KY COUNCIL ON POSTSECONDARY EDUCATION
COMMITTEE ON EQUAL OPPORTUNITIES

April 26, 2021 – 1:00 PM ET
ZOOM teleconferencing for Committee members
Livestream Link: https://www.youtube.com/channel/UCK10p_HfwBdgRpVPjgz8i1A

VII.   Other Business

VIII.   Adjournment
Next Committee Meeting: June 28, 2021 @ 1pm ET

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: January 25, 2021
Time: 1:00 p.m. ET
Location: Virtual Meeting – Committee member by ZOOM teleconference. Public
              viewing at: https://youtu.be/iMRT0w0LTDg

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities met Monday, January 25, 2021, at 1:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: https://youtu.be/iMRT0w0LTDg. Committee Chair Robert H. Staat presided.

ATTENDANCE

Members attended: Whitney Allen, Deborah Aparicio, David Carpenter, Alfonso De Torres Nuñez, Rochelle Brown, Colby Birkes, Kim Halbauer, Robert Croft, Luv'Tesha Robertson, and Robert Staat.

Members not in attendance: Terrance Sullivan

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

INTRODUCTIONS

Dr. Staat welcomed Dr. Rochelle Brown and Terrance Sullivan as the new members on the committee. Dr. Brown is the medical director of medical appeals at United Health Care. Mr. Sullivan is the Executive Director of the Kentucky Commission on Human Rights.

UPDATE FROM ASHLAND COMMUNITY & TECHNICAL COLLEGE (ACTC)

Dr. Larry Ferguson, president of ACTC, provided welcome remarks and an overview on the State of Diversity, Equity and Inclusion at their institution. Several employees provided an in depth presentation on ACTC's diversity initiatives:

- Steve Woodburn, ACTC's Dean of Student Success and Enrollment Services, presented on the demographics of ACTC and the importance of closing the achievement gap.
- Al Baker, ACTC's Director of Cultural Diversity, spoke about the best practices that were implemented at ACTC.
- Additional employees discussed hiring and academic efforts at ACTC.

Committee members asked a number of questions regarding intellectual diversity, future diversity plans, different types of diversity outside of the classroom, LGBTQ services on the campus of ACTC, international students and opportunity and access with ACTC's K-12 partners, and integration of veterans.

APPROVAL OF THE MINUTES

The minutes of the October 26, 2020 meeting were approved as presented.

COMMENTS FROM CPE PRESIDENT AARON THOMPSON

Dr. Aaron Thompson, president of the Council on Postsecondary Education spoke about the progress towards the 60x30 education attainment goal. Overall credentials and attainment increased for underrepresented minority students. Currently, Kentucky has the lowest tuition rate in its history. Dr. Thompson mentioned that the development of the next strategic agenda is coming up soon and that the Commonwealth Education Continuum is in the process of starting its work. He also mentioned filed legislation that the Council is monitoring.

REVIEW OF THE EVALUATION PROCESS

Mr. Muff provided an Overview of the Scoring process that the committee will undertake during the upcoming review process. He reminded members that the reports from the Institutions are due on March 1, 2021.

UPDATE FROM DIVERSITY EQUITY AND INCLUSION
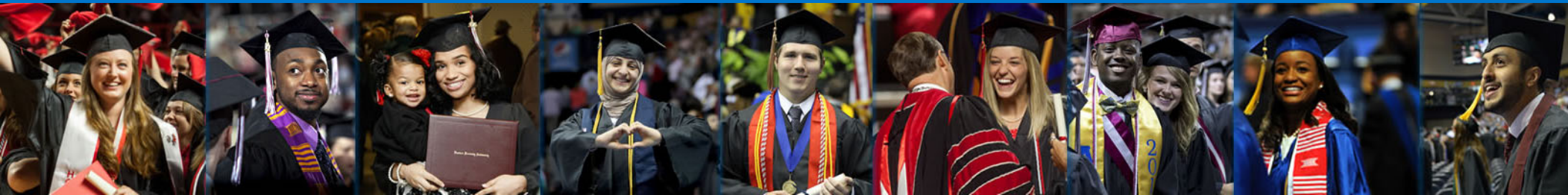
Dr. Dawn Offutt, CPE's Director of Diversity, Equity, and Inclusion, discussed the Cultural Competence Certification Framework, including the implementation plan as well as the development of potential micro credentials associated with completion of the program.

