

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



Meeting Date: April 27, 2020
Location: Zoom Video Conference

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| 1. Call to Order | Dr. Robert Staat, Chair of the CEO, Presiding |
| 2. Roll Call | Dr. Dawn Offutt, Director of Initiatives for Diversity, Equity & Inclusion for CPE |
| 3. Welcome and CPE Board Updates | Dr. Aaron Thompson, President of CPE |
| 4. Approval of Minutes | Dr. Robert Staat <ul style="list-style-type: none">• October 28th, 2019• January 27th, 2020 |
| 5. Overview of the Scoring Process | Mr. Travis Powell, Vice President and General Counsel for CPE |
| 6. Diversity Plan Review Team Reports | Team 1: Stephanie Mayberry, Whitney Allen, Dr. Bob Staat <ul style="list-style-type: none">• Hazard Community• Madisonville Community• Somerset Community• Kentucky State University Team 2: Lisa Shemwell, Deborah Aparicio, Dr. Luv'Tesha Robertson <ul style="list-style-type: none">• Ashland Community• Henderson Community• Northern Kentucky• Southcentral Community Team 3: Melissa Young, David Carpenter, Shawn Reynolds <ul style="list-style-type: none">• West Kentucky Community• University of Louisville• Maysville Community• Eastern Kentucky University Team 4: Kathy Garrett, Robert Croft, Ling-Yuh Pattie <ul style="list-style-type: none">• Big Sandy Community• Morehead State University• Jefferson Community• Bluegrass Community |
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Team 5: Bruce Brooks, Alfonso De Torres-Nuñez, Rae Smith

- Owensboro Community
- Southeastern Community
- Hopkinsville Community
- Western Kentucky University

Team 6: Dr. Natalie Fagan, Kim Halbauer, Missy Ross

- Murray State University
- Gateway Community
- University of Kentucky
- Elizabethtown Community

7. Other Business

8. Adjourn

Next meeting is Monday, June 22, 2020 1:00 PM – 4:00 PM

Minutes
Council on Postsecondary Education
Committee on Equal Opportunities
October 28, 2019

The Committee on Equal Opportunities met October 22, 2018 at the KY Council on Postsecondary Education. Chair Dr. Robert “Bob” Staat presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Dr. Bob Staat at 10:08 AM.

ROLL CALL: Dr. Dawn Offutt (Director, Initiatives for Diversity, Equity and Inclusion for CPE) called roll.

Members present: Whitney Allen (online), Deborah Aparicio, David Carpenter, Robert Croft, Alfonso de Torres Nuñez, Kim Halbauer, John Johnson, Grant Minnix, Ling-Yuh Pattie, Luv’Tesha Robertson, Dr. Robert Staat

Members absent: Shawn Reynolds

Council staff and institutional representatives present: Dr. Dawn Offutt, Travis Powell, Dr. Aaron Thompson, Deverin Muff, V. Faye Jones, Natalie Gibson, Michael Crowe, Molly Beth Kerby, Derek Greenfield

INTRODUCTIONS: CEO members introduced themselves; Dr. Bob Staat noted this was his first meeting as chair of the CEO; new CEO members include Whitney Allen, Deborah Aparicio, Alfonso de Torres Nuñez, Kim Halbauer, John Johnson, Grant Minnix, and Luv’Tesha Robertson

WELCOME: Dr. Aaron Thompson welcomed the CEO; he celebrated his 1 year anniversary as President of CPE on October 25th, 2019.

OVERVIEW: Dr. Thompson gave an overview of CPE/CEO priorities and the current status of race and ethnicity in Kentucky postsecondary education via PowerPoint presentation.

- The main priority is to have statewide higher educational attainment for 60% of Kentucky residents by the year 2030.
- In regard to race and ethnicity, Kentucky is a national frontrunner in closing achievement gaps regarding degree attainment for underrepresented minorities in public institutions.

