

Recommendation:

That the Board of Regents approve Morehead State University's 2011-15 Diversity Plan.

Background:

At its meeting on September 12, 2010, the Council on Postsecondary Education (CPE) approved a *Statewide Diversity Policy and Framework for Institutional Diversity Plan Development*. The CPE Diversity Policy, which affirmed diversity as a core strategy in its strategic planning process, addresses undergraduate student admission, retention, and pipeline; graduate student recruitment, retention, and pipeline; faculty/staff/executives hiring and retention; and educational outreach and engagement.

For nearly three decades, the Commonwealth of Kentucky operated under the provisions of a federal finding which required remedial attention to *de jure* segregation in its public colleges and universities. In December 2008, the United States Department of Education Office for Civil Rights released Kentucky from the remedial planning process. With the approval of the new policy in September 2010, each public postsecondary institution within the Commonwealth shall embrace diversity within constitutional and legal parameters to reflect the diversity in its student body and workforce and commit to eliminate achievement gaps among all students. While this policy is the expression of a vital government interest, it does not compel or advocate racial balancing or the establishment of quotas. MSU's 2011-2015 Diversity Plan is based on specific recommendations developed by the President's Diversity Council and is aligned with the goals of the Morehead State University *2010-2014 Strategic Plan, ASPIRE*.

MSU's Diversity Plan has been shared broadly with opportunity for feedback from the campus community. Targeted presentations and discussions have been held with campus leadership groups and at open forums to facilitate refinement of the final plan. Following approval by the Board of Regents, the plan will be presented to the Kentucky Council on Postsecondary Education for approval.



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Introduction

The Council on Postsecondary Education (CPE) *2011-15 Statewide Diversity Policy and Framework for Institutional Diversity Plan Development* document stipulates that each postsecondary institution will develop and submit campus diversity plans to the CPE for review and approval. To guide the development of these plans, the document provides the following definition:

Diversity, as a concept, describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, disabilities, socio-economic status, life experiences, geographical region, or ancestry. Diversity in concept expects the creation by institutions of a safe, supportive, and nurturing environment that honors and respects those differences. The policy “focusing on a diverse student body and workforce” advocates the inclusion of students and employees from historically underserved populations, both historical and ongoing.

The document further states “that each institution will be assessed according to its implementation of specific strategies to achieve, within established parameters, a level of diversity that reflects the diversity of the Commonwealth or its service territory.” Further direction is provided in that campus-based diversity plans will minimally address four areas: 1) diverse student body, 2) achievement gaps, 3) workforce diversity, and 4) campus climate. For purposes of development of the Morehead State University Diversity Plan, campus climate is defined as follows:

Campus climate is the atmosphere of an organization that can influence whether an individual feels personally safe, listened to, valued, and treated fairly. In a healthy campus climate, individuals and groups feel respected, welcomed, and valued by their colleagues and classmates. In an unhealthy campus climate, however, individuals or groups often feel isolated, marginalized, and even unsafe. It is important to create and promote a healthy campus climate so that students, faculty, and staff feel welcomed, supported, and valued. The campus climate impacts the recruitment and retention of diverse faculty, staff, and students, as well as the productivity and success of all members of the academic community.

The MSU Diversity Plan was initially developed by the President’s Diversity Council and shared broadly with opportunity for feedback from the campus community. Targeted presentations and discussions were held with campus leadership groups and at open forums to facilitate refinement of the final plan to be presented for approval to the MSU Board of Regents, the Kentucky Committee on Equal Opportunities and the Kentucky Council on Postsecondary Education.



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Plan Development Timeline

Draft plan due to CPE	March 31, 2011
CPE review and provide feedback	April/May 2011
Board of Regents Review	June 2011
CEO Approval	July 2011
CPE and MSU BOR final approval	September 2011

Vision

We aspire to be the best public regional university in the South. In our quest to become the “best,” we strive to develop and sustain a culture of excellence throughout the University measurable by both individual and team efforts. Through our mission, essential characteristics, and core values, we strive to increase diversity in all aspects of the University.

Plan Objectives

The Diversity Plan includes seven primary objectives which are presented as they align with the six goals of the Morehead State University *2010-2014 Strategic Plan, ASPIRE*. Each diversity objective is supported by specific action steps identified as key strategies for making progress.

ASPIRE GOAL 1: Academic Excellence

Diversity Objective 1: Promote a welcoming climate that enhances the educational and work experiences for all members of the University community and prepares graduates by:

- Increasing the proportion of students from diverse ethnic groups and other underserved populations,
- Increasing racial/ethnic minority and international student enrollment as a percentage of total enrollment measured against the service region, and
- Developing new methods to create a more inclusive climate.

Action Steps:

- The Office of Enrollment Services will continue focusing on increasing the diversity of the student body by:
 - Partnering with Black Achiever programs as a pipeline to recruit students,
 - Deploying the Datatel Recruiter customer relationship management (CRM) system and accompanying communication flow plan to enhance the frequency of contacts with prospective students,
 - Securing grants to help target scholarship opportunities (e.g. Nursing),



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- Continuing to host regional “Evening with the Eagles” to target diverse populations offering an application fee waiver and on-site admission services to students who bring all their application materials, and
- Utilizing the “Get SMART” (Student Minority Ambassador Recruitment Team) to develop leadership skills and to provide tours for incoming prospective students.
- The Office of International Student Services will work closely with new international students to orient them to the University and assist them with the practical and emotional challenges of adjusting to campus life by:
 - Providing a special orientation for international students the week before classes begin, and
 - Participating in a FIPSE-funded exchange program for music students.

Diversity Objective 2: Build a critical mass of underrepresented faculty and staff by:

- Developing new opportunities that enhance the cultural competency of faculty, staff, and students,
- Increasing the diversity of those in executive, administrative, and managerial positions,
- Creating a welcoming and accessible environment for faculty, staff, and visitors with disabilities,
- Increasing the diversity of the faculty, especially in tenured and tenure track positions, and
- Improving interaction among domestic and international faculty and staff.

Action Steps:

- Continue to use diverse publications in the recruitment of faculty, staff, and administrators,
- Chief Diversity Officer will continue to work with Human Resources to ensure that candidate pools are diverse for hiring opportunities,
- Focus on ensuring personal development opportunities exist for diverse staff to continue increasing their skill levels, and
- Encourage all faculty and staff to participate in diversity training sessions.



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ASPIRE GOAL 2: Student Success

Diversity Objective 3: Create a campus culture and student life programs that enhance the educational and work experience for all members of the community and prepare graduates for a global environment by:

- Ensuring that all educational and administrative units implement strategies to achieve *inclusive excellence,
- Improving co-curricular effectiveness in promoting diversity and inclusion as rated by students in a university-wide survey,
- Creating a welcoming and accessible environment for students,
- Increasing study abroad participation, and
- Improving interaction among domestic and international students.

**Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of faculty, staff, students, and alumni constituents and all the valuable social dimensions that they bring to the campus, including, but not limited to, race/ethnicity, sexual orientation, gender identity, gender expression, religion, nationality, age and disability.*

Action Steps:

- The Student Success Model, an intensive wraparound program specifically geared toward cultivating strong partnerships between the student, the advisor, the professor, University College, and other support units across campus, will be fully implemented to promote Student Success by:
 - Providing direct and supplemental academic support to students who are in jeopardy with regards to academic performance and heightened retention risk,
 - Providing structure and aggressive intrusive services to aid identified students in overcoming hurdles that impede academic success, and
 - Keeping the student on a productive track leading to degree completion and improved professional viability.
- The Minority Retention Coordinator and Minority Academic Service Coordinator will focus on:
 - Tracking and actively advising all minority students admitted to MSU, and
 - Giving special attention to students who are underprepared (provisional studies students) by providing structured services to enhance their academic skills (test taking skills, study skills, management, etc.) and wraparound services (tutoring, referrals to other resources, etc.) that will aid in promoting academic success.