ADJOURNMENT

The Committee adjourned at 2:53 P.M. ET

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

Cultural Competency Certification Process

Dr. Dawn Offutt

Director of Initiatives for Diversity,

Equity, and Inclusion

Kentucky Public Postsecondary Education Policy for Diversity, Equity & Inclusion

- The Policy states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff much become culturally competent.

- Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments.

- As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff.

Cultural Competency Certification Framework

Benefits

- Neutral and independent third-party verification

- Consistency, Currency, and Portability

- Positioning Kentucky as Leader in Cultural Competence

Cultural Competency Certification Framework

Based on the A4 Model of Cultural Competence, the certification has four categories:

Mission - that students, faculty, staff, administrators, and Kentucky's public post-secondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

Credentialing

A micro-credential awarded to students must be equivalent to at least 6 credit hours. Institutions can develop two micro-credentials, which include the learning objectives from the A4 model as follows:

- The components of the first micro-credential would encompass the content found in the Awareness and Acknowledgement phases of the A4 model and would provide enough content to receive credit (6 hours). The program must be accessible for all students and would be prerequisite for Acceptance and Action.

- The components of the second micro-credential would encompass the content found in the Acceptance and Action phases and would provide enough content to receive 6 hours of credit. This additional coursework would be optional and would occur after meeting the prerequisite.

Proposal Process
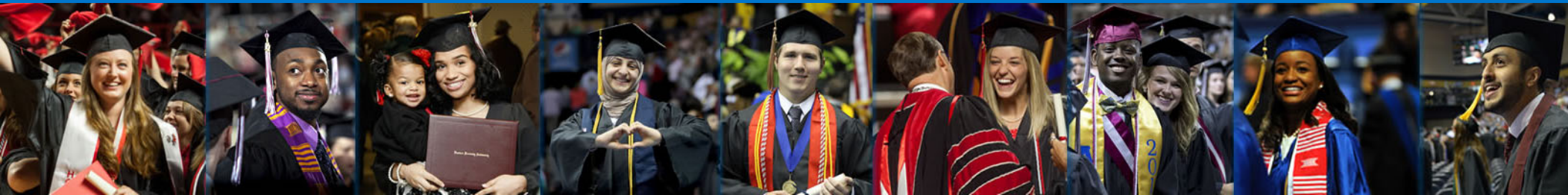
- Institutions must submit a proposal demonstrating alignment with the A^4 Model for Cultural Competence and reflecting a minimum of six credit hours per credential awarded.

- Upon receipt, the Cultural Competency Advisory Council, will review the proposal materials and provide feedback on compliance with the standards and requirements within ten (10) working days.

- CPE staff will make a recommendation to the Academic and Strategic Initiatives Committee (ASI) that the credential be certified as a Kentucky cultural competency credential.

- The ASI will take action on the credential certification at its next scheduled meeting.

Next Steps

- Present CCCC Process to the ASI Committee at the June meeting.

- Identify pilot programs to participate in the certification process.

- Launch pilot in Fall 2021.