- CEO PURPOSE/ EXPECTATIONS:** Travis Powell, Vice President and General Counsel for CPE, delivered a PowerPoint presentation with an overview of the framework for the diversity policy adopted in 2016.
- The 3 focus areas aligned with the strategic agenda are Opportunity, Success, and Impact.
 - There is additional focus on closing achievement gaps and producing culturally competent students, faculty, and staff in Kentucky.
- DIVERSITY PLAN REVIEW PROCESS:** Dr. Dawn Offutt reviewed the diversity plan process, timeline and responsibilities. CPE is also facilitating optional training sessions regarding the expectations for institutional reports; most institutions have or will be participating.
- ONBOARD TRAINING:** Heather Faesy (CPE staff) gave a brief overview of the new meeting tool that will be utilized for the CEO. “Onboard Passageways” can be download on all devices and serves as a comprehensive solution for all CEO files, calendars, etc.
- All presentations from this meeting will be uploaded to Onboard.
 - CEO members will be registered and receive a temporary password that can be changed upon login.
 - Email Heather at heather.faesy@ky.gov for questions/help.
- APPROVAL OF MINUTES:** The minutes for October 22, 2018; January 28th, 2019; April 29th, 2019; and June 24th 2019 were approved with the motion made by Ling-Yuh Pattie and seconded by John Johnson.
- ACTION ITEMS:** Approval of Strategy Revisions:
- Dr. Bob Staat noted that most of the revision consisted of eliminating or consolidating certain strategies.
 - Travis Powell noted that these revisions could be expected at future meetings due to the dynamic nature of the diversity policy and goal of constant improvements.
 - Luv’Tasha Robertson recommended that West Kentucky provide additional information in the upcoming report on how strategies will be implemented with fidelity.
 - The revisions were approved with the motion made by David Carpenter and seconded by Ling-Yuh Pattie.

MEETINGS:

The CEO meeting dates for 2019-2020 are:

- January 27th, 2020
- April 27th, 2020
- June 22, 2020

Locations are TBD; Dr. Dawn Offutt will secure host campuses and provide location confirmations at a later date.

OTHER:

Dr. Dawn Offutt welcomed Deverin Muff, a new staff member in the Diversity, Equity and Inclusion unit. Deverin joined CPE in August. Dr. DawnOffutt also introduced her intern, Jessica Romious, who is a graduate student at the University of Kentucky.

The meeting was adjourned at 12:10 PM (moved by Ling-Yuh Pattie)

**KY Council on Postsecondary Education
Committee on Equal Opportunities
Meeting Minutes: January 27, 2020**

The Committee on Equal Opportunities met January 27, 2020 on the campus of Jefferson Community & Technical College (“JCTC” - Louisville, KY). Chair Dr. Robert “Bob” Staat presided over the meeting.

CALL TO ORDER: The meeting was called to order by CEO Chair Dr. Bob Staat at 1:06 PM. Dr. Staat gave a brief welcome and thanked JCTC for hosting the meeting.

ROLL CALL: Dr. Dawn Offutt (Director, Initiatives for Diversity, Equity and Inclusion for CPE) called roll.

Members present: Whitney Allen, Alfonso de Torres Nuñez, Dr. Luv’Tasha Robertson, Ling-Yuh Pattie (online), Dr. Robert Staat

Members absent: Deborah Aparicio, David Carpenter, Robert Croft, Shawn Reynolds, Kim Halbauer, Grant Minix

Council staff and institutional representatives present: Dr. Dawn Offutt, Travis Powell, Deverin Muff, Jessica Romious, V. Faye Jones, Dr. Natalie Gibson, Darryl Peal, Dr. Sonja Feist-Price, Michael Crowe, Dr. Molly Beth Kerby, Dr. Timothy Forde (online), Cami Duffy (online).

PRESENTATION: Dr. Ty Handy, President of JCTC gave a welcome and brief overview of the institution’s diversity strategies aimed at closing the achievement gap for postsecondary education. Contact jessica.romious@ky.gov if you would like a copy of the PowerPoint presentation.

- To kick-off the presentation of strategies, Danielle Sims Brooks - Assistant Vice President for Student Affairs, introduced several underrepresented minority students; they shared their success stories at JCTC.
- Various JCTC staff members spoke on the implementation and results of five strategies; each strategy fell under the statewide diversity policy’s three focus areas: Opportunity, Success, and Impact.

APPROVAL OF MINUTES: The meeting minutes for October 28, 2019 and December 12, 2019 were unable to be approved because there was not a quorum present.

- CPE UPDATES:** Mr. Travis Powell - Vice President and General Counsel for CPE, provided several updates and highlights from the Council meetings that took place on Jan. 23-24 in the Gatton Student Center of the University of Kentucky:
- CPE is in the process of relocating from the Capital Center Drive location which may cause a disruption in services until the move is complete. CPE's new address is 100 Airport Rd. Frankfort, KY 40601.
 - Ben Brandstetter, of Hebron, is the new chair of the CPE, and Kimberley Halbauer, of Fort Thomas, is vice chair.
 - Dr. Aaron Thompson – CPE President, received a contract extension of 2.5 years (June 2023).
 - Several reports were given at the Council meeting; information such as agendas and minutes can be found [here](#) as it becomes available.
 - The 2020 Kentucky General Assembly will be in session soon. Governor Andy Beshear will be presenting the new education budget which has a projected reinvestment in higher education. More information can be found [here](#).