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- DREAMS is a program Dedicated to Retention, Education and Academic Success at Morehead State University, in which all minority students are encouraged to participate. Faculty/staff mentors are matched with students based on similar interests, goals, hobbies, or career aspirations. DREAMS connects students to the campus and exposes them to different career paths while also preparing them to become leaders and future mentors in the program.
- The Success Academy is a five-week program of college instruction and tutoring for students admitted to the University who are in need of additional academic preparation in two or more developmental courses. Students who have an ACT subtest score below 18 in English, below 19 in math, or below 20 in reading are required to complete developmental courses. Minority students enrolled in the Success Academy will:
 - Successfully complete all courses,
 - Complete all required tutoring/student hours,
 - Meet weekly with the Minority Retention Coordinator,
 - Be assigned a faculty or staff member for the five-week program and will meet regularly with their mentor, and
 - Become familiar with the academic services available at Morehead State University and will be automatically enrolled in the DREAMS program.
- Roadmap to Student Success has been developed to assist students with successful matriculation from application to graduation. Action steps and checklists have been planned for each year students are in school.
- Student Orientation, Advising and Registration (SOAR) sessions are for students who have been admitted to attend Morehead State University.

ASPIRE GOAL 3: Productive Partnerships

Diversity Objective 4: Utilize partnerships to benefit the people, communities and economy within Eastern Kentucky that drive new innovations, and a commitment to provide diverse education that empowers all by:

- Increasing campus/community collaborations in areas where opportunities exist to build diversity and increase inclusion,
- Developing partnerships with local, regional, and statewide organizations that promote inclusion and academic excellence, and
- Increasing the number of partnerships with community organizations whose purpose is to promote diversity and inclusion.



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Action Steps:

- Renew and expand grant-writing utilizing the experience and expertise of faculty members who teach International Studies,
- Seek grants to enhance study abroad opportunities and funding for faculty research and travel,
- Continue to bring middle school students to MSU to expose diverse student populations to the STEM disciplines,
- Partner with community colleges in the region to share resources and skills,
- Explore opportunities on how regional campuses can be used to engage diverse populations and to develop relationships in the communities, and
- Identify businesses and community leaders to be advocates for diversity.

ASPIRE GOAL 4: Improved Infrastructure

Diversity Objective 5: Effectively manage human, capital and fiscal resources by:

- Ensuring internal and external communication with respect to diversity efforts,
- Ensuring that all educational and administrative units implement strategies to achieve inclusive excellence,
- Educating faculty and staff in the best practices for recruiting underrepresented faculty, staff, and students,
- Developing a more effective marketing strategy for recruiting underrepresented faculty, staff, and students,
- Integrating diversity performance measures into evaluations and reviews,
- Designing comprehensive plans that will guide campus and unit diversity and develop performance measures to evaluate the success of those plans, and
- Providing support of diversity hires and retention through faculty diversity opportunities.

Action Steps:

- Work with the Office of Marketing and Communications to ensure that publications represent a diverse environment for students, faculty, staff, and visitors,
- Share best practice methods that have been identified and have been successfully implemented,
- Continue to review practices with institutions with similar environments, and
- Continue to work with supervisors to ensure that diversity training sessions are attended by all employees.



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ASPIRE GOAL 5: Resource Enhancement

Diversity Objective 6: Generate public and private revenues necessary to fund institutional priorities by:

- Expanding the University's efforts to build diverse alumni groups and a philanthropic culture among students, graduates, and community,
- Advocating for endowed study abroad and national student exchange programs, and
- Expanding grant writing efforts to include proposals that support diversity through scholarship, research, and program initiatives.

Action Steps:

- Continue to partner with the Alumni Association to assist with recruitment and retention of diverse students,
- Ensure that alumni are engaged with "Evening with the Eagles" to assist in identifying potential students,
- Continue using Regional Engagement to assist with grants, and
- Expand focus to provide scholarship opportunities (e.g. nursing).

ASPIRE GOAL 6: Enrollment and Retention

Diversity Objective 7: Reach optimal student enrollment and retention goals by:

- Increasing the proportion of students from diverse ethnic groups and other underserved populations,
- Increasing racial/ethnic minority and international student enrollment as a percentage of total enrollment,
- Developing a more effective marketing strategy and recruit more effectively from high schools, community colleges, and colleges and universities with substantial populations of underrepresented students,
- Improving undergraduate racial/ethnic minority student first-year retention rate with structured learning assistance and support,
- Improving access and opportunity for underrepresented students of disadvantaged socioeconomic status by increasing scholarships while decreasing the reliance on loans, and
- Improving retention and graduation rates for underrepresented students.



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Action Steps:

- Enrollment Services will continue focusing on increasing the diversity of the student body by:
 - Expanding the University's efforts to recruit by offering transportation to prospective students who wish to attend on-campus Diversity Days,
 - Continuing to partner with Black Achiever programs as a pipeline to recruit students,
 - Deploying of the Datatel Recruiter customer relationship management (CRM) system and accompanying communication flow plan to enhance the frequency of contacts with prospective students and allow better targeting of messages to attract and recruit students, and
 - Continuing to host regional "Evening with the Eagles" targeting diverse populations to offer application fee waiver and on-site admission services to students.
- Submit grants to target scholarship opportunities (e.g. nursing),
- Continue the Get SMART program, the Student Minority Ambassador Recruitment Team, launched this year to assist with events and prospective student contact,
- Continue providing and updating Roadmap to Student Success to help students be successful, and
- Continue intrusive advising and mentoring programs to improve retention and graduation rates.

Assessment and Data Analysis

The following includes an analysis of data to address three of the four identified assessment areas as they relate to MSU: 1) the diversity of our student body, 2) the diversity of our workforce, and 3) achievement gaps between overrepresented and underrepresented groups. In addition, the diversity of the student body and workforce is compared to the MSU service region which includes the following counties: Bath, Boyd, Breathitt, Carter, Elliott, Fleming, Floyd, Greenup, Johnson, Knott, Lawrence, Letcher, Lewis, Magoffin, Martin, Mason, Menifee, Montgomery, Morgan, Pike, Rowan, and Wolfe. This analysis has guided the development of an institutional diversity plan and the identification of target goals to increase the level of diversity on campus and decrease any identified achievement gaps between groups. Steps to address the fourth assessment area of campus climate at MSU are described at the end of this document.

Diversity of MSU Student Body

As noted in the definition provided earlier, the term diversity describes "*...varied human characteristics, ideas and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, disabilities, socio-economic status, life experiences, geographical region, or ancestry.*"



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For the purpose of this plan, the analysis of the diversity of the MSU student body will focus on four areas: 1) race/ethnicity, 2) socio-economic status, 3) college readiness, and 4) gender.