Overview of the Scoring Process

Dr. Deverin Muff

Associate. Diversity Equity, & Inclusion

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2020)
  - Qualitative Report Submitted
  - 2019-2020 Data Analyzed.
- Evaluated based on a Rubric; divided into 2 sections
  - Quantitative
    - 18 possible points for Universities
    - 16 possible points for KCTCS Institutions
  - Qualitative
    - 18 possible points
  - Minimum Score for Eligibility to Offer New Programs
    - 24 for Universities
    - 22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

- Evaluation of progress toward targets set in the following areas:
  - Undergraduate and Graduate Enrollment*
  - 1st to 2nd Year Retention (URM and Low Income)
  - Graduation Rate (URM and Low Income)
  - Degrees Conferred/Credentials Awarded (URM and Low Income)
  - Workforce Diversity
- 9 areas for Universities and 8 areas for KCTCS Institutions Scoring*
  - 2 – Annual target met or exceeded.
  - 1 – Annual target not met, but value is greater than the 2015-2016 baseline.
  - 0 – Annual target not met and value is less than the 2015-2016 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

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

- Enrollment Evaluation Standard
  - The institution shall demonstrate that the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy. This may be substantiated by providing evidence that goals outlined in an institution's plan were generally attained or significant progress was made toward those goals, that students have been provided the opportunity to interact with diverse peers both inside and outside the classroom, and through other means identified by the institution as supported by valid research. Progress toward any one goal shall not determine whether or not expectations have been met; an institution shall be evaluated based on the entirety of its report in this area.

Diversity, Equity, and Inclusion Plan Report Evaluation – Enrollment

- Annual targets were set in the following areas:
  - African American Undergraduate Enrollment
  - Hispanic Undergraduate Enrollment
  - URM Undergraduate Enrollment
  - URM Graduate Enrollment (universities)

- A narrative was provided by each campus to describe how the diversity of its student body provides its students with the opportunity to receive the educational benefits of diversity as described in the Policy.

- All elements were considered in the evaluation and a score of pass (2) or fail (0) was provided.
  - Universities were provided a score for both graduate and undergraduate diversity.

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

- 3 focus areas outlined in the Policy for Diversity, Equity, and Inclusion
  - Opportunity, Success, and Impact
- Each institution's plan identified strategies designed to meet the goals set forth in each of these focus areas.
- For each focus area, reports were evaluated on the following criteria:
  - Implementation of Strategies with Fidelity
  - Analysis of Strategy Effectiveness
  - Lessons Learned and Next Steps
- The 3 evaluation areas are each scored in the following manner:
  - 2 – Meets or Exceeds Expectations
  - 1 – Making Progress Toward Meeting Expectations
  - 0 – Does Not Meet Expectations
- Maximum of 18 Points
  - 3 policy areas, each with 3 evaluation areas and a maximum of 2 points in each category
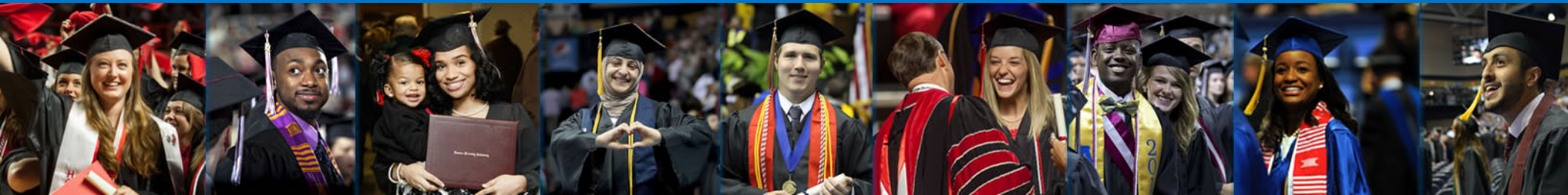
Team 1:
Hazard Community & Technical College,
Madisonville Community College,
Somerset Community College,
Kentucky State University

Dr. Grace Dai- Team Lead

Hazard Community & Technical College – 30/34

- Quantitative Scores

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

- Qualitative Scores

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

Hazard Community & Technical College

"Overall, most of the strategies listed in the report were well implemented. We thinks highly of a couple student-driven programs and strategies to support the student diversity. We would like to have more clarity on the barriers from the admissions process review.

