategies to successfully implement. The top four topics are:

- Soft skills, also called essential skills, or workplace skills
- Distance learning
- Academic advising
- Student resources and engagement, including tutoring, library, student activities, etc.

Ms. Buckner said that the committee is reaching out again to various stakeholders to determine the recommended topic from those four. She asked each board member to provide input this evening through a short survey that was distributed. The committee has already received 660 responses to this survey. Once this survey is closed, the information will be compiled and a recommendation sent to Dr. Julian and Dr. Feeney. The QEP topic will be announced in early spring. Ms. Buckner thanked everyone for their assistance, and board members completed and returned the survey.

C. Strategic Plan Progress Report, Year One

Dr. Julian reminded the board that they receive an annual report that details progress made toward the goals and objectives as outlined in the strategic plan. Some of the related accomplishments were reported in the spring in the annual highlights document. Alan Lawson, the Director of the Institutional Planning, Research, and Effectiveness, has compiled this report. Mr. Lawson was not able to be here, so Mark Manuel was asked to review some of the information with everyone.

Mr. Manuel noted that these accomplishments are from the first year of the college's *2016 – 2022 Strategic Plan*. The five overarching strategic initiatives and their underlying goals are listed on pages two and three of the report. The bolded items were the annual priorities and had particular focus over the past twelve months. The progress ratings illustrated on page four are leadership's assessment for each objective. Since this is the first year of the plan, the results are expected to be somewhat lower than in subsequent years. Dr. Julian added that the measures provide data that we believe is appropriate to consider and that we can obtain. Some measures incorporate information on the performance funding targets, and some refer to KCTCS Strategic Initiatives.

Mr. Manuel highlighted some specific results, including the following.

- Strategic Initiative 1, Objective 1.1.1: While overall enrollment has continued to decrease, there have some increases in enrollment for students who identify as Latino and two or more races. There are also increases in credential seeking and dual credit students.
- Strategic Initiative 1, Objective 1.1.2: Many students receive financial aid and take out loans. It is important to advise them as we manage loan default rates, or the college can lose the ability to process federal aid for students. The college's loan default rates have decreased by 4.4 percent since Fiscal Year 2010, and we continue to support students to reduce it.
- Strategic Initiative 2, Objective 1.2.2: Fall-to-fall retention is up almost 4 percent for first-time freshmen, which is equivalent to 71 students. This measure is part of the performance funding model.
 - Ms. Huffman asked whether or not we track when students leave and return. Dr. Julian responded affirmatively depending on the timing. Chair Walker wondered if we asked students what their main concerns are about being able to complete the year, and if we used that information to stay aware and provide services that they may need as they year progresses.
 - Dr. Rushin gave several examples of interaction with students to assess their situation:

- The advising system that we use, Starfish, has an intake form that asks those questions. Advisors use that at appointments to obtain information.
- Another tool is Illume, which can analyze data on certain groups of students that we identify. For example, we know that if first-generation students enroll in 18 hours, they may struggle as this is possibly too big a load for them to manage. We can track those students and follow-up with them about barriers to their success. We can implement interventions if we can target them appropriately.
- In addition, faculty can add the reason that students drop their course as part of the automated process. That data can be analyzed to identify causes, such as financial issues, hunger, homelessness, or other barriers to success.
- Chair Walker noted that child care is a big concern for students. If the school is aware of those problems, counselors can work to identify resources that are helpful to students. He believes that access to this information about the students' struggles will impact student retention, and we may need additional efforts to counteract those.
- Mr. Hoekstra said that a lot of what he experiences is students starting and stopping, but he is not always able to explore what happens to them, such as an academic problem or financial issue. Students become inactive if they are gone for a semester, which is concerning to him as an advisor because he does not have a way to follow-up with them after that time period has elapsed. He would like the system to allow him access to student records from earlier times. If the student returns in the future, they may be assigned to another advisor. He believes that making students feel like they are already a part of the system may be a critical piece in making students successful.
- Dr. Rushin said this practice is important because if a student is away for a period of time, new policies, standards, curriculum, etc. may have been implemented.
- Chair Walker noted that if you attend a four-year institution, even for one semester, they consider you theirs and communication continues well into the future. He noted that if the student believes we want them, they may be more inclined to stay or to return to us in the future. Mr. Hoekstra agreed that is the kind of relationship he would like to see built for our students.
- Dr. Feeney also noted that the act of communicating is important, but how is also important. While many of the people in this room read email, younger generations do not. Mr. Manuel noted that they also change cell phones, and we lose contact. Technologies that would help with tracking former students are available but very expensive.

