

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



April 22, 2024 – 1:00 p.m. ET

Virtual Meeting via ZOOM

Livestream: <https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort>

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<b>I. Call to Order</b>	
<i>Elaine Wilson, Chair of the CEO, Presiding</i>	
<b>II. Roll Call</b>	
<i>Dr. Dawn Offutt, CPE Executive Director of Initiatives for Access, Engagement &amp; Belonging</i>	
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<i>Next Committee Meeting: June 24, 2024 @ SKYCTC</i>	

## MEETING MINUTES

*Draft for Approval by the Committee on Equal Opportunities, January 22, 2024*

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Who: Kentucky Council on Postsecondary Education  
Meeting Type: Committee on Equal Opportunities  
Date: January 22, 2024  
Time: 1:00 p.m. ET  
Location: Virtual Meeting via ZOOM Webinar

### WELCOMING & CALL TO ORDER

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The Committee on Equal Opportunities (CEO) met Monday, January 22, 2024, at 1:00 p.m., ET. The meeting occurred virtually via ZOOM webinar, and it was livestreamed to the CPE YouTube page. Chair Elaine Walker presided.

### ATTENDANCE

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Committee Member attendance:

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

Gaines Brown, CPE's Associate for Access, Engagement, & Belonging, served as recorder of the meeting minutes.

### ADOPTION OF AGENDA

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The Committee voted to adopt the agenda as presented.

### APPROVAL OF THE MINUTES

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

### UPDATE FROM CPE PRESIDENT

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Committee members received an update from Dr. Aaron Thompson, CPE President, regarding the most recent CPE Board Meeting. He also highlighted that the National Student Clearinghouse indicated that Kentucky is the leading state in enrollment gains.

## **UPDATE FROM CPE VICE PRESIDENT AND GENERAL COUNSEL**

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Committee members received an update from Mr. Travis Powell, CPE Vice President and General Counsel, regarding recent developments within the Kentucky Legislative Session that includes bills targeting CPE as an agency and DEI within higher education within the Commonwealth.

## **CULTURAL COMPETENCE CERTIFICATION PROGRAM**

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Dr. Bernadette Barton, Professor of Sociology and Gender Studies at Morehead State University, presented information on the new cultural competence certification program at Morehead State University. This entails taking 18 hours of credits for undergraduates including courses on gender studies, criminology, and political science. The certificate program was recently approved at the ASI Committee meeting. This program can be taken in various modalities to meet the students where they are.

## **ANNUAL DIVERSITY STRATEGIES REPORTING PROCESS OVERVIEW AND TIMELINE**

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Gaines Brown, CPE Associate for Access, Engagement, & Belonging presented an overview of the Institutional Diversity Plan Report Evaluation Process noting that institutions will be submitting their reports on March 8, 2024. Review teams consisting of both CEO and CPE members are being formed and will have a calibration meeting in February for training on reviewing and scoring the reports. The institutional diversity plan report scores will be presented to the CEO at its next meeting in April.

## **UNIT UPDATE**

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Dr. Dawn Offutt, CPE Executive Director of Initiatives for Access, Engagement, & Belonging, presented information on the rationale behind the unit name change. There have been national attacks and politicization on the acronym DEI and a scope limitation on its definition to merely focus on race and ethnicity. In an effort to get ahead of any potential legislation, and to demonstrate the true nature of the work, the DEI unit was changed to AEB that maintains the focus of creating opportunities for student enrollment for all people, development of initiatives to bolster student success, and enhance belongingness within the campus culture.

## **ADJOURNMENT**

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The Committee adjourned at 2:15 p.m. ET.



# Overview of Scoring Process

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Gaines Brown

CPE Associate for Access, Engagement, and Belonging

# Diversity, Equity, and Inclusion Plan Report Evaluation

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- Annual Report (2023)
  - Qualitative Report Submitted
  - 2022-2023 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\*
  - 1<sup>st</sup> to 2<sup>nd</sup> 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 2020-2021 baseline.
  - 0 – Annual target not met and value is less than the 2020-2021 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

# 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 Community & Technical College, Madisonville Community College, Somerset Community College, Kentucky State University

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Team Lead — Enid Wohlstein  
Kentucky Council on Postsecondary Education

# Hazard Community & Technical College — 24/34

- Quantitative Scores

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

- Qualitative Scores

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

- Impact strategy to maintain or increase URM faculty/staff. Progress is being made but what is HCTC actually doing? Was there recruiting outside the region? Were community partners involved, other stakeholders? What benefit is the HR dashboard and what is the CHRO reviewing and adjusting? We wanted to see measures and details.
- Success strategy - increase use of graduation plans. What are the issues around uploading and using graduation plans? Has the problem been rectified?
- HCTC will continue to have challenges in recruiting URM students and staff due to its geographical location and small URM population. They will to come up with creative strategies to recruit URM staff/students in the future.
- Need to provide data to show effectiveness of programs in future reports.