We had one question about the implicit biases training mentioned in the report. A suggestion for future evaluation on the training is that the institution might want to include some open-ended questions in the survey or conduct a follow-up interview with the employees who showed no change or decline to explore employees' perceptions on the training.
For the part of the lessons learned for each strategy, we hope that the institution will provide more information on how they will address these lessons for next steps. "

Madisonville Community College – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Madisonville Community College

Madisonville:

"Overall, the goals of the strategies are ambitious and attainable. A few strategies in the report have been successfully implemented and the data provided in the report also indicate the effectiveness of the programs.

However, it is not quite clear to us how the programs supporting low-income students were implemented and how the institution moved forward with them. For the part of the lessons learned for each strategy, we hope that the institution will provide more information on how they will address these lessons for next steps."

Somerset Community College – 25/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	1	1	2
Effectiveness	0	1	2
Lessons Learned	1	2	2
Total – 12/18	**2/6**	**4/6**	**6/6**

Somerset Community College

Somerset:

"Overall, our teams found that some of the narratives regarding the implementation of the strategy didn't really address the strategy very clearly. The data provided to indicate the effectiveness of the strategy was hard to follow. Additionally, more data would be provided to indicate the effectiveness of each strategy."

Kentucky State University – 26/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	0
Graduate Enrollment	0
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	2
URM Degrees	0
Low Income Degrees	0
Workforce Diversity	2
Total – 9/18	

- Qualitative Scores

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

Kentucky State University

"Overall, the goals of each strategy were met and there was effective analysis of program toward goals. KSU made good efforts to recruit and enroll low-income, URM and first-generation students and improve their persistence rate. However, there is still room for improvement, especially to improve the time to graduation and increase career readiness for low-income, URM and first-generation students. Some data was hard to read, such as the one on Page 9. "
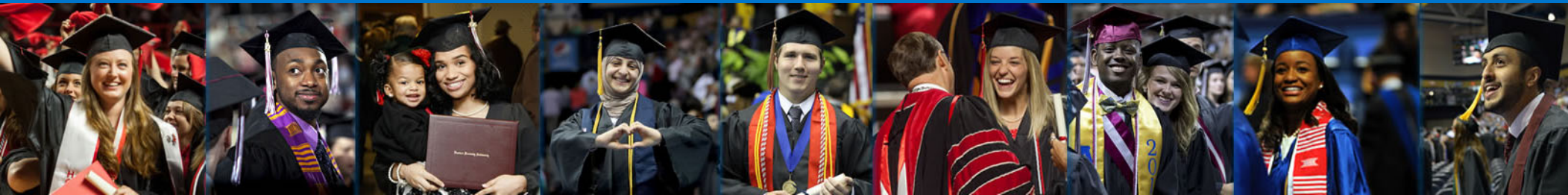
Team 2:
Ashland Community & Technical College,
Henderson Community College,
Northern Kentucky University,
Southcentral Community & Technical College

Dr. Natalie Fagan- Team Lead

Ashland Community & Technical College – 28/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	1
Effectiveness	2	2	0
Lessons Learned	2	2	1
Total – 13/18	**6/6**	**5/6**	**2/6**

Ashland Community & Technical College

Effectiveness-
A basic level of analysis is given using primarily % of total workforce (faculty or management) as evidence. More thorough, analysis could include the # of URM candidates considered and feedback. Were there any new hires? Were the committees even implemented?

Lessons Learned-
The numerous barriers are perceived and outlined with a recognition of a fuller effort being required. How is the "academic dean going to put an emphasis on trying to hire more diverse adjunct instructors"? What is meant by "emphasis"? The lessons learned do not speak directly to the inclusion of culturally diverse employees on search committees for the institution.

Henderson Community College – 23/34

- 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	2
Workforce Diversity	1
Total – 12/16	

- Qualitative Scores

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

Henderson Community College

STRATEGY: To monitor the campus environment.

Effectiveness-
The college seems to have done a good benchmarking comparison with honest reflections on room for improvement. Participant data was shared, but should have been included in the implementation section. How many people were eligible to complete the survey? Was item 9 on the CCSSE the only question that supports this strategy? Was there any data from the corresponding CCFSSE?

