



# Diversity, Equity and Inclusion

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## Diversity, Equity & Inclusion Plan Report Evaluation Rubric - Universities

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

CPE Contact  
Travis Powell, General Counsel  
Email: [travisa.powell@ky.gov](mailto:travisa.powell@ky.gov)

## Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities

<b>“Opportunity” - Recruitment and Enrollment of Diverse Students</b>	Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky’s postsecondary students. Public institutions of postsecondary education in Kentucky have a responsibility to ensure residents have the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.
<b>“Success” - Student Success</b>	While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain diverse student populations historically have exhibited lower graduation and retention rates than the overall student population.
<b>“Impact” - Campus Climate, Inclusiveness, and Cultural Competency</b>	To fully realize the positive impacts of diversity, Kentucky’s public institutions must provide an inclusive and supportive environment for its diverse group of students. In order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. Faculty and staff should also become more culturally competent in order to help the diverse student population thrive and succeed.

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
<b>Goals</b>	Target was met or exceeded.*	Target was not met, but progress toward the target was made. For enrollment, institution will either meet or not meet expectations (score 2 or 0).	Target was not met and progress was not made toward meeting expectations.*				
Undergraduate Enrollment				0			
Graduate Enrollment				0			
1st - 2nd Year Retention (URM)				0			
1st - 2nd Year Retention (low-income)				0			
6-year Graduation Rate (URM)				0			
6-year Graduation Rate (low-income)				0			
Degrees Conferred (URM)				0			
Degrees Conferred (low-income)				0			
Workforce Diversity				0			
<b>Total: GOAL Score</b>				<b>0</b>			

\*For enrollment, 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.

*CPE Reviewer Comments:*

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0				
				Opportunity	Success	Impact	Total
<b>Implementation of Strategies with Fidelity</b> <i>Fidelity is defined as faithfulness in implementing programs and strategies as they were designed.</i>	Evidence is provided that all strategies were fully implemented with fidelity.	Evidence is provided that some of the identified strategies were implemented with fidelity.	Institution is unable to substantiate that any required strategies were fully implemented with any degree of fidelity.				0
<i>CPE Reviewer Comments:</i>							

Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Analysis of Strategy Effectiveness</b>	The institution has provided a full and thorough analysis of the effectiveness of each strategy in accordance with the assessment plan outlined in its Plan. If a strategy was not fully implemented or implemented at all, a thorough analysis and justifiable explanation of why this did not occur are provided.	The institution has provided an analysis of the effectiveness of each strategy only at a basic level. Strategies that were not fully implemented or not implemented at all are addressed at a basic level.	The institution's analysis of strategy effectiveness fails to provide any substantive value. Strategies that were not fully implemented or not implemented at all are not fully addressed.				0
<i>CPE Reviewer Comments:</i>							
Criteria	Meets or Exceeds Expectations	Making Progress Towards Meeting Expectations	Does Not Meet Expectations	Total Score			
	2	1	0	Opportunity	Success	Impact	Total
<b>Lessons Learned and Next Steps</b>	The institution identifies a number of takeaways from the annual review process and describes in detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution identifies takeaways from the annual review process but fails to describe in any detail how it will incorporate results from the strategy analysis to address deficiencies and either improve or continue its success rate.	The institution does not identify takeaways from the annual review process at any substantive level and fails to fully describe how deficiencies will be addressed or performance will be improved or continued.				0
<i>CPE Reviewer Comments:</i>							
<b>TOTAL: Criteria Score</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Maximum Composite Score = 36

Minimum Composite Score Required for New Degree Program Eligibility = 24

<b>Total Composite Score for Unit Reviewed</b>	<b>0</b>
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- Met target to offer new academic programs (circle one)      Yes    No
- Performance improvement plan required (circle one)      Yes    No
- Site visit and report recommended (circle one)      Yes    No

<b>OVERALL CPE Reviewer Comments:</b>	
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