KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

October 23, 2023 – 1:00 p.m. ET
Bluegrass Community & Technical College, The Den Gallery

*Indicates action item

I.   Call to Order

II.   Roll Call

III.   Adoption of Agenda*

IV.   Welcome and Overview
- Dr. Carlous Yates — Associate VP for Diversity, Equity, Inclusion & Belonging

V.   Initiatives for LGBTQ Students
- Peter Mottas — Coordinator of LGBTQ Services

VI.   Initiatives for Opportunity
- Kauai Thurman — Director of African American Student Initiatives

VII.   Initiatives for Impact
- Savannah Sipple-McGraw — Coordinator of Academic Diversity and Inclusion

VIII.   Initiatives for Student Success
- Erin Howard — Associate Dean of Global Learning

IX.   Welcome from BCTC Acting President
- Dr. Greg Feeney — Acting President

X.   CPE Updates
- Travis Powell — CPE Vice President and General Counsel

XI.   Approval of the Minutes*

XII.   Approval of Performance Improvement Plans*
- Kentucky State University
- Henderson Community College
- Big Sandy Community & Technical College

XIII.   Approval of Strategy Revisions for AY 2023-2024*
- Kentucky State University

XIV.   Best Practices for DEI Strategies Report

XV.   Other Business
- **5th Annual Higher EDquity Symposium**

XVI.   Adjournment
Next Meeting: January 22, 2024 @ 1 p.m. ET

Ms. Kauai Thurman, M.A.
Director of African American Student Initiatives

New town Campus

Multicultural & Global Learning

Center

Classroom Building, Room 103

Bridge to Success Summer Program

Academic Support Program Inspiring to Reach Excellence

ASPIRE Scholarship Program

AASI Pathway Cohorts:
First Year Experience
(FYE 105)
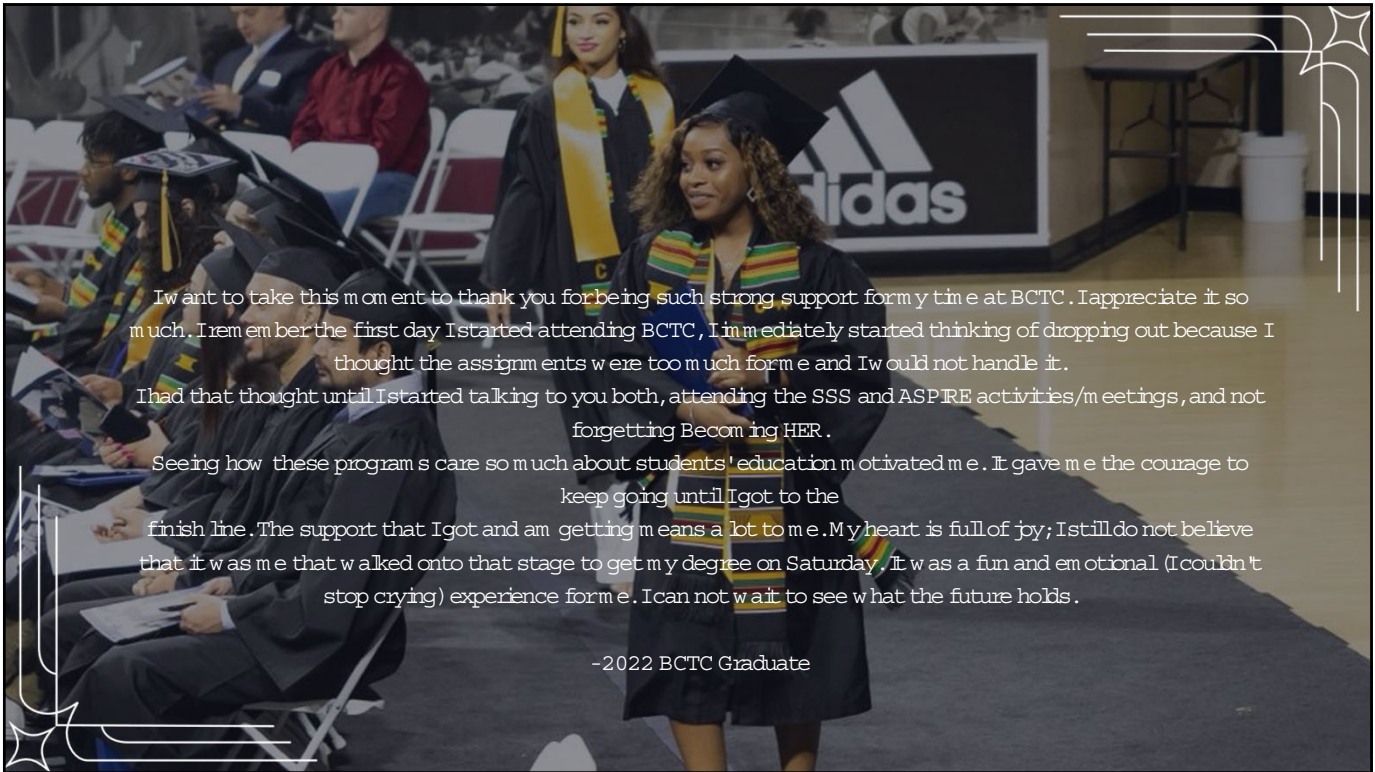
A Few Good Men
and
Becoming HER

I want to take this moment to thank you for being such strong support for my time at BCTC. I appreciate it so much. I remember the first day I started attending BCTC, I immediately started thinking of dropping out because I thought the assignments were too much for me and I would not handle it.

I had that thought until I started talking to you both, attending the SSS and ASPIRE activities/meetings, and not forgetting Becoming HER.

Seeing how these programs care so much about students' education motivated me. It gave me the courage to keep going until I got to the

finish line. The support that I got and am getting means a lot to me. My heart is full of joy; I still do not believe that it was me that walked onto that stage to get my degree on Saturday. It was a fun and emotional (I couldn't stop crying) experience for me. I can not wait to see what the future holds.
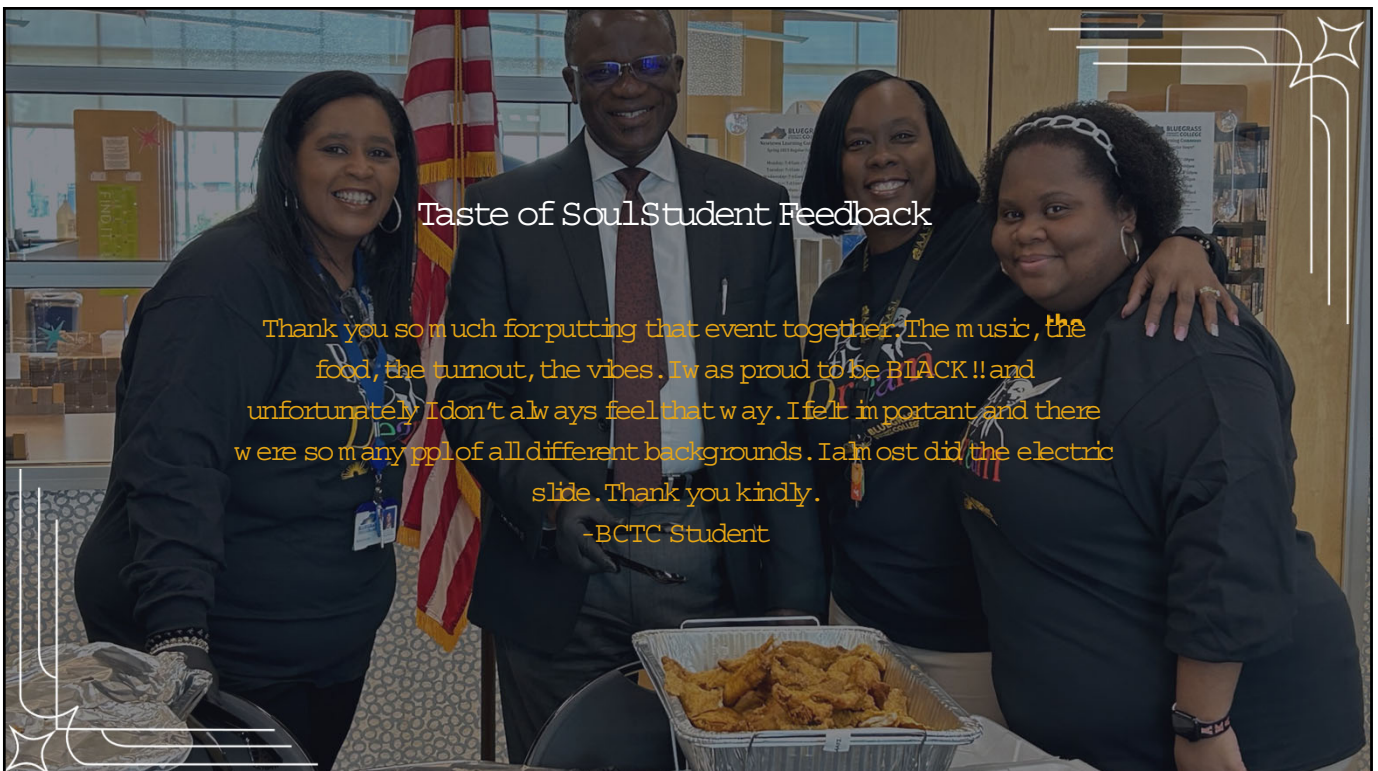
-2022 BCTC Graduate

7

Achievement In Motion Mentoring

8

Cultural Opportunities & Celebrations

Taste of Soul Student Feedback

Thank you so much for putting that event together. The music, the food, the turnout, the vibes. I was proud to be BLACK!! and unfortunately I don't always feel that way. I felt important and there were so many ppl of all different backgrounds. I almost did the electric slide. Thank you kindly.
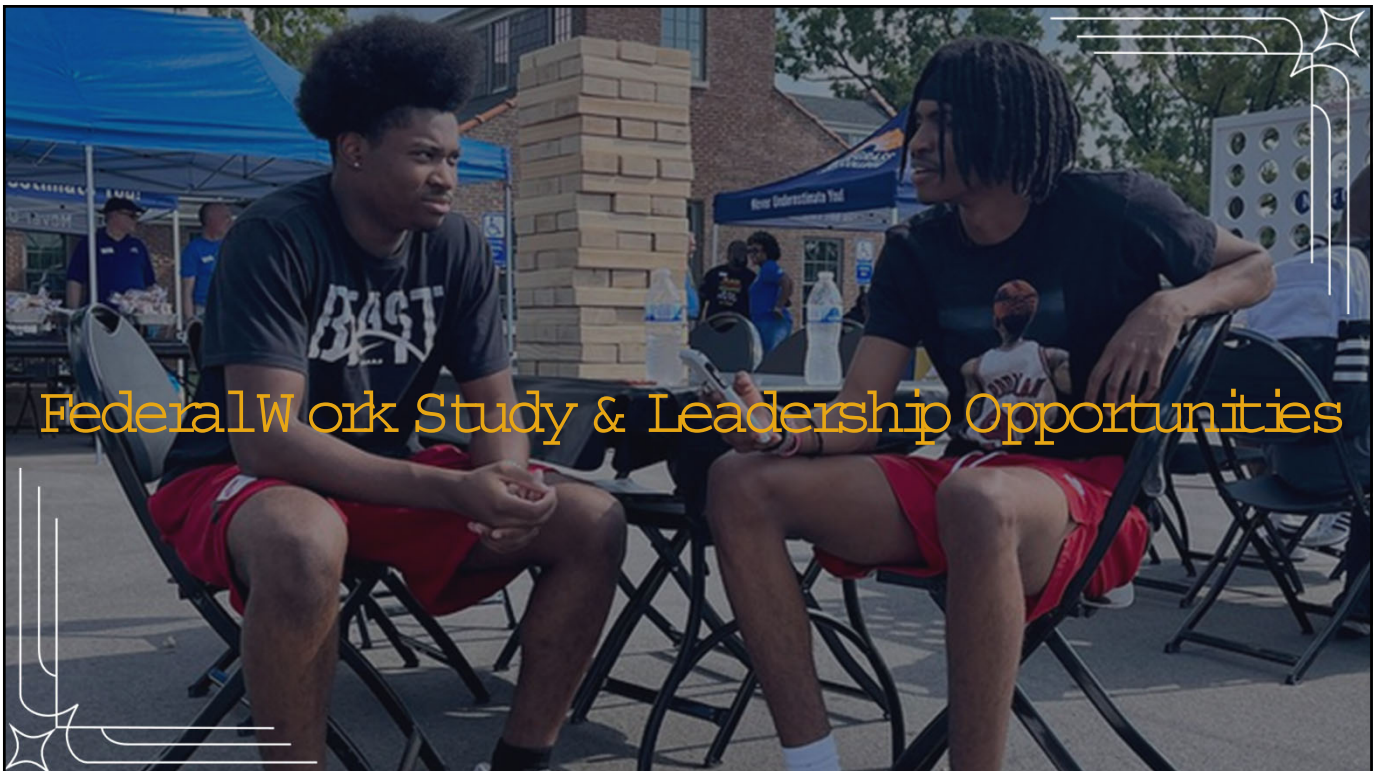-BCTC Student

Transfer Visits

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Federal Work Study & Leadership Opportunities

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Finals Study Hall
and
Academic Workshops
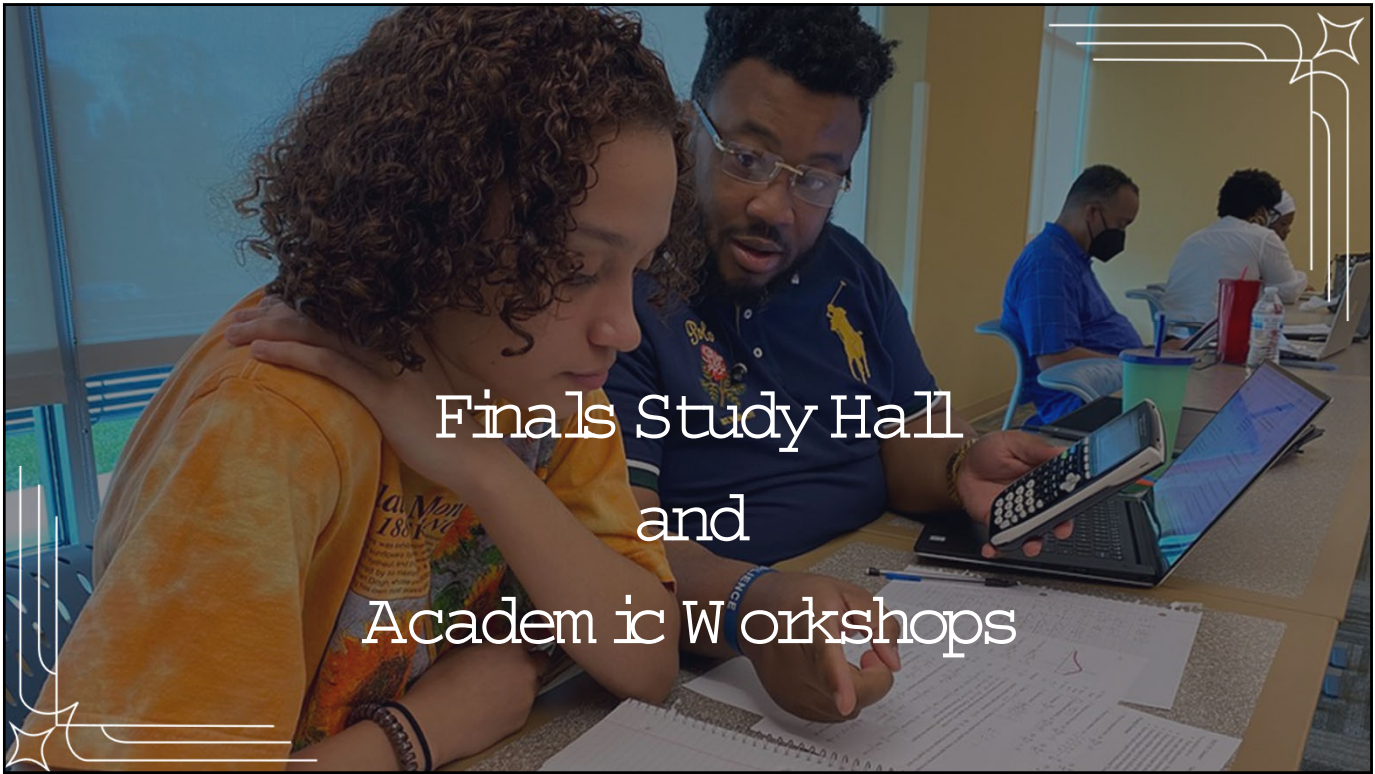
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Initiatives for Impact

Three Main Components:
- Conversation and Relationship Building
- Professional Development
- Implementation

→

BLUEGRASS
COMMUNITY & TECHNICAL COLLEGE

BLUEGRASS COMMUNITY & TECHNICAL COLLEGE

Conversation and Relationship Building

- Travel to extended campuses
- Regular contact with Assistant and Associate deans
- Sessions focused on difficult conversations
- Partnering with the other campus areas

Professional Development

- Building an Inclusive Campus conference
- Trainings for divisions
- Topical trainings

Implementation

- Workshops
- Guide for hiring committees
- Collaborate with specific areas to help meet their needs
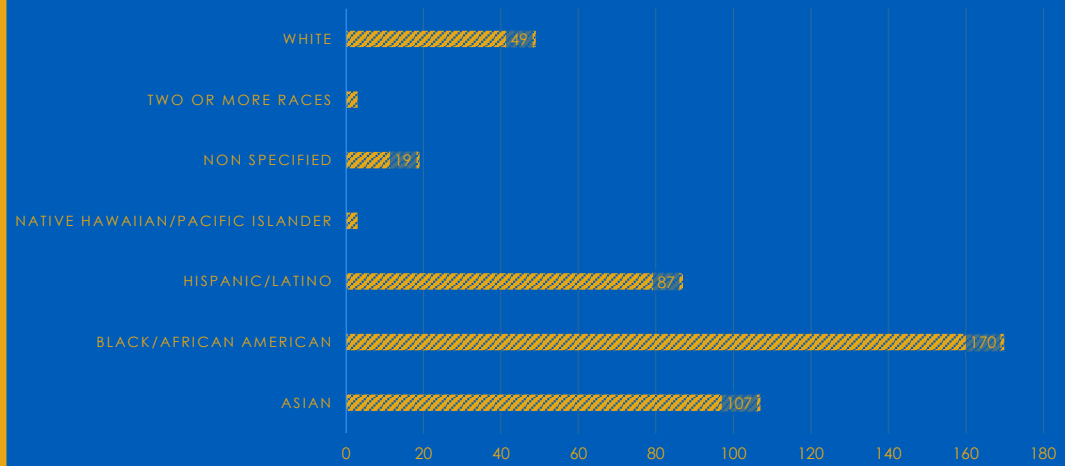- GreenDot Bystander Trainings

1

2

A FEW NUMBERS AND SOME NEWS

- Baseline Global Learners (ESL and Out of Country HS) increased from 369 to 434 from Fall to Fall.

- Increase in F1 students from 42 to approximately 54 from Fall to Fall.

- Latinx enrollment up 17% to over 1,150 students.

- Formalized partnerships in South Africa, Kenya, Ireland, and Scotland focused on student exchanges and articulation/dual degree programs.

- New Latinx Student Services Director, Ruth Gonzalez (started June 6).

- New Program- Community College Initiative Program- 14 J Scholar Students and New Coordinator, Yahia Morsy (started July 11).

- New International Student Services Director to start on October 2.

- Global Learning Festival set for Wednesday, November 15, 2023 from 11 am to 1 pm at BCTC Newtown!

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GLOBAL LEARNERS BY RACE/ETHNICTY, FALL 2023

Race/Ethnicity	Count
WHITE	49
TWO OR MORE RACES	
NON SPECIFIED	19
NATIVE HAWAIIAN/PACIFIC ISLANDER	
HISPANIC/LATINO	87
BLACK/AFRICAN AMERICAN	170
ASIAN	107

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GLOBAL LEARNING WELCOMES NEW STAFF

Ruth Gonzalez
Director, Latinx
Student Services

Eddy Andrade
Immigrant Career
Navigator

Yahia Morsy
CCIP Coordinator

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The Heritage Parade

COMMUNITY COLLEGE INITIATIVE PROGRAM

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COMMUNITY COLLEGE INITIATIVE PROGRAM

Sponsored by the U.S. Department of State

Administered by Northern Virginia Community College in cooperation with the Community College Consortium of which BCTC is now a member.