DIVERSITY PLAN REVIEW PROCESS: Dr. Dawn Offutt reviewed the annual report evaluation process, timeline and responsibilities. Contact jessica.romious@ky.gov if you would like a copy of the PowerPoint presentation. A doodle poll will be sent out to schedule trainings on how to use the new evaluation tool.

SPECIAL TOPIC: John Sunnygard - Associate Provost for Global Learning and International Affairs at Western Kentucky University (WKU) gave a brief talk about WKU's Confucius Institute which was recently ended due to changes in federal funding limitations. WKU still has the Chinese Language Flagship Program, in partnership with the United States Department of Defense, and is revamping recruitment efforts.

MEETINGS: Upcoming CEO meeting dates are:

- April 27, 2020
- June 22, 2020

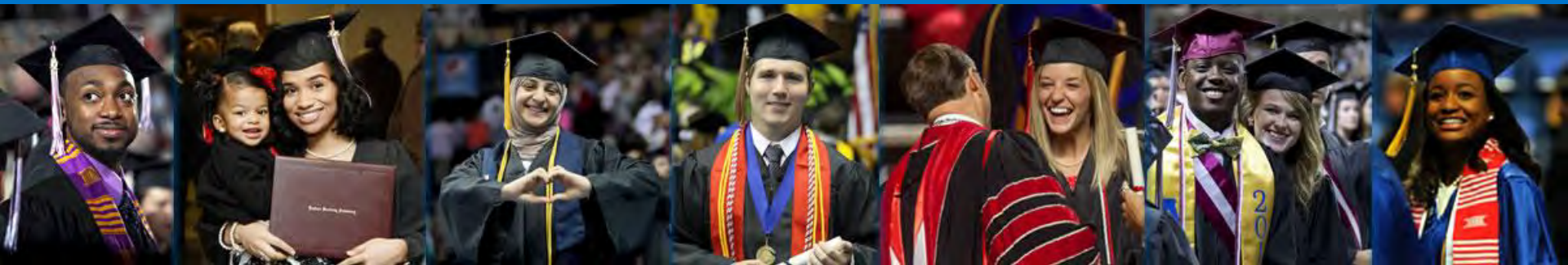
Locations are TBD and will be sent out as they are confirmed.

OTHER: Dr. Dawn Offutt introduced her new staff member within CPE's Diversity, Equity and Inclusion (DEI) unit, Jessica Romious, who previously served as an intern. In addition, Michael Weaver, a senior undergraduate student at Kentucky State University, is interning with CPE for spring 2020. The DEI unit's upcoming events and projects include:

- The Academic Leadership Development Institute (ALDI)

- Cultural Competence Certificate (CCC) which will be a micro-credential for faculty, staff, and students within Kentucky
- Planning for the 2nd Annual Higher EDquity Symposium which will take place in November, hosted by the University of Louisville.
- Research and development of reports that will detail emerging trends, best practices, etc. regarding diversity in postsecondary education.
- Increased effort to bring greater visibility to the work and events taking place on Kentucky's college campuses; CPE's goal is to be a "hub" for campus collaboration.

The meeting was adjourned at 3:17 PM.



Overview of the Scoring Process

Mr. Travis Powell

CPE Vice President and General Counsel

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2019)
 - Qualitative Report Submitted
 - 2018-2019 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

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

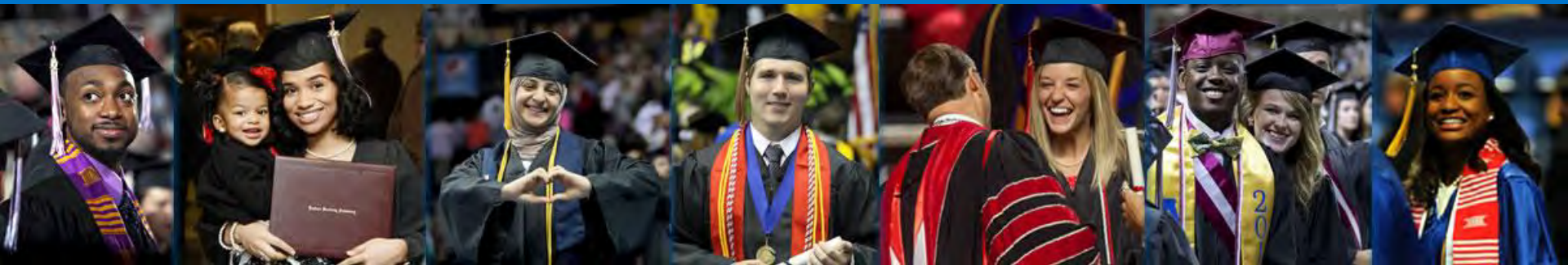
- “Diversity” is defined as “people with varied human characteristics, ideas, world views, and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences.”
- Enrollment Evaluation Standard
 - The institution 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



