KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

April 25, 2022 – 1:00 p.m. ET
Virtual Meeting via ZOOM.
Livestream: https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort

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Indicates action item

I.   Call to Order

II.   Roll Call

VI.   **Other Business**

VII.   **Adjournment**

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: January 24, 2022
Time: 1:00 p.m. ET
Location: Virtual Meeting - Committee members by ZOOM teleconference; Public
           viewing hosted on CPE YouTube Page.

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities met Monday, January 24, 2022, at 1:00 p.m.,
ET. The meeting occurred virtually via ZOOM teleconference. Members of the
public were invited to view the livestream on the CPE YouTube page.

Chair Elaine Walker presided.

ATTENDENCE

Members attended: Elaine Walker, David Carpenter, Robert Croft, Dr. Kellie Ellis, Dr.
Luv'Tesha Robertson, Dr. Rochelle Brown, and Colby Birkes.

Members not in attendance: Terrance Sullivan and Whitney Allen

Mr. Gains Brown, CPE Associate, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the June 28, 2021 meetings were approved as distributed.

REPORT FROM CPE PRESIDENT AARON THOMPSON

CPE President, Dr. Aaron Thompson, provided an update on Kentucky rankings for
credentials awarded. Kentucky is closing gaps on student success metrics, and all
are showing positive results. Dr. Thompson additionally acknowledged the Kentucky
House of Representatives budget that will potentially provide additional funding
towards higher education. Further acknowledgement by Dr. Thompson was given on
the efforts to improve markers on low-income students, adult-learners and especially

adult-learners of color. Kentucky also requires more faculty members of color and healthcare professionals of color. Dr. Thompson postulated that in Louisville, which is the most ethnically diverse jurisdiction in the Commonwealth, currently has approximately EMT demographics that are majority white. Dr. Thompson posed the question on how we can develop a diverse workforce that has demographics commensurate with their constituents.

Dr. Thompson also touted CPE's new Cultural Competence Certification program that has drawn interest from different colleges, universities and includes those in healthcare along with the criminal justice system. Different states are inquiring about our programmatic theory and how we design training for governing boards in higher education and systems.

REPORT FROM CPE VICE PRESIDENT AND GENERAL COUNSEL

CPE Vice President & General Counsel, Travis Powell, provided detailed update on the Kentucky House of Representatives budget that includes information regarding higher education. The budget includes 50 million dollars of new funding each year for the performance funding model. This includes premiums for graduation and retention of URM and low-income students, asset preservation, and directly results in more resources provided to students on college campuses, and 813 million for new construction and renovation projects on our college campuses. Travis Powell stated that we are in unprecedented times in a positive manner, and we are appreciative of Kentucky legislators for providing additional funding.

He also stated that additional legislation has passed in the Kentucky House of Representatives that would require every high school student to fill out the FAFSA. The legislation would be a huge benefit to URM and low-income students to continue their studies in whatever functional area of their choosing.

CPE Vice President & General Counsel, Travis Powell, also provided information regarding other House Bills under review including those regarding CRT in K-12 and in higher education, student due process, and free speech.

CULTURAL COMPETENCE CREDENTIAL CERTIFICATION

Dr. Dawn Offutt, CPE Executive Director for Diversity, Equity, & Inclusion, updated the Committee on the approval of the Cultural Competence Credential Certification at the June 2021 CPE Board Meeting. The process is designed to support the KY Statewide Diversity Policy.

Dr. Molly Kerby, Michael Crowe, and Dr. Marko Dumancic, representatives from Western Kentucky University presented on the details of their program. WKU is the first institution to have a program certified by the Council. Dr. Dumancic provided an overview of their Inclusive Teaching Academy and the Community of Practice associated with it. Additionally, Dr. Dumancic discussed the modality, functionality, and benefits of their Inclusive Teaching Academy.

DIVERSITY PLAN REVIEW PROCESS

Mr. Brown reviewed the diversity plan process, timeline, and responsibilities.

OVERVIEW OF THE POLICY REVIEW PROCESS

Ms. Jessica Romious, CPE Senior Associate, reviewed the current statewide diversity policy and provided information on the upcoming review process.

ADJOURNMENT

The Committee on Equal Opportunities adjourned at 2:15 p.m. ET.