- Strategic Initiative 1, Objective 1.3.2: Mr. Manuel explained that almost half of our students are on a transfer path, and that BCTC is the top transfer institution in KCTCS with over 18 percent of students transferring. Many of our students transfer on to the University of Kentucky, Kentucky State, and Eastern Kentucky.
 - Charlene Walker has established many programs that help students pay for their education after they transfer.
 - Mr. Hoekstra would like to see a document that brings together all of this data from across the system as a way to measure how we stack up to some of the other colleges. Dr. Julian has some reports on KCTCS measures that are related to the overall plan, and agreed that it would be interesting to see how we compare.

- Strategic Initiative 2, Objective 2.1.1: Mr. Manuel noted that the state is focused on five industry sectors to grow the economy, and the college has done well with those. Completion rates in those five sectors have increased over 23 percent. Dr. Julian noted that the largest enrollment for the college occurred in 2011–2012, and many of those students were finishing credentials in 2016, so it is possible the increase in credentials may not continue, even though we are working hard to retain current students.

- Strategic Initiative 2, Objective 2.2.2: Many students need help to get college ready, and efforts to accelerate completion of developmental education requirements are significant. Over 70 percent needed help in two areas, but the overall average is in the 60 percent range. We had a high success rate this year and saw good gains.

- Strategic Initiative 2, Objective 2.3.3: Students need flexibility in their schedule, and we have seen a big increase in eight-week, twelve-week, and hybrid courses. Academics has done a good job of opening sections based on enrollment needs.

- Strategic Initiative 3, Objective 3.1.1: While we have seen enrollment decreases in some minority categories, veterans, and people with disabilities, we show an increase in degrees and credentials awarded to underrepresented minorities. The data also shows that our student population continues to get younger, so we are losing enrollment among the working age population. Dr. Julian said that this is a sign that people are getting jobs due to low unemployment rates and no longer need to come to us for entry-level training. Increases in dual credit enrollment also bring that average age down.

- Strategic Initiative 3, Objective 3.2.1: Faculty and staff diversity rates are better than the other colleges, but we have a long way to go. We have lost many faculty and staff that we do not have the resources to replace.

- Strategic Initiative 4, Objective 4.1.1: The number of workforce credit hours has nearly doubled in the past year, but we need to do more work in this area.
- Strategic Initiative 5, Objective 5.1.2: The amount of financial aid awarded decreased slightly from the previous year. The college was awarded two large Work Ready Skills Initiative (WRSI) grant awards totaling over \$5 million.
- Strategic Initiative 5, Objective 5.2.4: Student Satisfaction Surveys and Faculty/Staff Work Climate Surveys show high levels of satisfaction with technology, even with our reduced college resources.

Mr. Vittos appreciated the information and asked how we determine which data is more important than others, what we could or could not control, and what is the baseline and measurement for the data available. He asked if we could summarize what we need to focus on in the coming year and why. Dr. Julian said that the performance metrics are part of the funding model, and KCTCS also has individual data point and targets which are indicated, and we can do more to highlight. We also have other documents that have some targets including the Strategic Enrollment Management plan and grant projects. She agreed that we can affect but not control some of these numbers. We can make decisions that help us market better to potential students and continue retention efforts.