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

Stephanie Mayberry- Team Lead

Hazard Community & Technical College – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Hazard Community & Technical College

"Overall, the goals of the plan are ambitious and attainable. We would like to have more clarity on the admissions process barrier removal. We have questions about how this information is reported, specifically for an open-admissions institution. We would prefer a report of the student matriculation into the institution from those student populations considered to have barriers. In order to avoid redundancy, we recommend streamlining the strategies under Success and Impact. Some strategies can be combined for a more comprehensive action plan for goal attainment."

Madisonville Community College – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Madisonville Community College

"There are many programs offered, but it not clearly distinguished which programs are new initiatives. It is important to include raw numbers with the percentages to have a clearer picture of the impact of the initiatives. For example, the retention for African American students was 100%. It appears that there were only two African American participants in the program. How many African American students are attending the institution overall?"

Somerset Community College – 22/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	0	2	2
Effectiveness	0	1	2
Lessons Learned	1	2	2
Total –12 /18	1/6	5/6	6/6

Somerset Community College



"Overall, we felt confident about the institution's ESL efforts, as well as the work of the Diversity Advisory Board. We feel as though there should be more tangible, evidence-based promotion of minority-focused scholarships."

Kentucky State University – 24/36

- Quantitative Scores

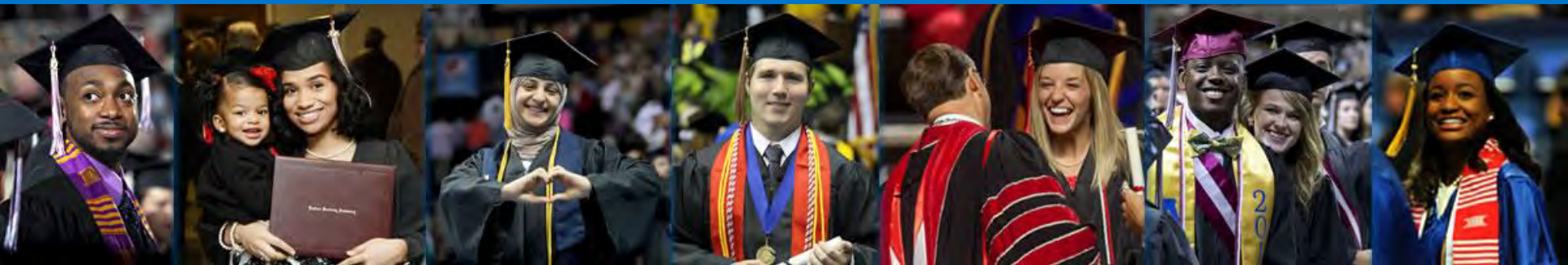
Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	1
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
Total – 11/18	11

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	1
Effectiveness	1	2	1
Lessons Learned	2	2	1
Total –13 /18	4/6	6/6	3/6

Kentucky State University

"Although there were gaps in leadership due to vacancies and restructuring, the institution continued to make progress toward diversity goals. The goals were met and there was effective analysis of progress toward goals, there is still room for improvement. It is important to provide raw numbers as well as percentages in the analysis. Efforts to diversify the faculty in the Agriculture department are noted and commended. Faculty diversity across the institution remains an unmet goal."



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

Lisa Shemwell- Team Lead

Ashland Community & Technical College

– 29/34

- 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	0
Workforce Diversity	1
Total – 13/16	13

- Qualitative Scores

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

Ashland Community & Technical College

"(Effectiveness) Success Strategy 4 – Data is a little heavy on anecdotal side to draw specific conclusions. Worthwhile event to learn scope of diversity population but provides little room for correlation to direct data sets. Group suggested reviewing questions to ensure they are leading to goals intended."