The next regularly scheduled meeting will be April 26, 2022, at 1:00pm ET. The meeting's focus will be a review of the evaluation results of the Institutional Diversity Plan Reports.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

Overview of the Scoring Process

Mr. Travis Powell
Vice President & General Counsel
Kentucky Council on Postsecondary Education

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2021)
  - Qualitative Report Submitted
  - 2020-2021 Data Analyzed.
- Evaluated based on a Rubric; divided into 2 sections
  - Quantitative
    - 18 possible points for Universities
    - 16 possible points for KCTCS Institutions
  - Qualitative
    - 18 possible points
  - Minimum Score for Eligibility to Offer New Programs
    - 24 for Universities
    - 22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

- Evaluation of progress toward targets set in the following areas:
  - Undergraduate and Graduate Enrollment*
  - 1st to 2nd Year Retention (URM and Low Income)
  - Graduation Rate (URM and Low Income)
  - Degrees Conferred/Credentials Awarded (URM and Low Income)
  - Workforce Diversity
- 9 areas for Universities and 8 areas for KCTCS Institutions Scoring*
  - 2 – Annual target met or exceeded.
  - 1 – Annual target not met, but value is greater than the 2015-2016 baseline.
  - 0 – Annual target not met and value is less than the 2015-2016 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

Kentucky Council on Postsecondary Education

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

- "Diversity" is defined as "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."
- Enrollment Evaluation Standard
  - The institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution's plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

- Annual targets were set in the following areas:
  - African American Undergraduate Enrollment
  - Hispanic Undergraduate Enrollment
  - URM Undergraduate Enrollment
  - URM Graduate Enrollment (universities)
- A narrative was provided by each campus to describe how the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy.
- All elements were considered in the evaluation and a score of pass (2) or fail (0) was provided.
  - Universities were provided a score for both graduate and undergraduate diversity.

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

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

Diversity, Equity, and Inclusion Plan Report Evaluation

- 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. (22/24 – KCTCS; 24/36 – 4-Year Institutions)

Evaluation of DEI Reports

Team 5: Owensboro CTC, Southeast CTC, Hopkinsville CC, Eastern Kentucky University

Amanda Johannsen - Team Lead

Owensboro CTC – 27/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
Total – 14/16	**14**

- Qualitative Scores

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

Owensboro CTC

- For several "Opportunity" strategies, some answers included description that did not match the stated goal.

- Several "Opportunity" strategies included may sub-populations listed in the goal but failed to detail how each sub-population was addressed in either implementation or assessment.

- For the "Success" strategies, several answers addressed only part of the implementation.

- For several goals/strategies for Impact descriptive language included detailed the current state work without reflection on what was intentionally changed or new to specifically accomplish the listed goals.

Southeast CTC – 20/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	0
Low Income Graduation	2
URM Degrees	1
Low Income Degrees	0
Workforce Diversity	0
Total – 5/16	**5**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	1
Effectiveness	2	2	1
Lessons Learned	2	2	1
Total –15 /18	**6/6**	**6/6**	**3/6**

Southeast CTC

- Lessons learned for the "Impact" strategies included reflection & narrative but failed to include specific next steps and assessment plans. The assessment team sought additional commentary on growth opportunities & more detail on plans to improve survey/exit interview participation.

Hopkinsville CC – 21/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	2
Low Income Graduation	2
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
Total – 7/16	**7**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	2
Effectiveness	1	1	2
Lessons Learned	1	2	2
Total – 14/18	**3/6**	**5/6**	**6/6**

Hopkinsville CC

- Strategies detailed under 'opportunity' were not specific to the subpopulations targeted in the goals, and no explanation was offered of how these outreach campaigns specifically addressed the subpopulations.

- Lessons learned/next steps for 'Opportunity' area were not specific to the subpopulations listed in the goals. Would like to see more specific and concrete action items, not generic steps listed for each subpopulation.

- Overall, the review team appreciated the thorough narrative and accompanying charts and graphs for each goal listed. Specific examples accompanying year over year analysis was often shared, although the team would like to see this included with every assessment section. Many sections included the same fairly generic 'lessons learned & next steps', and we recommend more thought and specificity in this area in the future.

Eastern Kentucky University – 27/36

- Quantitative Scores

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

- Qualitative Scores

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

Eastern Kentucky University

- Analysis for the "Opportunity" strategy did not specify metrics specific to the stated goal of 'mentorship' Data points around retention were included, but no specifics on the actual mentorship participation rates or impact.

