

**KY COUNCIL ON POSTSECONDARY EDUCATION  
COMMITTEE ON EQUAL OPPORTUNITIES**



April 24, 2023 – 1:00 p.m. ET  
Virtual Meeting - <https://cpe-ky-gov.zoom.us/j/81461851613>

*\*Indicates action item*

- I. Call to Order**
- II. Roll Call**
- III. Approval of the Minutes\***
- IV. Update from CPE Vice President and General Counsel (Travis Powell)**
- V. Overview of the Scoring Process (CPE Associate for Diversity, Equity, and Inclusion, Gaines Brown) ..... 3**
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- 2. Gateway Community & Technical College
- 3. University of Kentucky
- 4. Elizabethtown Community & Technical College

**VI. Next Steps** ..... 61

**VII. Other Business**

**VIII. Adjournment**  
*Next Meeting: June 26, 2023 @ 1p.m. ET*

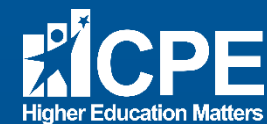


# Overview of Scoring Process

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Gaines Brown

CPE Associate for Diversity, Equity, and Inclusion



# Diversity, Equity, and Inclusion Plan Report Evaluation

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- Annual Report (2022)
  - Qualitative Report Submitted
  - 2021-2022 Data Analyzed
- Evaluated based on a Rubric; divided into 2 sections
  - Quantitative
    - 18 possible points for Universities
    - 16 possible points for KCTCS Institutions
  - Qualitative
    - 18 possible points
  - Minimum Score for Eligibility to Offer New Programs
    - 24 for Universities
    - 22 for KCTCS Institutions

# Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

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- Evaluation of progress toward targets set in the following areas:
  - Undergraduate and Graduate Enrollment\*
  - 1<sup>st</sup> to 2<sup>nd</sup> Year Retention (URM and Low Income)
  - Graduation Rate (URM and Low Income)
  - Degrees Conferred/Credentials Awarded (URM and Low Income)
  - Workforce Diversity
- 9 areas for Universities and 8 areas for KCTCS Institutions Scoring\*
  - 2 – Annual target met or exceeded.
  - 1 – Annual target not met, but value is greater than the 2020-2021 baseline.
  - 0 – Annual target not met and value is less than the 2020-2021 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

# Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

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- 3 focus areas outlined in the Policy for Diversity, Equity, and Inclusion
  - Opportunity, Success, and Impact
- Each institution’s plan identified strategies designed to meet the goals set forth in each of these focus areas.
- For each focus area, reports were evaluated on the following criteria:
  - Implementation of Strategies with Fidelity
  - Analysis of Strategy Effectiveness
  - Lessons Learned and Next Steps
- The 3 evaluation areas are each scored in the following manner:
  - 2 – Meets or Exceeds Expectations
  - 1 – Making Progress Toward Meeting Expectations
  - 0 – Does Not Meet Expectations
- Maximum of 18 Points
  - 3 policy areas, each with 3 evaluation areas and a maximum of 2 points in each category

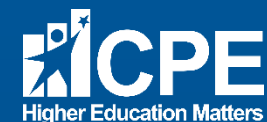




## Team 1: Hazard Community & Technical College, Madisonville Community College, Somerset Community College, Kentucky State University

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Team Lead — Phyllis Clark  
Kentucky Council on Postsecondary Education



# Hazard Community & Technical College — 25/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	0
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 8/16</b>	<b>8</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	1
<b>Total – 17/18</b>	<b>6/6</b>	<b>6/6</b>	<b>5/6</b>



# Hazard Community & Technical College

- Our team agreed that HCTC created clear goals and initiatives that accompanied their strategy narrative. They also included relevant data and outcomes which exhibited to us pretty strong strategy effectiveness. Lastly, they offered a solid analysis of lessons learned that helped to see the potential of the overall strategy trajectory.

# Madisonville Community College — 28/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	0
<b>Total – 10/16</b>	<b>10</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# Madisonville Community College

- MCTC is the 2nd of 2 schools where our team agreed that they created clear goals and initiatives that accompanied their strategy narrative. They also included relevant data and outcomes which exhibited to us pretty strong strategy effectiveness. Lastly, they offered a solid analysis of lessons learned that helped to see the potential of the overall strategy trajectory.

