KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

June 24, 2024 – 1:00 p.m. ET
Southcentral Kentucky Community & Technical College, Board Room – Building L

**Indicates action item*

I. Call to Order

II. Roll Call

III. Welcome/CPE Updates

IV. Approval of the Minutes* 2

V. SKYCTC Presentation 4
A. Welcome and Campus Introduction – Dr. Phil Neal
B. Presentation – Dr. Brooke Justice and Ms. Sherri Forester

VI. Annual DEI Evaluation — Final Report 28

VII. Institutional Improvement Plan - Somerset Community College* 31

VIII. Other Business
A. 2024 – 2025 Meeting Dates*

IX. Adjournment

MEETING MINUTES

Draft for Approval by the Committee on Equal Opportunities, June 24, 2024

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

CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, April 22, 2024, at 1:00 p.m., ET. The meeting occurred virtually via ZOOM. Chair Elaine Walker presided.

ROLL CALL

Committee Member attendance:

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

Gaines Brown, CPE's Associate for Diversity, Equity & Inclusion, served as recorder of the meeting minutes.

ADOPTION OF AGENDA

The Committee adopted the agenda as presented.

APPROVAL OF THE MINUTES

The minutes of the January meeting were approved as distributed.

LEGISLATIVE UPDATE

Mr. Travis Powell, CPE's Vice President and General Counsel, provide an update from the 2024 Kentucky Legislative session. The 2024 Regular Legislative Session closed on April 15, 2024, and the anti-DEI bills (HB 9 and SB 6) that were introduced did not advance.

DRAFT

OCPE INSTITUTIONAL DIVERSITY STRATEGY REPORTS

Between February and April 2024, members of the CEO and select CPE staff members conducted the annual reviews of the institutional Diversity Plan evaluations. This was accomplished through six review teams, each reviewing four institutions.

At the meeting, each review team presented their findings. Of the 24 institutional plans reviewed, only two did not meet the minimum required score - Somerset Community College and Kentucky State University. As a result, neither institution is eligible to apply for new academic programs during academic year 2024-25, unless they request a waiver from their ineligible status and submit an improvement plan that would need to be reviewed and approved by the CEO and the Council.

ADJOURNMENT

The Council adjourned at 3:15 p.m. ET.

DRAFT

Diversity, Equity, Inclusion at SKYCTC

Dr. Brooke Justice

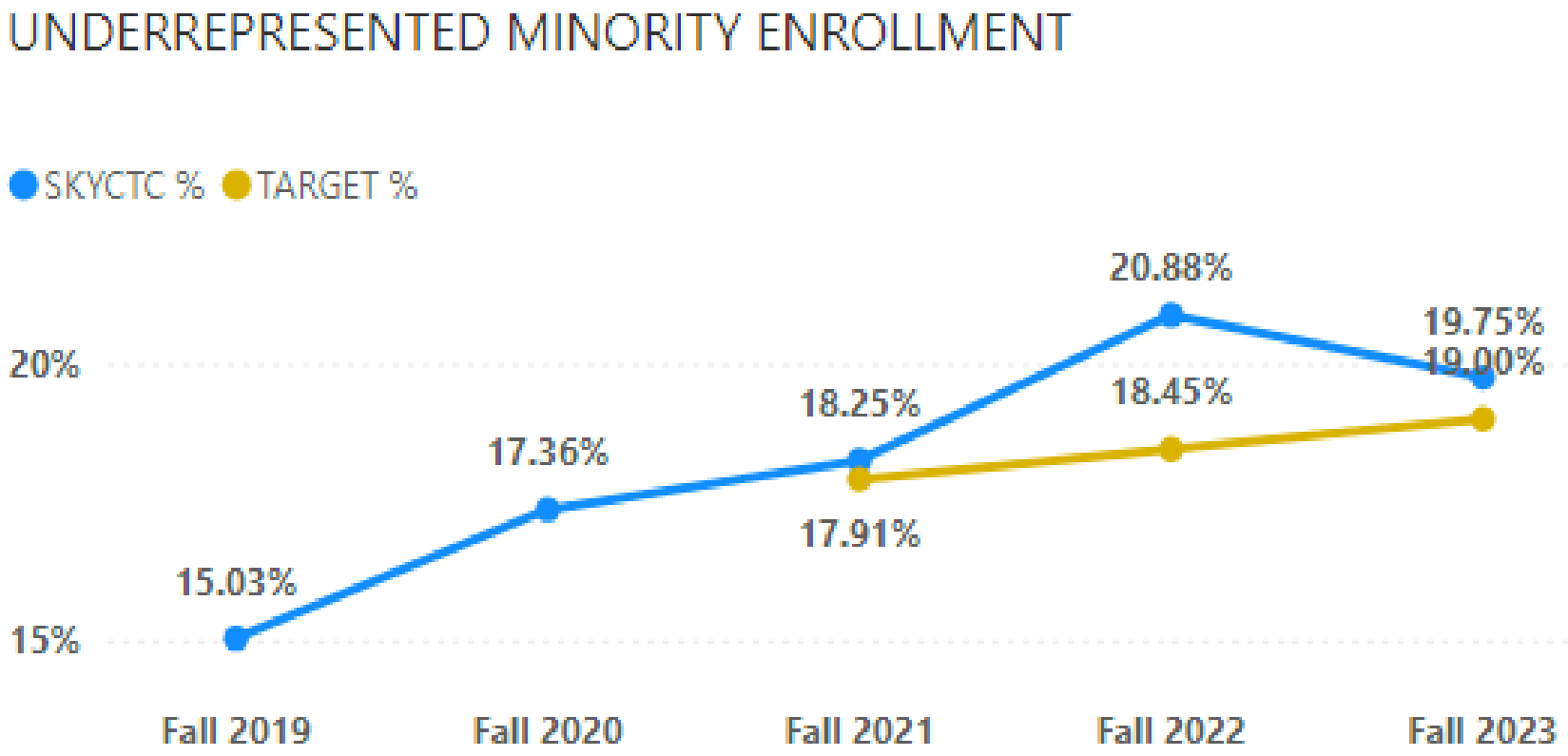
Ms. Sherri Forester

June 24, 2024

Goal- Opportunity

Increase the 2015-2016 minority enrollment base by 2% by the year 2020

Opportunity



Opportunity-

Expand outreach to under-represented minorities in community

Event	Details
Project L.I.F.E.	Latino student mentorship program
South Central Workforce New American Academy	General admissions table for new American families
Dueña de mi Futuro	College and career opportunities presented on consecutive Saturdays
Winter Fiesta	Hispanic Community Potluck
Latinos in Healthcare	Informational session about healthcare programs and careers
Hispanic Resource Fair	Showcase of businesses that have Spanish-speaking representatives