- Analysis for the "Impact" strategy referred to evaluations and qualitative data but no specifics were provided about what these evaluations were, what they attempted to asses, or specific findings

- Overall, the review team felt that the detail provided in the strategy areas was often sufficient, but lacked accompanying data and evidence of thoughtful reflection and plans to change/expand/grow the strategies mentioned. Additionally, as a large comprehensive University, the review team felt the scope of the goals themselves and specific strategies was fairly narrow, and encourages EKU to set more and broader goals for future DEI plans, perhaps including strategies specific to faculty diversity or specific student subpopulations at EKU.

Team 1: Hazard CTC, Madisonville CC, Somerset CC, Kentucky State

- **Dr. Jie "Grace" Dai - Team Lead**

Hazard CTC – 29/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	0
Total – 12/16	**12**

- Qualitative Scores

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

Hazard CTC

- Most of the strategies and initiatives listed in the report were well implemented. Our team thinks highly of a few student and employee driven programs to support the campus diversity, such as administration of cultural competency surveys to all students and employees, professional development trainings related to cultural competence, equity, and inclusion, the multicultural leadership council program at local high schools and the strategy to recruit URM and low-income students to the president's student ambassadors' program.

- For the part of the lessons learned for each strategy, we hope that the institution will provide more information on how they will address these lessons for next steps.

Madisonville CC – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Madisonville CC

- Overall, Madisonville demonstrates a strong commitment to increase the overall diversity of the campus. A few strategies on increasing the recruitment and enrollment of diversity students have been successfully implemented. Data provided in the document also indicates the effectiveness of the programs. They also showed very effective advising interventions to support URM students.

Somerset CC – 27/34

- Quantitative Scores

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

- Qualitative Scores

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

Somerset CC

- Overall, our teams found that some of the narratives regarding the implementation of the strategy didn't really address the strategy very clearly. The data provided to indicate the effectiveness of the strategy was really hard to follow. Some of the lessons were written in a very general form. It's hard for our team to really understand what exactly they had learned and how they would address these lessons in the future.

Kentucky State University – 28/36

- Quantitative Scores

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

- Qualitative Scores

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

Kentucky State University

- Opportunity - KSU did a good job demonstrating its commitment to its diversity policies and initiatives. But there are some shortfalls in this regard. First, there is no document regarding specific plans on how to recover from the pandemic. Second, little information was provided on how the initiatives were to be implemented.

- Success - Most of the evidence provided in the document was qualitative, failing to provide quantitative evidence to indicate the success and effectiveness achieved using data.

- Impact - KSU did really well identifying the shortcomings of its initiatives and erecting a comprehensive strategy for addressing them in the future.

Team 2: Ashland CTC, Henderson CC, Northern Kentucky, Southcentral CTC

Jevonda Keith - Team Lead

Ashland CTC – 26/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	2
Effectiveness	0	2	2
Lessons Learned	1	2	2
Total –14 /18	**2/6**	**5/6**	**5/6**

Ashland CTC

- ACTC's dedication to support underrepresented minority students (URMs), close the achievement gaps for URMs, and foster culturally diverse campuses is evident throughout its diversity plan. The college's commitment to enhance relationships and improve ways to assist the URM population is demonstrated through work performed in the newly-created position of Senior Fellow of Cultural Diversity and in development of the case management approach used by the Director of Cultural Diversity.

- The collection, analysis, and intentioned use of data could better aid in validating the effectiveness of future strategies and informing decisions based on lessons learned.

Henderson CC – 19/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	0	2	1
Effectiveness	0	2	1
Lessons Learned	1	1	1
Total – 9/18	**1/6**	**5/6**	**3/6**

Henderson CC

- Henderson Community College's value of diversity was demonstrated throughout its diversity plan through report of intentional strategies designed to increase campus diversity. Information presented reflected generous thought and effort and provided evidence of a comprehensive approach to students' needs both inside and outside of the academic realm, with a clear commitment to students' overall well-being. However, it was challenging for the CEO to review the 2020-21 DEI Report submission for HCC under established Kentucky Council on Postsecondary Education DEI Calibration Team scoring processes, due to deficiencies in formatting, structure, and content.

- Overall, the diversity plan report was incohesive and lacked clarity and consistency throughout. During review, it was very difficult to align each strategy with the justification provided for effectiveness and lessons learned. In future plans, it is highly recommended that HCC remove the tactics under each strategy and use narrative, work closely with its Institutional Effectiveness Department, and make sure the lessons learned are aligned with the effectiveness of each strategy.