# Somerset Community College — 24/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	2
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 10/16</b>	<b>10</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	2
Effectiveness	1	1	2
Lessons Learned	2	2	1
<b>Total – 14/18</b>	<b>5/6</b>	<b>4/6</b>	<b>5/6</b>

# Somerset Community College

- For effectiveness, SCC did not provide sufficient description as it relates to the ways in which SSC and others will get involved to improve the overall effectiveness of the recruitment process.
- SCC missed an opportunity to describe lessons learned for promoting the benefits, value of diversity and increasing cultural competency; described what is currently taking place; response can be strengthened to be more robust in offering more than 1 current practice that will continue.

# Kentucky State University — 21/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	1
Workforce Diversity	1
<b>Total – 6/18</b>	<b>6</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	1
Effectiveness	1	2	2
Lessons Learned	2	2	2
<b>Total – 15/18</b>	<b>4/6</b>	<b>6/6</b>	<b>5/6</b>



# Kentucky State University

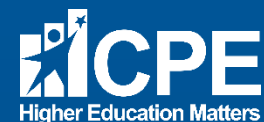
- For the focus areas of Opportunity and Impact, Kentucky State exhibited some evidence of faithfulness in its development and implementation of goals, but ultimately, the initiatives listed in the reports were only enough to demonstrate progress in those areas. Some of the programs and strategies were good, but also generic and/or lacking detail.
- In the area of Opportunity, there lacked a serious effort to analyze the outcomes to newly implemented (or continued) strategies and initiatives. Often times, it is not enough to state the outcome of a line item--a better analysis would have provided a more in-depth look at a new program or compared the data and information collected from an older initiative with the numbers of the current year.



## Team 2: Ashland Community & Technical College, Hopkinsville Community College, Northern Kentucky University, Southcentral Community & Technical College

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Team Lead — Jevonda Keith  
Kentucky Council on Postsecondary Education



# Ashland Community & Technical College — 24/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 9/16</b>	<b>9</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	1	1
Lessons Learned	2	2	1
<b>Total – 15/18</b>	<b>6/6</b>	<b>5/6</b>	<b>4/6</b>

# Ashland Community & Technical College

- ACTC's commitment to creating a more culturally diverse college community and to closing the achievement gap for underrepresented minority students (URM) who attend the college is evident throughout its diversity plan. The college's dedication to implementing the strategies outlined in the ACTC Diversity Plan is demonstrated through its relationships with the local NAACP branch, the surrounding towns, local businesses, industries, and schools it serves.
- It is recognized that the strategies ACTC presented in its report were a fraction of the efforts to support URM students at the college and in the community. However, regarding the strategies presented, the collection, analysis, and intentional use of data could better aid in validating the effectiveness of future strategies and informing decisions based on lessons learned. For example, the CEO would like to highlight the following recommendations:

# Hopkinsville Community College — 23/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	1
Workforce Diversity	1
<b>Total – 11/16</b>	<b>11</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	2
Effectiveness	1	1	1
Lessons Learned	2	1	1
<b>Total – 12/18</b>	<b>5/6</b>	<b>3/6</b>	<b>4/6</b>

# Hopkinsville Community College

- HOPKINSVILLE-CC's desire to fully represent its diverse community is evident in its improved focus on diversity and its work to prioritize all diversity strategies. For example, upon discovery of the disconnect between starting the application process and enrolling in classes, to increase recruitment efforts, the formation of the committee to review the communication plan to develop additional campaigns to increase outreach and aid students in overcoming barriers to enrollment is to be commended. It is also evident that the college is working to create a culture of continuous improvement and a more inclusive campus.



# Northern Kentucky University — 31/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	1
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 13/18</b>	<b>13</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# Northern Kentucky University

- NKU's commitment to diversity, equity, and inclusion is captured in its institutional definition of diversity and in the opening statement of its report "NKU has instituted a university wide Diversity Equity and Inclusion Plan, eliminated insular processes, embraced collaboration, revisited strategies and re-evaluated initiatives to be more "student ready" and mission focused." NKU submitted a stellar diversity plan. The university did an exceptional job fully implementing each strategy with fidelity and provided substantial evidence of having demonstrated every strategy with effectiveness. The lessons learned were strategically aligned with each strategy and identified gaps, in addition to, areas of improvement for NKU to best support the URM faculty, staff, and student populations. The committee especially appreciated NKU's intentionality to ensure that every strategy presented was aligned to NKU's efforts to make its policies and practices more equitable and inclusive. NKU has shown significant growth in its efforts to provide a more equitable and inclusive campus. NKU has definitely become a champion of diversity.