"(Lesson Learned) Impact – The group was very impressed with your level of analysis and lessons learned. Your ability to measure and draw some critical conclusions are to be commended. We would encourage you to use this as an example of exploring ways to improve success analysis of effectiveness so that you can draw more critical conclusions."

Henderson Community College – 30/34

- 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	0
Workforce Diversity	0
Total – 12/16	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

Henderson Community College

"The group does encourage you to examine Impact Strategy 2 for opportunities for broader range of students. Your analysis states that you are a transient college and it is difficult. We would encourage use of multiple survey instruments to determine the needs and desires of that population such as some online group activities. Overall excellent work."

"We would encourage a close look at Success Strategy 1 regarding lessons learned and make sure you are getting the full use of Starfish for your strategies. Also, the group did want to mention that the hiring of the Early Alert Manager is good but will need help in building a commitment to Student Success between Faculty and Staff."

Northern Kentucky University – 26/36

- Quantitative Scores

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

- 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 provided a thorough analysis for all three areas and show demonstrated effectiveness to enhance a culture of student success through engagement and participation in student organizations and student life. The group appreciated the details in all areas."

"Felt the Success by Design was excellent and the work done during the Equity Academy could be a model for stakeholder engagement around the region and state. Having action plans by the work team to submit to the President is an excellent way to ensure buy-in at varying levels. We were very impressed by this work."

Southcentral Community & Technical College– 29/34

- Quantitative Scores

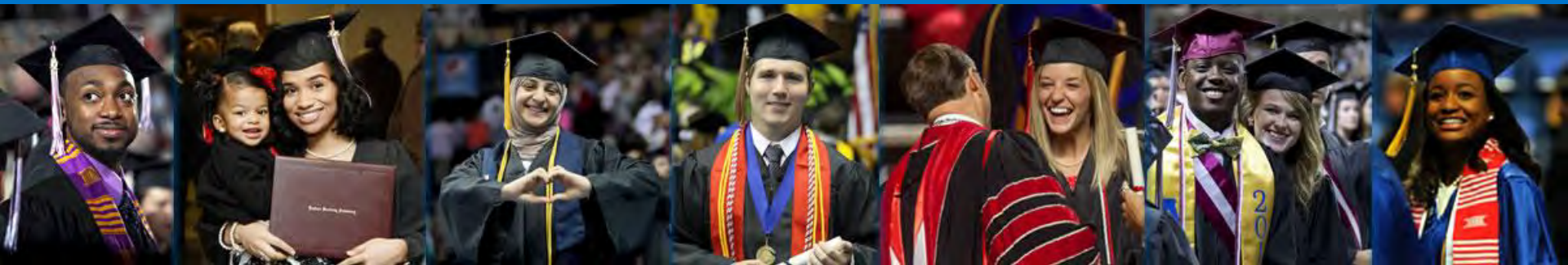
Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	2
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	1
Workforce Diversity	0
Total – 11/16	11

- 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

Southcentral Community & Technical College

"Lessons learned were well done and believe your thoroughness in each of the other areas helped you to draw some conclusions. We would encourage you to also include depth and acknowledge of things that may have not worked or worked as well as you wanted. It would not deduct from the score."



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

Melissa Young- Team Lead



West Kentucky Community & Technical College – 23/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	1
Low Income Retention	2
URM Graduation	2
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	0	1
Lessons Learned	1	0	2
Total – 9/18	3/6	1/6	5/6

West Kentucky Community & Technical College

"Need to not only track participants in recruitment events, but how many actually go on to enroll. There isn't much detail of the effectiveness of marketing materials (digital media would appear to be more promising than print publications). Need to track outcomes for participants versus nonparticipants in success strategies. Consider climate surveys to faculty at various points, not just at exit."

"A range of fairly standard activities; implementation doesn't seem systematic or coordinated. Activities could have targeted LGBTQ students and veterans. Several of the strategies in opportunity and success seem redundant/vague and could have been combined. Strategies to recruit/retain diverse faculty and staff are good."

University of Louisville – 28/36

- 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	2
Low Income Degrees	1
Workforce Diversity	1
Total – 11/18	11

- Qualitative Scores

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

University of Louisville

"For outreach activities, it would be helpful to not only track participation but yield (how many end up enrolling). Even though attendance may be down, yield could be up. Good use of control groups to compare outcomes for participants versus nonparticipants."

"Good reflections about changes needed to increase participation in and effectiveness of strategies. Insights about summer bridge programs seem as if they will lead to good refinements. Can search committee training be mandatory in future?"