Opportunity-

Target under-represented minority high school students to increase awareness of SKYCTC

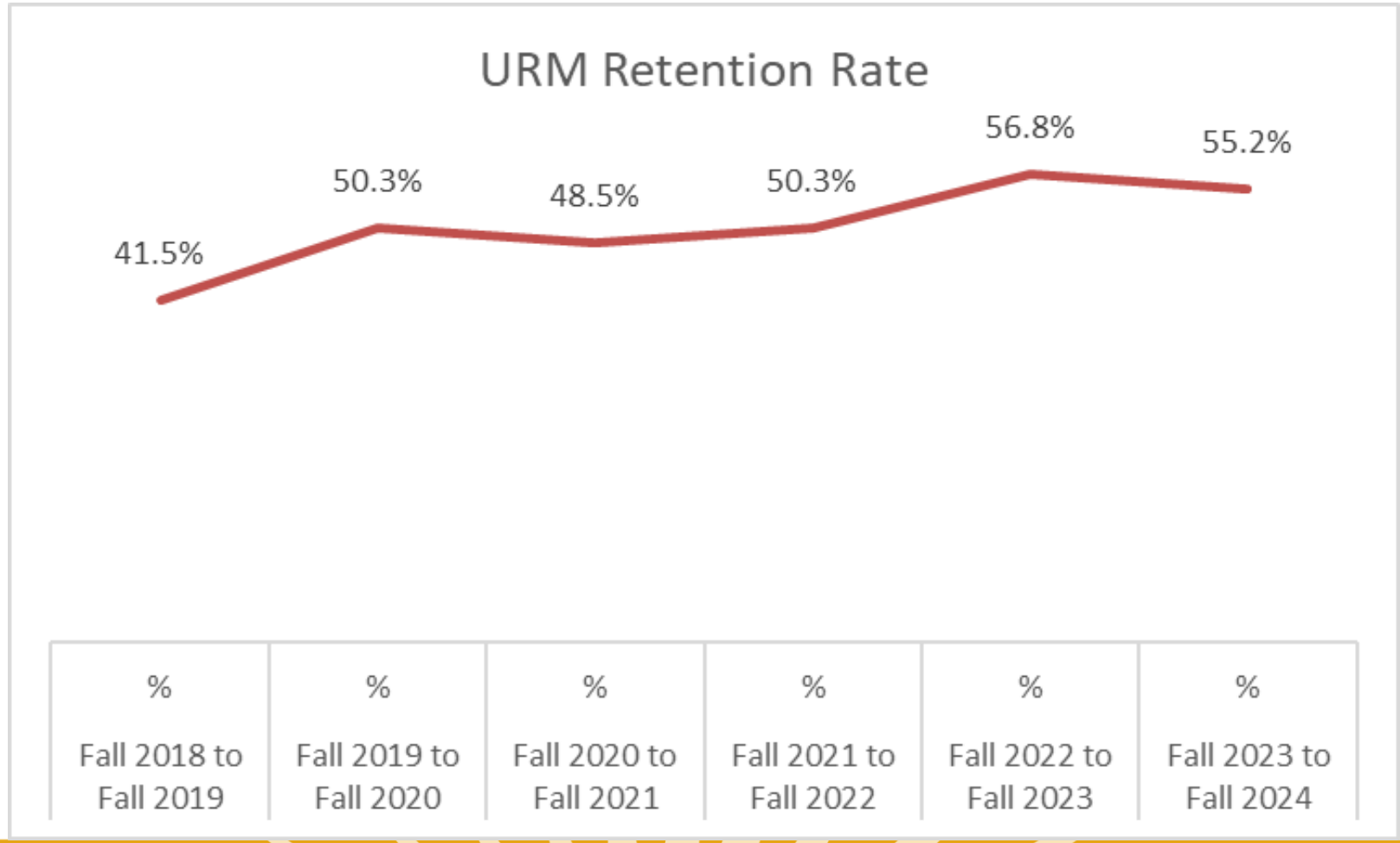
Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024
American Indian/Alaska Native	5	5	6	2
Black/African American	50	51	101	102
Hispanic/Latino	63	84	129	140
Native Hawaiian/Pacific Islander	2	2	6	3
Two or More Races	43	64	82	70
Grand Count	163	206	324	317