Race/Ethnicity

According to the data and reporting guidelines for the *2011-2015 Statewide Diversity Policy* found in the *Comprehensive Database Reporting Guidelines State-Supported Institutions 2010-2011* published by the Kentucky Council on Postsecondary Education (CPE), underrepresented racial/ethnic minority students are those who categorize themselves within the following racial/ethnic categories as defined by Integrated Postsecondary Education Data System (IPEDS):

- Hispanics of any race
- African American only
- American Indian/Alaskan Native only
- Native Hawaiian or other Pacific Islander only

Categories not included in the underrepresented group are: White, Non-Hispanic only; Asian, Non-Hispanic only; two or more races; nonresident alien; and race/ethnicity unknown.

Table 1A provides a comparison of the breakdown of race/ethnicity for the MSU service region and student body. The underrepresented racial/ethnic minority groups are highlighted within the table. As noted in the table, the diversity of the total MSU student population during the fall of the 2010 semester exceeds that of the service region for the following underrepresented groups: Black or African American, and American Indian or Alaskan Native. The Hispanic or Latino of any race population was an exception as this group represented 1.00% of the service region and .83% of the MSU student body. The percentage of Native Hawaiian or Other Pacific Islander population for the MSU student body reflects that of the service region at .02%.

At the undergraduate level, the MSU student body exceeds the diversity of the service region for every underrepresented group except the Hispanic or Latino of any race population. The diversity of the MSU student body at the graduate level exceeds the diversity of the service region for the Black or African American and American Indian or Alaskan Native groups (Table 1A). Enrollment data for the fall 2010 semester indicates that MSU had no students representing the Native Hawaiian or Other Pacific Islander group enrolled at the graduate level. The Native Hawaiian or Other Pacific Islander group is the smallest of the underrepresented category in the service region (n=82). The Hispanic or Latino of any race group at the graduate level is also lower than that of the service region.



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1A: Race/Ethnicity Breakdown MSU Student Body and MSU Service Region

Race/Ethnicity	N of Service Region	Percentage of Service Region	N of MSU Total Student Body	Percentage of MSU Total Student Body	N of MSU UG Student Body	Percentage of MSU UG Student Body	N of MSU GR Student Body	Percentage of MSU GR Student Body
White	465,975	96.79%	8,163	92.32%	6,842	92.47%	1,321	91.55%
Black or African American	7,263	1.51%	293	3.31%	252	3.41%	41	2.84%
American Indian or Alaskan Native	825	0.17%	24	0.27%	19	0.26%	5	0.35%
Asian	1,587	0.33%	42	0.48%	29	0.39%	13	0.90%
Native Hawaiian or Other Pacific Islander	82	0.02%	2	0.02%	2	0.03%	N/A	N/A
Some Other Race	1,521	0.32%	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	62	0.70%	45	0.61%	17	1.18%
Unknown	0	0.00%	164	1.85%	130	1.76%	34	2.36%
% of Two or More Races	4,182	0.87%	19	0.21%	16	0.22%	3	0.21%
Hispanic or Latino	4,813	1.00%	73	0.83%	64	0.86%	9	0.62%

Note: Source of data for the race/ethnicity breakdown for MSU service region is Kentucky State Data Center (2010 Census). The race/ethnicity breakdown for MSU student body is based upon fall 2010 enrollment.

Socio-Economic Status

According to the data and reporting guidelines for the 2011-2015 statewide diversity policy found in the *Comprehensive Database Reporting Guidelines State-Supported Institutions 2010-2011*, low income undergraduate students are those that have an expected family contribution (EFC) that would make them Pell eligible or if they received a Pell grant in the given academic year. The EFC calculation estimates the amount of discretionary income a family has based on



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income, assets, family size, number attending college and extraordinary expenses. A portion of a student's income is also included in the calculation of EFC.

A breakdown of MSU undergraduate students who completed a Free Application for Federal Student Aid (FAFSA) over a three-year period is presented in table 1B. On average, approximately 79% of MSU students completed a FAFSA during this time. The median family income ranged from a low of \$33,215 in 2007-08 to a high of \$36,419.50 in 2008-09. The highest median EFC was \$1,888.50 in 2008-09.

1B: MSU Undergraduate Students Completing a FAFSA

	Students Completing FAFSA	Total MSU UG Population (Fall)	Percent Completing FAFSA	Median EFC [†]	Median Family Income (TI)
2007-08	5,992	7,619	78.6%	\$1,491.50	\$33,215.50
2008-09	5,942	7,487	79.4%	\$1,888.50	\$36,419.50
2009-10	5,996	7,550	79.4%	\$1,660.00	\$36,252.50

^{*} Completed includes those students for whom Dependency Status was not blank.

[†] Missing EFC values are not included in this calculation. 40 were missing 2007-08, 28 in 2008-09, and 32 in 2009-10. Source: Student Financial Aid data reported to the Council on Postsecondary Education for the respective years.

Table 1C provides information on the number of MSU students receiving Pell grants over the three-year period. An average of 46% of the 79% of MSU students completing a FAFSA were eligible and received Pell grants during this time. The median family income for these students ranged from a low of \$18,328 in 2007-08 to a high of \$19,757 in 2008-09. The EFC for those students deemed eligible/receiving Pell grants was zero.



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1C: MSU Undergraduate Students Receiving Pell Grants

	Students Eligible / Receiving Pell Grants	Total MSU UG Population (Fall)	Percent of Total MSU UG Population Receiving Pell Grants	Percent of MSU Students Completing FAFSA and Receiving Pell Grants	Median EFC [†]	Median Family Income (TI)
2007-08	3,540	7,619	46.5%	59.1%	\$0.00	\$18,328.00
2008-09	3,347	7,487	44.7%	56.3%	\$0.00	\$19,757.00
2009-10	3,556	7,550	47.1%	59.3%	\$0.00	\$18,559.00

^{*} Not all students who would qualify for student aid complete FAFSA applications. Eligible/Receiving includes all FAFSA applicants who have a Pell amount listed in the Student Financial Aid file. Approximately one percent of these amounts is for zero (\$0) dollars. In these cases the student completed a FAFSA form, but for a variety of reasons the dollar amount reported is zero. Common reasons are that the award amount was withdrawn after the Return of Funds calculation, the student did not enroll full-time, or the award was not transmitted because the student did not submit the necessary documentation.