# Madisonville Community College — 28/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	2
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 10/16</b>	<b>10</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- Very well-prepared report, clearly the best of the four we observed.
- MCC is intentional in its DEI efforts and establishing strategic community partnerships.
- Makes great use of regional centers (Nashville, Madisonville, etc.) to recruit URM.

# Somerset Community College — 21/34

- Quantitative Scores

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

- Qualitative Scores

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

- This report is replete with various goals that are in place. The addition of a bilingual staff member is promising. No reason is given for the decline in ESL students from 19 to 2. I like the clear stating of Lessons learned. Your statements of intent in your diversity recruitment are good, but there are no measurable results. Lessons learned are vague. Is there a method in place for the sharing of Best Practices among other colleges in the system? If not, why not? If so, what is being done?
- Report lacked mention of lessons learned or the “so what” of the results of DE&I initiatives.

# Kentucky State University — 16/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	0
Low Income Graduation	0
URM Degrees	1
Low Income Degrees	1
Workforce Diversity	1
<b>Total – 7/18</b>	<b>7</b>

- Qualitative Scores

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



- KSU DEI plan reflects the disruption and uncertainty impacting the university.
- New initiatives seem promising, but implementation is recent. Hopefully, we will see outcomes and results in next reporting cycle.
- We know some necessary and innovative changes are being made. This report does not capture those changes and provide the details on measures and goals. The story must be clearly articulated. Goals must be clearly articulated, measurable, attainable, and attached to a timeline.



## Team 2: Ashland Community & Technical College, Henderson Community College, Northern Kentucky University, Southcentral Community & Technical College

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Team Lead — Chris Ledford  
Kentucky Council on Postsecondary Education

# Ashland Community & Technical College — 26/34

- 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	0
Workforce Diversity	1
<b>Total – 11/16</b>	<b>11</b>

- Qualitative Scores

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

- As mentioned above, the institution has some great strategies and has put a lot of thought into building upon those strategies. However, we felt that the institution, and thus the underrepresented and under-resourced students it serves, will benefit from clearer and better-aligned measurement and analysis of the effectiveness of their strategies.

# Henderson Community College — 32/34

- 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	0
<b>Total – 14/16</b>	<b>14</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The committee agreed that the institution is taking a holistic approach to creating a strong and inclusive campus, embedding principles of cultural competency and inclusivity throughout the organizational structure and operations, including: marketing, community engagement, student and employee recruitment, student supports, and student success. Further, the institution carefully analyzes and assesses effectiveness of its strategies. Most importantly, the institution is intentional about continuous improvement around inclusivity and creating a sense of belonging. The narrative was very strong. Keep up the good work.

# Northern Kentucky University — 28/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The committee agreed that the institution is taking a holistic approach to creating a strong and inclusive campus, embedding principles of cultural competency and inclusivity in every layer of operations from university policy and governance to first-year student experience. The institution is adequately and thoughtfully analyzing the success and impact of these strategies and is intentional about continuous improvement. Thanks for submitting this articulate and powerful narrative. Keep up the good work!



# Southcentral Community & Technical College — 31/34

- Quantitative Scores

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

- Qualitative Scores

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

- Overall, the institution is taking a holistic approach to inclusion. However, as detailed at greater length in the sections above, the review committee agreed that more adequate analysis and measurement of strategies are needed to gauge the effectiveness of ongoing efforts. Once stronger measurement and analysis are in place, the institution will be able to take critical steps in evaluating strategies and facilitating an even stronger, more inclusive community.

# Team 3: West Kentucky Community & Technical College, Owensboro Community & Technical College, Maysville Community & Technical College, Western Kentucky University

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Team Lead — Gaines Brown  
Kentucky Council on Postsecondary Education



# West Kentucky Community & Technical College — 22/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	0
<b>Total – 6/16</b>	<b>6</b>

- Qualitative Scores

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

- We believe that each of the strategies were implemented with fidelity and the report demonstrates the great work that is taking place on campus. This portion of the report was very thorough and we are pleased to provide these scores.
- While most of the report demonstrates full and thorough analysis, one of the impact strategies did not provide much detail at all.

