



Program Advisory Committee Handbook

2017 - 2018

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Dear Advisory Committee Member:

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 and competitive.

The knowledge and expertise you share with our program faculty helps 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.

This *Program Advisory Committee Handbook* contains basic information about your role as an advisory board member. It also provides 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 A. Julian, Ed.D.

President/CEO

Mission

Bluegrass Community and Technical College (BCTC) transforms the Bluegrass Region - one student at a time, one employer at a time, one community at a time.

With students at the heart of our mission, BCTC supports access, success, and completion of educational goals through comprehensive and responsive programs and services at campuses across the region and through distance learning. With strong partnerships and excellence in teaching and learning, BCTC:

- Provides a skilled workforce, through high-quality career and technical programs, workforce training, and continuing education.
- Prepares students to transfer for baccalaureate degrees, through general education and literacy and life skills development.

BCTC promotes regional economic vitality and quality of life through diversity and inclusion, cultural and global awareness, critical thinking, civic responsibility, professional competence, and sustainability.

BCTC is a member college of the Kentucky Community and Technical College System and awards associate degrees, diplomas, and certificates.

- Endorsed by BCTC Board of Directors - May 28, 2014
- Approved by KCTCS Board of Regents - September 19, 2014

BCTC Vision

Bluegrass Community and Technical college aspires to teaching and learning excellence, student success, and creative solutions for educational, economic, and community challenges.

BCTC Values

As an organization that serves and learns, made up of students, faculty, and staff, and supported by boards, councils, and advisors, BCTC is guided by these core values:

Building Respect

- Authenticity - We act with integrity and uphold our commitments.
- Inclusion - We empower students, faculty, and staff to create an inclusive culture through open access, shared experience, and mutual respect.

Communicating

- Meaningful Interaction - We value considerate and productive communication, empowered listening, and diversity of thought and expression.
- Focus on Learning - We support lifelong learning through teaching and service that nurture emotional and intellectual growth to foster meaningful lives.

Transforming

- Innovation - We embrace challenges using new, creative, and flexible ideas and actions that seek improvements and support educational excellence.
- Responsiveness - We assess needs, create partnerships, and take initiative to support the economic and cultural development of the communities we serve.

Creating Community

- Positive Environment - We embrace joy and celebration in our learning and working environment.
- Collaboration - We cooperate toward common goals, striving to create positive results by being helpful, courteous, and kind.

Bluegrass Community and Technical College 2016-2022 Strategic Plan

*Measures column will not be completed until the KCTCS and CPE measures are finalized. Additionally, there will be performance funding measures to be considered that are expected in the coming year. Proposed KCTCS measures are in *italics*. Proposed CPE measures are in **bold**. *Some measures are both*.

Goal	Objectives	Measures
Strategic Initiative 1: Increase student access and success.		
1.1: Strategically manage college enrollment to optimize student access and success.	1.1.1 Develop and implement enhanced strategies to increase enrollment.	<i>Annual headcount enrollment; enrollment of targeted populations.</i>
	1.1.2 Improve processes to support ease of access to financial aid and scholarships.	Number and amount of scholarships awarded; <i>affordability – average net price; student surveys.</i>
1.2: Strengthen academic and student services to support student engagement and completion.	1.2.1 Integrate and intensify advising and career development services to guide each student’s individual academic plan and promote career pathways.	<i>Credentials earned; IPEDS 3-year graduation rate;</i> student surveys; graduating student survey – links to business and industry in area of interest.
	1.2.2 Build upon the first-year-experience initiative as a primary retention strategy.	<i>IPEDS retention rate; first to second year retention;</i> credit hours completed.
	1.2.3 Provide integrated academic resources for student support, both on-campus and online.	Survey ratings; pass rates in online and in-person courses.
1.3: Increase the number of students who successfully transfer to Bachelor’s degree programs.	1.3.1 Pursue early outreach to incoming students interested in transfer, particularly those from underserved populations.	Transfers from under-represented populations.
	1.3.2 Engage with bachelor’s degree granting institutions to increase transfer opportunities and support available to students.	Transfers within a year of non-enrollment at BCTC; <i>transfers with Associate degrees.</i>
1.4: Decrease gaps in academic achievement by supporting students who have barriers to success.	1.4.1 Develop and implement academic strategies to actively facilitate persistence and completion for at-risk students.	<i>Under-represented populations: enrollment, retention rate, credentials earned, graduation rate.</i>
	1.4.2 Strengthen partnerships to address barriers to retention such as issues of transportation, child care, poverty, and hunger.	<i>Low-income students: retention rate, credentials earned, graduation rate, referrals to agencies, number of students receiving personal counseling or disability services.</i>