The CCI Program provides participants from underserved areas and underrepresented groups with a one-year, non-degree academic program at a U.S. community college.

The program is designed to build participants' technical skills in applied fields, enhance their leadership capabilities, and strengthen their English language proficiency. The program also provides opportunities for professional development, service learning, and cultural exchange through community engagement activities.

Grant from NOVA/US Dept of State includes 30 credit hours of tuition for each scholar and additiional funding for workforce certificates.

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INNOVATIVE SCHOLARSHIP FUND

Kentucky Humanitarian Assistance Scholarship

- Funds provide scholarships up to the total cost of attendance for Displaced Students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education.
- A "displaced student" is defined as a traditional or non-traditional aged student who is a foreign national who has received U.S. asylum (asylees), submitted a U.S. asylum application (asylum-seeker), or is a resettled refugee, or is in the U.S. under Temporary Protected Status (TPS), humanitarian parole, or through special immigrant visa (SIV).

International Innovative Exchange

- A portion of the scholarship funds may be used to support U.S. native and foreign undergraduate students participating in international exchange programs.
- Exchange programs must demonstrate innovation.
- The fund hopes to create opportunities for participants to learn with others from different areas of the world and help develop citizens who appreciate the value of culture difference and international collaboration.

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KENTUCKY HUMANITARIAN ASSISTANCE SCHOLARSHIP

Student Support

- In Fall 2022 Semester, BCTC supported 71 students with KHAS Applications
    - 59 students received funds of up to $5,000
    - 13 additional students were supported with services
- Support Services
    - Global Learning Advising Cohort
    - Check-ins from RCP/LISO
- For Fall 2023, we have 111 students on our roster with over 70 students receiving support.

Snapshot

- 63% need ESL services
- Top Countries: Democratic Republic of Congo, Venezuela, Ukraine, Syria, Afghanistan
- Status: Refugee, TPS, Humanitarian Parole, Special Immigrant Visa Status, Pending Asylum and Asylum Holders
- 20% have a high-level degree from home or secondary country

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INNOVATIVE SCHOLARSHIP FUND

BCTC Global Program

- South Africa Exchange with Ekurhuleni West TVET College
- May 13-30, 2023
- 12 Students in IES 235 and/or CIT 295

Study Abroad Programs

- Kentucky Institute for International Studies
    - Greece, Berlin, Japan
- United Nations Humanitarian Affairs Asia
    - University Scholars Leadership Symposium
- BCTC Equine, International Internship to England/Ireland

~$63,000 in funding to support exchanges

BLUEGRASS COMMUNITY & TECHNICAL **COLLEGE**

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KEY BCTC GLOBAL STUDENT SUCCESS INITIATIVES

Language Access and Acquisition

Created BCTC Langauge Access Plan which includes access for all BCTC faculty and staff to high quality telephonic interpretation. In 2022-2023 School year, the service was used for a total of 38 hours in 18 different languages.

Multilingual Orienation offered to English Language Learners and Limited English Proficient Families

Language Assistants-Student staff employed by Global Learning providing technical assistance and tutoring in multiple langauges for BCTC's Language diverse students

Multilingual Social Media Outreach

BLUEGRASS COMMUNITY & TECHNICAL **COLLEGE**

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KEY BCTC GLOBAL STUDENT SUCCESS INITIATIVES

Academic Engagement and Success Coaching

Spanish Heritage Learning Community for Latinx students including course offerings for AA, AS and AAS pathways and a Common hour for study skills, course support, and community buidling.

College coaching for displaced Student groups including refugees, asylees, SIV, Humanitarian Parolees, U Visa holders, T visa holders, TPS and undocumented students.

Dream Scholarship Program- privately funded endowed scholarship that supports undocumented students. Funds from foundation support 9-12 students annually.

Latinx Leadership and College Experience Camp provides outreach and Access support to rising juniors and seniors as well as Student success of currenlty enrolled BCTC students serving as mentors and leaders.

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KEY BCTC GLOBAL STUDENT SUCCESS INITIATIVES

Culture of Care

Culture of Care Crisis Response: Dedicated time of quiet reflection, art, meditation, prayer, breathing exercises, journaling, a cup of tea in response to national and global conflicts, disasters and crisis.

Monthly Café avec Mkate highlighting cultural education, college and community resources, and providing spaces for sharing and dialogue across cultures.

Bi-annual Global Learning Festivals and annual Global Citizenships Symposium to uplift BCTC student's cultural capitol, raise awareness of Global Learning opportunities, and increase college wide global collaborations.

Case management including personalized referrals to multilingual and immigrant friendly services

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TLAZOCAMATI, OBRIGADA, MERCI, ASANTE, GRACIAS

Erin Howard, Associate Dean of Global Learning
erin.Howard@kctcs.edu

859-246-6436
Bl-global@kctcs.edu
CB 103/104

Come visit!

BCTC Global Learning

BLUEGRASS COMMUNITY & TECHNICAL COLLEGE

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Who: Kentucky Council on Postsecondary Education
Meeting Type: Committee on Equal Opportunities
Date: April 24, 2023
Time: 1:00 p.m. ET
Location: Virtual Meeting via ZOOM Webinar

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, April 24, 2023, at 1:00 p.m., ET. The meeting occurred virtually via ZOOM webinar. Chair Elaine Walker presided.

ATTENDENCE

Committee Member attendance:
- Attended: Whitney Allen, Rochelle Brown, Robert Croft, Kellie Ellis, Luv'Tesha Robertson, Faith Kemper, Elaine Walker
- Did not attend: Maira Gomez, David Carpenter

Gaines Brown, CPE's Associate for Diversity, Equity & Inclusion, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the January 23, 2023, meeting were approved as distributed.

UPDATE FROM CPE VICE PRESIDENT AND GENERAL COUNSEL

Committee members received an update from Mr. Travis Powell, CPE's Vice President and General Counsel, regarding recent developments at Kentucky State University. He also discussed legislation passed during the 2023 session that pertains to the postsecondary sector and DEI efforts.

OVERVIEW OF THE SCORING PROCESS

Mr. Gaines Brown provided an overview of the annual Diversity, Equity, and Inclusion Plan report evaluation process. The annual evaluation is divided into two sections:

- The quantitative portion evaluates progress toward identified metrics with the maximum points awarded as 18 points for four-year universities and 16 points for two-year KCTCS institutions.
- The qualitative portion evaluates each institution's progress on its identified strategies and its ability to implement them with fidelity, effectiveness, and lessons learned. The maximum points awarded for all institutions is 18 points.

If an institution scores below the minimum score required - a composite score at or above 22 out of 34 for community colleges and at or above 24 out of 36 for universities - the institution will be ineligible to offer new academic programs. Once ineligible, the institution must create a performance improvement plan identifying specific strategies and resources to rectify deficiencies and submit the plan to the Council for approval. An institution operating under a performance improvement plan may request a waiver to offer a new individual academic program if it can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is reviewed by the CEO review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Committee members were divided into 6 review teams and a CPE staff member served as a coordinating lead. Each team presented on the scoring results of the four institutions they evaluated. Of the twenty-four institutions, three did not meet the minimum required score for immediate eligibility to apply for new degree programs.
- Big Sandy Community & Technical College
- Henderson Community College
- Kentucky State University.

These institutions will have until July 1st to submit a waiver to be eligible to apply for new degree programs with the inclusion of a performance improvement plan.

No action was taken during the meeting regarding the results.

NEXT STEPS

Dr. Dawn Offutt, CPE's Executive Director, discussed the next steps in the annual report evaluation process. Institutions that scored below the applicable threshold may request a waiver from their ineligible status no later than June 1, 2023. Instructions for submitting an improvement plan will be sent thereafter. The Committee on Equal Opportunities will review the submitted improvement plans at its next meeting and provide recommendations for approval.

ADJOURNMENT

The Committee of Equal Opportunities adjourned at 3:13 p.m. ET.

MEETING MINUTES

Draft for Approval by the Committee on Equal Opportunities, October 23, 2023

Who: Kentucky Council on Postsecondary Education
Meeting Type: Committee on Equal Opportunities
Date: June 26, 2023
Time: 1:00 p.m. ET
Location: Virtual Meeting via ZOOM Webinar

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, June 26, 2022, at 1:00 p.m., ET. The meeting occurred virtually via ZOOM webinar. Chair Elaine Walker presided.

ATTENDENCE

Committee Member attendance:
- Attended: Whitney Allen, Rochelle Brown, Robert Croft, Kellie Ellis, Luv'Tesha Robertson, Faith Kemper, Elaine Walker, Maira Gomez
- Did not attend: David Carpenter, CB Akins

Gaines Brown, CPE's Associate for Diversity, Equity &, Inclusion, served as recorder of the meeting minutes.

UPDATE FROM CPE CHIEF OF STAFF

Committee members received an update from Ms. Lee Nimocks, CPE's Sr. Vice President and Chief of Staff, regarding recent developments at Kentucky State University. She also discussed legislation passed during the 2023 session that pertains to the postsecondary sector and DEI efforts.

APPROVAL OF THE MINUTES

The minutes of the April 24, 2023 meeting were distributed prior to the June 2023 meeting.

MOTION: Kellie Ellie moved that the Committee approves the April meeting minutes. Robert Croft seconded the motion.
VOTE: The motion was approved.

APPROVAL OF STRATEGY REVISIONS FOR ACADEMIC YEAR 2023-2024

The Committee received submissions for strategy revisions from Ashland Community and Technical College, Bluegrass Community and Technical College, Henderson Community College, and Madisonville Community College.

MOTION: Whitney Allen moved that the Committee approves the strategy revisions for Ashland Community and Technical College. Robert Croft seconded the motion.
VOTE: The motion was approved.

MOTION: Robert Croft moved that the Committee approve the strategy revisions for Bluegrass Community and Technical College. Faith Kemper seconded the motion.
VOTE: The motion was approved.

MOTION: Kellie Ellis moved that the Committee approves the strategy revisions for Henderson Community College. Faith Kemper seconded the motion.
VOTE: The motion was approved.

MOTION: Faith Kemper moved that the Committee approves the strategy revisions for Madisonville Community College. Maira Gomez seconded the motion.

VOTE: The motion was approved.

APPROVAL OF 2023-2024 MEETING DATES

The Committee received recommendations for the meeting dates for the 2023-2024 programmatic year. The following dates were proposed for approval: October 23, 2023; January 22, 2024; April 22, 2024; June 24, 2024.

MOTION: Maira Gomez moved that the Committee approve the meeting dates for the 2023-2024 programmatic year. Robert Croft seconded the motion.

VOTE: The motion was approved.

ANNUAL DEI EVALUATION – FINAL REPORT

Dr. Dawn Offutt, CPE Executive Director of Initiatives for Diversity, Equity and Inclusion, presented information on the culmination of the DEI Strategies Reports for Academic Year 2023-2024. Only three institutions did not meet the minimum required score to become automatically eligible for new degree programs. Those institutions were Big Sandy Community and Technical College, Henderson Community College, and Kentucky State University. CPE staff shared information with each of these institutions so that they are able to submit a waiver including an improvement plan for review by the Committee at the October 23 meeting.

BEST PRACTICES FOR DEI STRATEGIES REPORT

Dr. Offutt presented a high-level overview of the upcoming best practices lessons learned from the annual reporting of the institutional diversity strategies review process. CPE highlighted the progress of institutions from the initial implementation of the statewide diversity policy. Sample campus scorecards were shared demonstrating the metric progress over the duration of the policy and sample best practices that have been used for each of the three focus areas, opportunity, success, and impact, were highlighted from some institutions.

Additional presentation shares included:
- Opportunity strategies from Sharmy Davis, Owensboro Community College.
- Success strategies from Dr. Kirsten Turner and Dr. Todd Bran, University of Kentucky.
- Impact strategies from Dr. Darryl Peal, Northern Kentucky University.

OTHER BUSINESS

Dr. Offutt gauged the interest of the Committee's desire to pivot towards in-person meetings. Previously, the Committee convened its meetings on college campuses throughout the Commonwealth to conduct their business.

ADJOURNMENT

The Council adjourned at 3:30 p.m. ET.

KENTUCKY STATE UNIVERSITY

Diversity Plan:
Performance Improvement Plan

Institutional Reflection

Diversity, equity, and inclusion is the pathway to creating safe and nurturing environments where everyone belongs and can thrive. Kentucky State University is committed to diversity and inclusion and nurturing the next generation of diverse professionals who will work to resolve economic, social, political, and technological challenges faced by communities locally, nationally, and globally. KSU understands the impact of DEI for access and opportunity of underrepresented minority students. This understanding is rooted in our history from our modest beginnings as a normal school for the training of African American teachers and later when we became a land grant institution with a mission of educating African American students who were barred from other institutions and opportunities.

Kentucky State University, through the review of the quantitative and qualitative 2021 report, carefully reviewed our programs and processes. Through this personal reflection, we noted that our programs are strong, but we must do a **better job of sharing our story and demonstrating fidelity to DEI strategies on campus.**

Based on the review of the CPE's report, we committed to three areas: **assembling a DEI team, communicating DEI strategies to stakeholders to intentionally target URM and low-income populations which we serve, and centralizing our tracking for improved analysis and reporting.**

Plan of Action
University-wide engagement

The intention of diversity is to communicate and unite people and resources across the university campus to support, and drive diversity goals for the university. Although KSU delegated two individuals to report on the university's efforts, many of the university stakeholders were not engaged with regard to the DEI vision, plan, and changes. To correct this, in the last few months, the DEI team (Ms. Nancy Calix and Dr. Christina Caul) reviewed efforts, created revised strategies, and worked to incorporate university departments. Through these meetings, and reflection, the DEI team presented the revised strategies on August 28, 2023, to various internal stakeholders. The meeting was an open exchange for the DEI team to share and re-fine strategies to consider the stakeholders' experiences and expertise. The DEI team communicated a monthly deadline, and meetings to improve reporting on strategies from critical areas. Additionally, a repository was created to collect qualitative and quantitative data regarding strategies.

The DEI team (Ms. Nancy Calix and Dr. Christina Caul) met with Dr. Koffi Akakpo (President), Dr. Tierra Freeman Taylor (Interim Director of Institutional Effectiveness), and Dr. Michael Dailey (Interim Provost) on September 18, 2023, to review the previous strategies and reports. As a result of this meeting, Dr. Akakpo committed to creating a DEI team that includes current employees, as well as an individual committed to DEI solely to interweave diversity, equity, and inclusion into the university's daily mission.

Organizational support and resources

Organizational and leadership improvements: To successfully implement, measure, report, and improve the goals of our plan, Dr. Akakpo has committed to create a DEI team by January 2024, to centralize DEI efforts, communicating goals, reporting, and synergizing partners in an ongoing manner. We recognize that we did not have enough people with the expertise or resources to effectively convey, carry out, track or report the strategies in the plan.

Supporting diverse student populations—recruitment and retention efforts: The university reorganized the student affairs division with Dr. Stephanie Mayberry, Interim Vice Provost for Student Affairs, as the division's leader. The division encompasses the student success department led by Dr. Christina Caul. The **student success department provides academic advising, transition support, academic support (including embedded tutoring, peer tutoring, and online tutoring), and placement testing services.** Additionally, all units within student affairs **(Upward Bound, Student Support Services, Student Success, Housing, University Counseling Center, Student Health, Career Services)** relocated to the Student Center at the center of campus. Through this move, we truly are meeting students where they are. We are presently participating in surveys, Institutional Transformation Project (ITP) and Retention Performance Management System (RPMS) to assess the campus climate for staff, faculty and students. The results from the ITP will help to **improve student outcomes, and the RPM will assess the effectiveness of student interventions.** Additionally, the university is working with the Advising Success Network to make significant advising improvements through funding provided by the James Graham Brown Foundation to **improve advising, customer service, and leadership development.** We have also provided a myriad of **professional development opportunities for staff** (National Student Affairs Administrators Student Success Conference, National Resource Center's Students in Transition Conference, and the National Academic Advising Association Annual Conference). Additionally, Gray Associates conducted an **analysis of KSU's entire academic portfolio,** which resulted in reorganization of some majors and initial work on the development of **guided pathways** that will help to **prevent and guide students' progression.**

Recruiting and retaining diverse faculty and staff: KSU understands the impact of a workforce who values and understands DEI to the overall success of student learning. With this in mind, we have taken steps to recruit and retain diverse faculty and staff.   Our hiring process includes steps that support our commitment to diversity and non-discrimination practices to ensure that the process is fair, consistently applied, and thorough.

Job postings: Announcements include the Equal Opportunity statement, and it is also encouraged that announcements include a reasonable accommodation statement such as "If you need reasonable accommodation at any point in the application or interview process, please let us know."

Job descriptions: In addition to the specific duties, responsibilities, skills, and qualifications required to perform the job, the description should also include a language that sends message to candidates that Kentucky State University values diversity, equity, and inclusion in skills. For example:
Ability to work with diverse students, faculty, and staff.
Commitment to foster an equal opportunity environment for all.
Commitment to fostering a sense of belonging in students.

The OHR (Office of Human Resources) hired a Talent Acquisition Specialist on April 4, 2023, to assist with increasing our diverse candidate pool. The OHR also ensures jobs are advertised and posted on platforms that are strategically geared toward minorities. All University job announcements are posted on Inside HigherEd and with that the following Diversity Network sites:

- www.abilitiesinjobs.com
- www.asianinjobs.com
- www.blackinjobs.com
- www.hispanicinjobs.com
- www.lgbtqinjobs.com
- www.diversityinjobs.com
- www.seniorsinjobs.com
- www.womeninjobs.com
- www.JOFDAV.com
- www.disabledperson.com
- https://www.hispanicjobexchange.com/
- https://www.africanamericanjobsearch.com/
- https://www.asianjobsearch.com/
- https://www.lgbtjobsearch.com/
- https://www.disabledjobseekers.com/
- https://www.usdiversityjobsearch.com/
- https://www.veteranjobcenter.com/
- https://www.seniorstowork.com/
- www.hireblack.com
- www.rallypoint.com

All university jobs are also posted in the Chronicle of Higher Ed. The College of Agriculture purchased a packet for Diversity Boost to increase as part of its strategic efforts to increase its diverse faculty and staff positions. With the Diversity Boost, job announcements also go out to the sites below:

DiversityJobs.com	DisabilityJobSite.com
LatinoJobs.org	HispanicJobSite.com
AfricanAmericanHires.com	SeniorJobsNetwork.com
AllBilingualJobs.com	Jobs4Women.Net
AllHispanicJobs.com	LGBTJobSite.com
AllLGBTJobs.com	ProDivNet.com
AsianHires.com	blackcareernetwork.com
DisabilityJobs.net	DiversityWorking.com
LatPro.com	ElClasificado.com
WeHireWomen.com	ihispano.com
iHireDiversity.com	proable.net
Diversity-Job.com	acareers.net
DiversityWorkers.com	womenscareerchannel.com
RetiredStars.com	outpronet.com
AsianAmericanJobSite.com	AllSpanishJobs.com
AfricanAmericanJobSite.com	

SEARCH COMMITTEES: Every effort is made to ensure committees are inclusive and representative of diverse genders, races, or ethnicities. Committee members abide by federal and state laws, University and departmental policies and guidelines that ensure non-discriminatory practices. Search committee members participate in training to help remove barriers for underrepresented populations. Training includes:

♦ "Conducting job interviews" – provides techniques for conducting interviews focused on avoiding discrimination.

♦ "Implicit Bias and Micro-aggression Awareness" –course provides understanding and awareness that helps prevent imposing biases against others.

The College of Agriculture implemented the practice of including DEI Representatives in its search committees. The DEI Reps included faculty and staff who had been trained in the hiring process, non-discriminatory practices, and implicit bias in hiring (interviewing, assessing, selecting of candidates).

Effective October 18, 2023, the **OHR will launch the University Hiring Search Committee. Members of this committee will be appointed by the KSU President or his designee and represent our shared commitment to the DEI mission of the institution. The Committee is charged with implementing the search in an inclusive and fair manner. Members of the University Search Committee will serve for one year and complete a thoughtfully designed series of ongoing trainings designed to build capacity to help members select qualified faculty and staff who value DEI, foster equity and fairness in teaching and opportunities for access and success of all students.**

The OHR and the DEI team are working on additional training. Each training topic listed below will focus on helping search committee members remove barriers for underrepresented individuals, increase the diverse workforce, and hire individuals who value DEI.