Mr. Hoekstra suggested that the college should do a better job of making this type of information available, especially internally. Dr. Julian responded that this information is posted, but individuals may not seek it out independently. She said that she could begin to pull out key points that would interest faculty and staff and include those in the monthly update or in the weekly announcements.

Mr. Manuel noted that KCTCS has a visual scorecard that we could modify and distribute to BCTC stakeholders. He noted that it takes a mature organization to get everyone to review and understand performance data. Dr. Feeney stated that the Academics and Workforce Development area hosted the first goals meeting for faculty, and it showed that improved communication is needed. Mr. Hoekstra agreed that was a step in the right direction.

Chair Walked thanked Mr. Manuel for the report.

D. Budget Update, 2017 – 2018

Lisa Bell referenced the budget narrative and financial statements in the packet. The budget reports were prepared as of November 13, 2017, so there are some updates to spring revenue. The current revenue for Spring 2018 is \$9,759,000, which equates to 30 percent remaining in the budget. She noted that students often wait for late registration in January, so we hope to show a higher budget gain early in the year.

Ms. Bell noted that we had a positive financial result for FY17 based on many contributing factors. She also noted that this is the tenth budget that she and Dr. Julian have prepared, and in those 10 years we have had two years where we did not end in a positive financial position. She stated that this reflects the hard work of the college, and Dr. Julian's commitment to being fiscally responsible.

Ms. Bell remarked that Fall 2017 revenue is down. Leadership will start budget discussions in January and may need to implement freezes on expenses if tuition continues to fail to meet budget. Dr. Julian noted that KCTCS has asked the colleges to prepare for a state allocation cut, which the Governor has signaled is likely, as well as increased pension costs for 2018-20 planning. Current estimate is that increased pension payments could go up \$1 million annually for BCTC. The budget will need to accommodate those changes.

Ms. Huffman noted that her agency has received the same news, so they are beginning to anticipate cuts as well. Dr. Julian believes we may have a tuition increase and additional fees, and we will need to look for ways to generate additional revenue and continue to cut expenses. Ms. Bell reminded members that since 2008 we have had taken state mandated cuts of \$3.8 million in state appropriation, and with enrollment down tuition continues to fall. She will share additional preliminary budget information at the March meeting.

Ms. Huffman noted that when Dr. Julian was hired, the college was facing serious financial difficulties. She commended Dr. Julian and leadership on holding the line and doing more with less. She is impressed with the faculty and staff satisfaction rates based on those decisions and the uncertainty of what they face.

Ms. Bell provided additional information about the fund balance, or what we refer to as a "savings account." She noted that the fiscal year ending June 30, 2017, the fund balance is \$17,027,117. KCTCS requires that we maintain a three percent reserve, so today, after factoring in non-recurring allocations and required reserves, we have \$12,787,000 in spendable non-recurring funds. While we have money in the bank, there are also many needs. This money has been saved in order to make facility enhancements and improvements, and we have identified \$20 million in needs. Leadership will identify and share top needs and begin the steps to move forward with some of those projects.

Mr. Vittos said that private industry is going through a similar situation with declining markets and limited funds but always begin asked to grow. The main way to grow is to steal market share, and that applies to the college, as well. Every school is in the same situation. He suggested that some funding could go to marketing efforts to help enrollment grow. Ms. Bell agreed that there are plenty of opportunities but also much competition for students.

Dr. Julian noted that we are evaluating current programs and the need for new programs to ensure we have the products that our audience wants and needs. The two primary constituents are students who need careers and businesses who want to grow and need new employees. We look at the market and try to identify those gaps.

Ms. Bell noted that the bookstore commission is \$190,841, which is about halfway to budget. The decline in enrollment will impact that number.

Chair Walker thanked Ms. Bell for the report.

Functional Area Updates

Dr. Feeney, Vice President for Academics and Workforce Development (AWD), introduced Dr. Valdis Zeps, faculty member in physics, who is attending the meeting as a requirement of a leadership program. AWD is working to help faculty and staff take advantage of KCTCS and state initiatives that have minimal cost to get more professional development.