Northern Kentucky University – 28/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	2
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
Total – 10/18	**10**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Northern Kentucky University

- NKU's commitment to diversity, equity and inclusion is thoroughly exemplified throughout its diversity plan. NKU has done a great job implementing the CEO's previous recommendations to expand, modify and increase programming and support systems for URM students, faculty, and staff. The university's commitment to continue to serve as "a steward of place" and the foundational education leader in Northern Kentucky is evident through its partnerships, principles and practices of inclusive excellence and URM programming. The university did a great job ensuring the implementation of its strategies with fidelity. Through surveys, ongoing assessments and data to validate the effectiveness of its strategies, NKU was able to take ownership of the issues and identify gaps in its programming models, strengthen partnerships and identify additional avenues of support for URM students, faculty and staff. The CEO would like to commend NKU on a job well done this reporting period and highly encourages the university to continue its great work to expand, modify and increase URM programming and support systems.

Southcentral CTC– 27/34

- Quantitative Scores

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

- Qualitative Scores

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

Southcentral CTC

- SKYCTC's value of the diversity of its people is demonstrated throughout its diversity plan. The college's commitment to broaden the perspectives and worldviews of its students is evident through its partnerships and collaborations with local communities. The college did a great job ensuring the implementation of its strategies with fidelity. Strategic collection of data and use of collected data, for each URM group, could better aid in validating the effectiveness of future strategies and informing decisions based on lessons learned.

Team 3: West Kentucky CTC, University of Louisville, Maysville CTC, Western Kentucky University

Dr. Stephanie Mayberry - Team Lead

West Kentucky CTC – 29/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Kentucky Council on Postsecondary Education

West Kentucky CTC

- Opportunity - Moving beyond the impact of the pandemic, what other efforts were made to engage with small business? More specificity is needed for the utilization of the Scott gift.

- Success - Although the responses speaks to the Appreciative Advising approach supporting the most vulnerable students, it fails to speak directly to supporting URM students. The overall support will improve ALL students success somewhat, but centering equity in advising is crucial for providing critical support for URM students.

- Impact - The integration of LibGuides can be more robust and intentional (integration into FYE 105, increased student awareness, and greater engagement among faculty and staff).

University of Louisville – 28/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	1
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	1
Workforce Diversity	1
Total – 10/18	**10**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Kentucky Council on Postsecondary Education

University of Louisville

- Opportunity - The lessons learned are broad and not specific to strategies to improve increasing the enrollment of URM students.

- Success - Responses should include analysis rather than a recapping of data.

- Impact - Incomplete data related to training (i.e. # of participants in comparison to total population). Next steps-what other training is available for the book study?

Maysville CTC – 28/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Maysville CTC

- Opportunity - Recommendation to change the language to be more specific to increasing enrollment of dual credit of URM students. Current statement speaking to increasing overall Dual Credit and although that may be an institutional goal, the focus for this report should be on increasing the number of URM high school students taking Dual Credit courses.

- Success - Incorporate details of next steps for the upcoming performance cycle.

- Impact - Include open-ended responses to survey to gauge learning. Clearly address implementation and improvement cycle in lessons learned.

Western Kentucky University – 30/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total –18 /18	**6/6**	**6/6**	**6/6**

Kentucky Council on Postsecondary Education

Western Kentucky University

- The report was well-written and supported by data. The review team looks forward to learning about the ways in which WKU plans to address issues uncovered by the Campus Climate Survey.

Team 4: Big Sandy CTC, Morehead State University, Jefferson CTC, Bluegrass CTC

Kathy Garrett - Team Lead

Big Sandy CTC – 27/34

- Quantitative Scores

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

- Qualitative Scores

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

Kentucky Council on Postsecondary Education

Big Sandy CTC

- The review team saw positive efforts in the report to support the strategies through differing methods during the pandemic. The institution used collaborative efforts, supported student needs with services to meet personal needs and sought out URM and low-income students to provide resources to support student success. Providing mentoring and mental health assistance for Ready to Work students seemed to be an effective strategy.

- Overall, the lessons learned showed good reflection and areas of improvement. Many of the strategies would have been better supported in this area with greater student feedback and detail on how the institution plans to proceed in the future. Adding specifics as to how the institution plans to implement the lessons learned would be a benefit to the review as well as planning for upcoming work in each of these strategies.