1. Writing job descriptions that are more inclusive.
2. Assessing DEI Responses from Candidates
3. Developing Questions for Inclusion
4. Preparing for the Interview
5. Interview Etiquette
6. Selecting Candidates
7. Reference checks

Outcomes tracking and reporting

One of the shortfalls in Kentucky State University's was the synergy or depth between strategies annually, and the university's data collection and reporting strategy. The university did not have a repository for previous reports, and trusted the annual reports provided by CPE. To address this deficiency, the following activities are underway:

Academic program reporting efforts: Each department delegated individuals to attend the monthly meetings to report on DEI efforts. This synergy has provided space to communicate vision, and to capture collective efforts, previously not captured.

Data dashboard development: Another key initiative is the development of **data repository to use for reporting.** This includes diversity, equity, and inclusion data.

Diversity Plan Modification

As a result of leadership changes at Kentucky State University, the DEI team revised strategies to redress severe retention and completion outcomes. The timeline that we have established is:

- **Review current strategies and work with campus partners (August 30, 2023)**
- **Create and share repository with all academic and administrative units (August 2023)**
- **Communicate expectations with campus community (ongoing monthly)**
- **Host CPE for campus visit (September 25, 2023)**
- **Distribute personnel lists to respective department directors, to ensure that diversity metrics are properly recorded into ADP (October 2023).**
- **Monthly deadlines to submit DEI outcomes in the repository (ongoing).**
- **Follow up with stakeholders to ensure that data is reported and usable (ongoing monthly)**
- **Circulate report for administrative feedback (December 2023)**
- **Share report with the President's Cabinet (January 2024)**
- **Organize team, and hire additional personnel to spearhead DEI (January 2024)**

As of this writing, the efforts have yielded a potential set of revised qualitative strategies that are undergoing a review and input process:

Opportunity

1. Expand outreach efforts for perspective URM and low-income students through the reorganization of admissions team. Hired new Admission's director with the intent to recruit more URM and low-income students from Kentucky. The new admissions director started October 2, 2023.

2. **Expand outreach efforts for prospective URM and low-income students.** Kentucky State University's inaugural Ag Round Up was held September 7, 2023, on the main campus. There were 3 components of the Ag Round Up: (1) Diversity, Equity, and Emerging Opportunities in Food, STEM, and Agriculture, (2) KSU Recruitment, and (3) Ag Round Program with KSU Land Grant showcase, farmer's market, fermentation and distillery showcase, free food (minority vendor), corporate relationship building, and career/internship fair. There was approximately a total of 850 attendees/participants including- KSU students, faculty, staff, administrators, farmers, middle/high school students, elected officials, and local companies.

Success

1. The university submitted a grant application on September 30, 2023, to support our "Pathways to Success" project that will implement and test promising strategies that build on initiatives KSU is currently implementing to improve retention, progression, and degree completion.

2. The university implemented **Beacon's Early Alert.** As of October 2, 2023, faculty have submitted over 150 early alerts, which has given the advising team a chance to intervene early.

3. The university reorganized and implemented a **new academic advising model.** To date, the Advising Success Network has offered KSU advising staff tools and resources to appropriately assist students and redesign academic advising.

4. The University initiated a plan to attend **college fairs** in strategic locations emphasizing the opportunities and resources for URM students. Dean David Shabazz and Dean Kirk Pomper are working **collaboratively to recruit students.** Each fair is attended by faculty and staff who describe the opportunities for students. Fairs include Anderson County High School (9/12/23); Franklin Area (9/19/23); Louisville Male Traditional High School (9/20/23); Woodford County High School (9/21/23); Henry County High School (9/21/23); Shelby County Public Schools (9/26/23); and Bowling Green Regional College Fair (9/29/23); Butler Traditional High School, Louisville College Fair (9/19/23). Additional fairs will include Fayette County Public Schools (10/10/23); Powell County High School, Stanton College Fair (10/3/23); Bullitt Central High School, Shepardsville Career Fair (10/12/23); Northern Kentucky Regional College Fair (10/18/23); Marion C. Moore, Louisville College Fair (11/2/23); and JEB Enrichment Center College Fair (11/04/23).

5. The 1890 Scholars program funded 84 scholars for the Fall 2023. The program's purpose is to support undergraduate students at 1890 land grant institutions in food, agricultural sciences and related fields that would lead to a highly skilled food and agricultural systems workforce. The program follows and adheres to all federal and United States Department of Agriculture (USDA) non-discrimination policies and efforts to recruit underrepresented minority students. An online portal is maintained collecting student data including residing state, gender, race, ethnicity, and military status.

Impact

1. The University provided a series of workshops during the annual Faculty and Staff Institute on August 15-16, 2023: Cultural Competency (Dr. Christina Caul and Dr. Stashia Emanuel), High Impact Practices: Learning Improvement (Dr. Scott Wicker), Using Student Outcomes to Improve Learning Experiences (Dr. Deanna McGaughey-Summers), and Rubrics 101: Building Feedback Loops to Improve Competencies (Dr. Tierra Freeman-Taylor).

2. The university hired a new career center director to offer career development and internship opportunities. To date, the center has hosted an on-campus job fair and is slated to host a career fair on October 4, 2023, from 10:00 a.m. until 2:00 p.m. with more than 40 vendors.
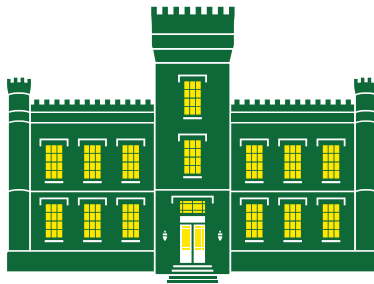
KENTUCKY STATE
UNIVERSITY

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Christina Caul, Ed.D and Nancy Cálix

Henderson Community College
Diversity Improvement Plan
Council of Postsecondary Education

Dr. Jason Warren, President
Ms. April Johnson, Coordinator of Community Engagement and Belonging
Dr. Chad Phillips, Dean of Students Affairs
Mr. Micheale Knecht, Dean of Academic Affairs (Interim)
Mr. Brian McMurtry, Director of Knowledge Management

Introduction

Henderson Community College (HCC) remains committed to achieving its goal of enhancing "the quality of life and employability of our diverse communities" (April 29, 2022, approved by HCC's Board of Directors). HCC's diversity, equity, inclusion, and belonging (DEIB) committee and HCC's leadership have utilized this appeal to conduct a holistic review of its DEIB efforts since 2021 and revise its diversity strategies.

The appeal will provide a detailed self-reflection on the 2021-2022 diversity report including deficiencies, discuss how HCC addressed many of these issues in 2022-2023 and plans to further address these deficiencies in 2023-2024, and describe how the approved June 2023 modifications will be utilized to evaluate HCC's DEIB efforts more effectively. Ultimately, the appeal will demonstrate how HCC plans to strengthen its DEIB efforts while pursuing new academic programs.

Self-Reflection

Henderson Community College's (HCC) leadership and diversity, equity, inclusion, and belonging (DEIB) committee conducted a detailed review of HCC's diversity report performance from academic years 2020-2021 and 2021-2022, analyzed HCC's DEIB efforts from academic year 2022-2023 and its preliminary data findings, and sought to identify deficiencies that needed to be immediately addressed. Specifically, HCC utilized its quantitative scores as well as feedback from the Council of Postsecondary Education (CPE) reviewers as a starting point for this review process.

Quantitative

HCC's quantitative scores provided insight into HCC's efforts to staff up and refocus its programming efforts since 2021. During this time, HCC's work focused on staff/faculty diversification and three key points in the student life cycle: 1) recruitment, 2) retention from 1st to 2nd year, and 3) graduation.

Recruitment (Student)

As HCC rebounded from its historically low COVID-19 credential-seeking enrollment in the fall 2020 (n=837), HCC increased its proportional and raw under-represented minority (URM) enrollment numbers. HCC grew its URM credential-seeking student enrollment from 160 students (19.1%) in fall 2020 to 202 students (23.8%) in fall 2022. Specifically, both HCC's Latino and African American student population have grown steadily. Similarly, HCC continued to observe growth in its low-income student populations.

The growth of a diverse student body stems from a multi-pronged recruitment strategy. These tactics included:

1) **Strengthening HCC's dual credit offerings and promoting pathway models.** In 2020, HCC hired a dual credit pathway coordinator through its Perkins funds. The coordinator sought to streamline and promote dual credit pathways for technical students. HCC has seen significant growth in its dual credit program with 22.3% (n=152/682) of the 2022-2023 dual credit self-identifying as URM.

2) **Employing bilingual staff.** HCC has employed a bilingual Latino Coordinator for the past three years to support the recruitment and retention of the Latino students. Additionally, HCC has expanded its staff and faculty Latino recruitment efforts with a Latino nursing faculty member joining HCC's faculty in 2023. HCC's Latino student

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population has grown each year with 61 Latino credentialing-seeking students (5.6%) enrolling in HCC in the AY 2022-2023.

3) **Developing and implementing URM high school mentoring program**. HCC partnered with Henderson County High School providing mentoring and college success coaching to URM high school students. Henderson Community College faculty and staff worked closely with the school district's superintendent to ensure the success of this initiative.

4) **Implementing modified communication plans for diverse applicants**. HCC implemented a high-touch modified admissions communication plan for URM students allowing them to receive early contact from our Diversity Coordinator or Latino Coordinator. Additionally, near peer student mentors were hired to support this outreach

5) **Promoting scholarships and developing scholarships for diverse students**. HCC's Diversity Coordinator and Latino Coordinator worked with the Director of Financial Aid to develop communication plans which encouraged FAFSA, Work Ready Kentucky, and internal scholarship application completion. In AY 2022-2023, 17% of scholarships were awarded to URM students. Additionally, HCC's college foundation worked closely with donors to develop new scholarships to support URM students. Two funds have been developed with one supporting Latino students and another fund supporting URM students pursuing technical degrees or certificates.

6) **Developing instructional resource fund**. HCC's Dean of Student Affairs, President, and Chief Advancement Officer worked closely with the College Foundation Inc., HCC's Foundation, to develop an instructional and textbook endowment fund. The fund seeks to address challenges at-risk students face as their state and federal financial aid may cover their tuition, but they lack the financial means to afford their instructional materials.

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Students who lack of access instructional materials are at risk to not be retained or drop their coursework. Through the KCTCS endowment matching program, HCC was able to endow this fund in the academic year 2022-2023 with $50,000 being raised. HCC's instructional funds remains a fundraising priority for the institution.

Retention

HCC did not achieve its retention goals for URM or low-income students. HCC's Director of Knowledge Management provided an analysis of its cohort data to determine if common non-retention factors existed. HCC utilized this data to determine common challenges experienced by low-income and URM students.

Low-income

HCC observed a decrease in its retention rate during the academic year 2021-2022. Of the 110 students in this cohort (low-income), HCC retained 54 students. HCC conducted an analysis to determine if common retention/non-retention factors could be identified. HCC found the following factors to be the significant factors in non-retention: academic program, financial challenges, and support during co-requisite coursework.

HCC's DEIB committee and HCC's leadership discussed how HCC's current programming did not fully address these challenges as well as ideas to enhance these efforts in the upcoming academic year:

- **Financial reasons for withdrawing**. When a student withdraws from an HCC class, students can provide a basic reason for their withdrawal. Financial reasons rated highly for low-income students. The DEIB committee noted the need to promote scholarship opportunities as well as provide direct financial literacy opportunities to students.

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- **Academic programs**. Most of HCC's low-income students enrolled in HCC's transfer program (67.0%, n=70 students). The DEIB committee and HCC's leadership noted additional advising support is needed for students who intended to transfer to a bachelor's degree granting institution.

- **Need for supplemental academic support**. Most low-income students (n=56 students; 51%) were enrolled in at least one co-requisite support or transitional education class. 59% (n=33) were not retained. Additional academic support is needed to support these students.

URM

HCC observed a decrease in its retention rate during the academic year 2021-2022. Of the 40 students in the cohort, HCC retained 22 students (55%). HCC conducted an analysis to determine if common retention/non-retention factors could be identified. HCC found the following factors to be the significant factors in non-retention: poor academic performance in the student's first semester, students' age (under 21 years old), and academic program.

HCC's DEIB committee, academic leadership, and student affairs leadership discussed HCC current programming did not fully address these challenges as well as ideas to enhance these efforts in the upcoming academic year:

- **Academic Programs**. Most of HCC's URM students in the 2021-2022 cohort enrolled in HCC's transfer program (n=22 students, 55%). Of the non-retained URM students, 55% of non-retained students were enrolled in either HCC's associate of arts or associate of science programs. The DEIB committee and HCC's leadership noted additional advising support is needed for students who intended to transfer to a bachelor's degree granting institution.

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- **Age.** 89% of HCC's non-retained URM students (n=16) were under the age of 21. DEIB committee noted the need to find ways for students, especially URM students, to transition successfully from high school to college.

- **First Semester Academic Performance.** 72.2% HCC's non-retained URM students in the 2021-2022 cohort (n=13 students) had a first semester GPA of 1.0 or less. The DEIB committee and student affairs leadership noted early identification of academically struggling students as well as enhanced support services was needed.

Graduation

HCC's graduation rate decreased for both URM and low-income students. Of the 35 URM students, 8 graduated. Similarly, 102 of the low-income students, 25 students graduated (24.5%). HCC conducted an analysis to determine if common graduation factors could be identified. HCC found the following factors to be the most significant factor in non-graduation: academic challenges in first 15 hours of academic program, academic program, and age.

- **First Semester Performance/Progression.** 43% of non-completers of low-income non-completers (n=44) earned less than 15 credit hours and 32% of non-completers (n=25) did not progress to their second semester. The DEIB committee, academic leadership, and student affairs leadership noted HCC needs to implement strategies to develop a meaningful first semester with enhanced support services.

- **Academic Program.** 68.8% of low-income non-completers (n=53) were enrolled in associate of arts or associate of science programs. The DEIB committee and HCC's leadership noted additional advising support is needed for students who intended to transfer to a bachelor's degree granting institution.

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- **Age.** 92% of non-completers were under 21 years of age. DEIB committee noted the need to find ways for students to transition successfully from high school to college.

Other Areas

HCC's academic leadership, student affairs leadership, and DEIB committee discussed other areas of improvement: 1st to 2nd year progression and workforce diversity. The committees discussed how 1st to 2nd year progression was connected to both the HCC's graduation rate as well as retention. The committees noted significant progression drop off occurs in the first semester of the student's academic career and additional resources are needed to support the success transition of URM and low-income students. Finally, the committees considered HCC's continued work in with the recruitment and retention of diverse staff and faculty. academic year 2022-2023, HCC hired a full-time Human Resource manager to help support HCC's efforts in these areas.

Qualitative

HCC made progress with its ability to effectively craft a narrative to capture its work in the 2022 report. Nevertheless, HCC's ability to tell its story effectively has room for improvement.

In 2022-2023, HCC took multiple steps to lay the foundation for a successful reporting and evaluation process. HCC's Dean of Student Affairs, Dean of Academic Affairs (interim), and Director of Knowledge Management (institutional research) worked closely with the Coordinator of Diversity to develop Henderson Community College's diversity report. The institution utilized the development process as an opportunity for collaboration across divisions with each staff member examining how their respective division or area supported HCC's overall institutional goals.

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In the 2021 report, the committee noted the document's format and writing made it hard to assess the institution's work. While multiple staff members supported the writing process, HCC utilized a faculty member as an editor to ensure the document was written in a single voice. The editing process strengthened HCC's narrative.

While HCC's leadership felt the writing process was more streamlined allowing the narrative to capture HCC's diversity work more accurately, the DEIB committee and HCC's leadership identified two deficiencies which impacted institution's ability to effectively describe, evaluate, and develop improvement plans: 1) data collecting practices and 2) vagueness in the strategies.

Though HCC provided a variety of programming opportunities in 2021-2022, the programming did not include strong data collecting and evaluation processes. The lack of strong data collecting and reporting process inhibited the institution from fully describing its efforts and their impact on student success.

Similarly, the DEIB committee and the Dean of Student Affairs reviewed the strategies described in the 2021-2022 diversity report. Many of the strategies contained vague or generalized terminology which complicated the evaluation process. For example, HCC received approval from CPE to modify its Success Goal 2 from "student and academic services will create a culture of high expectations" to "student and academic services will implement best practices for degree completion, transfer, and employment". The revised strategy clearly identifies three outcomes and will allow HCC to describe and evaluate its practices such as transfer fairs which were used to achieve this goal.

<center>**Action Plan**</center>

Henderson Community College's (HCC) academic leadership, student affairs leadership, and diversity, equity, inclusion, and belonging (DEIB) committee have developed an action plan for academic year 2023-2024 which seeks to address challenges outlined in the appeal and build upon the work in academic year 2022-2023.

Recruitment/Retention of Staff & Faculty

From 2019 to 2022, HCC utilized a shared human resource manager model with Madisonville Community College. In academic year 2022-2023, HCC was able to full-time Human Resource Manager who solely supported HCC.

As part of her transition, the Human Resource Manager joined HCC's DEIB committee and assumed a co-chair role. The Coordinator of Community Engagement and Belonging (formerly the Coordinator of Diversity) and Human Resource Manager worked collaboratively to review and revise prior recruitment and retention items for faculty and staff. Improvements from 2022-2023 included:

- Integration of Human Resources into DEIB committee

- Collaboration meeting between Human Resources and Coordinator of Community Engagement and Belonging to develop recruitment plans for each new position

- Translation of all job postings into Spanish

- Promotion of jobs at local job and recruitment fairs in low-income areas of service region.

Based on feedback from leadership and the DEIB committee, HCC plans to implement the following strategies to improve staff/faculty recruitment and retention in addition to continuing its improvements from 2022-2023:

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- **Role of DEIB committee members in the search process**. HCC Human Resource Manager plans to provide all DEIB committee members with training on search process to strengthen the role they play on search committees.

- **Training of all search committee members**. HCC Human Resource Manager plans to provide anti-bias training to all search committee members as part of their search committee training.

- **Provide belonging programming for all staff and faculty**. The HCC Human Resource Manager and Coordinator of Community Engagement and Belonging will work with HCC's cabinet to provide programming opportunities which encourage a sense of belonging among all faculty and staff at HCC.

Advising model: Case management

In 2022-2023, HCC piloted a revised advising model integrating professional staff advisors into HCC's advising model. HCC's professional staff are trained to provide wrap-around services in addition to a general academic advisement service. HCC plans to formalize this professionalized staff model and provide robust training to faculty who continue to serve as academic advisor in academic year 2023-2024.

HCC's Dean of Academic Affairs (interim) and Dean of Student Affairs will continue to work collaboratively to ensure the successful implementation of this new advising model. Within this model, four areas of improvements will continue to be addressed in academic year 2023-2024:

- **Data sharing to action**. As previously noted in the report, the DEIB committee and HCC's leadership indicated data sharing practices and creating data-informed interventions could be improved. Specifically, HCC's advisors will receive training and

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coaching on how to utilize data to create actionable support loops for URM and low-income students.

- **Professional development**. Within the new advising model, HCC will be able to provide targeted professional development and training for staff and faculty serving as an academic advisor.

- **Early intervention**. HCC's Coordinator of Community Engagement and Belonging plans to utilize HCC's early warning system as the foundation for her outreach and intervention programming. First semester students will be the focus of this work.

- **Degree planning.** HCC observed a decrease in its graduation rates for URM and low-income students. Within the new case management model, students will develop academic plans and review these plans with their academic advisor each semester. Advisors are developing academic milestone strategies allowing students to earn relevant technical certificates as part of their academic experience.

Retention

Henderson Community College utilizes the Starfish early alert system to identify students who are struggling in their coursework. In 2022-2022, all HCC full-time faculty utilized the Starfish system for support referrals. With strong referral rates occurring, HCC plans to leverage this feedback to better design and connect students with academic support resources.

While academic support plays a critical role in the HCC's retention improvement plans, HCC continues to improve its wrap-around resources. These resources now include technology loan programs (laptops), basic needs pantry, and financial literacy programming. Each of these programming areas seeks to address noted retention issues. HCC's Coordinator of Community Engagement and Belonging plans to work closely with HCC's Coordinator of Marketing and

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First Year Experience instructors to ensure students are aware of these resources. As such, the following strategies will be utilized to support the retention of URM and low-income students:

- **Regular check-in calls with resource discussions**. The Coordinator of Community Engagement and the DEIB committee members plan to make regular contact with low-income and diverse students to ensure they are staying on track during their first year. This outreach will focus on connecting students to resources at key points in the semester.

- **Classroom resources visits**. The Coordinator of Community Engagement and Belonging plans to visit all First Year Experience classes and create online resources to encourage early utilization of resources.

- **Group support opportunities**. The Coordinator of Community Engagement and Belonging plans to facilitate small support group activities allowing students from a variety of academic, socio-economic, and racial backgrounds to participate in targeted retention and engagement activities.