# Owensboro Community & Technical College — 32/34

- 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
<b>Total – 14/16</b>	<b>14</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The comprehensive approach outlined in the report showcases OCTC's dedication to student persistence and retention, with a focus on personalized advising and holistic support through initiatives like the Pathfinder Den. The institution's ongoing commitment to continuous improvement, exemplified by the redesign of the advising model and the hiring of a success coach for the Office of Cultural Diversity, reflects its proactive efforts to prioritize student success, particularly among underrepresented minority students.
- Overall, our team was not shocked at the amazing work that is underway at OCTC. We look forward to learning more about the innovative practices that OCTC implements in the future.

# Maysville Community College — 29/34

- 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	0
Workforce Diversity	1
<b>Total – 11/16</b>	<b>11</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>



- The report provides insightful reflections and actionable steps for MCTC AE's future directions. Conversely, the emphasis of specific strategies for rebuilding community relations post-Covid and implementing regular review processes, such as the daily review of the Fresh Start list, could further strengthen the report.
- Overall, the comprehensive annual report offers valuable insights into MCTC initiatives and challenges. The section on community engagement effectively highlights the importance of revitalizing connections with community agencies and exploring new avenues for outreach, particularly in rural areas and among diverse populations. Moreover, emphasizing the proactive measures taken to adapt to post-Covid changes, such as prioritizing streamlined communication and implementing daily reviews of student progress, showcases a forward-thinking approach. Integrating specific metrics or success stories where applicable could further illustrate the impact of MCTC efforts and enhance the report's effectiveness.

# Western Kentucky University — 28/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate 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	1
<b>Total – 10/18</b>	<b>10</b>

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- This report provides a thorough analysis of efforts to enhance accessibility and support within LLC programs, demonstrating a commitment to inclusivity and student success. Moreover, WKU highlights key outcomes or metrics from the various professional learning communities and surveys mentioned could enhance the effectiveness of the report in showcasing progress and areas for improvement.
- Each focus area strategy had analysis that included data metrics and callouts that demonstrated their program evaluation efforts including cultural climate surveys.

# Team 4: Big Sandy Community & Technical College, Morehead State University, Jefferson Community & Technical College, Bluegrass Community & Technical College

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Team Lead — Adam Blevins  
Kentucky Council on Postsecondary Education



# Big Sandy Community & Technical College — 23/34

- Quantitative Scores

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

- Qualitative Scores

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

- BSCTC's report provides solid insight into the efforts of the institution toward diversity and equity. In many cases, the report showcases impressive efforts to support students, especially with the rapid emergency response required to support low-income students and others impacted by natural disasters. The report provides evidence of meaningful work being done to support diversity and equity. However, the lack of continuity and tracking within some of the report's major strategies limits its ability to meet expectations across the board. In some cases, examples are provided for prior years, but not in the reporting year subject to evaluation here. Additionally, condensing the variety of strategies reported may help clarify or resolve some concern given the large amount of information within the report. Establishing broader categories with more refined review processes may help consolidate this work in a meaningful way, both for the institution's operations and for the required reporting being evaluated. Overall, BSCTC has provided a quality report that seems to have a strong sense of the path moving forward, but requires additional structure for the evaluation and continuity of the strategies outlined.

# Morehead State University — 26/36

- Quantitative Scores

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

- Qualitative Scores

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

- The report provides sufficient insight into all three of the evaluation areas throughout the narrative, but does have some areas requiring more clarity and precision. The report is logically written and organized, but additional context and concrete 'next steps' would elevate the report considerably. Additionally, the strategies reported, at times, seem like they need more alignment across the sections - some of the analyses and developmental plans do not clearly align with the overarching strategy. This is, overall, a solid report. However, work may be done to address some of the gaps in reporting and planning as it is currently written. Additional clarity in the report may also translate to a more refined plan for the institution to continue developing its strategies related to diversity, equity, and inclusion.



# Jefferson Community & Technical College — 25/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	1
Low Income Retention	1
URM Graduation	0
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 8/16</b>	<b>8</b>

- Qualitative Scores

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

- The report from JCTC provides sufficient evidence for nearly all areas of evaluation. JCTC has done well to contextualize their strategies in a comprehensible format that highlights a deep understanding of institutional needs and what they plan to do in response to those needs. Additionally, it is clear within the narrative the amount of work being done regardless of this reporting requirement. While some areas do require more work to meet the institution's effectiveness benchmarks, there is strong evidence that JCTC is on the right track to make the necessary adjustments. Some aspects, such as data tracking and reporting, do need to be prioritized further, which is acknowledged within the narrative. Establishing more sustainable structures to manage issues related to staff turnover will be key. Overall, the report supplied by JCTC meets expectations overall. Report is well-written and logically structured as well.