Goal	Objectives	Measures
Strategic Initiative 2: Promote excellence in teaching and learning.		
2.1: Develop and support educational programs that prepare students for successful careers in a changing economy.	2.1.1 Expand and integrate workforce, academic, and technical programs to prepare students for emerging and sustaining careers.	External program accreditations; <i>completers in targeted industry sectors.</i>
	2.1.2 Strengthen programs and job placement by using workforce data and meaningful employer involvement.	<i>Licensure pass rates; median wage growth of technical program completers; graduating student survey – links to business and industry in areas of interest.</i>
	2.1.3 Expand opportunities for experiential learning including learn-and-work programs, internships, and apprenticeships for students in career and technical programs.	<i>Participation in experiential learning: clinicals, co-ops, internships, service learning, awards of credit for prior learning.</i>
2.2: Enhance college and career readiness of entering students.	2.2.1 Use K-12 partnerships and other strategies to better prepare students for the demands of postsecondary education.	<i>Dual credit success: enrolled in college or earning above \$25K; dual credit enrollment; partnerships with area high schools.</i>
	2.2.2 Accelerate completion of developmental education requirements.	<i>Pass rates in Math and English developmental courses;</i> course redesigns (Title III); co-requisite courses offered; pass rates on reading developmental courses.
	2.2.3 Collaborate with adult education programs to support GED completions, assist underprepared students, and improve transition of students to college.	GEDs earned; GED earners transitioning to BCTC.
2.3: Develop and support quality, engaging, pace-optimized learning environments.	2.3.1 Infuse creative thinking, collaborative learning, and technology-rich activities in courses to enhance skills for tomorrow's workplace.	Number of redesigned courses with infusion of collaborative and technology-rich learning activities (Title III); student learning outcome measures; CCSSE active learning score.
	2.3.2 Improve strategies and assessments to support successful completion of gateway courses.	<i>Pass rates in identified gateway courses.</i>
	2.3.3 Continue to explore and implement flexible options for class schedules and delivery of services.	Number and variety of session and class options; enrollment in alternative schedules.

Goal	Objectives	Measures
Strategic Initiative 3: Cultivate an inclusive learning community.		
3.1: Enhance college services and activities to recruit, retain, and graduate diverse students.	3.1.1 Expand outreach and retention efforts to increase access and success for underserved or underrepresented populations.	Enrollment and completion for: under-represented minorities, veterans, students with disabilities; student diversity.
	3.1.2 Provide a supportive environment for success of international, migrant, and refugee students.	Survey ratings; outreach and support services available for international, migrant, and refugee students.
3.2: Create more awareness of and sensitivity to diversity to promote inclusiveness.	3.2.1 Recruit and retain a diverse faculty and staff to reflect the changing demographics of the student population.	Employee diversity.
	3.2.2 Provide rich multicultural and inclusion experiences that enhance global awareness and cultural competencies of faculty, staff, and students.	Survey ratings; activities of campus environment team; training and experiences in cultural competency provided for faculty, staff, and students.
3.3: Provide for collegewide interaction, communication, and involvement of faculty, staff, and students.	3.3.1 Activate engagement through a broad range of activities and learning to build community among faculty, staff, and students.	<i>CCSSE student engagement measures; work climate & student satisfaction surveys.</i>
	3.3.2 Improve communication with students, faculty, and staff by connecting through multiple social media channels.	Use of social media for information and communication.
Strategic Initiative 4: Enhance strategies for economic, workforce, and community development.		
4.1: Provide educational opportunities to meet current needs and emerging trends in economic and workforce development.	4.1.1 Improve educational support and outreach to business and industry by aligning academic offerings with workforce needs.	Workforce credit hour conversion; number of companies served; number of individuals served.
	4.1.2 Collaborate with workforce and governmental agencies, using internal and external data, to respond to economic development initiatives.	New or revised programs responding to workforce needs.
4.2: Actively engage in community outreach and development.	4.2.1 Create opportunities to increase community connections and partnerships.	Number of activities and partnerships.
	4.2.2 Develop and implement marketing and advocacy efforts to build public awareness of BCTC's value and affordability.	Number and scope of marketing and advocacy activities.
	4.2.3 Expand arts and cultural opportunities for students and communities.	Number of activities and participants.