SOUTHCENTRAL KENTUCKY COMMUNITY & TECHNICAL COLLEGE

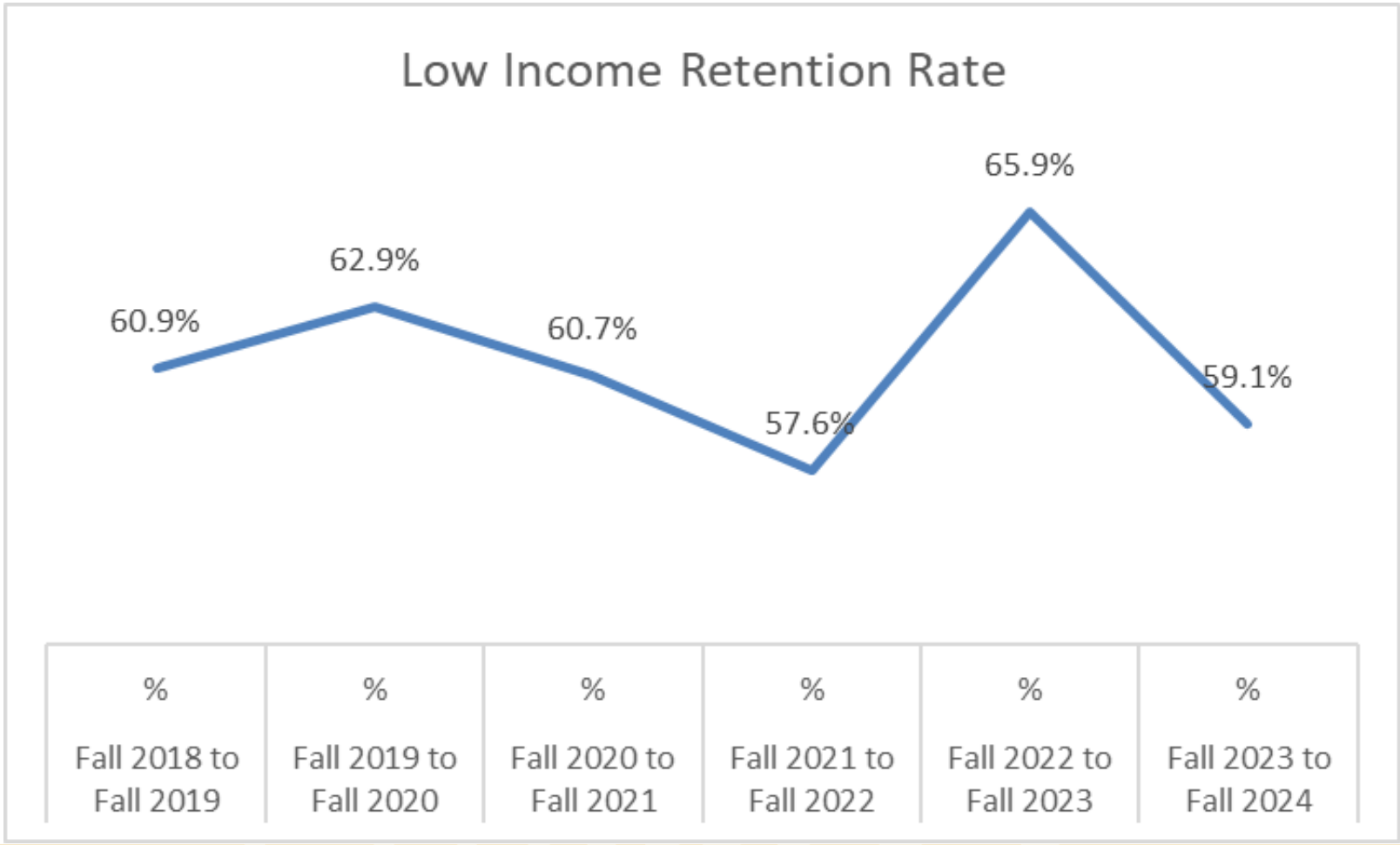
Goal- Success

By 2020, close achievement gaps and improve overall student success by enhancing student engagement