Lessons Learned-
Actions have been taken and will be taken to increase Hispanic participation and even reallocate funding based on survey responses. How will the Coordinator of Diversity, Equity, and Inclusion continue to promote? Examples of promotion would have been helpful. What are Hispanic "issues" and how will they be addressed by the new hire?

Northern Kentucky University – 29/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Northern Kentucky University

Opportunity
STRATEGY: Engage outreach efforts to URM students.

Fidelity-
NKU has a broad display of outreach. Adaptations given due to COVID. Additional supports are offered to those students that are successfully recruited. Data, funding, and participation rates were shared in support of implementation. We appreciated the descriptions of adjustments made due to COVID to continue implementation rather than abandoning the project for future years.

Effectiveness-
A detailed trend analysis is offered drilled down to compare totals vs URM enrollments. Data shared was in support of the analysis of effectiveness. A table would have made the information easier to absorb in conjunction with the narrative.

Southcentral 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
Total – 14/16	

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Southcentral Community & Technical College

Impact
STRATEGY: Involve faculty and staff in social and culture life of SKYCTC.

Fidelity-
The descriptions of multiple efforts including the institution's "Culture of Caring" and "special sauce" were relevant, humorous, and appreciated in the discussion of implementation. Data and budget aspects were shared in support of the implementation. There are numerous programs that encourage employee participation in the greater mission of the college.

Effectiveness-
Discussion of awards/recognition relevant in support to the analysis of effectiveness. Evaluation process indicates efforts towards providing tangible evidence in support of the effectiveness of this strategy. The notable awards the institution has received include elements that are referenced in this strategy and the college believes these are confirmations of the engagement they seek.

Team 3:
West Kentucky Community & Technical College,
University of Louisville,
Maysville Community & Technical College,
Eastern Kentucky University

Stephanie Mayberry - Team Lead

West Kentucky Community & Technical College – 29/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

West Kentucky Community & Technical College

Overall, the review group was impressed with this plan. We have provided comments for areas of development we would like to see going forward:

Not even half of the students indicated that their preferred method of communication was via text, but there appeared be significant investment in texting platforms. What other methods were used? Were the results disaggregated by age? This can ensure a multi-pronged approach to reaching students and not applying a one-size-fits-all approach to communication.

The appreciative advising model strategy (fidelity) is written as a historical narrative. How is the program being expanded, developed, and adjusted to best fit student needs?

University of Louisville – 30/36

- Quantitative Scores

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

- Qualitative Scores

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

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University of Louisville

"The bias training for search committees is commendable. The group is interested in learning about the diverse hiring from the 166 openings.."

With the financial aid/scholarship strategy, there are opportunities to review policies (i.e. the scholarship/grant opportunities that cannot be combined with other aid). As well, there appeared to be limited effort to increase awareness on the value-add of a college degree related to income/earning potential in student recruitment.

Maysville Community & Technical College – 32/34

- Quantitative Scores

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

- Qualitative Scores

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

Maysville Community & Technical College

The review group would like to know more details about the survey. It appears biased, unless there is a more intentional effort to connect with those that did not participate in the proactive academic advising.

In a few areas, the Lessons Learned needed to be more thoughtful and reflective. There is a need for improvement in detailing the plans going forward, very limited information.

"Overall, the group was pleased with the plan. However, the COVID-19 pandemic happened for every institution. The group would like to see more innovation and creativity in adjusting to in-person limitations."

Eastern Kentucky University – 32/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	2
URM Degrees	2
Low Income Degrees	0
Workforce Diversity	1
Total – 14/18	

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Eastern Kentucky University

"While the review group is pleased with the work being done at EKU, we would recommend that the narrative is aligned with the strategy goal.."