Data collection

To ensure that data was collected for all programming efforts, the Dean of Academic Affairs and Dean of Student Affairs worked with their respective coordinators to ensure that their work was being accurately documented. In academic year 2022-2023, HCC successfully migrated all programming requests to the centralized system with programs sponsor completing the pre- and post-event requests. This revised model allows for data collecting (student-level) as well as programmatic evaluation to occur.

Nevertheless, HCC noted its academic and wrap-around support areas data collecting methods were lacking. As such, the Dean of Student Affairs or Dean of Academic Affairs

(interim) plans to implement a standardized monthly data collection process allowing for accurate data collection to occur.

Revisions to Diversity Plan

HCC's DEIB committee, HCC's academic and student affairs leadership revised its DEIB plan strategies for the 2023-2024 academic year. These revised strategies sought to clarify the reporting areas more clearly for future reports. This revision was approved by CPE in June 2023. The improvement plan aligns well with the revised strategies as it seeks to implement enhanced services, especially during a student's first semester.

Big Sandy Community and Technical College
Diversity Quantitative Improvement Plan
October 2023

Big Sandy Community and Technical College (BSCTC) is committed to continually growing our diversity program. We can and will continue this improvement to serve the citizens of Eastern Kentucky better. We do not take this opportunity lightly and look forward to presenting some of the plans we have been discussing here at Big Sandy and some new ones we look forward to beginning.

I. **Self-Reflection: What issues led to your institution not meeting the minimum required score? Please include in the description the nature of the underperformance, including an explanation of any gaps in meeting targets as well as any issues in the qualitative reporting.**

QUALITATIVE

Big Sandy did very well on its qualitative reporting, receiving a **17/18** total score, but there is room for improvement beyond the score itself. Such improvements will be bolstered by hiring a dedicated staff member in the Diversity, Equity, Inclusion, and Belonging (DEIB) Office. In the 2021-2022 year, efforts for diversity were split between an interim Director, who also worked at a sister college, and a faculty member managing a full class load. This split will be remedied by hiring a full-time Director of Cultural Diversity. Reflecting on our qualitative reporting, we realize we can strengthen this area by adding additional information on Opportunity, Success, and Impact. The area in which the report needed to be improved was data presentation. We can do much better by backing up our summative report with data. Incorporating this information will strengthen our qualitative description, which is good now. To accomplish this, the Director of Cultural Diversity will work closely with the Department of Institutional Planning, Research, and Effectiveness (IPRE) as we prepare to report for fall 2022 and spring 2023 on our current strategies and goals.

QUANTITATIVE

BSCTC did an excellent job in the qualitative section of the report, receiving **17/18** in its total score. However, in the quantitative portion, the institution struggled to meet its goals in several areas, receiving only **4/16** total points. As we move forward, preparing our quantitative data will help us clearly explain what we are doing to improve or strengthen our data, even when the numbers are unfavorable. This is an area where we have fallen short, and we are putting a plan in place to ensure we improve.

1st – 2nd Underrepresented Minority (URM) Retention Goal of 50.03%
Big Sandy Community and Technical College still needs to meet its URM retention goal of **50.03%.** The institution's retention rate of **41.57%** is entirely below our goal. To fulfill our goal

for the upcoming year, we are promoting URM mentorship and actively recruiting for the Multicultural Student Organization (MSO). Many of the multicultural events have been poorly attended by our students, and the MSO has been inactive due to a lack of participation. However, we are hopeful that we can turn these trends around. Many of our students are online and have yet to return to campus. The institution will engage in new efforts to bring students back to campus to engage them in cultural events and programs designed to increase retention rates. These new strategies will be described later in this document.

The **3-year Graduation Rate URM Goal of 24.18%** was unmet as the institution's graduation rate was **16.67%.**
The **3-year Graduation Rate of Low-Income Students (LIS) of 30.79%** was unmet as the institution's graduation rate was **26.23%.** These percentages were a setback as BSCTC was moving in the right direction regarding graduation rates. The initiatives implemented to assist URM and LIS graduates were effective, as 247 more LIS-credentials were awarded than the previous year, and URM-credentials increased by 74% from the previous year. With that in mind, we continued implementing new initiatives to address the graduation rates and retention; we already see some success as our unofficial URM graduation rates of 44.44% and LIS graduation rates are above targeted rates. However, the institution is focused on continuing to heighten its graduation rates.

Degrees Conferred URM Goal of 61%: was not met as the institution's degree rate was **54%**.
Degrees Conferred LIS Goal of 1332 was unmet as the institution's retention rate for URM students was **1081**. These rates for LIS and URM students were disappointing as we were working diligently to improve here through specialized advisement plans and student mentor programs. However, as we investigated, it became a vicious cycle as our retention rates fell for URM students, making it challenging to stay on track. Students have reported a variety of external factors impacting their ability to attend BSCTC. Thus, focusing on what BSCTC can prevent, it is imperative to maintain contact with current students. This tactic will prevent academic challenges or institutional barriers from being the reason students do not attend or complete their intended program. The unmet goal for LIS students is a little less difficult to explain, as we have seen growth amongst this LIS population. Here, we fell short of our goal by 0.4%. As with URM students, we must work with our currently enrolled LIS to ensure they are aware of the academic supports tailored for their success.

I.   **Plan of Action: How will your institution address these issues moving forward? Please include in the description which steps are necessary to address the concerns. Include the timeline for improvement, resources necessary, and persons responsible.**

Big Sandy Community and Technical College knows it has much work to do. Although we have seen some success, it has been overshadowed by the above unmet goals. We need to continue our efforts and develop new ways to do all we can to address these issues. BSCTC has been proactive and planned to strengthen our shortfalls with new and existing strategies. As we request a waiver, we are motivated as a team to work harder on the overall performance of our DEIB efforts. We understand that achieving success both presently and in the long run requires improved communication that transcends departmental boundaries and involves all departments. The new Director of Cultural Diversity is emailing stewards and partners for 2022-2023

strategies to continue work on forthcoming report drafts. The Director is involving the DEIB Committee, comprised of faculty and staff from all four campuses, in this process to bridge gaps and help develop strategies for upcoming years. The intended impact is to foster a network of involved stakeholders.

Data Collection and Early Starfish Alerts

To strengthen our position, we must keep abreast of the student data as soon as it becomes available. This means the institution will begin an earlier Starfish flagging program during the fall semester to engage any URM or LIS struggling academically. Encouraging these students to participate in the mentorship program, where they can gain the proper guidance and direction from a faculty or staff member, will be critical to their success. Faculty must be involved in providing academic support to URMs and LIS to enhance retention efforts. The student mentorship strategy lacked follow-through for 2021-2022. However, efforts were made by an academic advisor to collect anecdotal data such as that concerning student's reasons for unenrolling. This practice will be continued in upcoming years to help build a narrative for student departure and inform retention measures. All faculty will be encouraged to use the Starfish program to flag LIS and URM students early in the semester. Faculty and staff mentors will also be provided with a guided process for bi-weekly contact measures and data tracking of mentoring efforts.

Once students have been flagged, they will be directed to the appropriate resources, tutoring, time management, and mentors to ensure they stay on track throughout the semester. The system's tracking mechanism allows all pertinent parties to see flags, notes, and comments made by other staff and faculty to permit a holistic approach to aiding students. It is the goal that the following semester, these students will continue with their mentor and will identify early where they need assistance. This assistance may not only be for academic needs but also include basic needs. At BSCTC, we have the resources to address some of these needs already and may be able to help students with food, clothing, and some mental health issues.

A more vigorous evaluation of URM and LIS's educational and career goals will also be assessed during this process. This will help students better understand their academic and career goals and garner the support to keep them motivated on their road to success. BSCTC Student Services area already has in place some of these strategies. The institution's issue is disseminating this information effectively so that all URM and LIS know the available resources. More effective communication will be pursued with the reinvigorated mentor program and faculty/staff contact with students.

IPRE and Data Support

BSCTC IPRE department is ready to provide all the necessary data to implement changes or adjust any strategy that may not be effective. Furthermore, the department will pull the required data on URM and LIS for the DEIB Committee and Director of Cultural Diversity to review and ensure we are on track with our diversity efforts throughout the year. IPRE will provide any additional data that programs may not have captured to back up our CPE Qualitative section description of implemented strategies. This will strengthen our document in the future and give evidence of the strengths and weaknesses of various qualitative strategies.

During our reporting year, it was revealed that we should have utilized the IPRE more in our quantitative reporting. Doing so would have clarified our unmet goals and how they compared to previous and upcoming unofficial goal results. Therefore, in preparing the fall 2022-2023 document, there will be more intentional communication and involvement with IPRE, the Director of Cultural Diversity, and the DEIB Committee. This will help the reporting process have strong data support for all future strategies presented in the CPE reporting process.

Retention Plan Implementation

BSCTC, in its pursuit to better serve our URM and LIS, proposes a new plan for this upcoming academic year. Our goal is to address the needs of those URM and LISs who could have done better academically in the past. This means we will contact every LIS and URM student to determine if they will return in the fall. Additionally, we will encourage them to return if they are not planning on returning. For students planning to return, we will provide an academic skill-building program to work on study skills and time management and inform them about the mentorship program and career development. The mentorship program puts students in contact with faculty and staff who have volunteered to participate in the program at each student's local college campus. The mentors will reach out every two weeks, at minimum, to answer student questions or serve as an academic resource.

Although it was not an issue, BSCTC has implemented a Hispanic Scholarship program to serve those students of our growing Hispanic population. The scholarship gave out its first award this semester, and we are looking forward to getting the word out to our Hispanic students. The college is also working to find ways to get more involved with the Hispanic community, such as expanding the reach of our English language learning programs. The Director of Cultural Diversity will be responsible for seeing that this is done.

Hiring a Director of Cultural Diversity

BSCTC is excited about the future of our DEIB initiatives as we have filled a position for the Director of Cultural Diversity. This position has been vacant since July 1st, 2016. Not only will the position be filled, but there is much support for the new individual filling this position from other KCTCS institutions in the area. This means BSCTC will have someone focusing on all its DEIB programs, URM, and LIS, moving forward for the first time in eight years. The future indeed looks promising. The new Director of Cultural Diversity will spearhead all our efforts to ensure we stay on track with our URM and LIS's goals. The Director will not have to conduct all the work but will be the one to ensure it is being done, giving them the ability to better present that work in the CPE Report.

The position will be responsible for communicating and interacting with the community. This aims to provide activities and events in which the community can be involved and provide critical feedback on how we are doing. Part of this effort involves a survey for community members to detail how BSCTC may better serve local needs. These surveys will be featured at Pikeville Pride events and local festivals.

Pertaining to the recruitment of URM faculty and staff, we are creating a network of individuals in the community to share new job postings. In so doing, it will place employment opportunities before more URM individuals seeking a career change. Moreover, professional development

opportunities will be conducted for the First Year Experience course's existing faculty to help strengthen the impact of content conveyed in first-year student courses.

Additionally, the Director will begin to rebuild the Multicultural Student Organization (MSO) on the Prestonsburg campus. The Director will start to address and engage the URM and LIS population to join the organization.

The Director will also provide training for faculty and staff on DEIB initiatives. The Director of Cultural Diversity will co-chair the DEIB Committee at BSCTC, creating and setting up an events calendar to provide diversity programs. Finally, the Director of Cultural Diversity at BSCTC will guide the institution's new and existing Diversity strategies. This individual will be encouraged to work closely with the IPRE department to ensure we have data to accompany our CPE Report on the qualitative and quantitative aspects of the BSCTC Diversity Plan.

Kentucky State University

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2022–2023 reporting year below.

2022– 2023 OPPORTUNITY STRATEGIES
Create targeted recruitment and outreach strategies to increase the enrollment of low-income, first generation URM students.

2022 – 2023 SUCCESS STRATEGIES
Improve the persistence rate of low-income first generation URM students successfully completing 15 hours or more each semester.

2022– 2023 IMPACT STRATEGIES
Improve the time to graduation rates for low income first generation URM students.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2023 – 2024 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
Create targeted recruitment and outreach strategies to increase the enrollment of low-income, first-generation URM students	Strategy 1: Identify partnerships and collaborations between school administrators, church leaders, and community agency representatives to establish partnerships to recruit URM. Strategy 2: Implement application waiver or modified fee day Strategy 3: Organize campus visit programs Strategy 4: Leverage social media and online platforms Strategy 5: Provide targeted information and resources Strategy 6: Conduct training sessions for admissions staff and university ambassadors to recruit URM	The university used the current strategy for four years, and the current wording is nonspecific and more indicative of a goal. The new wording is specific, making an intentional strategy for increasing the enrollment of low income, first generation URM.

2023 – 2024 SUCCESS STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
Improve the persistence rate of low-income first generation URM students successfully completing 15 hours or more each semester	Strategy 1: Implement a pre-enrollment orientation program, KSU Accelerate Strategy 2: Implement early alert academic system to enhance student retention and success. Strategy 3: Implement new academic advising model Strategy 4: Create micro-financial assistance initiative (could we use this or reword to capture FWS usage and any remaining COVID funds) Strategy 5: Create living-learning communities and special living options for select populations	The university used the current strategy for four years, and the current wording is nonspecific and more indicative of a goal. The new wording is specific, making an intentional strategy for improving the persistence of low income URM students.

2023 – 2024 IMPACT STRATEGY REVISIONS		
Current Strategy *(old strategy, combined strategies, etc.)*	**Proposed Strategy** *(the proposed new strategy will go in this section)*	**Justification for Revision** *(the reasoning behind changing the strategy)*
Improve the time to graduation rates for low income first generation URM students.	Strategy 1: Provide training and professional development opportunities for faculty and staff to enhance their cultural competence and understanding of URM unique needs and challenges. Strategy 2: Offer career development and internship opportunities tailored for URM students. Strategy 3: Strengthen academic advising and mental health services to provide academic advising and counseling services that address social and emotional well-being of URM students. Strategy 4: Offer comprehensive academic support services such as tutoring, academic coaching, study groups, and workshops specifically designed to meet the needs of	The university used the current strategy for four years, and the current wording is nonspecific and more indicative of a goal. The new wording is specific, making an intentional strategy for improving the time to completion.

CPE

Best Practices in Diversity, Equity and Inclusion

A Review of Progress Made by Kentucky Public Postsecondary Institutions

July 2023

About the Council

The Council on Postsecondary Education (CPE) is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. The Council achieves this by guiding the continuous improvement and efficient operation of a high-quality, diverse and accessible system of postsecondary education.

Key responsibilities include:

- Developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- Producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- Determining tuition rates and admission criteria at public postsecondary institutions.
- Collecting and distributing data about postsecondary education performance.
- Ensuring the coordination and connectivity of technology among public institutions.
- Licensing non-public postsecondary institutions to operate in the Commonwealth.

TEAM
KENTUCKY

Contents

". . . the Council on Postsecondary Education has adopted one of the most comprehensive diversity, equity and inclusion policies in the nation. The policy requires campuses to implement actions to increase enrollment, retention and completion of minoritized students, as well as improving cultural competence among members of the campus community . . .

Through an unwavering focus on diversity, equity and inclusion, Kentucky's postsecondary system will work to ensure that income, race, ethnicity, religion, sexual orientation or geography are never a barrier to college success."

- Higher Education Matters: A Statewide Strategic Agenda for Postsecondary Education

Overview

The Kentucky Council on Postsecondary Education's (CPE's) diversity, equity and inclusion (DEI) efforts help ensure that all students, no matter their story, succeed in college.

We do this through statewide policy that fosters strategic planning and accountability at the campus level. Kentucky's Policy for Diversity, Equity and Inclusion, developed in 2016 and applicable to public state universities and the Kentucky Technical and Community College System (KCTCS), facilitates improvement in three key areas:

- Recruitment and enrollment of diverse students.

- Student progression and success.

- Campus climate, inclusiveness and cultural competency.

The purpose of this report is to review statewide and institutional progress made in fostering diversity, equity and inclusion from 2015-16, the first year of implementing the policy, through 2020-21, the most recent year of data available. This period corresponds to the last statewide strategic agenda for postsecondary education, "Stronger by Degrees." The analysis described in this report will guide the next DEI planning process, which will correspond to the current statewide strategic agenda for postsecondary education, "Higher Education Matters" (2022-2030).

The report examines three major areas of DEI policy and practice:

- First, we examine statewide progress on key performance indicators for underrepresented, minoritized (URM) students and low-income students as compared to students overall. URM is defined as students who identify as American Indian, Alaskan Native, Black, Hispanic or Latino, (regardless of race), Native Hawaiian, Other Pacific Islander, or two or more races. Low-income is defined as students whose income level qualifies them for federal Pell grants.

- Next, we review campus progress on key performance indicators via the campus scorecards, which provide a snapshot of the institution's actual performance versus negotiated performance targets for each metric in each academic year. Performance on these indicators plays a large role in determining whether a campus has made adequate progress in implementing its annual DEI plan. Along with this quantitative element, campuses submit a narrative description of their DEI efforts, which are scored according to the following criteria: whether DEI strategies were implemented with fidelity; whether the strategies were effective; and lessons learned and next steps.

- Finally, we highlight some best practices in DEI that have been implemented across Kentucky's public postsecondary institutions, as described in their annual DEI plans. Identifying best practices for diverse student recruitment, enrollment, matriculation, retention and completion across the Commonwealth is imperative. The strategies described in this report actively remove barriers that influence Kentucky students' persistence to credential completion—from admissions applications and financial aid, to housing and campus climate.

DEI Planning Process

Each year, per the statewide DEI policy, CPE's Committee on Equal Opportunities (CEO) oversees the development of campus DEI plans. These plans describe the strategies used to increase diversity on campus, support diverse students and create an inclusive campus climate comprised of culturally competent individuals. Campuses are required to present these plans to the CEO for review, feedback and approval prior to implementation. Once approved by the CEO, the plans are presented to the CPE for review.

CPE's DEI policy demands that public postsecondary institutions analyze every system and process from the perspective of first-generation, low-income and under-resourced and underrepresented students. It is essential that institutions understand the burden of navigating higher education for students who arrive on campus with different identities, experiences and challenges in tow. Kentucky also must continue to close achievement gaps to prepare all citizens to become part of a competitive workforce.

The annual campus plans consist of both quantitative and qualitative elements, which are evaluated by teams of CPE and CEO representatives. The scoring process for public universities and KCTCS is described in the next section.

Per KRS 164.020(19), failure to meet the minimum score results in campuses being ineligible to add new degree programs in that academic year. Once campuses submit a performance improvement plan, they can request a waiver to offer new degree programs if they can provide assurance that doing so will not divert resources away from DEI improvement efforts. The waiver request is submitted to the CEO for review and the CPE for final approval.

CPE DEI Defined

Diversity: People with varied human characteristics, ideas, world views and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive and nurturing environment that honors and respects those differences.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Inclusion: The active, intentional and ongoing engagement with diversity — in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographic) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions.

Scoring of Campus DEI Reports

The quantitative portion of the DEI plan illustrates a campus's progress in meeting negotiated targets on key performance indicators. This portion is assessed in the following manner: the institution meets or exceeds its annual target on each key performance indicator (2 points), the institution does not meet the target but is above the baseline (1 point), or the institution does not meet the target and is below the baseline (0 points).

Quantitative Scoring

Public Universities	Points Possible	KCTCS	Points Possible
Enrollment		**Enrollment**	
Undergraduate	2	Undergraduate	2
Graduate	2	**Retention Rates**	
Retention Rates		**URM Students**	**2**
URM Students	2	Low-Income Students	2
Low-Income Students	2	**Three-Year Graduation Rates**	
Six-Year Graduation Rates		URM Students	2
URM Students	2	Low-Income Students	2
Low-Income Students	2	**Degrees and Credentials**	
Degrees and Credentials		URM Students	2
URM Students	2	Low-Income Students	2
Low-Income Students	2	**Staffing**	
Staffing		Workforce Diversity	2
Workforce Diversity	2		
Quantitative Total	**18**	**Quantitative Total**	**16**

The qualitative section describes strategies that were implemented to improve opportunity (diverse recruitment and enrollment), success (outcomes of diverse students); and impact (workforce diversity and campus climate). This section is evaluated in the following manner: the campus meets or exceeds expectations (2 points), the campus is making progress toward meeting expectations (1 point), or the campus is not meeting expectations (0 points).