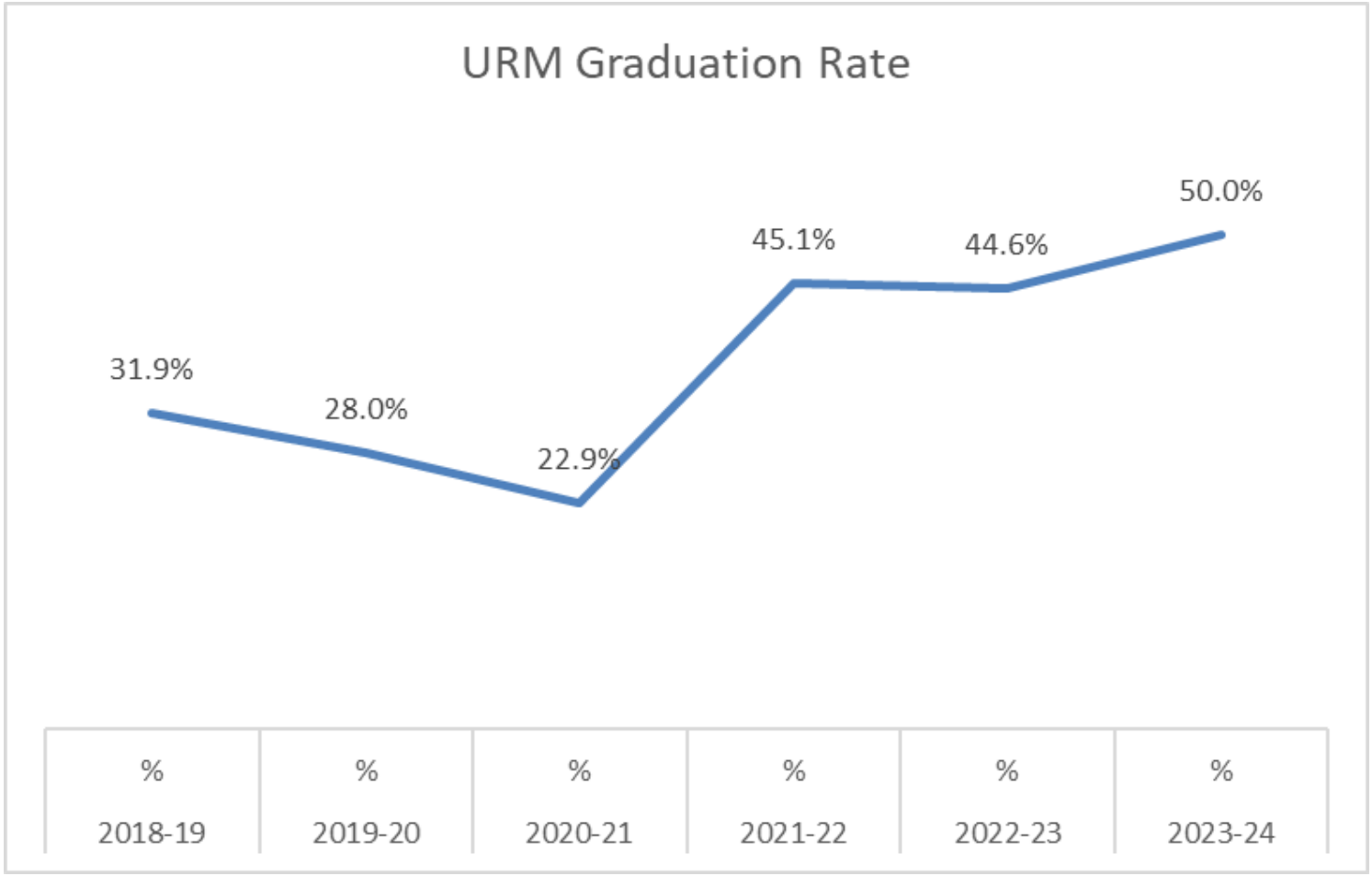
Success- Retention Rate



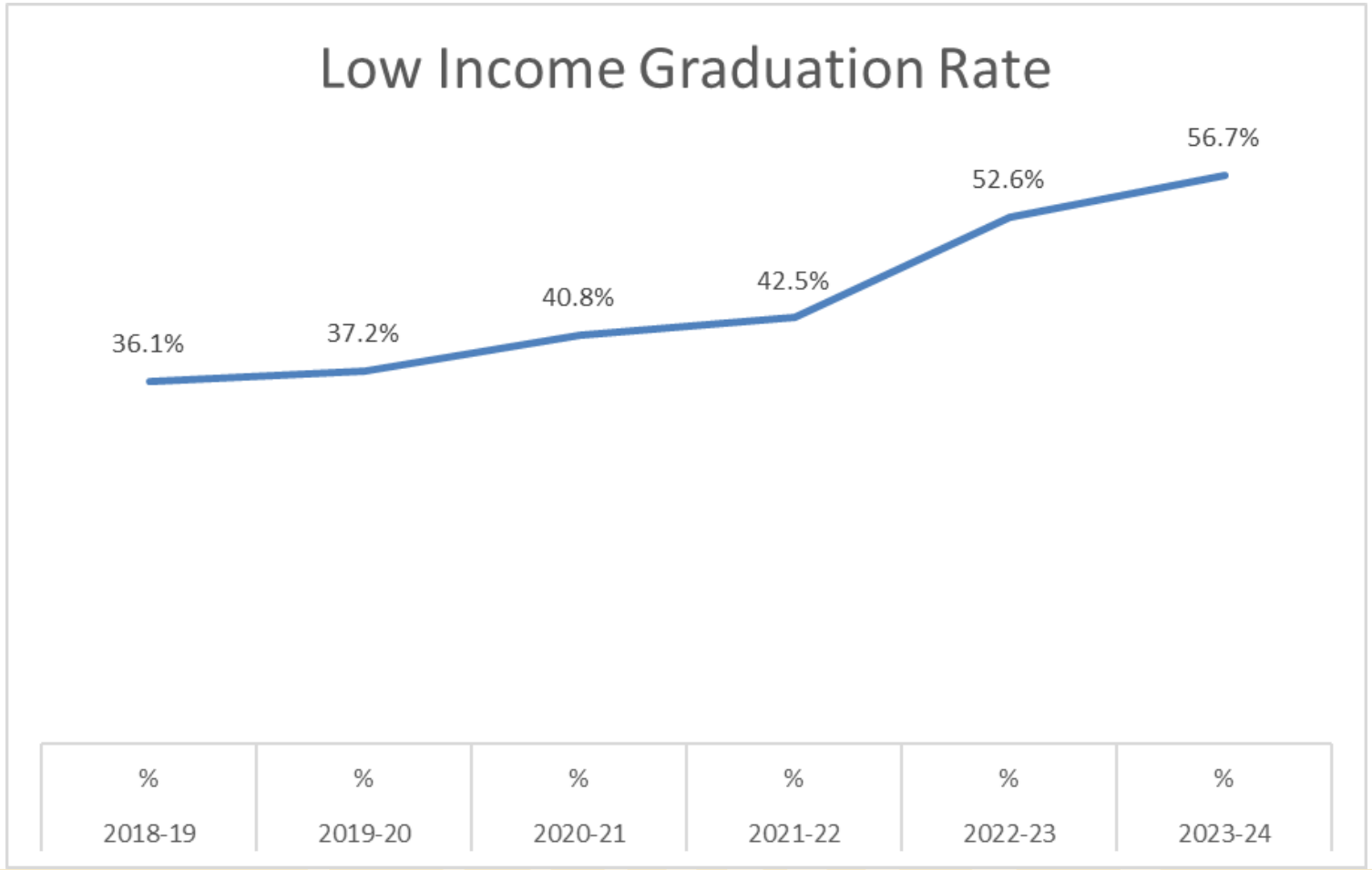
Success- Retention Rate



Success- Graduation Rate



Success- Graduation Rate



Success-

Increase retention of under-represented minority and low-income students

- Student Ambassadors
  - Retention of first-time students
- TRIO Student Support Services
  - Provide students with academic advising, tutoring, access to cultural activities, and additional financial assistance
  - Retention rate of SSS students was 69.5%
- TRIO Educational Opportunity Centers
  - FAFSA workshops
  - Transcript & application fee waivers

Goal- Impact

By 2020, meet or exceed faculty and staff diversity population of SKYCTC service area.