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

Dr. Carrie Hodge - Team Lead

Big Sandy Community & Technical College – 19/34

- Quantitative Scores

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

- Qualitative Scores

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

Big Sandy Community & Technical College

"The strategies that focused on opportunity were the most well-developed. For example, the "Utilization of minority recruiter" strategy outlined the role of the recruiter as well as how they planned to make the position effective. The strategies that focused on success and impact did not seem as well developed. For example, the "Track academic progress through development of student cohorts" never mentioned incarcerated students, but the effectiveness and lesson learns descriptions focused on that particular student population. ."

"As seen in the scoring, the strategies focused on opportunity were the most successful. They were effective because the fidelity of these strategies was well-thought out and planned. The strategies that did not score highly (success and impact) failed to align the effectiveness with the fidelity.

Morehead State University – 21/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	1	1
Effectiveness	2	1	1
Lessons Learned	1	1	1
Total – 11/18	**5/6**	**3/6**	**3/6**

Morehead State University

The school had a strong understanding of how to utilize fidelity to outline a strategy and how to implement a strategy. The strategies aligned with impact were the only strategies that had a disconnect with fidelity. For example, "Utilize the 2018 National Survey of Student Engagement data" strategy did not outline how that National Survey data was going to be examined or utilize a "baseline of campus perceptions." The fidelity description, instead, focused on the Higher Education Data Consortium since the National Survey did not contain "useful data." An explanation why the National Survey did not have "useful data" was never established.

To improve their strategies, the school needs to reflect more on the lessons learned and produce actionable items/ steps to improve the effectiveness of the strategies. The lessons learned question asks institutions to "describe in detail how it will incorporate results from the strategy analysis." Overall, the lessons learned piece lacked the description on how to learn from the results and how to take utilize those results to "improve or continue" the strategy.

Jefferson Community & Technical College – 28/34

- Quantitative Scores

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

- Qualitative Scores

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

Jefferson Community & Technical College

"Overall, the school had clear, obtainable strategies. The strategies, particularly those focused on LatinX and African-American students, showed an understanding of the student populations who need support. In the strategies, the school showed an understanding that support goes beyond academic support. The "Strengthen partnerships with community groups who can assist students with non-academic issues that are barriers to success" showcased the school's understanding of hardships faced by students, particularly food insecurity and mental health, that hinder success.

Only one of strategies read as vague: "Maintain and enhance strategies to increase success of African-American students." The programs mentioned in the effectiveness implied they supported the African-American student population, but how they increased success was unclear. Retention and academic (GPA) tend to be associated with success, and those measures are not mentioned when discussing this strategy. Possibly by removing the wording "success" from the strategy would overall strengthen the strategy; for example, maybe the school could say "to increase support for African-American students."

Bluegrass Community & Technical College – 30/34

- Quantitative Scores

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

- Qualitative Scores

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

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Bluegrass Community & Technical College

Overall, the lessons learned tended to be summaries what actions were taken to try to fulfill the strategies. Reflections and next steps tended not to be present in the lessons learned. The strategy "Enhance recruitment communication for both internal and external stakeholders" has the strongest lessons learned write-up as it contained ways to develop the strategy further and actions to take.

Overall, a connection between fidelity and effectiveness needs to be strengthened as well as between effectiveness and lessons learned.
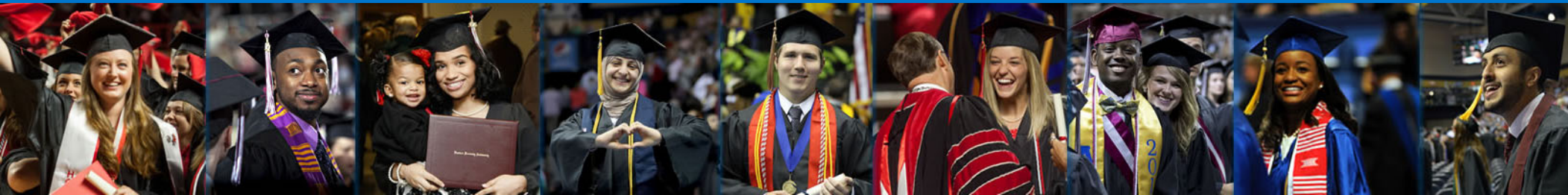
Team 5:
Owensboro Community & Technical College,
Southeast Community & Technical College,
Hopkinsville Community College,
Western Kentucky University