# Bluegrass Community & Technical College — 27/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- BCTC's report satisfies all areas of evaluation given the depth of explanation and discussion across the included strategies. While some areas could use additional refinement and clarification, in aggregate, the report meets these expectations, and does so collectively and with continuity. Diligence is demonstrated across the board with regard to content, but the report's format and strategy order could be adjusted for accessibility. BCTC's report provides evidence of innovative approaches to enhance diversity and equity at the institution and shows promise for future reports and strategy development. Future development may consider discussing other long-term, potentially broad-based strategies in place to support a diverse student body, although some of this is captured in the discussion of newer initiatives. Overall, BCTC has here provided a high-quality report of their new and ongoing diversity initiatives.

# Team 5: University of Louisville, Southeast Community College, Hopkinsville Community College, Eastern Kentucky University

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Team Lead — Sterling Crayton  
Kentucky Council on Postsecondary Education



# University of Louisville — 29/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The goal of "provide mentoring and coaching" is vague; goals were effective, but at the outset could have set a more specific goal.
- The explanation of strategy effectiveness could be fleshed out more, particularly when it comes to analyzing data/trends.
- This section is as much about next steps and expected outcomes as it is identifying the shortcomings of strategies and areas for improvement.

# Southeast Community & Technical College — 30/34

- 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
<b>Total – 13/16</b>	<b>13</b>

- Qualitative Scores

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



- Success: Increase faculty-student engagement, utilizing Starfish and Civitas Illume to increase student feedback on
- their classroom progress; decline in participation.
  
- Success 2: Promote a campus environment to provide student support, assistance, guidance, and resources so they can
- successfully complete their academic, transfer, and/ or career goals.
  
- Impact: Increase the representation of minorities on campus through community engagement activities.

# Hopkinsville Community College — 22/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	1
Effectiveness	1	2	1
Lessons Learned	2	2	1
<b>Total – 13/18</b>	<b>5/6</b>	<b>5/6</b>	<b>3/6</b>

- Impact: For the goal of demonstrating a climate of inclusivity, is the measure just appearing inclusive? Is there a measure of whether participants felt inclusivity? My HCC survey did not measure cultural competency; they acknowledge need for more data, but no acknowledgment of lack of faculty/staff.
- Impact 2: The analysis claims HCC is effective in retention of diverse faculty because reasons for leaving are the same as majority faculty. There is no analysis of data, no mention of reporting bias or other possible explanations, and no discussion of a strategy for retention.

# Eastern Kentucky University — 31/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	2
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 15/18</b>	<b>15</b>

- Qualitative Scores

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

- The next steps are generic, such as "build on success" or "expand mentorship opportunities; the lessons for ECU Booksmart were also vague.
- I would argue that simply providing data points is a basic level analysis, but there was more of a narrative approach to the analysis of effectiveness in the "Lessons Learned" section.



# Team 6: Murray State University, Gateway Community & Technical College, University of Kentucky, Elizabethtown Community & Technical College

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Team Lead — Rae Smith  
Kentucky Council on Postsecondary Education

# Murray State University — 30/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The university has made overall progress and has successes. The report tends to address the strategies as planned actions rather than clearly stating what has been implemented. The overall report would benefit from a consistent voice and continuity of reporting style.



# Gateway Community & Technical College — 24/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	2
URM Graduation	0
Low Income Graduation	0
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	2
<b>Total – 8/16</b>	<b>8</b>

- Qualitative Scores

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

- Successes from relationship building with area high schools and the guidance counselors at those schools. Data was collected and analyzed for each initiative. Good emphasis on addressing academic and non-academic barriers students face.

# University of Kentucky — 29/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- The University of Kentucky has a strategic plan principal of bringing together many people into one community. This clearly articulates what diversity looks like in practice. Their diversity programs reach out to URM , low income, adult learners, first generation, differently abled, religious minorities, veterans, Appalachian, and international students. These efforts lead to an increased sense of belonging and better services for all students. Plan could be used as a best practices resource for other institutions.

# Elizabethtown Community & Technical College — 33/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
<b>Total – 18/18</b>	<b>6/6</b>	<b>6/6</b>	<b>6/6</b>

- Clear strategies with good data and deep analysis. Collected data through several methods including surveys and tracking participation. Documented successes and detailed plans to build on the work already done. The results of these efforts enrich the opportunities for success for all students. Excellent reporting.

# Next Steps

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Dr. Dawn Offutt

Executive Director of Initiatives for Diversity, Equity, and Inclusion  
Kentucky Council on Postsecondary Education



## Next Steps



Institutions that scored below the applicable threshold are not automatically eligible to apply for new academic programs for AY 2024-25.



Institutions may request a waiver from their ineligible status no later than June 1st. Instructions for submitting an improvement plan will be sent thereafter.



The CEO will review improvement plans and provide recommendations for approval at its October meeting.