Impact

Year	Percentage of Minority Faculty at SKYCTC
2015-16 (Baseline)	9%
2019-20	8%
2020-21	7%
2021-22	10%
2022-23	9%
2023-24	8%
Year	**Percentage of Minority Managerial Positions at SKYCTC**
2015-16 (Baseline)	16%
2019-20	15%
2020-21	16%
2021-22	16%
2022-23	10%
2023-24	13%

Impact-

Expand outreach of SKYCTC faculty and executive management positions

- African American Churches in the Barren Rivers Area Development District Service Area (approximately 43 churches);
- Bowling Green Human Rights Commission;
- Bowling Green International Center;
- Community Action of Southern Kentucky (Refugee Services);
- Goodwill Industries;
- Office of Employment Services and Training;
- St. Joseph Catholic Church (Hispanic);
- City of Bowling Green - International Communities Liaison – Amigo Resource Network
- Social Media (Facebook, X, Instagram, and LinkedIn)
- Area Libraries (Barren, Butler, Edmonson, Monroe, & Warren Counties)
- Black Leaders Advocating for the Community (BLAC)
- WKU Greek Affairs – National Pan-Hellenic Council (NPHC)
- National Association for the Advancement of Colored People
- La Nuestra (Spanish Radio program that airs on WKCT 930 AM on Sunday afternoon)
- Butler County Chamber of Commerce
- WBKO – Job Watch (hard-to-fill positions)
- Handshake – post to 22 Kentucky colleges and universities

Impact-

Educate search committees on hidden biases

- SKYCTC adheres to a structured screening and interview process ensuring all candidates experiences are positive, consistent, and the same opportunities are provided for everyone.
- Annual Mandatory Training:
  - 2023 Avoiding Discriminatory Practices
  - 2022 Implicit Bias and Microaggression Awareness
    - Discrimination Awareness in the Workplace
  - 2021 Diversity, Equity, and Inclusion Practices
  - 2020 Discrimination Awareness in the Workplace

Impact-

Ensure diverse interview panels

- Mandatory training
- Structured screening and interviewing process
- Involve employees from across the College
- Mix of genders, ethnicities, ages, and other demographic factors
- Human Resource representative is present during all interviews

Goal - Impact

Increase the level of culturally competent faculty and staff.

Impact
Conduct a Campus Climate Survey

- 2019 SKYCTC participated in an Equity and Inclusion Assessment
- 2021 SKYCTC participated in a follow-up survey
  - Millennium Learning Concepts – Dr. Roger Cleveland

1) intentional recruitment of students, faculty, and staff 2) train continuously, and 3) inclusion council.

Impact-

Education resources and professional development

- Faculty are required to complete 25 hours of PD annually
- Dedicated committee for PD comprised of faculty and staff
- Fall & Spring Enhancement Days
- Tuition Assistance Program – 6 hours per semester (allocate 65K)
- KCTCS Courses – 6 hour per semester tuition free
- Convocation & Welcome Back – August & January
- Supervisor Training
- Conferences, workshops, seminars
- Administrative Assistants – Women's Conference
- Mandatory Training – condition of employment

Goal - Impact

Retain diverse faculty and staff.

Impact-

Involve faculty and staff in social and culture life of SKYCTC

- New Employee Luncheon Series - 6 total
- Mentor Program – Faculty & Staff
- New Faculty Training (2 weeks prior to the start of classes)
- Convocation
- College Celebrations – SKYCTC Night at the Ballpark
- Division/Department Meetings
- Community Service
- Committee Service
- Programs for SKYCTC students – Food Pantry, Angel Tree Program for students' children, Emergency Fund

Impact-

Mentoring program for new SKYCTC faculty and staff

The goal for the Staff Mentor is to build relationships with new staff members by:

- serving as a source of support for new employees
- sharing about the Culture of Caring at SKYCTC
- serving as an answer source when the staff member has questions
- being an active listener and valuable resource

2022-2023 Final Scores – 4-Year Institutions

	4-YEAR INSTITUTIONS								
2	GOALS	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU
3									
4	Undergraduate Enrollment	2	2	2	2	2	2	2	2
5	Graduate Enrollment	2	2	2	2	2	2	2	2
6	1st-2nd Year Retention (URM)	2	0	0	1	2	2	1	2
7	1st-2nd Year Retention (low-income)	2	0	0	2	2	2	2	2
8	6-year Graduation Rate (URM)	2	0	2	2	0	0	0	0
9	6-year Graduation Rate (low-income)	1	0	2	2	1	0	0	0
10	Degrees Conferred (URM)	2	1	2	0	0	2	2	1
11	Degrees Conferred (low-income)	0	1	0	0	0	0	1	0
12	Workforce Diversity	2	1	2	1	1	1	1	1
13		15	7	12	12	10	11	11	10
14									
15	Opportunity								
16	Implementation	2	1	2	2	2	2	2	2
17	Effectiveness	2	1	2	2	2	2	2	2
18	Lessons Learned	2	1	1	2	2	2	2	2
19	Success								
20	Implementation	2	1	2	2	2	2	2	2
21	Effectiveness	2	1	1	2	2	2	2	2
22	Lessons Learned	1	1	2	2	2	2	2	2
23	Impact								
24	Implementation	2	1	2	2	2	2	2	2
25	Effectiveness	1	1	1	2	2	2	2	2
26	Lessons Learned	2	1	1	2	2	2	2	2
27		16	9	14	18	18	18	18	18
28	Total (out of 36)	31	16	26	30	28	29	29	28

2022-2023 Final Scores – KCTCS

30	KCTCS															
31	GOALS	ACTC	BSCTC	BCTC	ECTC	GCTC	HCTC	HenCC	HopCC	JCTC	MadCC	MayCTC	OCTC	SomCC	SKYCTC	Southeast CT	WKCTC
32																	
33	Undergraduate Enrollment	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
34	1st - 2nd Year Retention (URM)	2	2	2	2	0	2	2	2	1	0	2	1	2	2	2	2
35	1st - 2nd Year Retention (low-income)	2	0	2	2	2	0	2	2	1	2	2	2	2	2	2	2
36	3-year Graduation Rate (URM)	0	2	2	1	0	1	2	0	0	2	0	2	0	2	0	0
37	3-year Graduation Rate (low-income)	2	2	1	2	0	2	2	0	0	0	2	2	2	2	2	0
38	Crendential Awarded (URM)	2	0	0	2	2	2	2	2	2	2	2	2	0	2	2	0
39	Crendential Awarded (low-income)	0	0	0	2	0	0	2	0	0	0	0	2	0	2	2	0
40	Workforce Diversity	1	1	0	2	2	1	0	1	2	2	1	1	1	1	1	0
41		11	9	9	15	8	10	14	9	8	10	11	14	9	15	13	6
42	Opportunity																
43	Implementation	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
44	Effectiveness	1	1	2	2	2	1	2	1	2	2	2	2	2	1	2	2
45	Lessons Learned	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2
46	Success																
47	Implementation	2	1	2	2	1	2	2	1	2	2	2	2	1	2	2	2
48	Effectiveness	2	1	2	2	2	2	2	2	2	2	2	2	1	1	1	2
49	Lessons Learned	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2
50	Impact																
51	Implementation	2	2	2	2	1	1	2	1	2	2	2	2	2	2	2	2
52	Effectiveness	1	2	2	2	2	1	2	1	2	2	2	2	1	2	2	1
53	Lessons Learned	2	2	2	2	2	1	2	1	2	2	2	2	1	2	2	1
54		15	14	18	18	16	14	18	13	17	18	18	18	12	16	17	16
55	Total (out of 34)	26	23	27	33	24	24	32	22	25	28	29	32	21	31	30	22