Rae Smith- Team Lead

Owensboro Community & Technical College – 31/34

- 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	0
Total – 13/16	

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total –18/18	**6/6**	**6/6**	**6/6**

Owensboro Community & Technical College

Overall it is a good report. OCTC has made a commitment to intentional steps that involve leadership, faculty, staff and students. The efforts have been monitored and assessed for effectiveness, fine-tuned where needed, and adapted because of impacts from COVID.

Based on the demographics of the region, the committee wondered if there had been an exploration of the potential behind partnering with international companies in the area, with the goal of connecting URMs and the specific group within URMs who speak a language other than English? Many international companies seek individuals who can speak two or more language to fill high-wage/high-demand technical jobs. This could be an interesting opportunity for Hispanic students.

Southeast Community & Technical College – 23/34

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
URM Retention	0
Low Income Retention	0
URM Graduation	0
Low Income Graduation	1
URM Degrees	1
Low Income Degrees	1
Workforce Diversity	1
Total – 6/16	

- Qualitative Scores

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

Southeast Community & Technical College

The work with dual enrollment is to be commended.

The intentional effort to infuse culture into the curriculum is also a noteworthy strategy.

One area that was touched on in the report that the committee thought could be further explored is the area of serving those with disabilities. It is important for programs that serve to increase the participation of racial/ethnic minorities or other underrepresented groups to be welcoming and accessible to students with disabilities. After all, there are people with disabilities within any of these underrepresented groups. There may be an opportunity in the region for American Sign Language.

Hopkinsville Community College – 22/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	0	2	1
Effectiveness	2	2	2
Lessons Learned	1	2	2
Total – 14/18	**3/6**	**6/6**	**5/6**

Hopkinsville Community College

 Much of the report was the same as 2019. The difference was a realization that the strategies needed to be revised so that the results could be measured and evaluated. Higher scores were given for lessons learned because the need for strategy revision that focuses on targeted, intentional efforts was noted and included specific recommendations in a number of areas.

It seems the public was made aware of employment opportunities, and it appears to have worked based on the data provided. But the report provides little evidence regarding how HCC would persuade racially and ethnically diverse individuals to consider HCC as a workplace destination. and persuade them to stay and retain them.

Western Kentucky University – 30/36

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Western Kentucky University

Your work with targeted Living-Learning Communities and Special Living Options is to be commended. The new residence halls could enable deep faculty and peer engagement.

The addition of micro-financial assistance to keep students from dropping out is a promising initiative. Please report data to show if it reduced drop out due to financial distress. This could also be an opportunity to identify other barriers your URM students face.
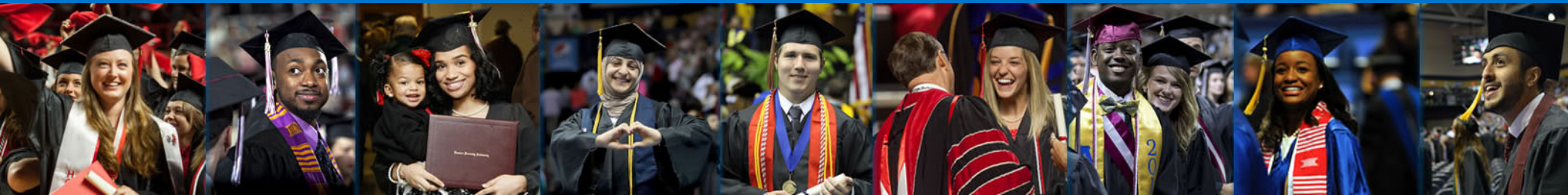
Team 6:
Murray State University,
Gateway Community & Technical College,
University of Kentucky,
Elizabethtown Community & Technical College

Lisa Shemwell - Team Lead

Murray State University – 30/36

- 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	2
Low Income Degrees	1
Workforce Diversity	1
Total – 13/18	

- Qualitative Scores

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

Murray State University

Opportunity Strategy 2—Collaborate with JCTC for recruitment plan aimed at meeting admission needs of their students.

