

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



October 24, 2022 – 1:00 p.m. ET
Virtual Meeting via ZOOM Webinar: <https://cpe-ky-gov.zoom.us/j/81461851613>

**Indicates action item*

- I. **Call to Order**
- II. **Roll Call**
- III. **Adoption of the Agenda***
- IV. **Approval of the Minutes*** 2
- V. **Update from CPE President, Aaron Thompson**
- VI. **Approval for Performance Improvement Plans***
 - A. Henderson Community College 4
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 - D. Southeast Community and Technical College..... 48
- VII. **Approval for Institutional Diversity Plan Strategy Revisions* 2021-22**
 - A. Northern Kentucky University..... 64
- VIII. **Approval for Institutional Diversity Plan Strategy Revisions* 2022-23**
 - A. Elizabethtown Community and Technical College 69
 - B. Hazard Community and Technical College 74
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- IX. **Strategic Agenda Focus Area Overview**
 - A. Transition and Equity – Dr. Amanda Ellis, Associate Vice President,
K-12 Policies and Programs, Council on Postsecondary Education
- X. **Efforts to support differently-abled students – Dr. Kellie Ellis**
- XI. **Adjournment**

DRAFT MINUTES
Council on Postsecondary Education

Type: Committee on Equal Opportunities
Date: June 27, 2022
Time: 1:00 p.m. ET
Location: Virtual Meeting – Committee member by ZOOM teleconference. Public viewing at: https://www.youtube.com/watch?v=e1_zySnQfgk

WELCOMING & CALL TO ORDER

The Committee on Equal Opportunities (CEO) met Monday, June 27, 2022, at 1:00 p.m., ET. The CEO met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: https://youtu.be/e1_zySnQfgk. Chair Elaine Walker presided.

ATTENDANCE

Members in attendance: Whitney Allen, Rochelle Brown, David Carpenter, Robert Croft, Kellie Ellis, Maira Gomez, Luv'Tesha Robertson, Elaine Walker

Members not in attendance: Colby Birkes

Jessica Romious, CPE's Senior Associate for Diversity, Equity & Inclusion, served as recorder of the meeting minutes.

WELCOME AND CPE UPDATES

Travis Powell, CPE's Vice President and General Counsel, discussed highlights from the June 17th Council meeting which included the new Healthcare Workforce Collaborative Advisory Group, the 2022 cohort of the Academic Leadership Development Institute (ALDI), and provided an update on the funding and activities at Kentucky State University. CPE also launched the Higher Ed Matters podcast; Dr. Dawn Offutt was a featured guest. The full meeting can be viewed here: <https://youtu.be/jTgyTrbK1Cg>

APPROVAL OF MINUTES

The minutes from the April 2022 meeting were approved as distributed.

ANNUAL DEI EVALUATION – FINAL REPORT

Dr. Dawn Offutt, CPE's Executive Director for Diversity, Equity, and Inclusion Initiatives, provided a follow-up report regarding the report scores from the April 2022 CEO meeting.

Per the process, each of the institution's submitted an annual report and scoring teams formed from members of the Committee on Equal Opportunities and CPE staff reviewed those reports and scored them accordingly.

The following institutions did not meet the minimum required score:

- Henderson Community College
- Hopkinsville Community College
- Murray State University
- Southeast Community and Technical College

These institutions were sent information regarding the waiver request process.

CULTURAL COMPETENCE CREDENTIAL CERTIFICATION PRESENTATION FT. WESTERN KENTUCKY UNIVERSITY

Dr. Dawn Offutt provided a brief overview of CPE's Cultural Competence Certification process. Western Kentucky University was the first institution to become certified and launched a program tailored to faculty on WKU's campus. Dr. Molly Kerby shared regarding the implementation and success of the program.

OTHER BUSINESS*

The proposed 2022-2023 meeting dates were approved. Those dates are October 24, 2022; January 23, 2023; April 24, 2023; and June 26, 2023.

In-person campus visits were proposed for future meetings beginning in 2023. A hybrid option would be available.

ADJOURNMENT

The Committee adjourned at 2:07 P.M. ET

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____



Henderson Community College

Diversity: Performance Improvement Plan

Dr. Jason Warren, President

Mrs. Mallory Lisembee, Coordinator of Diversity, Equity, and Inclusion (DEI)

Dr. Chad Phillips, Dean of Student Affairs

Mr. Michael Knecht, Dean of Academic Affairs (Interim)

Mr. Brian McMurtry, Director of Knowledge Management

INTRODUCTION

Henderson Community College's (HCC) position as the smallest of the 16 Kentucky Community and Technical College System (KCTCS) institutions with an enrollment of approximately 1,900 students presents both unique advantages and disadvantages regarding the attainment of its diversity goals. To ensure diversity, equity, and inclusion (DEI) effectiveness, HCC recognizes it must continuously maximize the institution's advantages and minimize inherent disadvantages.