Waiver Process

- Institutions not meeting the minimum required score can request a waiver to be eligible to apply for new academic programs for 2023-24.

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

  - Kentucky State University
  - Somerset Community College

Diversity Quantitative Improvement Plan

Somerset Community College
June 2024

Somerset Community College (SCC) is committed to implementing changes to our diversity, equity, and inclusion program to address identified deficiencies. SCC is committed to developing, maintaining, and expanding educational opportunities for all postsecondary students. We strive to recruit and enroll a diverse student population, are committed to their ongoing success, and we seek to cultivate an inclusive and supportive campus environment. This improvement plan provides an opportunity to strengthen and build upon our past successes with diversity, equity, and inclusion by incorporating changes that will improve our processes, programs, and services to better serve our students going forward and improve our performance related to DEI efforts.

INSTITUTIONAL REFLECTION

SCC has reviewed the quantitative and qualitative 2022-2023 report and carefully reviewed the associated strategies, data, and narratives included in the report. We have determined that our DEI strategies are effective. However, to improve our ability to demonstrate the fidelity of our DEI efforts, we need to improve the clarity of our goals and outcomes expected, improve the use of data to support our narrative, and do a better job of analyzing the effectiveness of our efforts. Reflections related to the quantitative and qualitative portions of the report are provided below.

QUANTITATIVE

Progress Towards Meeting Goals. SCC received a **9/16** score in the quantitative portion of the review. SCC is performing well and either meeting or exceeding expectations in several categories including undergraduate enrollment, first to second year retention of underrepresented minority (URM) students, first to second year retention of low-income students, and in the three-year graduation rate of low-income students (see detail below). SCC has also been making progress towards targets associated with workforce diversity. However, SCC did not meet the expectations in the categories of three-year graduation rate of URM students, degrees conferred to URM students, and degrees conferred to low-income students. Analysis presented below reveals some possible causes of underperformance in these categories – primarily the potential impact of the COVID-19 pandemic on enrollment.

Underrepresented Minority (URM) 3-Year Graduation Rate. The 3-Year Graduation Rate target for SCC for the 2022-23 academic year was 35.6%. The institution's graduation rate was 32.5%. The 3.1% gap toward the goal represents two URM students in the enrollment cohort. Due to the three-year nature of this metric, the cohort of students began their college enrollment in the Fall 2020 semester. This timeframe was volatile for enrollment, due to the COVID-19 pandemic. Many students withdrew during this time and failed to complete a credential. Falling short only 2 students while fighting the effects of a pandemic was a success in and of itself. Working to bring these students back to campus moving forward through different engagement

efforts will help to keep URM students through to completion, increasing the 3-Year Graduation Rate. The initial success of these engagement efforts can be seen in the current retention rate for URM students (54.7%, which is 6.7% above the target). An increase in retention is a predictor of a future increase in graduation rates.

URM and Low-Income Degrees Conferred. The target for the number of degrees conferred to URM students by SCC was 136, while the actual number awarded was 103. The target for the number of degrees conferred to low-income students by SCC was 2,261, while the actual number awarded was 1,833. These measures were also negatively affected by the COVID-19 pandemic. As credentials are awarded upon completion of a student's program, the students in this group would also be in a cohort of students beginning college during the pandemic. As enrollment was down during that timeframe, the cohort was smaller. Therefore, there were fewer students to award credentials to in both groups. This resulted in not meeting the targets. Recruitment efforts have since begun to help the college recover from the effects of COVID-19. The results of these efforts can be seen in overall unduplicated annual enrollment (Table 1), URM unduplicated annual enrollment (Table 2), and unduplicated low-income annual enrollment (Table 3).