Need more specifics on lessons learned action steps. How will you expand your research, what will you do, when will you do it? We just need the detail under lessons learned.

Opportunity Strategy 4 Increase number of new freshmen students visiting campus.

Provided various events for visitation opportunities. Excellent way to make use of Student Weekend and using students from LEAD Organization. Interested in knowing more detail on breakdown of each high school, district, etc. You provided breakdown of the high schools, but did you see more success from specific schools. Knowing this will allow you to review what you are doing differently and get at the "why" of your results.

Gateway 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
Total – 15/16	

- Qualitative Scores

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

Gateway Community & Technical College

We do encourage you to consider pre and post testing in analysis of effectiveness of this area to strengthen it for next year. This might offer even more substantial evidence of outcomes you are claiming. You can draw more conclusions as well.

Overall a good start. The main issue we had was with Lessons Learned here. You start a good description but then it just lacks detail. What is the who, what, when, why, how. Just work on detailing this area more next year.

University of Kentucky – 32/36

- Quantitative Scores

Criteria	Score
Undergraduate Enrollment	2
Graduate Enrollment	2
URM Retention	2
Low Income Retention	2
URM Graduation	1
Low Income Graduation	1
URM Degrees	2
Low Income Degrees	1
Workforce Diversity	1
Total – 14/18	

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

University of Kentucky

Excellent writeup. Very well organized and easy to find information and made review of evidence easier to see that you achieved intentions through valid measures. The group felt you addressed every single subpoint you provided in order to execute the strategy and achieve your goal.

Overall this was a well written report and easy to read with the organizational setup and the intentional efforts to address each step. The bulleted points provided for an outline that was easy for us to flip back and forth and find information.

Elizabethtown Community & Technical College – 28/34

- Quantitative Scores

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

- Qualitative Scores

	Opportunity	Success	Impact
Implementation	2	2	2
Effectiveness	2	2	2
Lessons Learned	2	2	2
Total – 18/18	**6/6**	**6/6**	**6/6**

Elizabethtown Community & Technical College

Your Opportunity Strategy was well executed. You went the added length of using community engagement with McDonald's as a strategy and you are going to explore ways to increase participation in the assistance program for students.

Excellent and well organized report with detailed explanations. The group was very impressed overall that you took the time to know your baselines and what you had to work with to achieve goals and be able to draw correlations in your write-up. The initial prep certainly paid off in an excellent report.
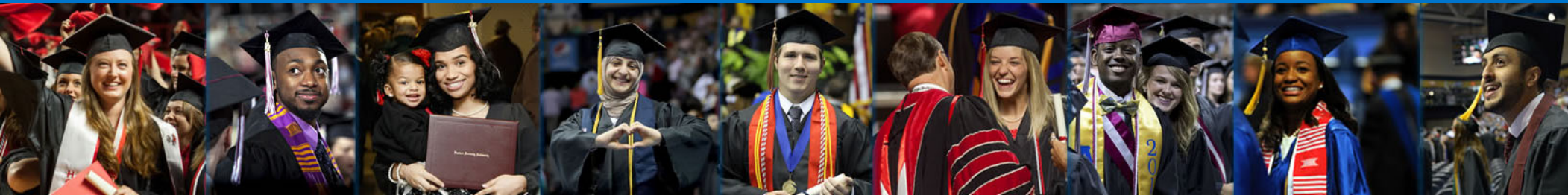
Next Steps

Dr. Deverin Muff
Associate, Diversity, Equity, and Inclusion

Next Steps

- Institutions who scored below the applicable threshold for new degree program eligibility are not eligible to apply for new academic programs in the Fall without requesting a waiver.

- Information on requesting waivers will be sent to institutions by July 2021.