Qualitative Scoring

Public Universities	Points Possible	KCTCS	Points Possible
Evidence Strategies Are Implemented with Fidelity		**Evidence Strategies Are Implemented with Fidelity**	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Analysis of Strategy Effectiveness		**Analysis of Strategy Effectiveness**	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Lessons Learned and Next Steps		**Lessons Learned and Next Steps**	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Qualitative Total	**18**	**Qualitative Total**	**18**

Quantitative and qualitative score totals for public universities are 36 points and 34 points for KCTCS institutions. Minimum acceptable score totals are 24 for public universities and 22 for KCTCS institutions.

Key Performance Indicators

Campuses set targets with CPE staff to gauge progress toward DEI objectives. Annual targets on identified key performance indicators holds institutions accountable and provides transparency for policy makers, administrators, faculty, staff and students. The following key performance indicators are used:

- **Undergraduate Enrollment**: The percentage of total undergraduate enrollment that is African American or Black, Hispanic or Latino, and part of an underrepresented minority population. URM students also include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.

- **Graduate and Professional Enrollment**: The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS institutions.

- **First-Year to Second-Year Retention**: The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.

- **Graduation Rates**: The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential/degree who obtain a credential/degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

- **Degrees and Credentials**: The number of degrees and credentials awarded to underrepresented minority and low-income students.

- **Faculty/Tenure Track Employees**: The percentage of full-time faculty/tenure-track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.

- **Management Occupations**: The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

State-Level Progress

Kentucky has made great progress in degree production, retention and graduation rates for URM and low-income students since 2015-16. Most strikingly, credentials awarded to URM students at KCTCS increased by 46%, nearly 18 percentage points higher than the overall KCTCS average. Similarly, universities saw URM credentials grow by 25.4%, compared to 1.7% for overall credentials.

While graduation and retention rates for low-income and URM students lag statewide averages, these gaps are narrowing. Percentage-point gains in URM and low-income graduation rates are particularly robust at both KCTCS and public universities.

Enrollment is the one area where Kentucky has lost ground, due to difficulties caused by the COVID-19 pandemic and population declines among college-going individuals. However, URM enrollment is a bright spot, increasing 6.1% at KCTCS and 10% at public universities.

Enrollment

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	80,071	79,567	77,679	77,809	78,484	70,233	-12.3%
	URM	11,656	11,746	11,932	12,329	13,126	12,371	6.1%
	Low-Income	35,677	33,287	31,873	30,413	29,700	26,532	-25.6%
Public Universities	Overall	183,749	183,015	180,334	177,631	176,669	166,334	-9.5%
	URM	26,515	27,036	27,596	27,932	29,124	29,162	10.0%
	Low-Income	67,994	64,085	62,967	60,068	58,285	49,149	-27.7%

First to Second Year Retention Rates

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	52.6%	54.3%	53.3%	55.5%	57.1%	55.5%	2.9pp
KCTCS	URM	45.1%	47.5%	45.4%	49.5%	50.9%	47.9%	2.8pp
KCTCS	Low-Income	50.5%	53.1%	52.1%	54.5%	55.8%	55.3%	4.8pp
Public Universities	Overall	76.3%	76.9%	76.9%	78.2%	80.7%	76.9%	0.6pp
Public Universities	URM	71.0%	73.4%	70.7%	71.5%	77.9%	71.5%	0.5pp
Public Universities	Low-Income	69.2%	69.4%	69.2%	71.1%	75.5%	69.9%	0.7pp

Graduation Rates

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	26.8%	27.1%	31.0%	33.9%	36.3%	40.4%	13.6pp
KCTCS	URM	16.5%	17.2%	22.1%	22.7%	24.3%	28.7%	12.2pp
KCTCS	Low-Income	23.4%	23.8%	28.1%	31.5%	32.7%	37.9%	14.5pp
Public Universities	Overall	50.6%	51.3%	54.5%	54.9%	56.4%	58.2%	7.6pp
Public Universities	URM	38.8%	37.8%	42.7%	43.4%	44.0%	48.3%	9.5pp
Public Universities	Low-Income	38.8%	37.1%	41.9%	41.5%	43.1%	44.9%	6.1pp

Degrees and Credentials

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	30,765	34,502	35,418	37,128	39,291	39,458	28.3%
KCTCS	URM	3,340	3,705	4,067	4,367	4,679	4,878	46.0%
KCTCS	Low-Income	20,339	23,233	22,984	22,733	23,982	23,784	16.9%
Public Universities	Overall	18,095	18,619	19,109	19,011	19,147	18,395	1.7%
Public Universities	URM	2,131	2,401	2,447	2,583	2,707	2,672	25.4%
Public Universities	Low-Income	8,065	8,166	8,006	7,826	7,867	7,678	-4.8%

Campus-Level Progress

The campus scorecard illustrates each institution's annual DEI target versus the actual value for that metric and year. The scorecard provides an overview of year-over-year progress from 2016-21.

Performance ratings were assigned for each metric based on the institution's progress or lack thereof in reaching the target for each academic year. The numbers in the "Actual" column were compared to the numbers in the "Target" and "Baseline (Base)" columns and then assigned a rating, denoted by the color of each box in the "Actual" column. "Met Target" summarizes whether the final target for each metric in the 2016-21 iteration of the policy was achieved or not.

Colors

- Numbers in green indicate that the institution met or exceeded the target for that year.

- Numbers in yellow indicate that the target was not met, but the institution did finish above its baseline metric (progress).

- Numbers in red indicate that the institution finished at or below baseline for the metric that year.

Terms and Abbreviations Used

- URM - Underrepresented minority students.

- LI - Low-Income students.

- UG - Undergraduate level.

- Grad. - Graduate level.

Eastern Kentucky University

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	5.74	5.79	5.54	5.84	5.61	5.89	5.57	5.95	5.6	6	5.78	No
Hispanic, UG (%)	2.44	2.51	2.67	2.58	2.8	2.65	2.99	2.73	3.57	2.8	4.13	Yes
URM, UG (%)	10.85	11.08	11.08	11.31	11.58	11.54	11.9	11.77	12.56	12	13.94	Yes
URM, Grad. (%)	9.93	10.03	8.85	10.12	10.37	10.21	10.84	10.31	11.35	10.4	13.07	Yes
Retention Rates												
LI, UG (%)	69.9	70.32	68.7	70.74	67.01	71.16	70.18	71.58	76.71	72	69.91	No
URM, UG (%)	64.1	64.68	62.8	65.26	71.98	65.84	65.5	66.42	80.25	67	70.27	Yes
Degrees												
LI, Bachelor's	1,378	1,394	1,399	1,410	1.345	1,426	1,327	1,442	1,360	1,458	1,249	No
URM, Bachelor's	207	209.2	213	211.4	271	213.6	249	215.8	284	218	262	Yes
Graduation Rates												
LI, UG (%)	36.3	37.44	35.4	38.58	41.91	39.72	38.33	40.86	43.41	42	44.02	Yes
URM, UG (%)	37	38.2	32.9	39.4	38.8	40.6	33.97	41.8	38.24	43	38.31	No
Staffing												
Tenured/Tenure-Track (%)	8.3	8.38	8.3	8.46	7.3	8.54	6.6	8.62	6.5	8.7	6.6	No
Management (%)	8.5	8.58	12	8.66	11.2	8.74	9.8	8.82	9.4	8.9	9.2	Yes

Kentucky State University

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	51.92	50.54	46.81	49.15	48.21	47.77	46.34	46.38	51.5	45	59.82	Yes
Hispanic, UG (%)	3.21	3.57	2.23	3.93	2.05	4.26	2.88	4.64	2.37	5	3.17	No
URM, UG (%)	57.99	58.39	51.91	58.79	53.61	59.2	52.76	59.6	56.97	60	66.53	Yes
URM, Grad. (%)	47.06	47.65	42.86	48.24	43.2	48.82	42.61	49.41	46.48	50	50	Yes
Retention Rates												
LI, UG (%)	60.5	62.4	72.7	64.3	63.51	66.2	69.54	68.1	81.02	70	73.49	Yes
URM, UG (%)	60.3	62.24	74.6	64.18	56.8	66.12	67.03	68.06	78.13	70	70.75	Yes
Degrees												
LI, Bachelor's	211	212.8	237	214.6	164	216.4	158	218.2	103	220	111	No
URM, Bachelor's	160	162	182	164	136	166	157	168	105	170	124	No
Graduation Rates												
LI, UG (%)	20.3	22.24	19.2	24.18	15.85	26.12	21.5	28.06	29.2	30	37.27	Yes
URM, UG (%)	20.1	22.08	21.8	24.06	14.53	26.04	24.18	28.02	27.31	30	41.09	Yes
Staffing												
Tenured/Tenure-Track (%)	33.7	35.96	34.1	38.22	40.4	40.48	38.8	42.74	44.9	45	38	No
Management (%)	69.4	69.52	67.7	69.64	70.7	69.76	69.6	69.88	70.7	70	68.9	No

Morehead State University

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	3.37	3.46	3.44	3.54	3.12	3.63	3.21	3.71	3.03	3.8	2.8	No
Hispanic, UG (%)	1.44	1.47	1.89	1.5	1.82	1.54	2.09	1.57	2.1	1.6	2.42	Yes
URM, UG (%)	6.87	7.02	7.68	7.16	6.87	7.31	7.76	7.45	7.99	7.6	8.12	Yes
URM, Grad. (%)	8.06	8.17	6.54	8.28	6.42	8.38	9.5	8.49	11.49	8.6	11.52	Yes
Retention Rates												
LI, UG (%)	67.4	68.62	67.3	69.84	69.49	71.06	67.33	72.28	73.05	73.5	67.33	No
URM, UG (%)	67.8	69.02	63.2	70.24	78	71.46	68.52	72.68	71.15	73.9	63.04	No
Degrees												
LI, Bachelor's	779	787	743	795	765	803	708	811	634	819	669	No
URM, Bachelor's	69	72	105	75	79	78	101	81	73	84	70	No
Graduation Rates												
LI, UG (%)	34.1	34.88	30	35.66	38.61	36.44	36.89	37.22	32.89	38	35.58	No
URM, UG (%)	32.6	33.58	30.2	34.56	37.86	35.54	43.42	36.52	34.38	37.5	33.06	No
Staffing												
Tenured/Tenure-Track (%)	7	7.1	7.5	7.2	7	7.3	6.5	7.4	7.2	7.5	7.2	No
Management (%)	6.9	7.2	2.6	7.5	4.4	7.8	1.7	8.1	3.3	8.4	3.2	No

Murray State University

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	6.81	6.75	6.36	6.69	5.79	6.62	5.74	6.56	5.67	6.5	5.66	No
Hispanic, UG (%)	1.97	2	1.89	2.02	1.86	2.05	2.19	2.07	2.28	2.1	2.63	Yes
URM, UG (%)	11.17	11.19	10.93	11.22	10.61	11.25	10.82	11.27	11.38	11.3	11.45	Yes
URM, Grad. (%)	8.84	8.86	8.89	8.87	8.91	8.88	9.97	8.89	9.6	8.9	12.39	Yes
Retention Rates												
LI, UG (%)	65.6	66.48	72	67.36	73.81	68.24	73.64	69.12	72.13	70	67.14	No
URM, UG (%)	69.1	70.28	75	71.46	73.6	72.64	70.42	73.82	75.33	75	60	No
Degrees												
LI, Bachelor's	747	760.6	775	774.2	725	787.8	680	801.4	753	815	737	No
URM, Bachelor's	151	153.8	174	156.6	159	159.4	144	162.2	183	165	146	No
Graduation Rates												
LI, UG (%)	37.4	38.32	35.6	39.24	42.76	40.16	38.6	41.08	40.31	42	41.27	No
URM, UG (%)	37.6	38.48	31.3	39.36	41.58	40.24	37.24	41.12	33.33	42	39.89	No
Staffing												
Tenured/Tenure-Track (%)	6.1	6.1	5.8	6.1	5.9	6.1	6.7	6.1	7.4	6.1	7.5	Yes
Management (%)	10.1	10.1	6.9	10.1	8.3	10.1	8	10.1	7.7	10.1	8.3	No

Northern Kentucky University

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	6.62	6.72	6.72	6.81	6.73	6.91	6.47	7	6.38	7.1	6.47	No
Hispanic, UG (%)	2.94	3.13	3.11	3.32	3.22	3.51	3.27	3.71	3.6	3.9	4.04	Yes
URM, UG (%)	12.34	12.67	12.6	13	12.89	13.34	13	13.67	13.38	14	13.98	No
URM, Grad. (%)	9.98	10.98	12.22	11.99	12.84	12.99	13.35	14	15.35	15	16.72	Yes
Retention Rates												
LI, UG (%)	64.4	65.72	64.2	67.04	61.18	68.36	65.57	69.68	69.07	71	61.6	No
URM, UG (%)	69.5	70.6	72.4	71.7	63.05	72.8	69.08	73.9	69.03	75	60.19	No
Degrees												
LI, Bachelor's	1,038	1,040.4	1,040	1,042.8	1,005	1.045.2	954	1,047.6	947	1.050	986	No
URM, Bachelor's	209	213.2	246	217.4	237	221.6	256	225.8	253	230	304	Yes
Graduation Rates												
LI, UG (%)	30.3	32.04	28	33.78	32.68	35.52	36.7	37.26	36.45	39	36.86	No
URM, UG (%)	23	26.2	27.4	29.4	34.82	32.6	37.99	35.8	39.85	39	41.08	Yes
Staffing												
Tenured/Tenure-Track (%)	9.7	10.16	9.1	10.62	9.5	11.08	8.9	11.54	10.7	12	10.2	No
Management (%)	10.5	10.9	10	11.3	9	11.7	12	12.1	13.67	12.5	17.5	Yes

University of Kentucky

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	7.47	11.63	7.78	7.8	7.74	7.97	7.42	8.13	7.12	8.3	7.1	No
Hispanic, UG (%)	4.19	4.38	4.4	4.47	4.8	4.62	4.92	4.76	5.18	4.9	5.58	Yes
URM, UG (%)	15.34	20.15	16.09	16.29	16.57	16.76	16.47	17.23	16.53	17.7	16.87	No
URM, Grad. (%)	8.47	14.11	9.84	9.04	8.88	9.33	9.68	9.61	10.39	9.9	11.78	Yes
Retention Rates												
LI, UG (%)	74.8	75.1	76.1	75.88	76.44	77.92	77.68	78.96	81.24	80	78.3	No
URM, UG (%)	77.2	78.5	79.9	78.32	77.53	78.88	78.48	79.44	82.22	80	79.98	Yes
Degrees												
LI, Bachelor's	1,422	1,180.8	1,494	1.513.2	1,457	1,558.8	1,501	1,604.4	1,499	1,650	1,452	No
URM, Bachelor's	536	553	594	570	661	587	740	604	777	621	734	Yes
Graduation Rates												
LI, UG (%)	51.5	52.4	50	53.3	53.03	54.2	54.48	55.1	52.91	56	55.18	No
URM, UG (%)	52.4	53.62	51.9	54.84	54.17	56.06	55.97	57.28	52.97	58.5	58.24	No
Staffing												
Tenured/Tenure-Track (%)	6.4	6.9	6.5	7.4	8.1	7.9	8	8.4	8.6	8.9	9.2	Yes
Management (%)	5.2	6.02	5.9	6.84	6.4	7.66	7.6	8.48	8.1	9.3	8.3	No

University of Louisville

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	11.04	11.63	11.08	12.22	11.31	12.82	11.73	13.41	11.93	14	12.91	No
Hispanic, UG (%)	3.97	4.38	4.45	4.78	4.82	5.19	5.28	5.59	5.43	6	6.02	Yes
URM, UG (%)	19.44	20.15	20.33	20.87	21.73	21.58	23.01	22.29	23.47	23	25.22	Yes
URM, Grad. (%)	13.76	14.11	14.51	14.45	15.3	14.8	15.84	15.15	17.23	15.5	18.1	Yes
Retention Rates												
LI, UG (%)	74.5	75.1	76.3	75.7	74.49	76.3	75.08	76.9	77.98	77.5	71.84	No
URM, UG (%)	78	78.5	81.7	79	77.9	79.5	75.41	80	79.17	80.5	74.35	No
Degrees												
LI, Bachelor's	1,137	1,180.8	1,203	1,224.6	1,184	1,268.4	1,200	1,312.2	1,232	1,356	1,204	No
URM, Bachelor's	484	504.2	577	524.4	557	544.6	533	564.8	646	585	644	Yes
Graduation Rates												
LI, UG (%)	45.1	46.9	45.8	48.7	47.09	50.5	48.27	52.3	50.3	54.1	50.65	No
URM, UG (%)	51.1	52.58	47.7	54.06	56.02	55.54	54.3	57.02	53.71	58.5	53.86	No
Staffing												
Tenured/Tenure-Track (%)	10.7	10.86	10.8	11.02	10.9	11.18	10.6	11.34	10.4	11.5	11	No
Management (%)	11.5	11.7	12.2	11.9	10.9	12.1	12.8	12.3	12.7	12.5	12.7	Yes

Western Kentucky University

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	8.92	9.13	8.77	9.35	8.46	9.57	8.1	9.78	8.05	10	8.59	No
Hispanic, UG (%)	3.13	3.3	3.09	3.48	3.36	3.65	3.66	3.83	4.14	4	4.5	Yes
URM, UG (%)	14.94	15.11	15.18	15.28	15.5	15.45	15.5	15.63	15.93	15.8	17.15	Yes
URM, Grad. (%)	12.6	12.7	11.55	12.8	13.65	12.9	15.13	13	15.95	13.1	17.35	Yes
Retention Rates												
LI, UG (%)	63.7	64.98	60.2	66.26	62.68	67.54	64.72	68.82	69.92	70.1	65.84	No
URM, UG (%)	58.3	60.12	57.8	61.94	57.06	63.76	59.55	65.58	73	67.4	65.93	No
Degrees												
LI, Bachelor's	1,353	1,373.4	1,276	1,393.8	1,361	1,414.2	1,298	1,434.6	1,339	1,455	1,270	No
URM, Bachelor's	315	321.4	310	327.8	347	334.2	383	340.6	386	347	388	Yes
Graduation Rates												
LI, UG (%)	41	41.8	37.9	42.6	39.93	43.4	38.34	44.2	41.54	45	43.21	No
URM, UG (%)	33.9	35.12	30.7	36.34	33.62	37.56	34.68	38.78	36.92	40	40.7	Yes
Staffing												
Tenured/Tenure-Track (%)	9.3	9.5	9.4	9.7	8.9	9.9	9.6	10.1	9.2	10.3	9.7	No
Management (%)	14.8	15	14	15.2	14.6	15.4	12.8	15.6	12	15.8	13.3	No

Ashland Community and Technical College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	1.36	1.41	1.48	1.6	1.54	1.6	1.26	1.6	1.12	1.6	1.21	No
Hispanic, (%)	0.92	1.05	1.19	1.4	1.15	1.5	1.14	1.5	1.23	1.6	1.58	No
URM (%)	4.25	4.36	4.68	4.5	4.49	4.6	4.44	4.7	4.7	4.8	5	Yes
Retention Rates												
Low-Income (%)	48.3	48.98	58.4	47.6	55.79	49	57.86	50.3	56.67	51.7	62.16	Yes
URM (%)	41.2	43.38	65	49.1	36.84	50.1	71.43	51.1	53.57	52.1	31.58	No
Credentials												
LI	1,230	1,243.6	1,689	1,231	1,517	1,253	1,223	1,276	1,826	1,298	1,546	Yes
URM	43	49.4	103	69	93	71	110	73	103	75	64	No
Graduation Rates												
LI (%)	25.9	26.32	26.5	29.9	34.52	23.6	41.53	25.6	41.05	28	45.08	Yes
URM (%)	13.3	14.14	33.3	9.7	23.08	12.3	46.15	14.9	23.08	17.5	44.44	Yes
Staffing												
FTE Instructional (%)	0.9		1	2	1.3	3	2.4	3	2.4	3	1.7	No
Management (%)	14.8		13.3	12.5	14.3	12.5	15.4	12.5	15.4	12.5	13.3	Yes

Big Sandy Community and Technical College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	0.49	0.65	0.83	1	0.51	1.1	1.07	1.2	0.96	1.3	0.86	No
Hispanic, (%)	0.71	0.79	0.75	0.8	0.85	0.9	0.78	1	1.21	1.1	0.86	No
URM (%)	1.92	2.22	2.79	3	2.37	3.1	2.99	3.3	3.71	3.4	3.21	No
Retention Rates												
Low-Income (%)	55.5	56.54	58.1	57.7	58.38	58.7	54.37	59.7	49.67	60.7	56.58	No
URM (%)	29.4	34.74	60	53	42.86	54	46.15	55	46.67	56.1	50	No
Credentials												
LI	1,252	1,290.6	1,573	1,370	1,374	1,395	1,092	1,420	1,058	1,445	1,305	No
URM	47	47.8	32	47	48	48	33	49	34	51	59	Yes
Graduation Rates												
LI (%)	18	20	20.6	23.8	1.71	25.2	25.75	26.6	29.27	28	29.89	Yes
URM (%)	10	12.02	21.4	15.9	12.5	17.3	23.08	18.7	27.78	20.1	23.81	Yes
Staffing												
FTE Instructional (%)	1.5		0.8	1.1	0.8	1.4	1.1	1.7	0.8	1.9	0.9	No
Management (%)	4.8		0	1.5	0	2.9	0	4.4	0	5.9	0	No