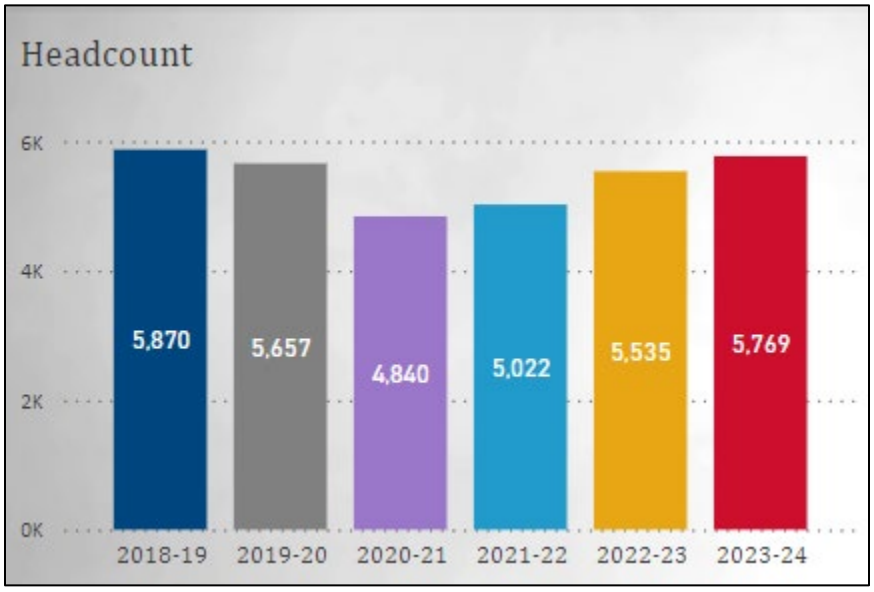


Table 1 – SCC Unduplicated Annual Enrollment 2018-2024

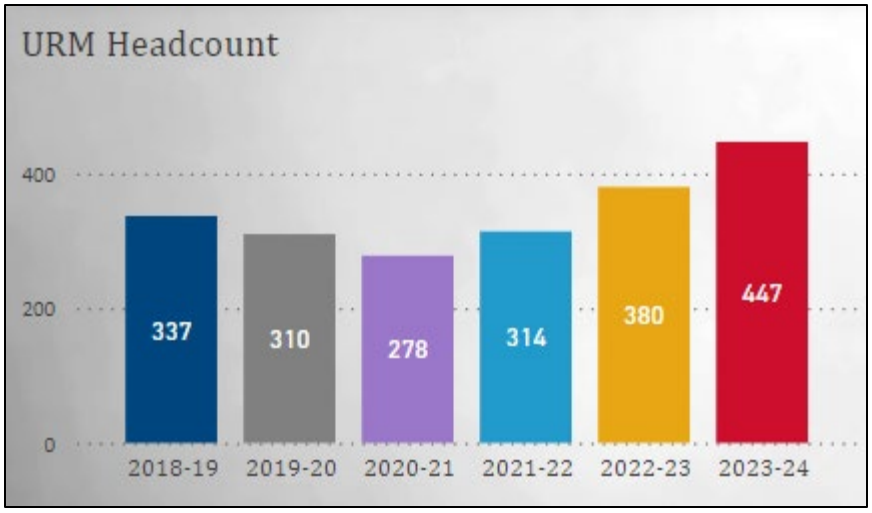


Table 2 – URM Unduplicated Annual Enrollment 2018-2024

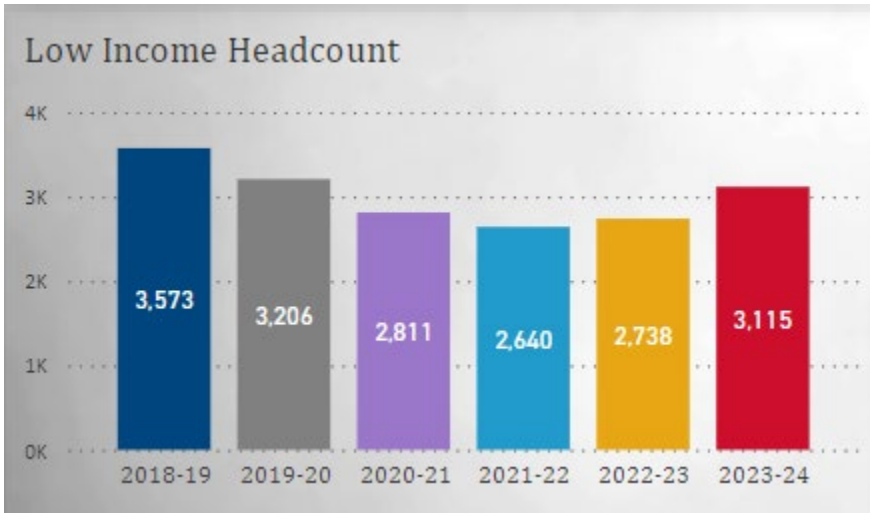


Table 3 – Unduplicated Low-Income Annual Enrollment 2018-2024

Since 2021-22, enrollment overall and in both the URM and low-income categories has increased, which should result in an increase in credentials awarded to those groups based on organizational performance in credential production. Programs and initiatives in place are producing results and as enrollment continues to rebound from the pandemic it is anticipated that performance in these areas will subsequently improve.

QUALITATIVE

SCC received a score of **12/18** on the qualitative reporting portion of the review. Analysis suggests that strategies implemented were positive and impactful but, in some instances, lacked contextual narratives, clear goals, measurable results, detail, and supporting/comparative data. Further, overall analysis and clarity of lessons learned could be enhanced to provide a closure to the effectiveness review. The following sections describe SCC's performance and ratings within

the qualitative reporting categories and how underperformance in key areas may have contributed to not meeting the minimum required score. Additional information related to reviewer comments and suggestions are included where applicable.

Implementation of Strategies with Fidelity (5 of 6 points possible)

SCC was rated as "Meets or Exceeds Expectations" in this category indicating that strategies were fully implemented with fidelity in both the *Opportunity* and *Impact* focus area scores. Although the maximum scores were received in these areas there is opportunity for improvement in the focus area of *Success*. The Success focus area was rated as "*Making progress towards meeting expectations*" which indicates that some evidence was provided related to student success but not provided to the level of full implementation with fidelity. Underperformance in this category can be attributed to deficiencies in the use of supporting data, contextual clarifications and explanations related to the data, and the identification of the specific goals and outcomes expected.

Analysis of Strategy Effectiveness (4 out of 6 points possible)

SCC met and exceeded expectations related to the focus area of *Opportunity* but only achieved a "*Making Progress Towards Meeting Expectations*" rating in the *Success* and *Impact* focus areas indicating that the analysis provided was minimal and did not provide the information necessary to evaluate the effectiveness of the strategies utilized. Retention is a key indicator of student success and SCC retention goals were met and exceeded. SCC's URM retention target was 48% and 54.7% were retained (first time credential seeking URM Fall 2022-Fall 2023). SCC's low-income retention target of 54.3% was also met and exceeded with 55.2% being retained (first time credential seeking URM Fall 2022-Fall 2023). Workforce diversity goals were very successful. SCC met the URM Full-Time Equivalent (FTE) faculty percent of 3.3% and almost met the URM number of management positions goal (7.2%), falling short by one position (6.5%). Underperformance in this category can be attributed to deficiencies in use of data in assessment, lack of clarity in the assessment/effectiveness narratives, identification of objectives/outcomes, analysis of impact and associated inclusion in the assessment/effectiveness narratives.