Goal	Objectives	Measures
Strategic Initiative 5: Build resources for an effective and sustainable college.		
5.1: Maximize college budgetary, development, and human resources to promote efficient operations throughout the college.	5.1.1 Conduct budget development, allocation, and management processes that focus on strategic needs, involve broad participation, and enhance efficiencies.	Annual end-of-year operating budget positive balance, BCTC fund balance positive, work climate survey.
	5.1.2 Accelerate resource development efforts to enhance student support and scholarships, academic quality, and facilities expansion and renovation.	Financial contributions; number of new donors; number/amount of scholarships or student and program support.
	5.1.3 Provide for excellent training, services, and development resources to support a highly qualified and committed faculty and staff.	Number and variety of professional development opportunities offered.
5.2: Plan and develop facilities and infrastructure for optimum learning environments.	5.2.1 Plan and guide evolution of Newtown Campus with related transitions at Leestown and Cooper campuses.	Progress on and/or updates to facilities master plans.
	5.2.2 Enhance regional campuses as integral parts of their communities.	Community partnerships and activities; campus enhancements.
	5.2.3 Support safe campuses through enhanced security, training, and facilities upgrades.	Progress on and/or upgrades to facilities master plans; security and safety training activities; work climate & student satisfaction surveys.
	5.2.4 Provide up-to-date technology and equipment resources for instructional and administrative support.	Maintenance and upgrading of workstations, file servers, network infrastructure, and audio/visual equipment; ongoing upgrades of instructional equipment; work climate & student satisfaction surveys.
5.3: Utilize dynamic planning and assessment processes to monitor progress toward strategic goals.	5.3.1 Enhance mechanisms for assessing and reporting progress toward strategic goals.	Annual strategic plan progress report; dissemination of progress measures.
	5.3.2 Seek continuous improvement through broad-based planning, use of data, and benchmark comparisons.	Participation in and use of unit annual plans; dissemination of data and benchmark comparisons; work climate survey.

Academics and Workforce Development 2017-2018 Administrative Directory

Dr. Augusta Julian, President/CEO
Cooper Campus, OB 209-A
Lexington, KY 40506-0235

Dr. Greg Feeney, Vice President
Academics and Workforce Development
Cooper Campus, OB 209-C
246-6329

Dr. Karen Mayo, Dean
Academics
Newtown Campus, CB 121-D
246-6525

Ms. Tammy Liles, Dean
Academics
Cooper Campus, OB 303-B
246-6449

Mr. Ralph Potter, Assistant Dean
Advanced Manufacturing and Trades
Georgetown Campus, AMCB 112
246-6770

Dr. Yasemin Congleton, Assistant Dean
Allied Health and Natural Sciences
Cooper Campus, OB 234-J
246-6487

Ms. Melanie Williamson, Assistant Dean
Business, Computer, and Information Systems
Newtown Campus, CB 213-P
246-6285

Ms. Beth Healander, Interim Assistant
Dean (Fall 2017), Humanities
Cooper Campus, AT 101-E
246-6355

Ms. Angie King, Assistant Dean
Humanities
Cooper Campus, AT 101-B
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Dr. Rebecca Simms, Dean
Academic Support
Newtown Campus, CB 121-B
246-6761

Ms. Pam Hatcher, Dean
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Cooper Campus, OB 223
246-6545

Dr. Steven White, Assistant Dean
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and Social Sciences
Cooper Campus, AT 202-F
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Mr. Kevin Dunn, Assistant Dean
Learning Technologies & Distance Education
Leestown Campus, M 131
246-6716

Ms. Barbara Elzey, Assistant Dean
Learning Technologies & Distance Education
Leestown Campus, M 110
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Mathematics and Statistics
Newtown Campus, CB 311-B
246-6417

Ms. Laura Lynch, Assistant Dean
Workforce Solutions
Leestown Campus, N 121
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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.

BTC does not discriminate on the basis of race, religion, color, sex (including pregnancy and gender identity), national origin, age, disability, family medical history, or genetic information in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Jane Goatley, 500 Newtown Pike, Administration Building, Room 207, Lexington, KY 40508-1207, (859) 246-6704.

Revised July 2017