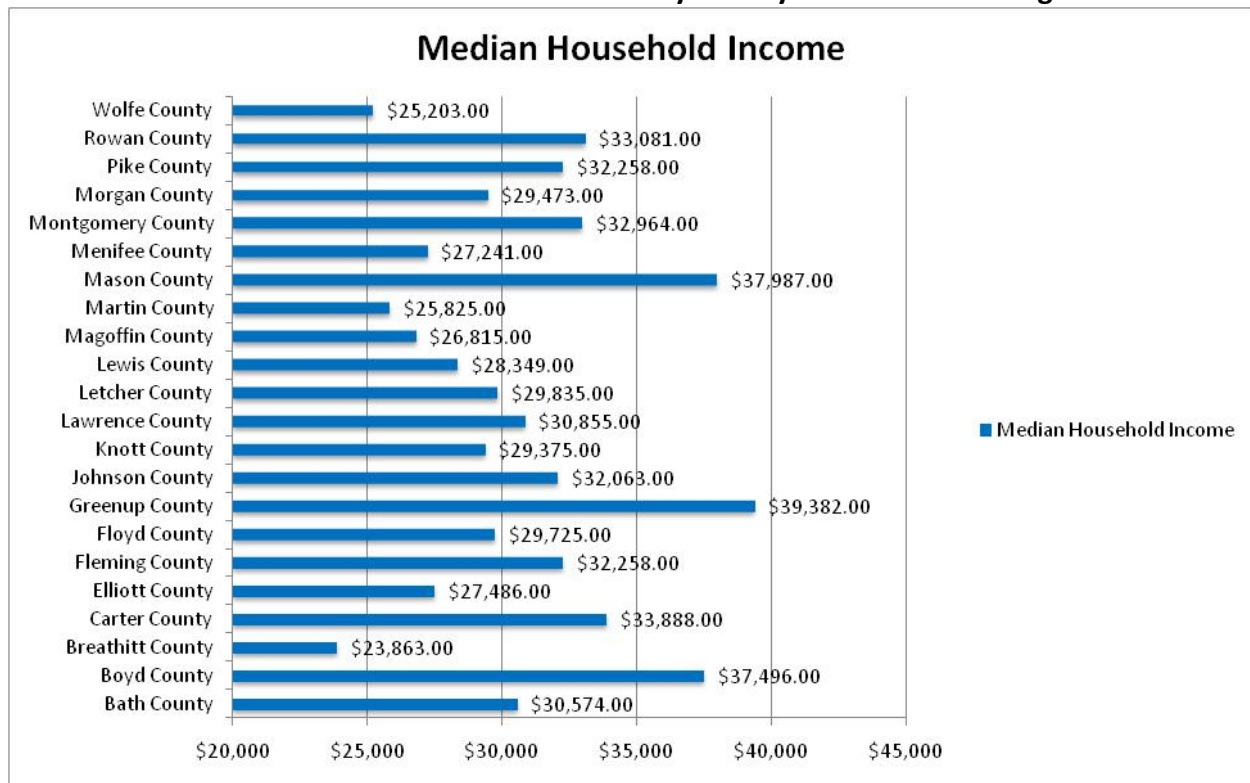
[†] Missing EFC values are not included in this calculation. One value was missing in 2007-08 and three were missing in 2009-10. Source: Student Financial Aid data reported to the Council on Postsecondary Education for the respective years.

Chart 1D provides a breakdown of the median household income for each of the counties in the MSU service region based upon data obtained from the 2010 census. The lowest median income per household in the service region was for Breathitt County at \$23,863. The highest median income per household in the service region was for Greenup County at \$39,382. The median family income (table 1E) for students deemed eligible/receiving Pell grants during each of the three years was lower than the lowest county median household income (\$23,863) for the service region. The median family income (table 1C) for all MSU students completing a FAFSA during each of the three years was also lower than the highest county median household income (\$39,382) for the service region.



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1D: 2008 Median Household Income by County in MSU Service Region



Note: Source of data for the median household income for MSU service region is Kentucky State Data Center (2010 Census).

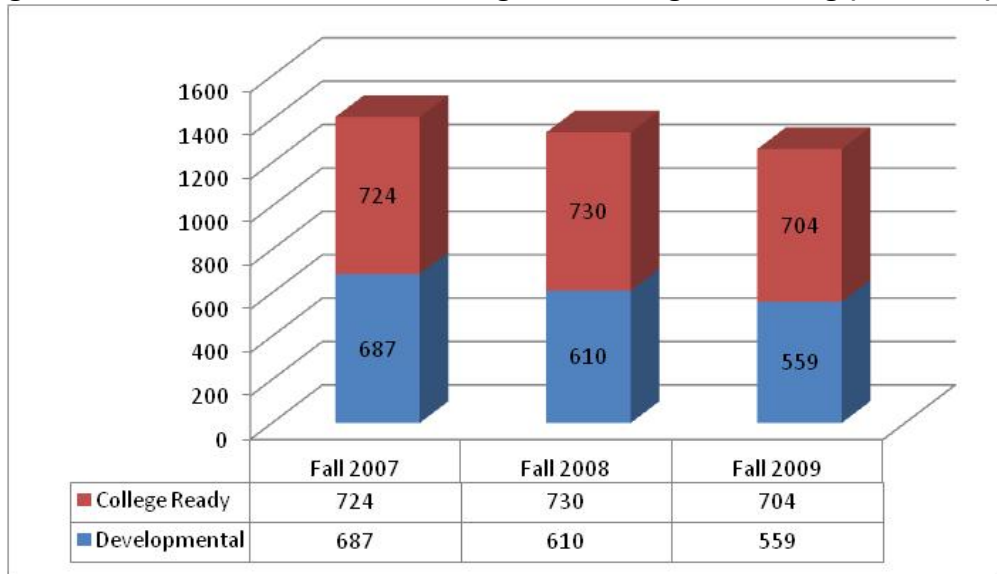
College Readiness

According to state guidelines, students must score an 18 or higher on the English, mathematics and reading ACT subject exam to be college-ready in a subject. For the entering class of 2010 and subsequent classes, the benchmark score for mathematics rose to 19 and reading rose to 20. Students who do not meet the guidelines must complete developmental courses in the identified areas based upon their scores. The percentage of all MSU students who are first-time, undergraduate, and degree-seeking that are not college ready and require one or more developmental courses has decreased from 49% in fall of 2007 to 44% in fall of 2009 (chart 1E).



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1E: College Readiness of All First-Time, Undergraduate, Degree-Seeking (FT and PT) Students



Gender

Table 1F provides a comparison of the gender breakdown for the MSU service region and student body based upon the data available from the 2000 census and fall 2010 enrollment data. The percentage of males in the MSU student body (38.09%) is lower than the percentage of males in the service region (49.11%); however, the percentage of females in the MSU student body (61.91%) exceeds the percentage of females in the service region (50.89%).

Table 1F: Gender Breakdown for MSU Service Region and Student Body

Gender	N of Service Region	Percentage of Service Region	N of MSU Student Body	Percentage of MSU Student Body
Male	237,387	49.11%	3,368	38.09%
Female	246,006	50.89%	5,474	61.91%

Note: Source of data for the gender breakdown for MSU service region is Kentucky State Data Center (2000 Census). The 2010 Census data will not be available until June 2011.

Note: Percentage of gender breakdown for MSU student body is based upon fall 2010 enrollment.



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Diversity of MSU Workforce

The analysis of the diversity of the MSU workforce will focus on two areas: 1) race/ethnicity and 2) gender.

Race/Ethnicity

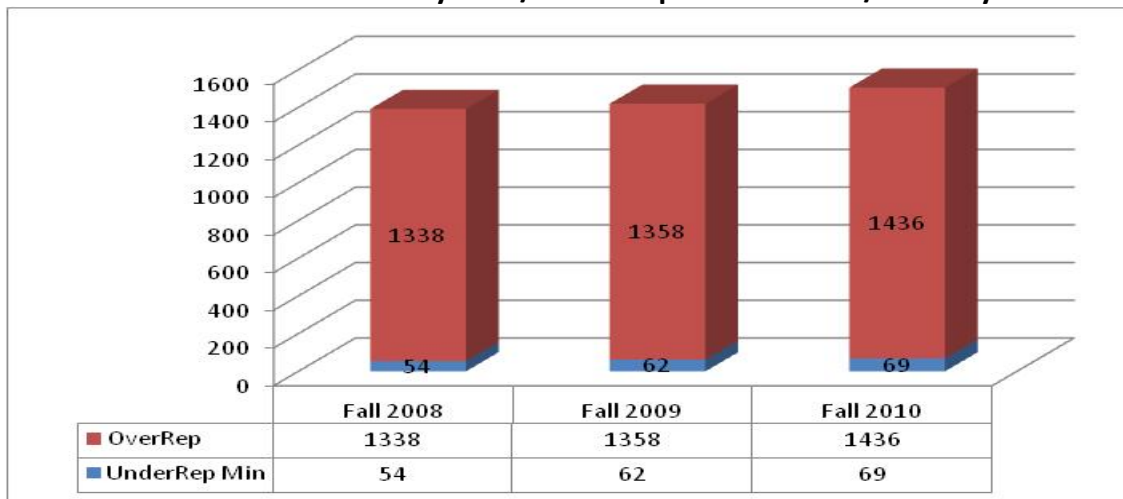
For the purpose of this analysis, the underrepresented workforce groups are the same as those identified for students:

- Hispanics of any race
- African American only
- American Indian/Alaskan Native only
- Native Hawaiian or other Pacific Islander only

Categories not included in the underrepresented group are: White, Non-Hispanic only; Asian, Non-Hispanic only; two or more races; nonresident alien; and race/ethnicity unknown. Faculty and staff members falling into these categories will be considered as the overrepresented group.