Dr. Feeney noted that preparations are underway for the 13th annual Changing Classroom Cultures Conference (CCCC) put on each year by BCTC. This conference has grown into a major success. Participants will come from all 16 KCTCS colleges as well as some institutions.

Dr. Feeney stated that course scheduling is a priority. Given hard work by faculty, coordinators, and academic leadership, the percentage of seats filled has increased 1.8 percent compared to one year ago. Dr. Feeney works with Dr. Rushin to communicate student needs and analyze data. When class sections reach 80 percent capacity, another section is opened to ensure each section is filled.

They are focusing on faculty credentials to prepare for the SACSCOC review. Work is being completed to clean up the files and strengthen them so that we can ensure appropriate faculty preparation for every course.

Another area of focus is on assessment for general education programs. There are a number of strong leaders in those areas to work with faculty in planning and to analyze the results so we can impact student success. The technical programs have done a great job, so we will bring this model over to the general education side.

Dr. Feeney noted that work continues on program evaluation, including the analysis of new programs. One example is the partnership with UK Healthcare. As discussions were ongoing, we were able to set up training quickly to meet their needs through Workforce Solutions rather than waiting for the credit-based curriculum development process. We can still pursue a credit-based program if needed.

Dr. Feeney remarked that the Advanced Manufacturing Technician (AMT) program is in the eighth year and has the highest enrollment ever. The Computer Science division's Hour of Code program is Exhibit A of how we work well with the community and area high schools. December 11-13, over 400 students will be on our campus to participate in that program. Also, Workforce Solutions enrollment was up to 855, serving 158 companies.

The library and tutoring services have impressive numbers. Since the first day of classes this fall, 2,891 students have stopped in the various centers for assistance. Library Services has answered over 5,624 questions. Together, the Newtown, Cooper and Leestown Campus libraries have had over 61,000 visits.

Lisa Bell gave the report for Finance and Operations by sharing a number of items.

The Bursar's Office staff makes sure that students understand their financial obligations and payment options, as well as implements strategies to manage bad debt expense. Over the last five years, work on bad debt expense has saved the college \$4.4 million.

The Business Services area includes accounts payable, purchasing, payroll, asset management, and accounting. In December, the payroll department will process two pay cycles back to back due to the institutional close dates.

Ms. Bell noted that the college just received an innovation award from the Downtown Lexington Partnership for the transformation of the Newtown Campus. The Facilities Planning and Capital Construction group does excellent work and has managed several large projects this year including:

- the Leestown Campus entrance project is complete at a cost of \$1 million;
- a \$500,000 roof replacement at the Lawrenceburg Campus;
- the Leestown Campus renovation to be completed this spring with classes starting in the fall including the Work Ready Skills Initiative (WRSI) funding;
- planning for the WRSI advanced manufacturing addition project for Danville;
- planning for additional parking at the Georgetown–Scott County Campus; and
- the Newtown Campus Science Education Center which is almost complete, and move-in has begun;
- Planning for work at the Newtown Campus, adding infrastructure like sidewalks, property maintenance, temporary parking, and demolishing the corn crib and mule barn which are safety hazards.

Ms. Bell remarked that everyone is doing a lot of good work. She also oversees Information Technology support staff. She noted that the IT staff recently passed a significant milestone by closing 10,000 work orders in the past twelve months.

Charlene Walker, Vice President of Multiculturalism and Inclusion (M&I), stated that her unit receives less than one percent of the general budget, as most of her staff are funded by grants. In particular, three grants are very instrumental and effective in terms of outreach, retention, and recruitment. Ms. Walker noted that she did the initial grant-writing for the Upward Bound and Talent Search grants 30 years ago. We are working to reestablish many positions in the Upward Bound program due to vacancies. Both grants have provided hundreds of thousands of dollars for student support and outreach in Central Kentucky. This year, more than 30 percent of students from the Upward Bound program have chosen to attend BCTC.