Maysville Community & Technical College – 25/34

- Quantitative Scores

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

- Qualitative Scores

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

Maysville Community & Technical College

"On opportunity, good range of targeted activities, although they seem fairly standard and could be more innovative. Targeting dual credit to URM and low-income students is a promising practice. Following leads through radius is good. Could you provide more detail/evidence re: how faculty professional development improves instruction?"

"Hiring a designated minority recruiter is a good idea. There is good reflection about needed improvements (e.g., the need for Spanish translations). Think about how Starfish and early alerts could be more integrated into the overall advising strategies. Since MCC is a non-residential campus, some curricular strategies like having everyone read and discuss the same book could be a good way to promote diversity and inclusion. "

Eastern Kentucky University – 17/36

- Quantitative Scores

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

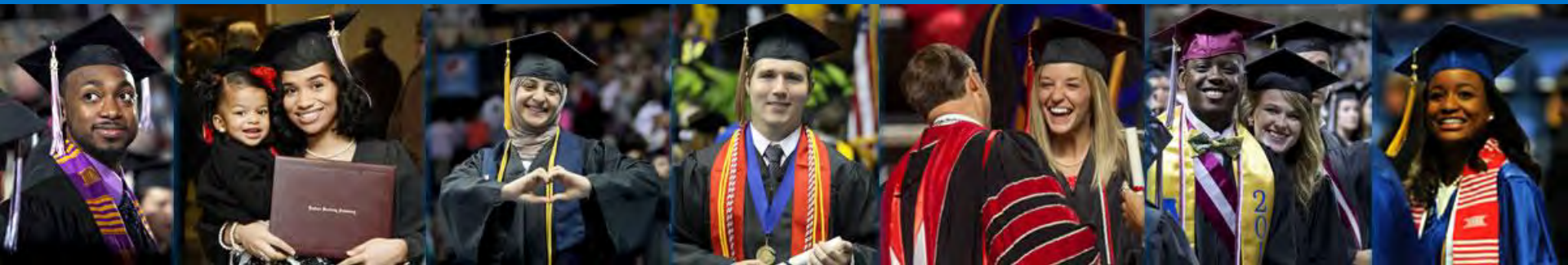
- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	1	1
Effectiveness	0	2	1
Lessons Learned	1	2	2
Total – 11 /18	2/6	5/6	4/6

Eastern Kentucky University

"Very little detail provided on the effectiveness of recruiting events (Opportunity). Tracking yield (# of participants who actually enroll) would give insight into which events are working."

"In Opportunity, there is evidence of reflection, but some of the lessons learned don't directly apply to the STEM+H focus (e.g., a key takeaway is that EKU needs to do more to make URM students aware of support services). Although there was some repetition in Success, reflections are good and should lead to future improvements. For Impact, there could have been more analysis of next steps and more to address high-impact practices specifically."



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

Kathy Garrett- Team Lead

Big Sandy Community & Technical College – 22/34

- Quantitative Scores

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

- Qualitative Scores

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

Big Sandy Community & Technical College

"These are ambitious initiatives. But as these are relatively new on campus, there is lack of data to support the effectiveness of these endeavors. We look forward to seeing more solid data to help honing these initiatives. Please make sure you are gathering the necessary data to determine whether your strategies/goals are successful and/or need modifications."

"Strategy #3 – The work from Teaching, Motivation & inspiration Center (TMI) looks impressive. The visit to Islamic Center looks like a winner and can be used as a model on connecting campus & community."

Morehead State University – 19/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	1	1
Effectiveness	1	1	1
Lessons Learned	1	1	1
Total –9/18	3/6	3/6	3/6

Morehead State University

"Effectiveness

#3 – Campus displays of inclusion, diversity and cultural competence encouraged student involvement from other areas such as the SGA."

"You have many strategies that could prove very effective but did not prove that on this report. Our hope is that some of these have since developed and you are able to track the effectiveness. We would like to see outcomes to support your strategies."

Jefferson Community & Technical College – 30/34

- Quantitative Scores

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

- 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	6/6

Jefferson Community & Technical College

"Strategy #1 – Good next steps for this strategy but lacking in reflection of lessons learned. We would like to see more data on how students are perceiving these efforts. More student focus. Staffing bi-lingual personnel is impactful in providing services to Hispanic students or potential students. Focus on at-risk students is a good strategy but lacking student feedback."

"Strategy #3 – The team was very impressed by the “Start to Finish” advising model, though resource-intensive. The retention numbers are impressive and show the strategies are being designed and modified throughout the process to meet the goals of the school."