# Southcentral Community & Technical College — 25/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	0
URM Graduation	2
Low Income Graduation	2
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 10/16</b>	<b>10</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	0
Effectiveness	1	2	2
Lessons Learned	2	2	2
<b>Total – 15/18</b>	<b>5/6</b>	<b>6/6</b>	<b>4/6</b>

# Southcentral Community & Technical College

- It is evident that SKYCTC values the diversity of backgrounds - similarities, as well as the differences, of the individual as it promotes diversity, awareness, and inclusion. In its report, SKYCTC states "Fully embracing diversity is necessary for an inclusive environment that reflects the global world and economy. SKYCTC desires to broaden perspectives and worldviews so that students and graduates are prepared to be citizens of a global society."

# Team 3: West Kentucky Community & Technical College, University of Louisville, Maysville Community & Technical College, Western Kentucky University

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Team Lead — Enid Wohlstein  
Kentucky Council on Postsecondary Education



# West Kentucky Community & Technical College — 23/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	0
<b>Total – 6/16</b>	<b>6</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	1	2
<b>Total – 17/18</b>	<b>6/6</b>	<b>5/6</b>	<b>6/6</b>



# West Kentucky Community & Technical College

- For Impact strategies, more details as to the plan for new employee orientation were desired. For the Success strategy "Support URM students successfully completing gatekeeper courses", more details on effectiveness were desired. The Lessons Learned for the Success strategies weren't as detailed as they could be. The numbers given didn't explain why or how the strategies were effective. What is the Appreciative Advising model and details as to how it was used?
- For the Success strategies, details on Lessons Learned and next steps lacked detail. Overall, the institution is a doing great job at implementing DEI efforts. We would like to see more "Impact" on the campus among faculty, staff and students. One way the campus could do this is by providing more training for their faculty and staff and providing more cultural events for their student body.
- We were glad to see LGBTQ communities as part of the DEI efforts and programs. Excellent efforts to reach out to local minority businesses to provide training to employees.

# University of Louisville — 30/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	1
Low Income Retention	1
URM Graduation	2
Low Income Graduation	2
URM Degrees	0
Low Income Degrees	1
Workforce Diversity	1
<b>Total – 12/18</b>	<b>12</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# University of Louisville

- Excellent commitment and work towards DEI.
- UofL does a great job at providing its faculty and staff with DEI training.
- Very thoughtful responses to each strategy with lessons learned and providing next steps.

# Maysville Community College — 31/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
<b>Total – 15/16</b>	<b>15</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	1	1
<b>Total – 16/18</b>	<b>6/6</b>	<b>5/6</b>	<b>5/6</b>

# Maysville Community College

- Overall, the institution is doing a good job at implementing DEI efforts. Consider targeting more high schools and conducting events at different high schools. We would like to see more "Impact" on the campus among faculty, staff and students. One way the campus could do this is by providing more training for their faculty and staff and providing more cultural events for their student body.
- Lessons Learned were thoughtful and provided good plans for next steps.

# Western Kentucky University — 25/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	0
<b>Total – 8/18</b>	<b>8</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 17/18</b>	<b>5/6</b>	<b>6/6</b>	<b>6/6</b>

# Western Kentucky University

- For the Opportunity Strategy “Demonstrate to students, parents, etc. the relationship between degree attainment and a career pathway” was lacking in details on what strategies achieved the goal. The details provided were less a reflection on the activities than a look forward.
- Excellent efforts with the establishment of Living-Learning Communities. WKU is doing a great job at creating Living-Learning Communities and Special Living Options for URM students.
- Good work with the Institute for Inclusive Teaching.

# Team 4: Big Sandy Community & Technical College, Morehead State University, Jefferson Community & Technical College, Bluegrass Community & Technical College

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Team Lead — Lisa Shemwell  
Kentucky Council on Postsecondary Education





# Big Sandy Community & Technical College — 21/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	1
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 4/16</b>	<b>4</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	1	2
Lessons Learned	2	2	2
<b>Total – 17/18</b>	<b>6/6</b>	<b>5/6</b>	<b>6/6</b>

# Big Sandy Community & Technical College

- Overall some good detail on how it was implemented. If it is not implemented we would like more explanation of why not and if there will be a back up plan or correction made in years to come. Some of the areas lacked data (qualitative or quantitative) and were not as detailed as other areas of analysis of effectiveness. Overall the team found that there was sufficient evidence and thought with the plans and logical conclusions drawn to determine next steps for the future. We would like to see more thought on timelines and how to engage community partners were it was noted that would be part of the future plans.