Ms. Walker stated that the BLINKS program with Kentucky State University (KSU) is also a very successful partnership. Two students will be starting there in the spring. Ms. Walker noted that 10 students transferred from BCTC in 2017, and all attend classes tuition-free. Students may transfer if they have a 2.8 GPA. She has worked on that program for the past seven years. This program helps many students, especially immigrant and international students, as many cannot get financial aid because of their immigrant status, so this scholarship is a wonderful opportunity.

Ms. Walker remarked that the college had to present a diversity plan to the Kentucky Council of Postsecondary Education, and the plan got high accolades. She noted that 11.7 percent of our students are African-American; 4.8 percent are Hispanic; 1 percent are Native American, and 3.9 percent identify with two or more races. The addition of a category of two-or-more races has led to that number doubling in five years. In all, 20 percent of our students are underrepresented minorities, or part of the burgeoning population. She noted that we must look at that population as we find ways to increase enrollment, as well as identify methods to retain and recruit students of color.

Ms. Walker stated that the Multicultural Opportunities, Strategies, and Institutional Inclusiveness Conference (MOSAIIIC) was held in November. She started this event ten years ago, and as interest grew she created a consortium to help manage and fund activities. BCTC had over 90 students in attendance this year, which is a wonderful opportunity for student engagement. Dr. Rebecca Glasscock, faculty in geography, was honored at the event for her work with equity and inclusion.

Ms. Walker is rewriting the alliance agreement for the Louis Stokes Alliance for Minority Participation (LSAMP) grant, which provides opportunities for students in Science, Technology, Engineering, and Mathematics (STEM) fields. BCTC is the only community college who has been a part of the agreement for the past ten years; this year, Jefferson will be written in as a partner. Ms. Walker has led this effort herself for the past 10 years.

Ms. Walker thanked the board for all of their efforts, and asked for continued support of the Multicultural and Inclusion programs.

V. Announcements

Dr. Julian thanked Mr. Morales for participating in the student group on Friday, December 1. She appreciated the time she spent with the students and enjoys hearing their stories. She also thanked Chair Walker and Mr. McNulty for participating in the legislative event on Monday, December 4, where attendees toured the Science Education Center at the Newtown Campus. The event included eight legislators. Dr. Julian expressed appreciation for the time board members can spend involved in college activities. Chair Walker noted that Monday's visit was a great opportunity for the legislators and others in attendance. He believes the Newtown Campus is going to be phenomenal and that students are getting a first class environment for learning. He is excited to see the potential for students to become contributors to the state and country.

Dr. Julian remarked that the board had suggested a community outreach committee at the December 2016 meeting. Based on feedback received since that time, she suggested it may be best to put together information, including an "elevator speech," for everyone to utilize when talking about the college with various groups. We can continue to update and involve board members in outreach events. All board members will be an important part of this effort.

Dr. Julian noted that information about Good Giving Tuesday was distributed this evening. All members are encouraged to give, regardless of the amount of the donation. Donors often ask about board participation, and we would like to report 100 percent participation in giving from the board as a way to show support for the college. If members are able to participate, gifts may be made online or by calling Dr. Laurel Martin.

Dr. Julian concluded by saying thank you for all of the hard work that the board has contributed on behalf of the college in the past year. She wished everyone a happy and prosperous holiday season.

VI. Adjourn

A motion to adjourn was proposed by Mr. McNulty, seconded by Mr. Morales, and the motion carried. At 8:39 p.m., with no further business to come before the board, the meeting was adjourned.

The next regularly scheduled meeting of the board will be held on Wednesday, March 7, 2018. The meeting will be held in the Science Education Center at the Newtown Campus.

Respectfully submitted,

Tammi O'Neill
Office of the President

Augusta A. Julian, Ed.D.
President