Bluegrass Community & Technical College – 32/34

- Quantitative Scores

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

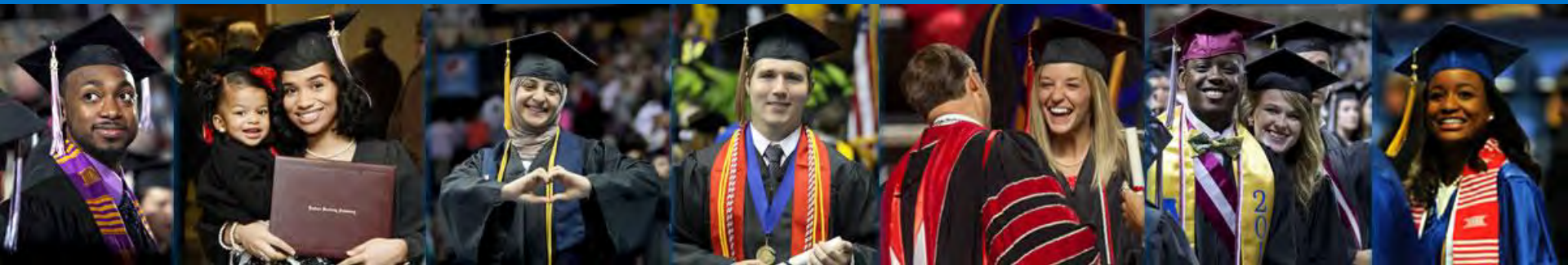
- Qualitative Scores

	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

Bluegrass Community & Technical College

"Impact strategy #1 - Unclear of effect or lessons learned. Good development of process and extended advertising of posting job through new outlets and with new criteria for diversity inclusion. There was no meaningful report of effects or lessons learned. Lessons learned only mentioned continuing these efforts."

"Strategy #1 and #2 indicated a decided effort to engage potential students through community-based partnerships, working with area high schools and the involvement of faculty and staff at events. The addition of a dedicated staff member to work with events, recruit and retain marginalized communities as well as working through your tracking system to engage students shows commitment to your efforts."



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

Bruce Brooks- Team Lead

Owensboro Community & Technical College – 29/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	0
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
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

Owensboro Community & Technical College

#3 – The team would like to see some “stronger” language used in the approved strategies. “Continue to promote” is a very weak standard, which makes it hard to assess. This applies across the board.

This college focused their Opportunity Strategies on a wide variety of awareness, engagement, and recruitment efforts in addition to the new student intake and advising processes. Numerous activities were reported to support the goals of these strategies, all efforts seemed relevant, reasonable and implemented as planned (with the minor exception of #7, which the institution reports has been modified). The team noted several strong efforts including the one-stop center that includes the diversity office and enjoys a “high degree of satisfaction” from the students.

Southeast Community & Technical College – 29/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	0
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	2
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

Southeast Community & Technical College

Across the board the team reported that these were strong analyses for the approved/implemented success strategies.

#2 - A good set of partnerships that already serve URM but little mention of how the college focused and enhanced those efforts with those partners. We know what they do... what did you do to make it bigger/better/faster/stronger?

Hopkinsville Community College – 19/34

- Quantitative Scores

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

- Qualitative Scores

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

Hopkinsville Community College



This college focused their Success Strategies on “persuading” URM’s to remain enrolled. Throughout this report, the institution chose to narrow the focus of its report (if not its actions) to a very small set of strategies. This particular strategy is challenging because the college has chosen again to focus on the efforts of institutional partners (Federally funded TRIO/SSS program) to demonstrate its campus commitment to diversity.