# Morehead State University — 30/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 12/18</b>	<b>12</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# Morehead State University

- Great explanation of implementation strategies. We appreciate the qualitative data and drawing sound conclusions based on that data within the analysis of strategy effectiveness section. The lessons learned section of the report was excellent. We would like to see more of a time line for next steps but overall we felt it was a great job. Overall great report. It really stands out that you are trying to engage faculty and develop cross collaboration among multiple group for student success.

# Jefferson Community & Technical College — 25/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	2
URM Degrees	1
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 11/16</b>	<b>11</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	1	1
Lessons Learned	2	1	1
<b>Total – 14/18</b>	<b>6/6</b>	<b>4/6</b>	<b>4/6</b>

# Jefferson Community & Technical College

- All of your strategies were well written for the most part in the implementation area. Some of the summaries especially in the success goals seem to be overlapping with other goals and we would like to see different information and goals kept separately. Your effectiveness with some of the goal lacked data collections to prove your conclusions. The same with your impact areas. We would encourage you to also look at your goal- is it vague, what are you measuring, is it measurable? Do you have several goals that can be combined? We need to see more timelines, plans for anything asking for budget allocation, what will funds be used for. Basically you have a good start but need more meat around the information you have in each of the focus areas. Success and Impact were probably the weakest Lessons Learned overall.

# Bluegrass Community & Technical College — 24/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	1
URM Graduation	2
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	1
Workforce Diversity	0
<b>Total – 6/16</b>	<b>6</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# Bluegrass Community & Technical College

- This was an excellent report and a shining example of what happens when the institution chooses to focus on a small group of goals within each focus area and implement each well and take their time to do time-consuming work with case studies and collecting of data using pre and post tests and employ multiple strategies across the spectrum.
- Keep up the excellent work. The team loved what you were doing in each area. We only offer one thought for you work next year--could you look at more ways to pull analysis from any of your first year courses--pass/fail, seminar courses, etc.
- EXCELLENT EXAMPLE of GREAT WORK.



# Team 5: Owensboro Community & Technical College, Southeast Community College, Henderson Community College, Eastern Kentucky University

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Team Lead — Michaela Mineer  
Kentucky Council on Postsecondary Education



# Owensboro Community & Technical College — 31/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	0
<b>Total – 14/16</b>	<b>14</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	1	2
Lessons Learned	2	2	2
<b>Total – 17/18</b>	<b>6/6</b>	<b>5/6</b>	<b>6/6</b>

# Owensboro Community & Technical College

- The review team was impressed with the breadth of inclusion in Owensboro's strategies (e.g. students with disabilities) and the amount of detail that was included in each narrative. Since several of the goals seem to be similar or overlap, the review team recommends Owensboro consolidate the goals in the future or narrow the scope of the plans. Also, several goals were ongoing efforts and had been previously accomplished.

# Southeast Community & Technical College — 25/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	1
Low Income Retention	2
URM Graduation	2
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
<b>Total – 12/16</b>	<b>12</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	1	1	1
Lessons Learned	2	1	1
<b>Total – 13/18</b>	<b>5/6</b>	<b>4/6</b>	<b>4/6</b>

# Southeast Community & Technical College

- The review team commended Southeast for having several strategies in place to recruit URM/low-income students.
- In the future it would be helpful to see a year over year comparison in DEI activities to see how participation improved or if there was an increase in events being hosted.
- It was unclear how GED courses and the ACT testing center are relevant to increasing representation of minorities on campus in strategy #10.

# Henderson Community College — 20/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	1
Low Income Retention	0
URM Graduation	0
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
<b>Total – 8/16</b>	<b>8</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	1
Effectiveness	1	1	1
Lessons Learned	2	1	1
<b>Total – 12/18</b>	<b>5/6</b>	<b>4/6</b>	<b>3/6</b>

# Henderson Community College

- The institution used vague language to describe the strategies such as “best practices”, “enhance presence”, and “broad range of students”. The review team recommends the institution uses more measurable metrics.