Morehead State University – 24/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	1
Low Income Graduation	1
URM Degrees	1
Low Income Degrees	0
Workforce Diversity	1
Total – 8/18	**8**

- Qualitative Scores

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

Morehead State University

- One of the strategies we thought showed a high level of commitment from leadership, faculty and staff was incorporating diversity training from the top down. Starting with your President's Cabinet and taking the training to faculty and staff is to be commended. The development of DEI teams to train and support the campus seemed to be very effective.

- The review team would have liked to have more data on the effectiveness of the mentoring program.

- Good detail in your lessons learned for diverse faculty for future plans. • We would have liked to see more detail in how you plan to develop pathways to completion for re-enrolled students.

Jefferson CTC – 31/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	1
Low Income Retention	1
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
Workforce Diversity	1
Total – 13/16	**13**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Jefferson CTC

- This report shows a well-rounded approach to supporting an environment of inclusion, reaching URM students and meeting the needs of the whole student. The pandemic caused many efforts to be adjusted and reevaluated. Our team appreciated that this did not stop the continued implementation of your strategies.

Bluegrass CTC – 31/34

- Quantitative Scores

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

- Qualitative Scores

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

Bluegrass CTC

- Overall, the implementation of strategies showed careful and thoughtful planning. Adjustments were made to address the needs of the whole student, especially in consideration of areas of difficulty that students were experiencing due to the pandemic.

- Enrollment and retention increase due to strategies showed positive results. The review team would have liked additional detail on the effectiveness of your efforts to attract more diverse applicants.

- Lessons learned showed thoughtful consideration of efforts. Two suggested areas for review would be engaging students through student surveys as to effectiveness of strategies and more specifics about future plans to hire more diverse staff. Also, we would suggest that you consider involving administration as you plan your strategies to increase diverse faculty and staff.

Team 6: Murray State University, Gateway CTC, University of Kentucky, Elizabethtown CTC

Rae Smith - Team Lead

Murray State University

- Miscommunication occurred during the review process and the team is taking another look

- Status is pending

Murray State University – 20/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	1
URM Graduation	1
Low Income Graduation	1
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
Total – 8/18	**8**

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	1	1	1
Lessons Learned	1	1	1
Total –12/18	**4/6**	**4/6**	**4/6**

Kentucky Council on Postsecondary Education

Murray State University

- One strength of this plan is the commitment the university President has made to meeting personally with different constituencies and listening to their concerns.

- Opportunity - The report did not provide as much data as needed nor did it address recruitment, mainly mentoring. Implementation detailed data analysis but not specific actions/activities that moved toward the goal of increasing scholarships and events.

Gateway CTC – 23/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	1
Effectiveness	1	1	0
Lessons Learned	1	1	0
Total – 8/18	**4/6**	**3/6**	**1/6**

Gateway CTC – 23/34

- Strategies had a very narrow focus--recruiting from local high schools, incorporating an emphasis on inclusion and appreciation of diversity into the curriculum of select programs, offering PD for faculty and staff but not requiring it, and offering a variety of student events without an assessment of need or an evaluation of impact. A more strategic approach should be taken to DEI and it should be incorporated across campus programs. Some of this was addressed in lessons learned, but to have effective next steps more emphasis should be given to identifying prospective students and their needs, especially those in vulnerable and underrepresented populations.

University of Kentucky – 30/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Kentucky Council on Postsecondary Education

University of Kentucky

- The University of Kentucky has taken a strategic approach to incorporate DEI across the campus. DEI work is a part of each principle of the university's strategic plan. Faculty, staff, students, and community partners are part of the initiatives. Efforts are comprehensive and thorough data is provided to evaluate and demonstrate effectiveness of the projects. The plan offers many best practices that could be shared with other institutions.

Elizabethtown CTC – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Elizabethtown CTC

- Good use of measurable data. Thorough data provided.
- Demonstrated strong commitment to DEI, employed multiple tactics and made creative adaptations to meet or exceed goals.

Next Steps

Next Steps

- Institutions not meeting the minimum required score can request a waiver to be eligible to apply for new academic programs for 2022-23. Information about the waiver process will be sent by July 1, 2022.

- The following institutions did not meet the minimum required score.

  – Henderson Community College
  – Hopkinsville Community College
  – Southeast Community and Technical College