Western Kentucky University – 27/36

- Quantitative Scores

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

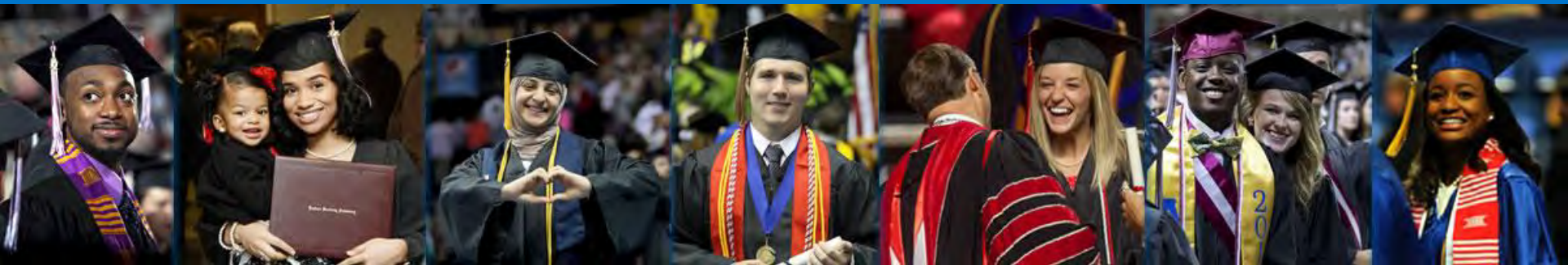
- Qualitative Scores

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

Western Kentucky University



Working earlier in the exploration/decision-making cycle (with institutional awareness, relationship building, and campaign outreach) is clearly indicated to improve impact. You seem to have a clear understanding of that challenge. The team feels this adjustment will increase your likelihood for success.



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

Dr. Natalie Fagan- Team Lead

Murray State University – 11/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	0
Graduate Enrollment	0
URM Retention	1
Low Income Retention	2
URM Graduation	0
Low Income Graduation	1
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	1
Total – 5/18	5

- Qualitative Scores

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

Murray State University

"Success Strategy #4 – Challenges identified; solutions are vague. The wording indicates “several lessons” were learned, but only one is discussed vaguely."

"Success Strategy #5 – Basic lessons/action steps provided. Need more information for how they see “male” as being URM. Data points would have been helpful to support this statement and reinforce this choice of categorization."

Gateway Community & Technical College

– 24/34

- 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	1	1	1
Effectiveness	1	1	1
Lessons Learned	1	1	1
Total – 9/18	3/6	3/6	3/6

Gateway Community & Technical College

– /34

"Success Strategy #2: Demonstrated collaboration and results, but there is a lack of quantitative data. Supportive data is missing from the discussion of fidelity. Where is the discussion of the dual case management strategies?"

University of Kentucky – 21/36

- Quantitative Scores

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

- Qualitative Scores

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

University of Kentucky



Opp Strategy #2-Clearly identified and shows effectiveness; need more info about doubling.

Success Strategy #2-Basic analysis provided would want more to determine the actual effectiveness. Provided the hours of service but didn't analyze the effectiveness

Elizabethtown Community & Technical College – 20/34

- Quantitative Scores

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

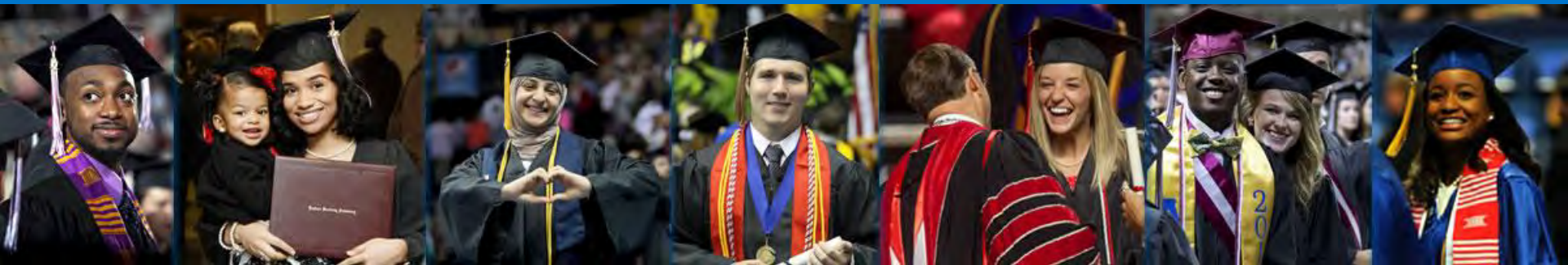
- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	2	1
Effectiveness	2	1	1
Lessons Learned	1	1	1
Total – 11/18	4/6	4/6	3/6

Elizabethtown Community & Technical College

Succ. Strategy #1- would have liked to see more detail for Super Saturday and possible reasons for 4% completion rate

Success Strategy #2-Liked the strategies and shared some good data. But, needed more student level data, particularly the number of students served



Next Steps

Dr. Dawn Offutt
Director of Initiatives for Diversity,
Equity, and Inclusion

Next Steps

- Institutions who scored below the applicable threshold for new degree program eligibility may request reconsideration of their qualitative scores and revise and resubmit any narrative for which you did not receive the maximum score of two (2) no later than May 1st.
- Report revisions must be submitted no later than June 1st.
- Review teams will reconvene to rescore your submission and results will be provided to you before the June 22nd CEO meeting.