A breakdown of the MSU workforce by underrepresented and overrepresented groups for three years is presented in chart 2A based upon data obtained from the IPEDS Human Resources reports for each fall semester 2008-2010. The membership of each group has increased slightly during the three-year period. In the fall of 2010, the number of employees in the underrepresented group represented .05% of the total workforce.

2A: MSU Workforce by Over/Under Represented Race/Ethnicity





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A comparison of the breakdown of race/ethnicity for the Morehead State University service region and workforce is presented in table 2B. The underrepresented racial/ethnic minority groups are highlighted within the table. As noted in the table, the diversity of the MSU workforce for faculty/staff combined exceeds that of the service region for the following underrepresented groups: Black or African American, American Indian and Alaskan Native, and Hispanic or Latino of Any Race. The Native Hawaiian and Other Pacific Islander population was an exception as this group represented .02% of the service region and 0% of the MSU workforce for faculty and staff combined.

2B: Race/Ethnicity Breakdown MSU Workforce and MSU Service Region

Race/ Ethnicity	N of Service Region	Percentage of Service Region	N of MSU Faculty (FT&PT)	Percentage of MSU Faculty (FT & PT)	N of MSU Staff (FT & PT)	Percentage of MSU Staff (FT & PT)	N of MSU Faculty & Staff Combined (FT & PT)	Percentage of MSU Faculty & Staff Combined (FT & PT)
White	465,975	96.79%	409	88.53%	1,071	92.73%	1480	91.53%
Black or African American	7,263	1.51%	19	4.11%	32	2.77%	51	3.15%
American Indian or Alaskan Native	825	0.17%	2	0.43%	2	0.17%	4	0.25%
Asian	1,587	0.33%	20	4.33%	6	0.52%	26	1.61%
Native Hawaiian and Other Pacific Islander	82	0.02%	0	0.00%	0	0.00%	0	0.00%
Some Other Race	1,521	0.32%	N/A	N/A	N/A	N/A	N/A	N/A
Non-Resident Alien	N/A	N/A	0	0.00%	16	1.39%	16	1.00%
Unknown	0	0.00%	2	0.43%	16	1.39%	18	1.11%
Two or More Races	4,182	0.87%	0	0.00%	4	0.35%	4	0.25%
Hispanic or Latino of Any Race	4,813	1.00%	10	2.16%	8	0.69%	18	1.11%

Note: Source of data for the race/ethnicity breakdown for MSU service region is Kentucky State Data Center (2010 Census). The race/ethnicity breakdown for MSU workforce is based upon fall 2010 Data for IPEDS Human Resources report.



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Gender

Table 2C provides a comparison of the gender breakdown for the MSU service region and workforce based upon the 2000 census data for the service region and data from the fall 2010 IPEDS Human Resources report. The percentage of males for faculty and staff combined (44.59%) and staff (42.42%) fell below the percentage of males in the service region (49.11%) while the percentage of females for faculty and staff combined (55.41%) and staff (57.58%) exceeded the percentage of females (50.89%) in the service region. For faculty, the percentage of males (50%) in the MSU workforce slightly exceeded the percentage of males in the service region (49.11%) while the percentage of females (50%) in the workforce fell slightly below the percentage of females (50.89%) in the service region.

Table 2C: Gender Breakdown for MSU Service Region and Workforce

Gender	N of Service Region	Percentage of Service Region	N of MSU Faculty (FT & PT)	Percentage of MSU Faculty (FT & PT)	N of MSU Staff (FT&PT)	Percentage of MSU Staff (FT & PT)	N of MSU Faculty & Staff Combined (FT&PT)	Percentage of MSU Faculty & Staff Combined (FT & PT)
Male	237,387	49.11%	231	50.00%	490	42.42%	721	44.59%
Female	246,006	50.89%	231	50.00%	665	57.58%	896	55.41%

Note: Source of data for the gender breakdown for MSU service region is Kentucky State Data Center (2000 Census). Percentage of gender breakdown for MSU workforce is based upon fall 2010 Data for IPEDS Human Resources report.

Retention

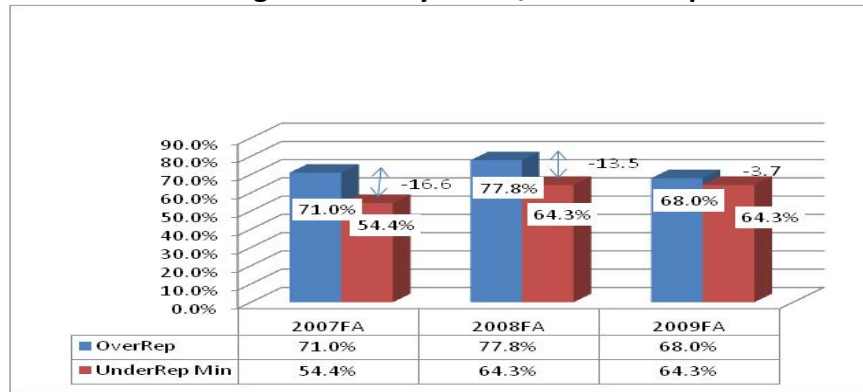
The gaps in the fall-to-fall retention rates of enrolled full-time, first-time bachelor's degree-seeking undergraduate MSU students according to their racial/ethnic groups from three different cohorts are portrayed in chart 3A.

Based upon the data provided, there has been improvement based upon efforts to decrease the gap between students in the overrepresented group and underrepresented minority group. For the 2009 fall cohort, a gap of 3.7% remains.



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3A: Gap in Retention Rates between First-Time, Full-Time, Four Year Bachelor's Degree-Seeking Students by Racial/Ethnic Groups



Tables 3B, 3C and 3D provide a breakdown of the retention rates of the first-time full-time bachelor degree -seeking freshmen for the 2007, 2008 and 2009 cohorts.