# Eastern Kentucky University — 30/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 14/18</b>	<b>14</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	1
Lessons Learned	1	2	2
<b>Total – 16/18</b>	<b>5/6</b>	<b>6/6</b>	<b>5/6</b>



# Eastern Kentucky University

- EKU did a great job explaining the strategies and their intended goals for improvement.
- The review team noted that on some of the lessons learned, the narrative provided was vague or didn't address the strategy. It is recommended that the institution be more specific in the future.



# Team 6: Murray State University, Gateway Community & Technical College, University of Kentucky, Elizabethtown Community & Technical College

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Team Lead — Rae Smith  
Kentucky Council on Postsecondary Education

# Murray State University — 28/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	1
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
<b>Total – 14/18</b>	<b>14</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	1	2
Effectiveness	1	2	1
Lessons Learned	2	2	2
<b>Total – 14/18</b>	<b>4/6</b>	<b>5/6</b>	<b>5/6</b>

# Murray State University

- The University has made a commitment to DEI and has the full support and participation of the University President. The report, however, made it difficult to determine what programs had been implemented or what programs were planned to be implemented. Much of the report was establishing how success would be measured, providing basic data to support the strategy or program, and then indicating the goal had been met without offering a deeper analysis. While the committee tries to not be influenced by the organization of the report or the clarity of the writing, issues in those areas make it more difficult to evaluate the programs being offered.

# Gateway Community & Technical College — 24/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	0
<b>Total – 8/16</b>	<b>8</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	1	2
Lessons Learned	2	1	2
<b>Total – 16/18</b>	<b>6/6</b>	<b>4/6</b>	<b>6/6</b>

# Gateway Community & Technical College

- Highest scores were awarded. An example of implementing a strategy with fidelity would be the development and implementation of recruitment activities. The response described investment of funds, detailed the targeted audiences, indicated the staff responsible and provided a detailed description of the methods used.
- Under opportunity, lessons learned are clearly outlined and next steps respond to those takeaways. Using the KCTCS research study that addresses the impression counselor and teachers have about KCTCS schools, is an example of an excellent next step to inform future efforts. Under success, faculty were encouraged, but not required to select one of four curriculum menu options provided and attend DEI training. Examples were provided for academic courses and DEI activities in two specific programs, Human Services and Criminal Justice. The training for faculty was not addressed further under this strategy. Under impact, lessons learned are clear and next steps are explicit and aligned to lessons learned. For example, there is a planned expansion to expand professional and personal development opportunities to part-time staff and adjunct faculty.
- Improved report. Excellent organization with detailed explanations, supporting data, analysis, and takeaways.

# University of Kentucky — 24/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	2
Workforce Diversity	1
<b>Total – 7/18</b>	<b>7</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	1
Lessons Learned	2	2	2
<b>Total – 17/18</b>	<b>6/6</b>	<b>6/6</b>	<b>5/6</b>

# University of Kentucky

- The University of Kentucky provided an organized response that shows commitment to implementing the programs and strategies in their plan. The report provides a thorough explanation of implemented activities and strategies, indicates what units are responsible, identifies dedicated resources, provides data about who participated and the impact of the participation.
- Overall, the report included detailed analysis of the effectiveness of the strategies. The strategy about providing tools to increase cultural competency within the classroom, indicated increased demand, but did not offer details. The results of participant evaluations of programming hosted by the Center for the Enhancement of Learning and Teaching might have been helpful.
- The University of Kentucky provides a detailed report of their efforts to incorporate DEI into every part of the university's strategic plan. Their efforts include students, faculty and staff but are based on creating an environment where students and their needs are at the forefront and supported in every step of their educational journey from recruitment to campus climate and instruction.



# Elizabethtown Community & Technical College — 31/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
<b>Total – 13/16</b>	<b>13</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

# Elizabethtown Community & Technical College

- The multi-faceted effort to increase student cultural competency is appreciated.
- Full and thorough analysis provided. For example, under increasing student cultural competency, effectiveness was analyzed by three different survey instruments at multiple points in the academic journey and data on reach was provided.
- Strong report that lays out clear goals, gives detailed analysis and provides a defined path forward. Excellent organization.

# Next Steps

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Dr. Dawn Offutt

Executive Director of Initiatives for Diversity, Equity, and Inclusion  
Kentucky Council on Postsecondary Education



## Next Steps



Institutions that scored below the applicable threshold are not automatically eligible to apply for new academic programs for AY 2023-24.



Institutions may request a waiver from their ineligible status no later than June 1st. Instructions for submitting an improvement plan will be sent thereafter.



The CEO will review improvement plans and provide recommendations for approval at its October meeting.