After receiving CPE's feedback on HCC's 2020-2021 Diversity Report, HCC's leadership, strategic enrollment management (SEM) team, and diversity, equity, and inclusion (DEI) committee engaged in institutional reflection to determine what issues lead to HCC not achieving the minimum required score, how HCC will address these deficiencies, and what improvements or modification to HCC's diversity strategies and tactics will need to occur. The following report documents HCC's identified deficiencies associated with its Diversity Report and strategies which the college has begun to implement to address these deficiencies. Ultimately, as an institution, HCC has utilized CPE's feedback to refocus the institution on its DEI efforts ensuring DEI has been infused into its three strategic priorities: Organization Success, Employee Success, and Student Success.

INSTITUTIONAL REFLECTION

As part of HCC's institutional reflection process, HCC's leadership, SEM team, and DEI committee reviewed CPE's feedback from its Diversity Report 2020-2021. Each group considered what issues contributed to HCC not achieving its benchmarks or minimum acceptable scores.

Quantitative

As noted in HCC's Diversity Report 2020-2021, HCC was making progress with its 3-year graduation rate for underrepresented minority students (URM) as well as its workforce diversity rate. Additionally, HCC did not make progress or achieve its targets for degrees conferred (URM and low-income). Each of these areas of underperformance was reviewed to determine potential underlying issues.

Size of Staff/Faculty

HCC's small workforce size (faculty and staff) makes it susceptible to significant and rapid demographic percentage swings. For example, in 2016 when the measurements and benchmarks were set, there were nine members on HCC's Cabinet. As of 2022, there are five Cabinet members. Additionally, HCC has been impacted by tight labor markets with talented staff and faculty accepting promotions at other higher education institutions or higher paying jobs in industry.

HCC's recruitment (faculty and staff), as well as onboarding processes were identified as areas of improvement. While HCC made intentional efforts to diversify its recruitment pool e.g. distributing job postings to community partners, HCC continues to explore ways to consistently attract diverse applicants and demonstrate greater compliance with CPE's targets. Furthermore, HCC's leadership recognized a shortcoming with the staff onboarding process – an effort which directly impacts URM employee retention.

Graduation Rate & Degree Completion

HCC's graduation rates and degree completion rates were directly impacted by COVID-19 during the 2020-2021 reporting period. High completion rate, short-term programs such as nurse aide were negatively impacted due to in-person facility restrictions or were delayed such as

welding. Additionally, HCC's small student population can vary year-to-year creating large percentages swings which can negatively impact HCC's outcomes. For example, during this time, the Earl C. Clements Job Corps students were not permitted to take in-person coursework at HCC which had an overall negative impact on HCC's outcomes.

While external factors negatively impacted HCC's degree conferred and graduation rates during this time, HCC found that its ability to connect diverse and low-income students to wrap-around and academic resources could be improved. Several support and programming efforts had to be moved to the online format, and, consequently, student participation did not meet expectations. HCC's support services could have moved more effectively to an online format. Nevertheless, HCC successfully maintained high-success programs such as diverse student mentoring (I:AM) program during this time which should serve as a template for future programming efforts as recommended by CPE.

Qualitative

HCC reviewed and discussed deficiencies associated with the Diversity Report's qualitative components. In reviewing CPE's feedback, four areas of improvement were identified:

- The need for additional staffing (staffing & structure),
- Enhancing our marketing/communication efforts (marketing/communication),
- Improving data tracking and evaluative methods (data tracking), and
- Improving the writing process

Staffing & Structure

HCC has utilized a variety of staffing structures to support its DEI efforts. These staffing arrangements included full-time staff members, part-time staff members, and a faculty member with a supplemental assignment reporting through various administrative chains. In 2020-2022,

HCC faced financial challenges which necessitated the use of a part-time staffing arrangement with a faculty member overseeing HCC's non-Hispanic DEI efforts and a privately funded Hispanic/Latino advisor (part-time) supporting HCC's Hispanic/Latino-based initiatives. Ultimately, HCC determined the use of part-time or supplemental assignments was not a sustainable model. Specifically, HCC's reliance on a part-time structure created service gaps and limited staffing availability, which in turn, impacted HCC's ability to provide sufficient student support. Additionally, HCC's split arrangement with diversity services reporting through two different administrative chains created coordination challenges. Instead of working in a cohesive manner, student affairs and academic affairs-based DEI programming and retention efforts were not fully aligned.