3B: Breakdown of Retention of MSU FTFT Freshmen Fall 2007 Cohort by Race/Ethnicity (Bachelor's degree-seeking)

Race/Ethnicity	Still Enrolled Fall 2008 (1 st to 2 nd)	%	Still Enrolled Fall 2009 (2 nd to 3 rd)	%	Still Enrolled Fall 2010 (3 rd to 4 th)	%
White	782	71.0%	661	60.0%	598	54.3%
Black or African American	22	51.2%	16	37.2%	15	34.9%
American Indian or Alaskan Native	2	66.7%	1	33.3%	1	33.3%
Asian	3	75.0%	2	50.0%	2	50.0%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-
Hispanic/Latino	7	63.6%	5	45.5%	5	45.5%
Non-Resident Alien	3	100.0%	3	100.0%	2	66.7%
Race and Ethnicity Unknown	0	N/A	0	N/A	0	N/A
Total	819	70.3%	688	59.1%	623	53.5%



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**3C: Breakdown of Retention of MSU FTFT Freshmen Fall 2008 Cohort by Race/Ethnicity
(Bachelor's degree-seeking)**

Race/Ethnicity	Total Fall 2008 Cohort	Still Enrolled Fall 2009 (1 st to 2 nd)	%	Still Enrolled Fall 2010 (2 nd to 3 rd)	%	Still Enrolled Fall 2011 (3 rd to 4 th)
White	926	720	77.8%	584	63.1%	NA
Black or African American	22	15	68.2%	11	50.0%	NA
American Indian or Alaskan Native	2	0	0.0%	0	0.0%	NA
Asian	3	3	100.0%	3	100.0%	NA
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	NA
Hispanic/Latino	4	3	75.0%	3	75.0%	NA
Non-Resident Alien	6	4	66.7%	4	66.7%	NA
Race and Ethnicity Unknown	15	10	66.7%	6	40.0%	NA
Total	978	755	77.2%	611	62.5%	NA

**3D: Breakdown of Retention of MSU FTFT Freshmen Fall 2009 Cohort by Race/Ethnicity
(Bachelor's degree-seeking)**

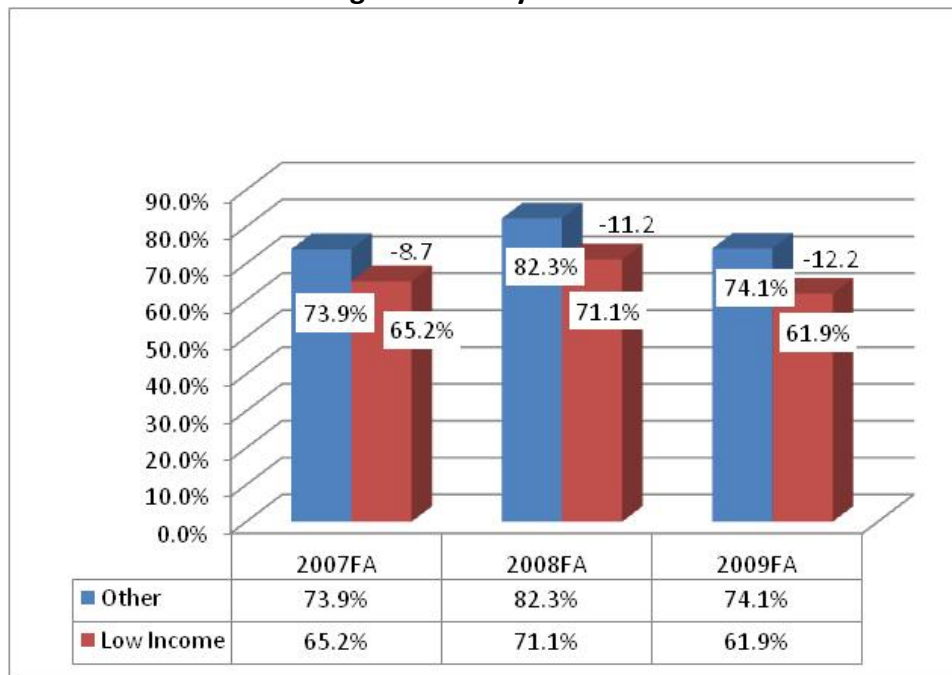
Race/Ethnicity	Total Fall 2009 Cohort	Still Enrolled Fall 2010 (1 st to 2 nd)	%	Still Enrolled Fall 2011 (2 nd to 3 rd)
White	976	663	67.9%	NA
Black or African American	33	21	63.6%	NA
American Indian or Alaskan Native	3	2	66.7%	NA
Asian	2	2	100%	NA
Native Hawaiian or Other Pacific Islander	-	-	-	NA
Hispanic/Latino	6	4	66.7%	NA
Non-Resident Alien	4	3	75.0%	NA
Race and Ethnicity Unknown	30	20	66.7%	NA
Total	1054	715	67.8%	NA



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The gaps in the fall-to-fall retention rates of enrolled full-time, first-time bachelor’s degree-seeking undergraduate MSU students according to their income level (low income indicates that the student received a Pell grant) from three different cohorts are portrayed in chart 3E. Based upon the data provided, the gap between these two groups has continued to increase for each new cohort. There was a gap of 8.7% for the groups in the 2007 fall cohort. The gap has increased to 12.2% for the 2009 fall cohort.

3E: Gap in Retention Rates between First-Time, Full-Time, Four Year Bachelor’s Degree-Seeking Students by Income Level

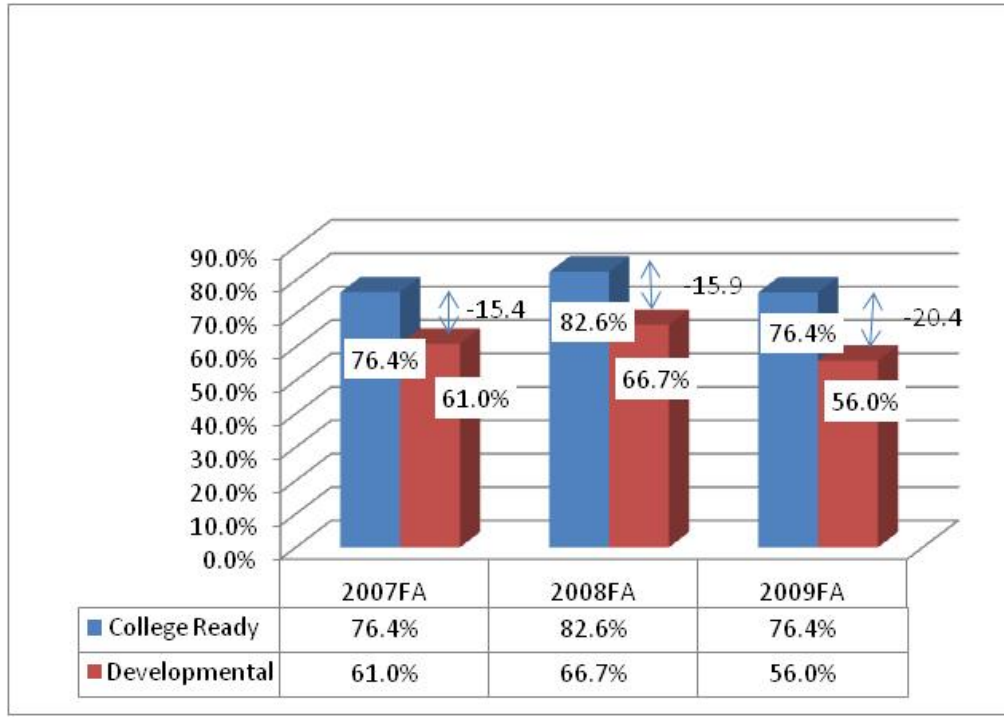


The gaps in the fall-to-fall retention rates of enrolled full-time, first-time bachelor’s degree-seeking undergraduate MSU students according to their college readiness from three different cohorts are portrayed in chart 3F. Based upon the data provided, the gap between these two groups has continued to increase for each new cohort. There was a gap of 15.4 % for the groups in the 2007 fall cohort which increased to 15.9% for the 2008 fall cohort. The gap rose to 20.4% between groups in the 2009 fall cohort.