Bluegrass Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	11.7	11.92	11.7	12	12.09	12.2	11.77	12.5	12.37	12.8	12.16	No
Hispanic, (%)	4.71	4.82	4.84	4.9	5.74	5.1	5.93	5.2	7.06	5.3	7.64	Yes
URM (%)	20.27	20.83	20.72	21.4	22.41	22	22.04	22.5	24.15	23.1	24.58	Yes
Retention Rates												
Low-Income (%)	45.7	46.5	50.8	43.9	47.83	45.8	52.24	47.8	58.24	49.7	54.48	Yes
URM (%)	43.6	43.7	45.6	40.1	43.22	41.4	50.85	42.7	53.87	44.1	51.24	Yes
Credentials												
LI	1,837	1,879.8	2,117	1,919	1,926	1953	2,277	2001	2,368	2,051	3,416	Yes
URM	462	484.2	554	529	571	543	629	558	744	573	1041	Yes
Graduation Rates												
LI (%)	15.3	17.84	16.7	21.6	20.31	23.7	22.51	25.9	26.33	28	33.54	Yes
URM (%)	12.3	13.56	12.3	13.9	17.26	15.5	16.23	17	23.3	18.6	25	Yes
Staffing												
FTE Instructional (%)	7.4		7.7	9.5	8.7	11.4	8.3	13.2	8.9	15	10.5	No
Management (%)	26.1		21.7	22.8	23.4	23.9	23.4	25	34	26.1	31.9	Yes

Elizabethtown Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	7.57	7.53	6.68	7	6.27	7	6.14	7.2	5.4	7.4	5.75	No
Hispanic, (%)	3.43	3.5	3.73	3.7	4.07	3.7	4.18	3.8	3.9	3.8	4.22	Yes
URM (%)	14.88	15.01	14.47	14.8	14.26	14.8	14.48	15.2	12.96	15.5	13.95	No
Retention Rates												
Low-Income (%)	46.5	47.54	47.2	46.8	49.36	48.5	47.76	50.1	48.57	51.7	54.95	Yes
URM (%)	39.7	40.84	44.5	41.3	39.69	42.7	37.57	44	42.59	45.4	45.1	No
Credentials												
LI	1,627	1,642.2	1,826	1,615	1,818	1,644	1,557	1,674	2,045	1,703	1,599	No
URM	290	304.8	300	336	381	346	347	355	378	364	302	No
Graduation Rates												
LI (%)	27.3	27.9	25.7	28.8	27.47	29.3	31.46	29.8	34.97	30.3	37.99	Yes
URM (%)	24.8	25.32	20.6	25.9	20.83	26.4	27.35	26.9	27.19	27.4	31.67	Yes
Staffing												
FTE Instructional (%)	6.7	7.78	6.5	8.86	5.5	8.6	6.2	10	5.5	12.1	5.6	No
Management (%)	14.3	16.78	11.1	19.26	11.1	24.3	9.5	24.3	12.5	26.7	14.3	No

Gateway Community and Technical College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	7.86	8.26	7.42		6.85		6.03	9.3	5.5	9.9	6.42	No
Hispanic, (%)	2.6	2.82	3.51		4.12		4.35	3.6	4.64	3.7	5.14	Yes
URM (%)	13.14	13.39	13.6		13.66		13.85	14.2	14	14.4	16.35	Yes
Retention Rates												
Low-Income (%)	54.3	54.52	58.3		54.22		62.81	54.4	65.41	55.4	55.6	Yes
URM (%)	43.1	45.26	47.2		47		69.57	52.9	63.28	53.9	58.97	Yes
Credentials												
LI	1014	1,019.8	1,194		1,227		1,619	1,025	1,350	1,043	1,318	Yes
URM	223	227.2	268		238		362	237	310	244	427	Yes
Graduation Rates												
LI (%)	26	26.8	33.1		34.48		43.79	29	43.33	30	51.41	Yes
URM (%)	33.3	33.7	22.2		25		42.42	32	35.42	35.3	57.63	Yes
Staffing												
FTE Instructional (%)	7.4		6.9		6.1		5.9	9	6.8	10	5.4	No
Management (%)	15.2		17.9		17.9		17.2	19.6	17.2	21	15.6	No

Hazard Community and Technical College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	0.96	1.11	1.4	1.25	0.85	1.5	0.72	1.6	0.83	1.7	0.8	No
Hispanic, (%)	0.77	0.9	0.49	1.02	0.54	0.9	0.85	1.1	1.2	1.4	0.72	No
URM (%)	2.56	2.77	2.68	3.1	2.3	3.1	2.42	3.4	3.45	3.6	3.16	No
Retention Rates												
Low-Income (%)	50.6	52.18	52.4	53.4	50.46	56.5	53.87	57.5	58.59	58.5	63.64	Yes
URM (%)	57.1	57.34	46.7	55.3	57.14	56.3	43.75	57.3	47.06	58.3	45.45	No
Credentials												
LI	1,037	1,048	1,137	1,022	1,101	1,067	1,321	1,079	1,569	1,092	1,296	Yes
URM	32	32.4	47	31	36	32	31	33	68	34	50	Yes
Graduation Rates												
LI (%)	24.1	25.52	26.2	28.2	30.07	29.2	32.49	30.2	37.18	31.2	42.61	Yes
URM (%)	30.8	28.44	35.7	15.6	35.71	16.7	41.67	17.8	23.08	19	26.67	Yes
Staffing												
FTE Instructional (%)	4.4		5.7	6.1	4.1	6.1	12.6	6.4	4.6	6.6	4.2	No
Management (%)	14.3		7.1	11.3	18.8	11.3	15	12	15	12.6	10	No

Henderson Community College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	8.01	8.31	8.63	9.1	9.87	9.1	9.21	9.3	8.02	9.5	6.91	No
Hispanic, (%)	3.2	3.32	3.3	2.25	3.36	2.8	3.78	3.3	4.35	3.8	4.51	Yes
URM (%)	13.9	14.32	15.09	15.25	16.17	15.5	18.6	15.8	18.4	16	17.05	Yes
Retention Rates												
Low-Income (%)	55.4	53.2	52.3	42.4	48.37	42.4	44.94	43.4	42.86	44.4	63.73	Yes
URM (%)	54.5	49.76	56.8	28.8	40.63	28.8	42	29.8	53.06	30.8	65.79	Yes
Credentials												
LI	360	363	362	366	351	362	321	368	377	375	301	No
URM	61	61.6	63	58	69	60	73	62	88	64	59	No
Graduation Rates												
LI (%)	13	14.4	19.8	17	21.05	18	34.25	19	23.39	20	27.35	Yes
URM (%)	5.1	9.9	16.1	26.1	26.92	27.1	43.48	28.1	18.42	29.1	23.53	No
Staffing												
FTE Instructional (%)	5.1		5.6	3.9	4.8	3.9	3.7	6	5.5	6	5.2	No
Management (%)	16.7		8.3	16.7	16.7	16.7	9.1	18.2	11.1	18.2	16.7	No

Hopkinsville Community College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	21.99	22.33	22.52	22.8	21.1	23.1	22.48	23.4	21.47	23.7	19.94	No
Hispanic, (%)	8.69	9.15	9.2	9.5	9.09	10	8.55	10.5	9.19	11	8.67	No
URM (%)	35.58	36.06	36.43	36.7	35.04	37.1	36.34	37.6	36.31	38	34.06	No
Retention Rates												
Low-Income (%)	45	46.34	41	45.3	52	47.5	51.57	49.6	46.72	51.7	44.75	No
URM (%)	39.8	40.92	36.4	40.3	38.3	42	52.56	43.7	47.24	45.4	34.04	No
Credentials												
LI	854	875	783	902	678	926	784	942	715	959	718	No
URM	339	356.8	338	395	335	406	382	417	384	428	323	No
Graduation Rates												
LI (%)	25.1	25.68	25.7	22.6	30.23	24.4	18.8	26.2	25.69	28	38.76	Yes
URM (%)	20.5	21.1	19.2	20.5	27.06	21.5	17.31	22.5	18.92	23.5	32.05	Yes
Staffing												
FTE Instructional (%)	15.6	15.9	14.5	16.2	16.2	15.8	15	16.5	13.7	17.1	12.9	No
Management (%)	15	15.42	11.8	15.84	11.8	14.1	11.1	15.6	15.8	17.1	15.8	No

Jefferson Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	21.24	21.23	19.18	21.2	19.12	21.2	20.07	21.2	20.83	21.2	20.16	No
Hispanic, (%)	6.31	6.63	7.07	7.3	8.33	7.5	8.92	7.7	9.64	7.9	9.64	Yes
URM (%)	30.82	31	30.06	30.5	31.85	30.9	33.42	31.3	35.16	31.7	34.97	Yes
Retention Rates												
Low-Income (%)	46.5	48.08	55	54	50.04	50.4	53.75	52.4	53.02	54.4	52.04	No
URM (%)	44.6	46.24	48.8	52	46.18	50.8	49.94	51.8	48.07	52.8	46.83	No
Credentials												
LI	2,051	2,073.2	2,219	2,022	2,366	2,110	2,279	2,136	2,286	2,162	2,357	Yes
URM	908	921.4	901	919	1001	937	1136	954	1166	975	1118	Yes
Graduation Rates												
LI (%)	9.9	11.96	11.7	14.2	17.32	16.2	22.3	18.2	21.34	20.2	27.5	Yes
URM (%)	6.9	9.06	10.4	10.5	15.75	12.9	16.67	15.3	16.67	17.7	21.22	Yes
Staffing												
FTE Instructional (%)	9.6		10	16.6	9.9	17.6	10.6	18.6	11.4	21.9	12.2	No
Management (%)	23.5		10	13.4	13.3	17.8	13.8	22.2	15.6	26.7	15.2	No

Madisonville Community College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	4.18	4.5	5.29	5.2	5.2	5.4	4.65	5.6	4.23	5.8	4.64	No
Hispanic, (%)	1.76	1.97	2.54	2	2.64	2.3	2.99	2.6	3.18	2.8	3.29	Yes
URM (%)	7.65	8.22	10.46	9.2	10.55	9.5	10.72	10	10.14	10.5	11.08	Yes
Retention Rates												
Low-Income (%)	54.6	55.08	56.8	54	46.99	55	63.29	56	68.35	57	56.04	No
URM (%)	55.9	55.72	48.9	52	49.15	53	55.81	54	58.93	55	58.82	Yes
Credentials												
LI	715	727.6	778	738	777	749	879	765	807	778	872	Yes
URM	105	107	137	100	139	105	210	110	182	115	147	Yes
Graduation Rates												
LI (%)	40.8	40.44	40.3	36	39.85	37	37.21	38	37.56	39	47.77	Yes
URM (%)	36.7	36.76	31.8	34	28.57	35	19.23	36	30.56	37	30.77	No
Staffing												
FTE Instructional (%)	3.2		3.1	4.4	3.4	5.5	3.7	6.5	3.6	7.7	3.1	No
Management (%)	5		4.8	4.8	5.9	5	5.6	5.2	4.8	5.4	4.8	No

Maysville Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	2.86	3.11	2.52	2.6	1.89	3.1	2.48	3.6	2.37	4.1	2.58	No
Hispanic, (%)	1.54	1.79	1.82	2	1.95	2.3	2.7	2.5	3.19	2.8	3.1	Yes
URM (%)	6.31	6.69	6.58	6.7	5.92	7.2	7.61	7.7	8.38	8.2	8.5	Yes
Retention Rates												
Low-Income (%)	58.8	62.04	52.7	64.4	53.76	67.6	55.91	71	61.09	75	51.42	No
URM (%)	53.6	56.58	39	59.1	51.52	62.1	55.56	65.2	64.52	68.5	32.56	No
Credentials												
LI	1,375	1,378.8	1,529	1,304	1,393	1,377	1,559	1,385	1,509	1,394	1,688	Yes
URM	86	86.4	76	81	92	83	78	86	116	88	137	Yes
Graduation Rates												
LI (%)	26.7	28.48	31.3	32.6	37.72	33.6	37.3	34.6	41.85	35.6	44.09	Yes
URM (%)	25.9	28.08	18.2	33.8	38.1	34.8	40	35.8	46.15	36.8	33.33	No
Staffing												
FTE Instructional (%)	3.7		4	4.4	3.8	4.4	4.8	4.6	5.4	4.9	4.6	No
Management (%)	4.5		5.3	6.1	16.7	6.1	15	6.6	9.1	7	9.5	Yes

Owensboro Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	2.76	2.95	3.17	3.3	2.96	3.5	2.69	3.6	2.76	3.7	3.05	No
Hispanic, (%)	1.76	2.01	1.9	2.2	2.27	2.5	2.86	2.8	2.84	3	3.13	Yes
URM (%)	7.23	7.55	7.82	8.1	8.34	8.3	8.66	8.5	8.94	8.8	9.56	Yes
Retention Rates												
Low-Income (%)	50.9	51.06	52.4	45.6	50.45	47.7	54.35	49.7	54.64	51.7	55.18	Yes
URM (%)	45.1	45.78	45.6	45.6	51.92	47	44.44	47.7	54.1	48.5	53.23	Yes
Credentials												
LI	981	1,002.6	1,060	1,018	1,148	1,043	1,243	1,066	1,328	1,089	1,250	Yes
URM	71	73	87	75	104	77	138	79	195	81	156	Yes
Graduation Rates												
LI (%)	24.1	25.74	29	29.3	30.7	30.3	32.96	31.3	33.58	32.3	37.8	Yes
URM (%)	19.2	22.56	26.7	33	17.5	34	15.56	35	29.55	36	27.91	No
Staffing												
FTE Instructional (%)	7.2	7.4	6.6	7.3	6.8	7.6	6.4	7.9	7.1	8.2	7.9	No
Management (%)	4.2	5.26	4.8	6.32	0	7.1	4.5	8.3	4	9.5	3.6	No

Somerset Community College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	1.28	1.4	1.22	1.3	0.8	1.5	1.28	1.7	1.04	1.9	0.89	No
Hispanic, (%)	1.45	1.66	2.15	2	2.03	2.2	2.06	2.4	2.37	2.5	2.4	No
URM (%)	4.65	5.18	5.92	8.1	5.15	6.3	5.74	6.8	5.48	7.3	5.74	No
Retention Rates												
Low-Income (%)	48.6	49.42	48	49.7	49.68	50.7	49.06	51.7	54.83	52.7	53.7	Yes
URM (%)	43.5	46.08	49.1	49.7	52.94	53.9	51.39	54.9	54.55	56.4	37.29	No
Credentials												
LI	2,089	2,147.6	2,806	2,228	2,256	2,254	2,298	2,317	2,361	2,382	2,172	No
URM	91	93.4	122	94	125	97	92	100	114	103	176	Yes
Graduation Rates												
LI (%)	21.7	22.96	23.5	24.8	24.96	25.9	26.52	26.9	28.33	28	31.21	Yes
URM (%)	12.9	15.86	18.9	24.7	21.74	25.7	15.38	26.7	25	27.7	34.69	Yes
Staffing												
FTE Instructional (%)	2.8		3.1	3.2	3.4	4	3.5	5.7	3.3	7.4	3.1	No
Management (%)	4.8		5.6	6.3	5.3	7.5	9.5	8.8	7.1	10	7.1	No

Southcentral Kentucky Community and Technical College

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	7.29	7.69	7.08	7.8	6.23	8.3	6.65	8.8	5.69	9.3	6.96	No
Hispanic, (%)	3.42	3.82	4.23	3.9	5.06	4.4	5.78	4.9	5.69	5.4	6.62	Yes
URM (%)	13.88	14.29	15.06	14.4	15.06	14.9	16.27	15.4	15.03	15.9	17.36	Yes
Retention Rates												
Low-Income (%)	54.3	54.9	53.6	54.9	59.17	55.7	60.95	56.6	62.91	57.3	60.67	Yes
URM (%)	48.8	50.52	54.1	50.6	48.65	53.1	41.48	55.2	50.33	57.4	48.48	No
Credentials												
LI	1,450	1,481.4	1,250	1,512.8	1,670	1,541	1,520	1,574	1,806	1,607	1,583	No
URM	200	200.8	247	201	308	202	266	203	338	204	356	Yes
Graduation Rates												
LI (%)	25	25.56	32.4	25.9	32.23	26.5	36.13	27.1	37.19	27.8	40.77	Yes
URM (%)	14.6	15.94	29.7	18.3	28.57	19.3	31.91	20.3	28	21.3	22.86	Yes
Staffing												
FTE Instructional (%)	5.9		4.9	3.8	5.4	4.5	5.2	5.7	5.8	6.8	5.1	No
Management (%)	16		18.2	17.3	15.4	16.6	12.5	16	11.1	16	11.1	No

Southeast Kentucky Community and Technical College

Metrics and Annual Targets	Base	2016-17 Target	2016-17 Actual	2017-18 Target	2017-18 Actual	2018-19 Target	2018-19 Actual	2019-20 Target	2019-20 Actual	2020-21 Target	2020-21 Actual	Met Target?
Enrollment												
Black (%)	2.41	2.41	2.17	2.3	2.11	2.3	1.72	2.4	1.17	2.4	1.6	No
Hispanic, (%)	0.58	0.7	0.7	0.8	0.9	0.9	0.93	1.1	0.83	1.2	0.64	No
URM (%)	4.82	5.04	4.72	5.1	4.99	5.3	4.37	5.6	3.34	5.9	3.71	No
Retention Rates												
Low-Income (%)	61.2	61.58	56.3	58.5	59.63	59.5	62.78	60.5	55.09	63.1	56.54	No
URM (%)	66.7	67.36	54.5	63.1	38.89	64.1	45.45	65.1	41.18	70	40	No
Credentials												
LI	751	766.2	813	781.4	981	785	834	805	796	827	563	No
URM	26	29.4	47	40	44	41	61	42	39	43	27	No
Graduation Rates												
LI (%)	32	32.44	27.1	31.2	31.95	32.2	32.2	33.2	32.08	34.2	37.5	Yes
URM (%)	30.8	30.8	31.3	27	27.78	28	22.22	29	26.67	30.8	28.57	No
Staffing												
FTE Instructional (%)	3.8		3.7	4	3.7	4.2	3.9	4.5	2.9	4.7	2.4	No
Management (%)	11.5		13	14.1	16	15.2	16	16.3	12.5	17.4	8.7	No

West Kentucky Community and Technical College

Metrics and Annual Targets	Base	2016-17 Target	2016-17 Actual	2017-18 Target	2017-18 Actual	2018-19 Target	2018-19 Actual	2019-20 Target	2019-20 Actual	2020-21 Target	2020-21 Actual	Met Target?
Enrollment												
Black (%)	7.29	7.51	6.18	7.73	6.57	7.2	7.51	7.8	7.07	8.4	6.95	No
Hispanic, (%)	3.14	3.55	3.5	3.96	3.71	4.6	3.75	4.9	4.07	5.2	4.56	No
URM (%)	13.55	14.48	13.29	15.41	14.04	16	15.21	17.1	15.53	18.2	15.69	No
Retention Rates												
Low-Income (%)	55.9	55.76	59.6	55.62	61.49	53.2	60.42	54.2	56.66	55.2	57.33	Yes
URM (%)	56.1	54.94	50.4	47.3	51.85	48.3	49.27	49.3	48.68	50.3	44.67	No
Credentials												
LI	1,893	1,901.2	2,097	1,833	2,401	1,901	1,927	1,917	1,781	1,934	1,800	No
URM	356	355	383	325	483	334	419	342	420	351	436	Yes
Graduation Rates												
LI (%)	38.8	39.48	37.4	39.2	42.67	40.2	50.24	41.2	46.25	42.2	51.12	Yes
URM (%)	31.2	30.84	33.3	26.4	39.83	27.4	36.89	28.4	35.65	29.4	38.19	Yes
Staffing												
FTE Instructional (%)	4.4		4.4	5.9	4.9	7.7	6.6	9.5	8.1	11.3	7.7	No
Management (%)	17.2		18.5	19	19.2	19.5	12	20	14.3	20.5	15	No

Best Practices to Progress

Strategies from institutions that exceeded or made progress towards their annual targets were examined with the goal of identifying "best practices" for each of the policy's focus areas. For the purposes of this document, a "best practice" refers to a method or approach that has been demonstrated to be effective and efficient in achieving specific educational goals or objectives. These practices are often evidence-based and grounded in research and have been shown to produce positive outcomes in teaching, learning and student success. Implementing best practices can help colleges and universities improve student outcomes, increase retention and graduation rates, and ensure that all students have access to a high-quality education.