Lessons Learned and Next Steps (3 of 6 points possible)

SCC's performance in *Lessons Learned* and *Next Steps* was rated as "*Making Progress Towards Meeting Expectations*" in all focus areas (Opportunity, Success, and Impact). However, this area provides the most overall opportunity for improvement. Improved effectiveness in this category is also dependent upon implementation of improvements in both the Implementation and Analysis areas previously identified. Review comments indicate adequacy of current goals. Lacking is the communication of the performance outcomes associated with these goals. Goals were met and lessons were learned but this either was not clarified in the narrative or provided with sufficient data and detail. Underperformance in the category can be attributed to lack of connection between the analysis of strategy effectiveness and the subsequent lessons learned, insufficient detail and description in the narrative related to the accomplishments, and lack of information related to associated issues and challenges.

ACTION PLAN

SCC will address the issues identified herein utilizing several initiatives which are presented below. These efforts are intended to strengthen and enhance current efforts and will address deficiencies and underperforming areas and include stronger integration into the SCC **program review process**, initiation of a **new data strategy**, and specific **plan improvements**/actions needed to improve fidelity and evaluation of effectiveness related to each of the CPE focus areas of Opportunity, Success, and Impact in the DEI plan.

I. **Program Review Integration**. The Diversity, Equity, and Inclusion plan will be incorporated more formally into the SCC program review process. This ongoing process of planning, implementation, and assessment will allow for a deeper integration of the DEI plan with existing institutional effectiveness practices including program review. This inclusion in a more formal process will enhance the quality and assessment of plans and goals and strengthen not only the strategic initiatives but will enhance SCC's ability to glean valuable information about the process and inform future application of knowledge.

Key Steps/Milestones:

Milestone 1 – Incorporate DEI plan into Compliance Assist for Program Review

Milestone 2 – Incorporate Goal/Plan outcomes/expectations

Milestone 3 – Evaluate data available, establish metrics for evaluation

Milestone 4 – Perform program review by assessing progress based on plan

Timeline:	July 1, 2024 – June 30, 2025 (Annual Program Review)
Resources Required:	Compliance Assist Software (currently available)
Person(s) Responsible:	Dr. Elaine Wilson, Dr. Bruce Gover

II. **Data Strategy – Improvements.** To further enhance the ability to utilize data and to assess attainment of goals and objectives data associated with the DEI plan and other DEI initiatives will be incorporated into SCC's Data Access and Research Tool (DART). DEI dashboards are already available in DART and have been effective in identifying key trends with associated data and are already used to inform decision making. A data dashboard specifically related to the DEI plan would further enhance the ability to have data available to identify progress and to identify areas of focus/improvement.

Key Steps/Milestones:

Milestone 1 – Identify current data needs based on existing plan/future plans

Milestone 2 – Develop data dashboards in DART

Milestone 3 – Assess data use and make data set adjustments in DART

Milestone 4 – Adjust data set(s) and display based on analysis

Timeline:	July 1, 2024 – December 15, 2024
Resources Required:	Access to DART, Office of Institutional Effectiveness and Research staff development time.
Person(s) Responsible:	Dr. Elaine Wilson, Dr. Bruce Gover

III. **DEI Plan Improvements.** Improvements to future DEI plans will focus on demonstrating the fidelity of DEI strategies, improving the assessment process to evaluate effectiveness, and clarifying the key takeaways and lessons learned from DEI efforts.

Implementation of Strategies with Fidelity. Quantitative improvement in this category can be achieved by better use of data, clarifications and explanations related to the data, and identification of the specific goals and outcomes expected. Improvement is expected and can be achieved utilizing the following keys for improvement in current and future plans.

Keys for Improvement:

- Improve identification of data utilized
- Identify outcomes expected (clear goals/expectations)
- Identify thresholds of performance – enhanced goal identification
- Utilize comparative data (where available) – improvements year over year (where applicable)
- Outcomes achieved/progress toward outcomes
- Implementation plan/action planning steps
- Improve fidelity reporting/narratives

Timeline:	July 1, 2024 – December 15, 2024
Resources Required:	OIER staff time, DEI staff time
Person(s) Responsible:	Dr. Elaine Wilson, Dr. Bruce Gover

Analysis of Strategy Effectiveness. Quantitative improvement in this category can be achieved by better use of data in assessment, improved identification of objectives/outcomes, expanded analysis of impact including comparative analyses (where applicable), and improvements to the assessment/effectiveness narratives. Improvement is expected and can be achieved utilizing the following keys for improvement in current and future plans.

Keys for Improvement:

- Improve use of data in assessment
- Identification of clear objectives/outcomes
- Determining applicable measures and metrics
- Assessment of efforts
    - Clearly identify goal/effort attainment
    - Clearly identify reasons (or potential reasons) for unmet goals
- Comparative analysis (year over year, peer analysis, etc)

- Improve assessment/effectiveness narratives

Timeline: July 1, 2024 – December 15, 2024

Resources Required: OIER staff time, DEI staff time

Person(s) Responsible: Dr. Elaine Wilson, Dr. Bruce Gover

Lesson Learned and Next Steps – Improvements. Quantitative improvement in this category can be achieved by establishing a stronger connection between the analysis of strategy effectiveness and the subsequent lessons learned, providing a more descriptive and detailed narrative to highlight accomplishments, and to clarify associated issues and challenges. Improvement is expected and can be achieved utilizing the following keys for improvement in current and future plans.

Keys for improvement:

- Improve use of data
- Establish stronger connection between analysis of effectiveness and lessons learned.
- Provide greater detail in description of takeaways/lessons learned
- Provide greater detail in impact/scope of impact
- Describe how lessons learned can/will be utilized in subsequent efforts/plans

Timeline: July 1, 2024 – December 15, 2024

Resources Required: OIER staff time, DEI staff time

Person(s) Responsible: Dr. Elaine Wilson, Dr. Bruce Gover