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3F: Gap in Retention Rates between First-Time, Full-Time, Four Year Bachelor’s Degree-Seeking Students by College Readiness



Achievement Gaps

Achievement gaps are defined as any gap between the graduation rates of students in the target group compared to students who are not in the target group, using the IPEDS graduation rate metric at 150% of minimum time to degree.

The six-year graduation rates of MSU students who are Kentucky residents and classified as first-time, full-time bachelor’s degree-seeking students according to their racial/ethnic groups from three different cohorts are portrayed in chart 4A. Based upon the data provided, there has been an overall decrease of 15.2% in the gap between the students in the overrepresented group and the underrepresented minority group between the 2002 and 2004 cohorts. For the 2004 cohort, a gap of 8.3% remains.



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4A: Gap in 6 Yr Grad Rates of First-Time, Full-Time, Four Year Bachelor's Degree-Seeking Students by Underrepresented and Overrepresented Racial/Ethnic Groups

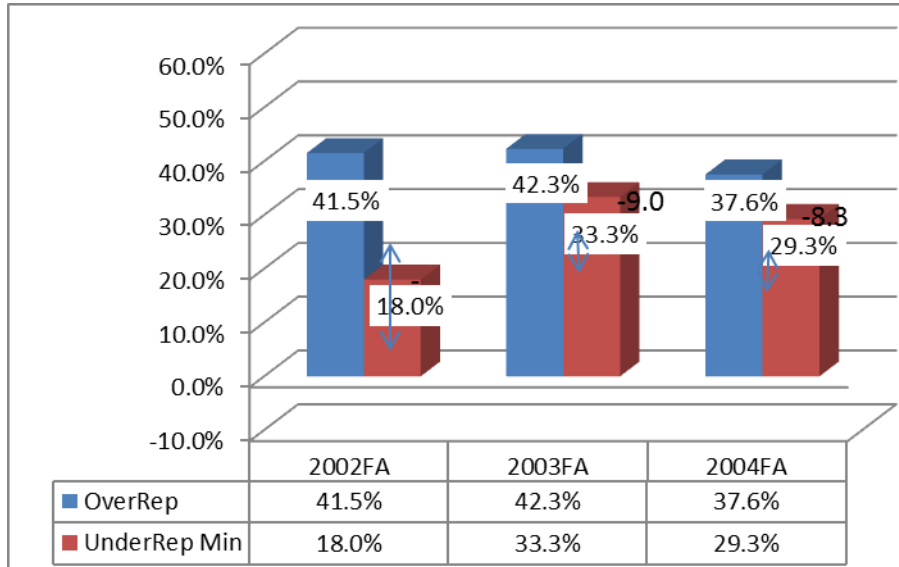


Table 4B contains a breakdown of degrees awarded by level, race/ethnicity and year. The number of associate degrees conferred to students in the Black or African American, American Indian or Alaskan Native, and Hispanic groups has fluctuated over the three-year period. The number of bachelor degrees conferred to students in the Black or African American, American Indian or Alaskan Native, and Hispanic groups has increased from 2007-08 to 2009-10. The number of master/specialist degrees conferred to the Black or African American and Hispanic or Latino groups increased slightly while those awarded to the American Indian or Alaskan Native has slightly decreased. No degrees at any level have been conferred to students in the Native Hawaiian or Other Pacific Islander group since this group was not represented in the cohorts for 2002, 2003, and 2004.



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4B: Number of Degrees Conferred By Level, Race/Ethnicity and Year

LEVEL	RACE/ETHNICITY	2007-2008	2008-2009	2009-2010
Associate	White	142	146	146
	Black or African American	5	5	2
	American Indian or Alaskan Native	0	1	0
	Asian	1	0	3
	Native Hawaiian or Other Pacific Islander	-	-	-
	Non-Resident Alien	1	0	1
	Hispanic/Latino	0	4	0
	Race/Ethnicity Unknown			
	Subtotal		149	156
Bachelor	White	959	905	893
	Black or African American	14	29	28
	American Indian or Alaskan Native	2	2	5
	Asian	1	2	2
	Native Hawaiian or Other Pacific Islander	-	-	-
	Non-Resident Alien	9	4	7
	Hispanic/Latino	5	9	13
	Race/Ethnicity Unknown	0	0	3
	Subtotal		990	951
Master/Specialist	White	335	371	383
	Black or African American	10	10	11
	American Indian or Alaskan Native	1	0	0
	Asian	0	2	0
	Native Hawaiian or Other Pacific Islander	-	-	-
	Non-Resident Alien	8	20	5
	Hispanic or Latino	3	7	0
	Race/Ethnicity Unknown	-	-	-
	Two or More Races	0	0	1
Subtotal		357	410	400
	Overall Total	1496	1517	1503

Note:

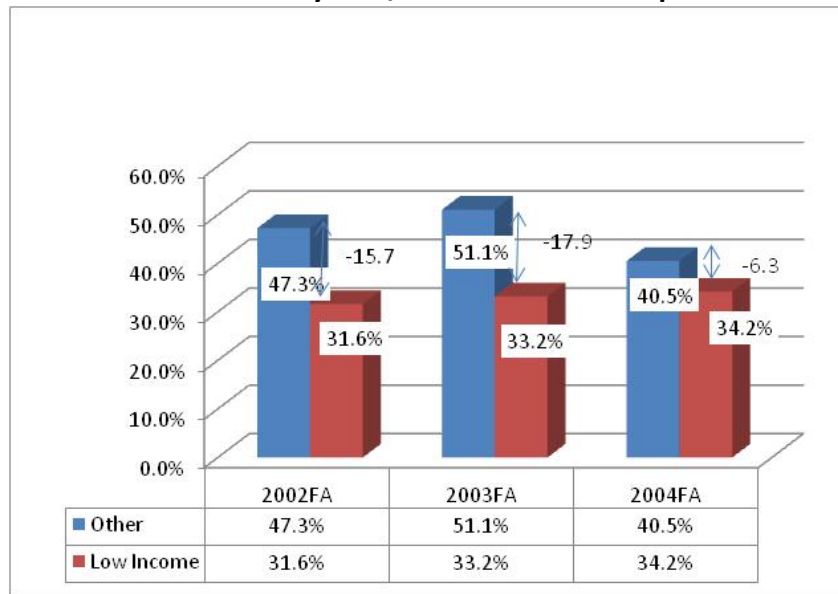
1. Trailing Summer counted with year (i.e., both sessions of summer 08 counted in 07-08). 2. All degrees awarded as of 4/13/2011 including second or third degree.



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Chart 4C depicts a three-year trend in the six-year graduation rates of MSU students who are first-time, full-time bachelor's degree-seeking students based upon their income status. Based upon the data provided, there has been a significant reduction in the graduation gap between the low income groups (students receiving a Pell grant) and other income groups (students not receiving a Pell grant). The gap decreased from 15.7% for the 2002 cohort to 6.3% for the 2004 cohort.