Determining which strategies across Kentucky's public postsecondary institutions could be considered best practices was a linear process. First, quantitative scores (as seen on the campus scorecards) were examined for each campus. Institutions that exceeded, met or made incremental progress towards their final targets in at least one of the policy's focus areas were identified. Next, those campuses' qualitative narratives (annual reports) were examined to identify specific strategies and corresponding action steps that were used to achieve annual metric goals. Finally, the strategies that were found to be common across these institutions were deemed as best practices. Each best practice is intentionally broad; how each campus implements it varies widely. Specific campuses were chosen as highlights to illustrate examples of what a best practice looks like in application.

While this process was very informative, there are some limitations in the conclusions drawn. For example, only those reported strategies were taken into consideration. Institutions may implement strategies not captured in their annual reports. In addition, while these strategies correlate with an institution's success towards meetings targets, we are, of course, unable to prove they were the cause of the progress.

This report details the best practices that have been identified based on the 2016-2021 annual reports and campus scorecards.

Opportunity

Opportunity Objectives and Strategies

CPE evaluates public institutions annually on their efforts to recruit and enroll a diverse student body, with particular attention paid to populations that have been historically underrepresented on postsecondary campuses.[1] Campuses negotiate targets with CPE staff for the percentage of first-year students who are Black/African American and Hispanic; they also may establish targets for students who are classified as two or more races, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Asian, or for international students.

In the narrative section of the report, institutions are evaluated on their progress in implementing strategies to recruit and enroll a more diverse student body. These strategies may include:

- Race and ethnicity-neutral policies or actions designed to increase diversity in the student body.

- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

- Maintaining robust campus identity groups for individuals who wish to participate (LGBTQ, polical and religious organizations).

- Policies to accommodate people with physical, sensory or mental disabilities.

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1   While we are not aware of any race conscious enrollment decision-making processes implemented at any campus, any such policy utilized would have been implemented under prior U.S. Supreme Court precedent and future policies will take into consideration the recent decision involving affirmative action.

Best Practice: Targeted Outreach

Targeted outreach is important for recruiting underrepresented students because it addresses the systemic barriers and inequities that prevent them from accessing and succeeding in higher education. Underrepresented students include those from historically marginalized or disadvantaged groups, such as low-income students, first-generation college students, students of color and students with disabilities. These students often face unique challenges, including a lack of familiarity with the college application process and limited access to resources and support.

Targeted outreach efforts can help identify and address these barriers by providing students and their families with information, resources and support. For example, targeted outreach efforts may involve partnerships with community or religious organizations in low-income or underrepresented communities, as well as high schools serving underrepresented students. They may include recruitment trips to "non-feeder" high schools, direct mail efforts to underrepresented groups and telemarketing campaigns to encourage students from underrepresented populations to apply for admission.

Targeted outreach promotes equity and access in higher education, creating rich opportunities for teaching and learning that benefit all students and help alleviate broader social and economic inequities by increasing social mobility.

Eastern Kentucky University Deploys Targeted Outreach to Meet DEI Goals

Eastern Kentucky University's commitment to increasing diversity and creating a more inclusive campus remained steadfast despite changes necessitated by the pandemic. The Office of Admissions and Student Outreach and Transition Office (SOTO) focused on attracting underrepresented minority students to the university, highlighting support systems for these student populations and ensuring a smooth transition to university life.

EKU continued to foster strategic relationships with organizations and school districts serving a high proportion of URM students. Recruitment efforts included expanding the Memorandum of Understanding (MOU) with Adelante Hispanic Achievers in Louisville and the Cincinnati Public School System, as well as signing new MOUs with the Black Men Working (BMW) Academy in Lexington and the YMCA Black Achievers programs in Louisville and Lexington.

The university dedicated two admissions staff to Black and Latino student recruitment. They facilitated bilingual tours and community presentations to provide comprehensive information to students and families. The Department of Languages, Cultures and Humanities and the Bobby Verdugo and Yoli Ríos Bilingual Peer Mentor and Tutoring Center hosted various events to recruit Latino students, including Camino Camp, a virtual college preparation camp for Latino high school juniors and seniors.

EKU collaborated with various campus partners to host eight diversity live chats, a virtual diversity spotlight day and a Big E signing day, a diversity yield event to welcome admitted URM students. The Office of Admissions and SOTO targeted diverse markets across four states and had two dedicated staff members, including a bilingual recruiter, who managed diverse recruitment initiatives, event coordination and relationships with agencies that serve diverse populations. Staff emailed 15,604 messages to students who expressed interest in receiving information on diversity, equity and inclusion and the average open rate was 56%. Additionally, staff mailed 860 diversity print pieces to students.

Eastern Kentucky University Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	5.74	5.79	5.54	5.84	5.61	5.89	5.57	5.95	5.6	6	5.78	No
Hispanic, UG (%)	2.44	2.51	2.67	2.58	2.8	2.65	2.99	2.73	3.57	2.8	4.13	Yes
URM, UG (%)	10.85	11.08	11.08	11.31	11.58	11.54	11.9	11.77	12.56	12	13.94	Yes
URM, Grad. (%)	9.93	10.03	8.85	10.12	10.37	10.21	10.84	10.31	11.35	10.4	13.07	Yes

Bilingual Outreach Activities Attract Latino Students to JCTC

Despite the pandemic, JCTC increased bilingual communication with prospective Latino students and their parents through video calls and emails from Spanish-speaking recruitment staff. Conversations with parents in their native language help demystify the college experience so they can better support their children in postsecondary endeavors. The Admissions Office hired a Spanish-speaking recruiter who has been supportive of Latino recruitment efforts as well as enlisting the help of bilingual students. With assistance from the college marketing team, they created posters and other promotional materials in Spanish for community partners in Latino neighborhoods.

Connecting with community partners also expanded the visibility of JCTC's international admissions office. International admissions staff participated in several Spanish language presentations in collaboration with Adelante Hispanic Achiever using La Casita Center's online presentation, Somos un Circulos, which has been viewed several thousand times.

JCTC continues to collaborate with partners at Louisville Latino Education Outreach (LLEO) as well as the University of Louisville. The Assistant Director for International Admissions served on the University of Louisville's Undocumented Students Resource Council to stay abreast of current issues for Latino students who are undocumented or with Deferred Action for Childhood Arrivals (DACA) status.

International Admissions staff identified models and potential partners to help launch a focused student success mentoring program in fall 2021. In February 2020, JCTC staff met with the Latino Outreach Office at Bluegrass Community and Technical College, the Latino Program Coordinator in the Cultural Center at the University of Louisville and the JCTC Rise Together program. The need for funding and dedicated staffing were identified as next steps.

Jefferson Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	21.24	21.23	19.18	21.2	19.12	21.2	20.07	21.2	20.83	21.2	20.16	No
Hispanic, (%)	6.31	6.63	7.07	7.3	8.33	7.5	8.92	7.7	9.64	7.9	9.64	Yes
URM (%)	30.82	31	30.06	30.5	31.85	30.9	33.42	31.3	35.16	31.7	34.97	Yes

Best Practice: Minimizing Financial Barriers to College

The cost of higher education is a significant obstacle for many students, particularly those from low-income backgrounds. College requires a substantial financial investment, including tuition, fees, textbooks and other expenses like room and board and transportation. For students with limited financial resources, these costs can be prohibitively expensive. Minimizing financial barriers to college enrollment is essential for ensuring students have an equal opportunity to acheive their higher education goals.

Minimizing financial barriers can be realized through a variety of means, including need-based financial aid, scholarships, grants and tuition assistance programs. Some campuses have implemented initiatives such as tuition freezes or caps that make college more affordable and accessible to students from diverse backgrounds.

By reducing financial barriers, colleges and universities can make higher education access more equitable, ensuring talented and motivated students are not excluded from pursuing their college dreams. Additionally, increasing access to higher education creates broader social and economic benefits, including increased social mobility, higher employment rates, increased tax revenues and more robust economic growth and development.
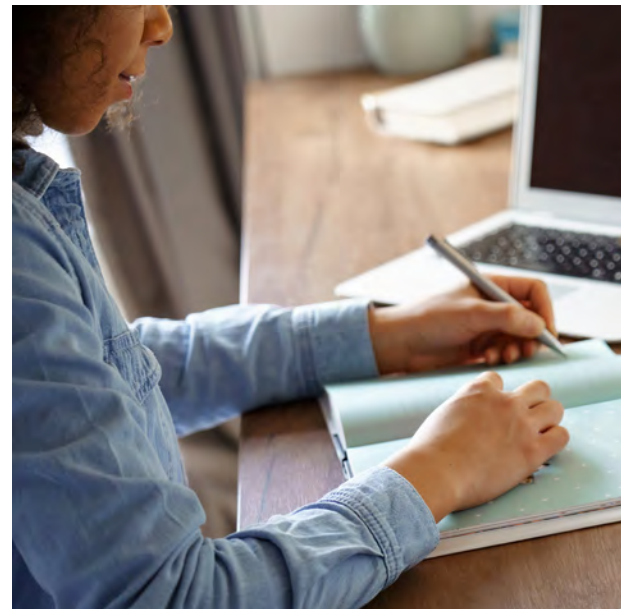
The Porter Scholarship is awarded to first-time and continuing Black students at UofL. In Fall 2020, 649 students (205 new and 444 continuing) were awarded more than $6 million in scholarship aid.

The Martin Luther King, Jr. Scholars Program admits ten students annually and offers full in-state tuition and an $8,000 stipend per year for four years. Black/African American and Latino high school graduates from Kentucky or Southern Indiana are eligible to apply. There are four cohorts of MLK scholars currently enrolled at UofL.

The Cardinal Pledge award supports low-income students. In the 2020-21 academic year, 875 students received the Cardinal Pledge award, 415 (47.4%) of whom were First Time in College (FTIC) students. Additionally, 84 identified as Black students and 120 identified as "Other Minorities" (28.9%).

The National Scholars Program and **Regional Scholarships** provide support to out-of-state students assessed non-resident tuition. Awards range from $5,000 to over $15,000,and 120 Black, 54 Hispanic and 59 students identifying as "Other Minority" received this award. Over $2 million was distributed across 233 students, with an average award of around $9,500.

The UofL Grant program is a need-based aid program that provides students with $3,000 over four years. Of 593 award recipients, 42 are Black, 53 are Hispanic and 66 identify as "Other Minority" students.

READY mentoring pairs underfunded, first-year, first-generation students with a professionals from PNC bank for personalized support throughout their first year. After successfully completing six mentoring meetings in the fall, students receive a $500 grant toward their spring 2021 bill. After successfully completing four mentoring meetings in the spring, students receive a $300 grant toward their fall 2021 bill.

University of Louisville Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	11.04	11.63	11.08	12.22	11.31	12.82	11.73	13.41	11.93	14	12.91	No
Hispanic, UG (%)	3.97	4.38	4.45	4.78	4.82	5.19	5.28	5.59	5.43	6	6.02	Yes
URM, UG (%)	19.44	20.15	20.33	20.87	21.73	21.58	23.01	22.29	23.47	23	25.22	Yes
URM, Grad. (%)	13.76	14.11	14.51	14.45	15.3	14.8	15.84	15.15	17.23	15.5	18.1	Yes

Best Practice: Building Pathways from K-12 to College

Guided pathways refer to programs and initiatives that make it easier for students to move from one level of education to the next. In the context of college enrollment, pathway programs include Advanced Placement and dual credit courses, mentorship programs and college outreach activities. By providing information about the college application process, financial aid and other aspects of college enrollment, pathway programs increase the likelihood that students will successfully enroll and persist in college. Pathway programs often provide underrepresented students with role models who have successfully navigated the higher education system. This can be especially important for students who may not have family members or other role models with higher education experience.

Guided pathways are especially important for students from diverse backgrounds and underrepresented groups. Underrepresented students may be less likely to pursue higher education due to a range of factors, such as a lack of awareness about the opportunities available to them, limited access to resources and support, financial barriers and cultural or social barriers. Pathways can help to address these barriers by providing targeted programs and initiatives that support students at various stages of the education pipeline.

Dual Credit and ACE Programs Prepare Incoming Students for OCTC

Owensboro Community and Technical College was one of 44 colleges nationwide that participated in the "Dual Enrollment Experiment" as part of the U.S. Department of Education's Experimental Sites Initiative. The experiment allowed students to use Pell Grant funding prior to earning a high school diploma, making college preparatory coursework like dual credit more affordable.

OCTC's Office for Diversity collaborated with the Owensboro Black Expo (OBE) and Owensboro High School to establish the Academic Career Exploration (ACE) program. The primary goal of ACE is to help students to stay on-track to graduate by connecting them with industry mentors, peers and faculty. ACE provides formal and informal learning opportunities through academic and leadership initiatives, job shadowing, career exploration and social activities. In this way, ACE exposes prospective college students to a variety of career opportunities and the requirements needed to pursue them.

Owensboro Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	2.76	2.95	3.17	3.3	2.96	3.5	2.69	3.6	2.76	3.7	3.05	No
Hispanic, (%)	1.76	2.01	1.9	2.2	2.27	2.5	2.86	2.8	2.84	3	3.13	Yes
URM (%)	7.23	7.55	7.82	8.1	8.34	8.3	8.66	8.5	8.94	8.8	9.56	Yes

Success

Success Objectives and Strategies

While maintaining a diverse student body is essential, it is not enough. Institutions also must commit to helping diverse students persist to degree completion. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. CPE annually evaluates institutions on their progress in meeting annual targets for URM and low-income students on the following metrics: first-year to second-year retention, three-year graduation rate (KCTCS institutions), six-year graduation rate (public universities) and degrees and credentials conferred.

In the narrative section of the report, institutions are evaluated on their progress in implementing high-impact practices to move students toward degree and credential completion. These strategies may include:

- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early-alert systems.
- Corequisite models of developmental education.

Best Practice: Minimizing Non-Academic Barriers to Success

Non-academic barriers can significantly impact a student's ability to succeed in higher education. Non-academic barriers include financial constraints, housing and food insecurity, health concerns (including mental health) and family or work responsibilities. These barriers can be just as challenging as academic barriers (sometimes more so), preventing students from fully engaging in their studies and reaching their full potential.

By minimizing non-academic barriers, colleges and universities create more supportive and inclusive environments that promote student success. Some of the means to accomplish this include increasing financial aid opportunities, support services such as counseling and health care and emergency funds to address unanticipated crises. When students feel supported and have access to the resources they need, they are better able to focus on their studies and achieve academic success. Additionally, addressing non-academic barriers promotes overall student well-being, the benefits of which extend beyond the classroom.

BCTC Has a HEART for Students in Need

BCTC's HEART program (Helping Everyone Attain Resources Together) provides free resources to assist students in meeting their basic needs. BCTC's HEART program opened in November 2019. During the pandemic, it became an even more vital resource for students experiencing food insecurity and financial instability.

The HEART program operates a food pantry stocked with free personal hygiene items, professional clothing, cleaning supplies and baby products. The HEART is open on the first and third Thursday of each month and pantry services are available to students at other times if an emergency arises. In 2020-21, 53 students visited the HEART 152 times. Although the pantry is open to all BCTC students, 96% of the visits were made by Pell-eligible students.

The HEART is operated by faculty and staff volunteers and pantry items are provided using special grant funds, monetary donations and donated items. The HEART is a member of God's Pantry Food Bank and this partnership allows the food pantry to access good, usable and nutritious food at a significantly discounted rate. The Career Clothing Closet is stocked by clothing donations from the college community and by a donation from the Community Action Council.

Also during the pandemic, BCTC's Information Technology unit repurposed desktop computers for distribution to students with the stipulation that BCTC would not be responsible for IT support. Although

available to all students, TRIO and other programs serving low-income students spread the word among their participants. In fall 2020, 210 computers were distributed to students and another 44 computers were distributed in spring 2021. Of the students who received computers, 62% were Pell-eligible and 31.9% of recipients were URM students.

Bluegrass Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Retention Rates												
Low-Income (%)	45.7	46.5	50.8	43.9	47.83	45.8	52.24	47.8	58.24	49.7	54.48	Yes
URM (%)	43.6	43.7	45.6	40.1	43.22	41.4	50.85	42.7	53.87	44.1	51.24	Yes
Credentials												
LI	1,837	1,879.8	2,117	1,919	1,926	1953	2,277	2001	2,368	2,051	3,416	Yes
URM	462	484.2	554	529	571	543	629	558	744	573	1041	Yes
Graduation Rates												
LI (%)	15.3	17.84	16.7	21.6	20.31	23.7	22.51	25.9	26.33	28	33.54	Yes
URM (%)	12.3	13.56	12.3	13.9	17.26	15.5	16.23	17	23.3	18.6	25	Yes

GCTC Offers a Suite of Non-Academic Student Supports

Gateway Community and Technical College's counseling center serves students experiencing mental health issues, relationship difficulties, parenting challenges and more. The Embedded CARE Management Program offers monthly outreach services in both face-to-face and online settings. The CARE manager discusses relevant non-academic topics monthly and assists students with self-referrals to agencies that provide additional support services. CARE managers host virtual walk-in hours after each class in case a student needs a CARE manager immediately. They also check-in with students monthly by email or phone.

GCTC's career services program helps Gateway students become top job candidates by assisting them with interview and resume skills. GCTC uses Handshake, an online recruiting platform that connects employers and job recruiters with college students interested in careers at their companies. The Student Resources program provides community referrals for affordable nutrition, child care, housing, health insurance and transportation, as well as operating the Food for Thought Pantry.

The Peer Mentoring Program pairs student mentors with participating students to provide additional non-academic supports. Peer mentors are typically campus leaders who participate in many campus-sponsored programs and actitves. Mentors provide advice, encouragement and friendship to students needing extra support.

Gateway Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Retention Rates												
Low-Income (%)	54.3	54.52	58.3		54.22		62.81	54.4	65.41	55.4	55.6	Yes
URM (%)	43.1	45.26	47.2		47		69.57	52.9	63.28	53.9	58.97	Yes
Credentials												
LI	1014	1,019.8	1,194		1,227		1,619	1,025	1,350	1,043	1,318	Yes
URM	223	227.2	268		238		362	237	310	244	427	Yes
Graduation Rates												
LI (%)	26	26.8	33.1		34.48		43.79	29	43.33	30	51.41	Yes
URM (%)	33.3	33.7	22.2		25		42.42	32	35.42	35.3	57.63	Yes

Best Practice: Integrated First-Year Experience

The first year of college can be challenging for many students as they navigate a new environment, adjust to new academic expectations and develop new social networks. An integrated first-year experience can address these challenges by providing students with a structured and supportive environment that promotes academic and personal growth.

An integrated first-year experience typically includes a combination of academic and co-curricular programs and initiatives designed to support students as they transition to college. There are a number of ways that universities provide an integrated first-year experience for students:

Orientation programs: Orientation programs provide information about academic and social resources, campus culture and traditions and other aspects of university life. These programs help students connect with peers, faculty and staff, and introduce them to campus resources and services.

Academic support services: Providing a range of academic support services can help students succeed in their coursework. These may include tutoring, study groups, writing centers and academic advising.

Social and cultural events: Universities can provide a range of social and cultural events for first-year students, such as welcome receptions, campus tours and cultural celebrations. These events help

students connect with peers and build a sense of community, which can contribute to overall student well-being and success.

Mentorship programs: Mentorship programs that pair first-year students with upperclassmen, faculty members, or staff members can play a key role in student persistence. These programs can provide students with guidance and support as they navigate the transition to college life.

First-year seminars: First-year seminars are typically small, discussion-based courses designed to help students make the transition from high school to college-level learning. They may focus on a specific theme, topic, or discipline, and may introduce academic skills such as critical thinking, research and writing.

Living Learning Communities: A living learning community (LLC) is a residential program that brings together a group of students who share common interests or academic goals and provides them with shared living space, as well as opportunities for social and academic engagement. Living learning Communities can be organized around a range of themes or topics. LLCs can foster a sense of community, provide academic support and offer opportunities for personal growth and exploration.

By providing students with a comprehensive and integrated first-year experience in a coordinated and intentional manner, colleges and universities can help students receive the support and resources they need to succeed. Students who have a robust first-year experience are more likely to feel connected to their college or university, more likely to persist to graduation and more likely to achieve academic success.

UK 101/102 Introduces Students to College Life

The University of Kentucky's academic orientation courses (UK 101 for first-time students and UK 201 for transfers and veterans) are a key component of UK's diversity, equity and inclusion efforts. Approximately 115 sections of UK 101 are offered each fall, although the course is only mandatory for William C. Parker Scholarship Recipients and students required to complete a learning contract. More than half of these sections are dedicated to first-generation, minority and identity-based student populations taught by staff in the Office of First-Generation Initiatives, the Center for Academic Resources and Enrichment (CARES) and the Office of Student Success.

Coordinators collaborate with campus partners to develop curriculum, oversee hiring and training of instructors and peer instructors and manage daily operations of the program. Instructors are full-time employees with at least a master's degree. Preference is given to those individuals in student-facing roles on campus with experience directly related to first-year students. Each section of UK 101/201 includes an undergraduate peer instructor and a primary instructor.

In AY 2020-21, all sections of UK 101/201 implemented updated unconscious bias (UB) content. This content introduced concepts and terms like microaggressions, land acknowledgements, ally, accomplice and co-conspirator. These updated instructional materials broaden the understanding of DEI to include reconciliation with native peoples and expand understanding of bias beyond the unconscious to consider deliberate acts of discrimination.

UK 101/201 continues to be a critical course for the most vulnerable populations at the University of Kentucky. Data demonstrate that UK 101 has a positive impact on second-year fall retention and the first-term GPA of participants.

University of Kentucky Scorecard													
Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Retention Rates												
LI, UG (%)	74.8	75.1	76.1	75.88	76.44	77.92	77.68	78.96	81.24	80	78.3	No
URM, UG (%)	77.2	78.5	79.9	78.32	77.53	78.88	78.48	79.44	82.22	80	79.98	Yes
Degrees												
LI, Bachelor's	1,422	1,180.8	1,494	1.513.2	1,457	1,558.8	1,501	1,604.4	1,499	1,650	1,452	No
URM, Bachelor's	536	553	594	570	661	587	740	604	777	621	734	Yes
Graduation Rates												
LI, UG (%)	51.5	52.4	50	53.3	53.03	54.2	54.48	55.1	52.91	56	55.18	No
URM, UG (%)	52.4	53.62	51.9	54.84	54.17	56.06	55.97	57.28	52.97	58.5	58.24	No

At WKU, Students Learn Where They Live

Over the last two years, Western Kentucky University has invested a great deal of time and money in their First-Year Village. Construction of two new residence halls began in 2019 in the lower hub of the campus, which opened for residents in fall 2021. The two residence halls can house up to 635 first-year, full-time students engaged in faculty mentorship and peer interaction. The First-Year Village now serves as home for many of WKU's Living Learning Communities (LLCs).

The university has expanded the number of LLCs offered, with all five academic colleges represented. In Fall 2020, 650 students participated. The Center for Teaching and Learning (CITL) in Academic Affairs and staff from Housing and Residence Life work together to embed high-impact practices in the LLCs, with the goal of increasing student retention, persistence and success, especially for URM students. Two LLCs within the Intercultural Student Engagement Center (ISEC) --The ISEC Academy and the Pride Center's LGBTQ+ Stonewall Suites -- are offered to first- and second-year students. The ISEC Academy LLP is for any student who identifies as a student of color (Black, Hispanic/Latino, Asian, Native American and Multiracial), is a first-generation college student, Pell eligible and/or needs extra

assistance related to college transition, persistence and/or graduation. Stonewall Suites LLC is for students who strive to promote social integration and change for all gender identities, gender expressions and sexual orientations. In Stonewall Suites, transgender individuals are given the opportunity to pick the gender of their roommate, which helps alleviate a host of safety concerns and stressors. Students interested in this LLC must go through an application and interview process before being admitted.

Grounded in the literature on college retention and borrowing from best practices across the nation, WKU now offers a new residential Summer Scholars program for high school graduates with below-threshold GPAs (2.00-2.49). The program provides a unique, five-week opportunity for students to experience a trial run at college level classes and WKU campus life. With some extra support and assistance, peer mentors, career coaches, academic advisors, instructors and financial aid counselors collaborate to provide participants with tailored support to increase their likelihood of earning a degree.

Western Kentucky University Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Retention Rates												
LI, UG (%)	63.7	64.98	60.2	66.26	62.68	67.54	64.72	68.82	69.92	70.1	65.84	No
URM, UG (%)	58.3	60.12	57.8	61.94	57.06	63.76	59.55	65.58	73	67.4	65.93	No
Degrees												
LI, Bachelor's	1,353	1,373.4	1,276	1,393.8	1,361	1,414.2	1,298	1,434.6	1,339	1,455	1,270	No
URM, Bachelor's	315	321.4	310	327.8	347	334.2	383	340.6	386	347	388	Yes
Graduation Rates												
LI, UG (%)	41	41.8	37.9	42.6	39.93	43.4	38.34	44.2	41.54	45	43.21	No
URM, UG (%)	33.9	35.12	30.7	36.34	33.62	37.56	34.68	38.78	36.92	40	40.7	Yes

Best Practice: Intrusive Advising and Early Intervention

Intrusive advising is an approach that involves reaching out to students rather than waiting for students to seek assistance on their own. The term "intrusive" does not mean advisors are pushy or unwelcome, but rather that they are systematically identifying students at risk of falling behind and offering personalized, timely and proactive support to help students stay on track academically and reach their academic and career goals.

Intrusive advising involves regular communication with students, such as weekly or monthly check-ins and progress reports. Often, faculty use data analytics to track students' grades and absences and they receive a flag or alert when a student falls behind. Advisors may provide referrals for more intensive academic support, such as tutoring, study groups and supplemental instruction. Advisors also provide information about the college's mental health, career counseling, or financial aid services, if the situation warrants.

Intrusive advising is particularly important for students who may face additional challenges in college, such as first-generation students, students from low-income backgrounds, or students who are underprepared for college-level coursework. By identifying and addressing challenges early on, colleges and universities can help more students persist to degree or credential completion.

MCC Deploys a Team of Proactive Advisors and Tutors

KCTCS has invested in Starfish, a learning platform that tracks real-time data to help campuses advise students proactively. To get the most out of this powerful tool, Madisonville Community College provided year-long professional development for faculty and staff advisors that included tips and tricks for using Starfish, education on Kentucky's general education block transfer policy, financial aid rules, the development of personal advising toolkits, the psychological effect of the pandemic on student mental health and other timely topics.

MCC's tutoring center, The Learning Space, coordinates with the college's Starfish Early Alert system. When a faculty member raises a flag or makes a referral, the Learning Space reaches to offer tutoring and other academic support. The Learning Space has peer tutors in addition to professional staff on hand to provide immediate assistance.

The Student Support Services (SSS) unit is also a part of MCC's coordinated, wrap-around approach. SSS and TRIO (a federal program for low-income students) partner to implement the "First Four Weeks" initiative for low-income and first-generation students, based on the work of Paul Thayer at the University of Colorado. Immediately after recruitment into the program, students are encouraged to meet with their academic advisor within the first four weeks of the term. To supplement this approach, all SSS advisors use the appreciative advising approach with their students. This is the intentional colllaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their learning and career goals. As part of the program, students take assessments to assist with career planning and identify their learning styles. This also helps advisors determine the most effective approach with each student.

Madisonville Community College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Retention												
Low-Income (%)	54.6	55.08	56.8	54	46.99	55	63.29	56	68.35	57	56.04	No
URM (%)	55.9	55.72	48.9	52	49.15	53	55.81	54	58.93	55	58.82	Yes
Credentials												
LI	715	727.6	778	738	777	749	879	765	807	778	872	Yes
URM	105	107	137	100	139	105	210	110	182	115	147	Yes
Graduation Rates												
LI (%)	40.8	40.44	40.3	36	39.85	37	37.21	38	37.56	39	47.77	Yes
URM (%)	36.7	36.76	31.8	34	28.57	35	19.23	36	30.56	37	30.77	No

Impact

Impact Objectives and Strategies

To fully realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students and faculty. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. In the area of impact, institutions set annual targets for the percentage of URM tenured/tenure-track faculty or staff, as well as the percentage of diverse employees in management occupations.

Strategies that support diversity and inclusiveness include:

- Cultural competency training or certification for students, faculty and staff.
- Efforts to recruit, retain and promote diverse faculty and staff.
- Efforts to monitor the campus and community environment to quickly resolve equity and inclusion issues and conflicts.

Best Practice: Cultural Competency Training

The goal of cultural competency training is to create a more inclusive and welcoming environment for all individuals on college campuses, including students, faculty and staff from underrepresented groups. This type of training helps individuals understand and appreciate different cultures and identities. It is designed to help individuals develop the knowledge, skills and attitudes necessary to work effectively with people from diverse backgrounds. The training typically includes topics regarding cultural awareness, diversity and inclusion; unconscious bias; and communication across cultures.

By improving their cultural competency skills, faculty and staff are better equipped to work with students and colleagues from diverse backgrounds and to create a more welcoming and supportive learning environment. This can help increase student retention, academic success and overall well-being, while also promoting a more positive and productive work environment for all faculty and staff.

MCTC Prioritizes Professional Development for Faculty and Staff

In Spring 2021, Maysville Community and Technical College was awarded a $73,500 grant from the Kentucky Council on Postsecondary Education to develop and launch a summer bridge program. As part of the grant, 25 faculty, staff and student mentors participated in Life Design Catalyst Facilitator Training, hosted by Bill Johnson from the University of North Carolina at Greensboro (UNCG). Mr. Johnson is an African-American faculty member and student success navigator (nicknamed the "Dream Dean") at UNCG, where he developed a course called "What Could I Do With My Life" that is structured to help students do just that – find their life purpose and select majors and courses in line with that purpose. The two-day, face-to-face training taught faculty, staff and student mentors how to help students design lives that matter. Activities introduced in the training were incorporated into summer bridge sessions, mentoring appointments, admissions appointments, advising sessions, success coaching appointments and new student orientation.

In fall 2020, 100% of full-time employees (180) completed online trainings related to inclusion, equity, community, diversity, access and engagement. Three new trainings were added in 2021-22 based

on a recommendation to the President from the Director of Cultural Diversity and Director of Human Resources:

- Communication Styles and Skills (new requirement for 2021-22)
- Diversity Awareness
- Implicit Bias and Microaggression Awareness (new requirement for 2021-22)
- Title IX Sexual Harassment and Misconduct Procedures
- Making Schools Safe and Inclusive for Transgender Students (new requirement for 2021-22)
- Sexual Violence Awareness for Employees
- KCTCS Anti-Harassment/Discrimination Procedures

MCTC held several other high priority professional development sessions related to DEI including:

- "To Be Heard: Celebrating the History of Women's Suffrage" by MCTC Director of Library Services Sonja Eads
- "Creating a Race Equity Culture: A Viable Approach to Student Success" by Dr. Cleveland
- "Educational Opportunities and Challenges in Appalachia" by MCC Professor John Klee
- "Green Dot Violence Prevention Training" by MCTC Green Dot Training Team

Employees appreciate these professional development offerings. In fall 2020, 86% of employees were satisfied with on-campus (or virtual) PD opportunities, while 73% were satisfied with off-campus local, state, regional and/or national PD opportunities. Additionally, employees who attended on-campus (or virtual) PD the following year noted a high level of satisfaction on training evaluations.

Maysville Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Staffing												
FTE Instructional (%)	3.7		4	4.4	3.8	4.4	4.8	4.6	5.4	4.9	4.6	No
Management (%)	4.5		5.3	6.1	16.7	6.1	15	6.6	9.1	7	9.5	Yes

Best Practice: Culturally Competent Hiring Policies and Procedures

Culturally competent hiring policies and procedures ensure that institutions recruit, interview and hire a diverse workforce while being mindful of cultural differences and biases. These practices involve recognizing the value of diversity in the workplace, understanding and respecting cultural differences and promoting inclusivity. Institutions may perform a number of actions to diversify their faculty and staff.

- **Diversify recruitment channels:** Use a variety of recruitment channels to attract a diverse pool of job candidates. This may include reaching out to professional organizations, posting job ads on job boards that cater to diverse candidates and attending job fairs.

- **Utilize search committees that have undergone implicit bias training**: Implicit bias training is designed to help members of hiring committees become aware of their unconscious biases that may influence their decision making during the hiring process. These biases are often based on social and cultural stereotypes that individuals may not even be aware of. The goal of the training is to educate committee members about these biases and provide them with tools to recognize and mitigate their impact. This can include techniques such as analyzing job descriptions for biased language, reviewing resumes blindly without names or other identifying information and using structured interview questions that focus on job-related qualifications rather than personal characteristics. By becoming aware of and addressing implicit biases, hiring committees can make more objective and equitable decisions in the hiring process.

- **Promote diversity and inclusion during the interview process**: Incorporate diversity and inclusion questions during interviews to assess candidates' cultural competencies.

- **Offer employee resource groups**: Create employee resource and/or affinity groups that provide support and advocacy for employees from diverse backgrounds. This not only helps with recruitment but also with retention.

By implementing these practices, organizations can create a more inclusive and diverse workplaces that value and respect cultural differences.

NKU is Diversifying Its Faculty and Staff

Northern Kentucky University is aggressively pursuing more equitable hiring and search processes. In partnership with the Chief Diversity Officer and the Office of Inclusive Excellence (CDO-OIE), colleges and departments are updating policies where equity gaps are identified and implementing new strategies for recruitment and retention of URM employees.

The CDO-OIE developed and implemented guidelines to increase equity in hiring practices. The CDO also mandated that every division and department with an active search process complete implicit bias training and post positions to diverse professional networks. The CDO independently facilitated 17 unique implicit bias trainings for 31 hiring committees across the institution.

The Dean of the College of Arts and Sciences worked with human resources to track whether faculty hiring recommendations matched the diversity of the candidate pools. They evaluated hiring rubrics and criteria and ensured that job advertisements included language expressing a clear interest in diverse applicants, particularly those with a demonstrated investment in creating a diverse, equitable and inclusive environment via their teaching, research and/or service experiences. Similar changes in hiring policies and practices were implemented in the College of Health and Human Services, the College of Informatics, Chase College of Law, University Housing and the University Police Department.

NKU continues to make efforts to improve the collection of diversity metrics (i.e., demographic data) so that it may better monitor the effectiveness of strategy inputs and implementation. The Office of Planning and Institutional Research partnered with the CDO to create an Equity Assessment. The Equity Assessment provides a crosstab analysis of staff, faculty and students by race, gender, academic rank and tenure status. The dashboard enables NKU to collect data relevant to faculty and staff recruitment, promotion, tenure and student retention with specific focus on URM populations. The Equity Assessment examines the retention of faculty and staff in their third and fifth years, by race, college and unit.

Northern Kentucky University Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Staffing												
Tenured/Tenure-Track (%)	9.7	10.16	9.1	10.62	9.5	11.08	8.9	11.54	10.7	12	10.2	No
Management (%)	10.5	10.9	10	11.3	9	11.7	12	12.1	13.67	12.5	17.5	Yes

Appendix

Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

Unit/Department: Academic Affairs
Effective Date: 9/23/2016

CPE Contact
Travis Powell, General Counsel
Email: travisa.powell@ky.gov

Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

Adopted by CPE: 9/23/2016

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education."

For the next 25 plus years, CHE and CPE focused the Desegregation Plan and its subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such, the CPE directed the CEO, in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that mirrors the diversity of the Commonwealth or the institution's service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:
This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions[1]:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:
• Has an awareness of one's own cultural worldview;
• Possesses knowledge of different cultural practices and worldviews; and
• Possesses cross-cultural skills to better interact with those from other cultures.

Diversity - People with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:
• Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
• Specific examples of student or staff participation.
• Data collected on strategy inputs and outputs.

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[1] Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

Vision and Guiding Principles:
The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities that guide decisions about the Commonwealth's promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state's educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky's African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.[2])
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive environment on our campuses.

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[2] K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

Focus Areas:
In congruence with CPE's Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

<u>"Opportunity" - Recruitment and Enrollment of Diverse Students</u>

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity "helps to break down racial stereotypes" and "diminishing the force of such stereotypes is both a crucial part of [a university's] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that "'ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.' And, '[n]owhere is the importance of such openness more acute than in the context of higher education.'" *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student's diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today's U.S. minority populations are tomorrow's majorities and, if our minority populations continue at the same rate of educational attainment and achievement, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' … [and] in maintaining the fabric of society." *Id.*

- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky's students benefit from a diverse learning environment, and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, CPE shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

Goals:

In order to help students receive the educational benefits of diversity, institutions shall set annual goals for the following:

- Enrollment of racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
    - Hispanic (regardless of race)
    - Black or African-American

    Percentage range goals **may** include the following IPEDS racial categories:
    - Two or more races
    - American Indian or Alaskan Native
    - Native Hawaiian or Other Pacific Islander
    - Asian

    Percentage range goals **may** also be set for the enrollment of international students.

- Providing opportunities and support for other diverse students.
    - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and

first-generation college students, students from historically impoverished regions of the state, and students with disabilities.
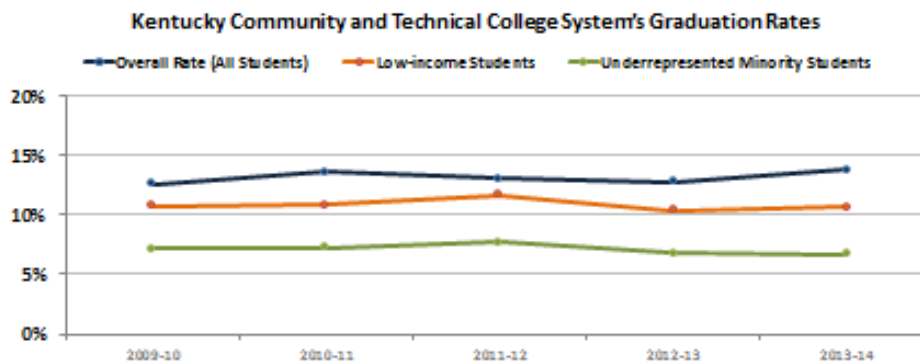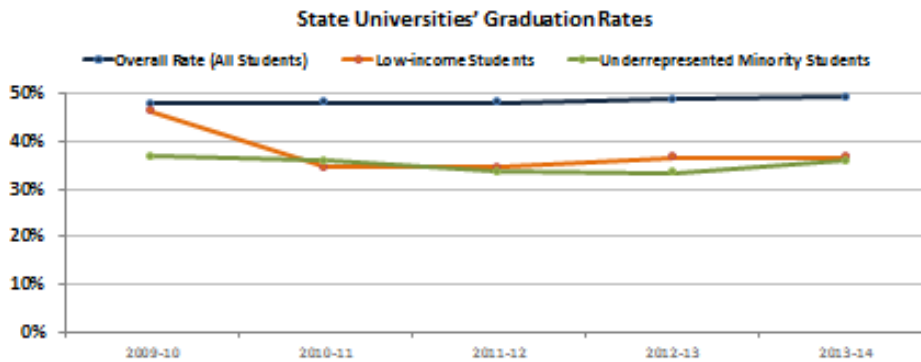
Strategies:

In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:
- Race and ethnicity-neutral policies designed to increase diversity in the student body.
  - Examples are included in the following:
    - http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

"Success" - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.

State Universities' Graduation Rates

Overall Rate (All Students) — Low-income Students — Underrepresented Minority Students

Kentucky Community and Technical College System's Graduation Rates

Overall Rate (All Students) — Low-income Students — Underrepresented Minority Students

In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.[3] Several of these "high impact practices" are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for underrepresented minority and low-income students for the following student success metrics:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

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[3] Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

<u>"Impact" - Campus Climate, Inclusiveness, and Cultural Competency</u>

To fully realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.[4] In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If "diversity" refers to the variation in populations as defined in this policy, then "competency" refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

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[4] http://campusclimate.ucop.edu/what-is-campus-climate/ (9/30/2015)

<u>Goals:</u>

Institutions shall set annual goals for the following:
- Increasing the racial and ethnic diversity of faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity.

Institutions shall work toward producing culturally competent students, faculty, and staff.

<u>Strategies:</u>

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:
- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education.

A draft Plan shall be submitted for review and comment. A review team shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:
- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:
- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:
- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution's Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption.

Institutional Diversity Plan Reporting and Evaluation:

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable

Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due in early 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:
Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its Diversity Plan, and Diversity Plan Reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.