4C: Gap in 6 Yr Grad Rates of First-Time, Full-Time, Four Year Bachelor's Degree-Seeking Students by Low/Other Income Groups



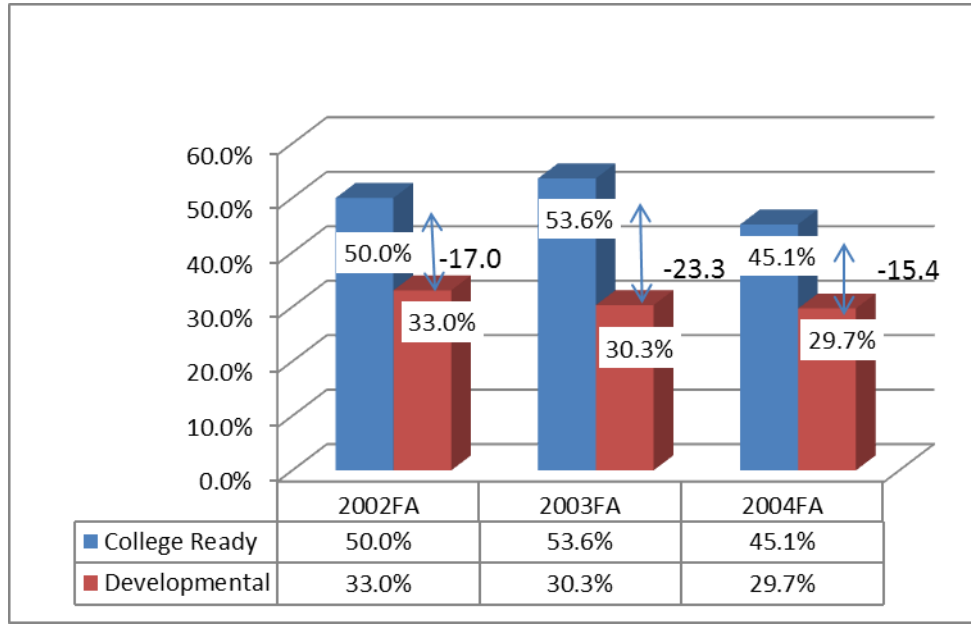
The six-year graduation rates of MSU students who are classified as first-time, full-time bachelor's degree-seeking students according to their college readiness status and cohort are shown in chart 4D.

The graduation gap between students who are college ready and those who require at least one developmental education class has fluctuated. For the fall 2002 cohort, the gap was 17.0%. The gap increased to 23.3% for the fall 2003 cohort but declined to 15.4% for the fall 2004 cohort.



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4D: Gap in 6 Yr Grad Rates of First-Time, Full-Time, Four Year Bachelor's Degree-Seeking Students by College Readiness/Developmental Needs





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Assessment Targets

Assessment Baseline and Target Data	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Target 2014-15
Population					
Undergraduate Student Headcount	350	332	331	337	350
Black/ African American	260	244	251	252	260
American Indian/Alaskan Native	25	29	27	19	25
Native Hawaiian/Pacific Islander	0	0	0	2	0
Hispanic/Latino	65	59	53	64	65
Graduate Student Headcount	48	63	49	55	60
Black/ African American	38	48	36	41	47
American Indian/Alaskan Native	1	3	2	5	3
Native Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic/Latino	9	12	11	9	10
KCTCS Transfers*	8	10	7	7	10
Black/African American	4	4	6	5	7
American Indian/Alaskan Native	2	2	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic/Latino	2	4	1	2	3
Executive	1	0	2	2	3
Black/African American	1	0	2	2	3
American Indian/Alaskan Native	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
Faculty	29	25	28	31	33
Black/African American	20	16	16	19	21
American Indian/Alaskan Native	2	1	2	2	2
Native Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic/Latino	7	8	10	10	10
Other Professionals (Staff)	22	28	23	25	27
Black/ African American	18	21	19	19	21
American Indian/Alaskan Native	0	1	1	1	1
Native Hawaiian/Pacific Islander	0	0	0	0	0
Hispanic/Latino	4	6	3	5	5



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Assessment Baseline and Target Data	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Target 2014-15
Population					
Undergraduate Degrees Conferred – Bachelor’s					
Total of Underrepresented Groups	21/2.1%	40/4.2%	46/4.8%	50/6%	
Black/ African American	14/1.4%	29/3.1%	28/2.9%	32/5%	
American Indian/Alaskan Native	2/.2%	2/.2%	5/.5%	5/.5%	
Native Hawaiian/Pacific Islander	0	0	0	0	
Hispanic/Latino	5/.5%	9/.9%	13/1.4%	14/2%	

Assessment Baseline and Target Data	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Target 2014-15
Population				
Achievement Gap: Fall-to-Fall Retention Rate 1st to 2nd Year				
Underrepresented racial/ethnic minorities *				
Black/ African American	22/51.2%	15/68.2%	21/63.6%	25
American Indian/Alaskan Native	2/66.7%	0	2/66.7%	2
Native Hawaiian/Pacific Islander	0	0	0	0
Hispanic/Latino	7/63.6%	3/75.0%	4/66.7%	6
White	782/71.0%	720/77.8%	6663/67.9%	
Achievement Gap: Fall-to-Fall Retention Rate 2nd to 3rd Year**				
Underrepresented racial/ethnic minorities*				
Black/African American	16/37.2%	11/50.0%	NA	10
American Indian/Alaskan Native	1/33.3%	0	NA	0
Native Hawaiian/Pacific Islander	0	0	NA	0
Hispanic/Latino	5/45.5%	3/75.0%	NA	2
White	661/60.0%	584/63.1%		

*Updates to the data and targets for areas denoted by an asterisk will need to be made based upon continued discussions with CPE regarding methodology used for key performance indicators in order to establish accurate and consistent baselines and targets.

**Notes: Retained students included those who stopped out.



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Next Steps

Assessment Baseline and Target Data	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Target 2014-15
Population				
Achievement Gap: Six Year Graduation Rate				
Underrepresented racial/ethnic minorities *				
Black/ African American	7/18.9%	9/20.0%	11/33.3%	14
American Indian/Alaskan Native	1/25.0%	1/33.3%	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
Hispanic	1/11.1%	7/58.3%	1/14.3%	3
White	455/41.6%	457/42.2%	346/37.6%	
Gap	-23.6%	-8.8%	-8.3%	
Campus Climate				
Assessment indicators, baseline data and targets to be determined by December 2011				

Sufficient current institutional data are not available to serve as a baseline for assessment of campus climate at MSU. The President’s Diversity Council (PDC) will assist with the climate survey. The PDC strives to create and maintain a campus and community environment that embraces, values, and celebrates the diversity of cultures, backgrounds, talents, and abilities of students, faculty and staff at Morehead State University. The Council is composed of faculty, staff, administrators, a student representative, and a community leader. The Council advises the president on issues and practices that impact the University’s commitment to diversity. To determine the effectiveness of the PDC, a campus climate survey will be developed and conducted as outlined in the following phases:

1. Develop survey questions with input from various units across the campus (i.e, students, faculty, and staff)
 - a. Review best-practice campus climate surveys and tailor to our needs
 - b. Research and recommendations provided to Institutional Research

2. Develop Assessment Tool, Communication Plan
 - a. Development Web-based survey instrument
 - b. Coordinate with President’s Diversity Council and Institutional Research team

3. Survey Implementation and Data Analysis (led by the Office of Institutional Research and Assessment)
 - a. Survey administration
 - b. Data analysis



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4. Development and presentation of Report
 - a. Development of draft report with revisions by Diversity Council
 - b. Development of final report (executive summary, data presentation, and report findings)

5. Facilitate focus groups to address:
 - a. Outcome assessment
 - b. Define accountability metrics
 - c. Define improvement targets for each metric
 - d. Determine Intervention actions