Marketing/Communication

In reviewing HCC's communication plans and feedback from CPE, HCC did not present a consistent approach to communication and marketing regarding diversity. While various marketing pieces included elements of diversity, not all pieces were designed with a goal in mind and evaluative elements were not integrated. Ultimately, HCC found it hard to determine the effectiveness of its marketing pieces. Additionally, HCC did not fully understand how diverse students learned about HCC which in turn impacted its marketing pieces. Finally, HCC felt its inventory of marketing pieces did not fully reflect HCC's diversity with both student and employee populations.

Data Tracking Improvement

In reviewing the Diversity Report and reflecting on the writing process, HCC's inconsistent data collection practices involving job duties, programming efforts, tutoring services, transfer services, and wrap-around services limited HCC's ability to develop a focused

evaluative response. Specifically, these poor data collection practices resulted in reporting gaps, which in turn, adversely affected HCC's Diversity Report.

Writing and technical editing

A common theme in CPE's feedback was the report itself. The CPE reviewers noted that "the diversity plan was incohesive and lacked clarity" with the content being hard to follow at times. Ultimately, the narrative did not accurately capture the institution's DEI work. While data tracking contributed to the process, the writing process was rushed and fragmented. Additionally, HCC could have better utilized Director of Knowledge Management's (Institutional Research) expertise in the analysis process. Additionally, as multiple staff members were involved in developing the Diversity Report, an editor could have helped the final report be presented in a single voice. Finally, CPE reviewers noted the report's structure made it hard to review; HCC recognizes the need for future reports to conform to the standardized format.

PLAN OF ACTION

Henderson Community College has identified and is committed to implementing a multi-pronged improvement plan which addresses the deficiencies that emerged within its diversity plan. These improvement efforts centered on four areas:

- Increase staffing diversity, equity, and inclusion efforts (staffing up)
- Clarifying expectations for staff and faculty
- Enhancing communication
- Enhancing data processes

Staffing Up

As noted in the institutional reflection, HCC's split structure reporting and staffing model presented coordination and implementation challenges. HCC's leadership determined a full-time

student affairs staff position to oversee HCC's DEI was necessary and can be financially sustained as HCC's overall financial position has improved.

In August 2022, Henderson Community College (HCC) hired a full-time Coordinator of Diversity, Equity, and Inclusion (staff) to lead HCC's DEI efforts. Furthermore, through two grants, HCC was able to hire two full-time success coaches to increase HCC's advising and wrap-around support capacity for URM and low-income students. Finally, HCC maintained its part-time Hispanic advisor as well as multiple student workers within DEI areas through private funding (total gift commitment of \$103,000). As such, HCC is committed to providing adequate professional staffing in DEI.

The full-time time Coordinator of DEI (staff) oversees HCC's DEI efforts in collaboration with the Dean of Student Affairs, Dean of Academics Affairs, and the DEI committee. The Coordinator of DEI (staff) previously worked in K-12 special education and as an athletic coach. Specifically, she worked at a charter school that primarily served low-income minority students in Southern Indiana and most recently taught at a public school within HCC's primary service region. The Coordinator of DEI (staff) provides oversight for all of HCC's DEI efforts and will ensure the effective integration of data-centered, high-potential practices into HCC's DEI efforts.

As documented in HCC's prior diversity plans, HCC hired its first Hispanic/Latino advisor in the academic year 2020-2021. The current advisor started in 2021 and is a graduate student pursuing a degree in translation and interpretation (Spanish).

Under the guidance of the new Coordinator of DEI (staff) and the Hispanic/Latino advisor, HCC has hired three student workers (two Hispanic and one African American) to work directly with URM students supporting HCC's minority recruitment and retention efforts. These

student workers receive ongoing training on how to serve as peer mentors. These student worker positions are seen as a potential pipeline for future staff roles at the college.

The Hispanic/Latino advisor reports directly to the Coordinator of DEI (staff) streamlining administrative processes and allowing for greater cross-collaboration. The Coordinator of DEI (staff), in addition to the Hispanic/Latino advisor, will staff a newly created Diversity Success Center, which will directly support URM students. The Diversity Success Center will provide low-income and diverse students a welcoming space to connect with the Coordinator of DEI, Hispanic/Latino advisor, DEI committee members, and student mentors. HCC sees this space becoming a hub for student programming as well as connecting students to resources. The center is co-located with the Start Center (admissions, career services, academic advising, financial aid, career services, food pantry, and adult education) allowing students to immediately connect with additional resources.

Financially, HCC has made a significant recurring investment with its professional staff who focus on diversity, equity, and inclusion. HCC has committed institutional funds as well as actively pursues philanthropic opportunities (grants, endowments, and company donations) to implement its high-touch services addressing the challenges which emerged in the prior split role structure.

Clarifying faculty and staff expectations

While HCC recognized the need to hire a full-time staff member to coordinate HCC's DEI efforts, HCC noted that diversity remains an institution-wide priority. As such, HCC is committed to implementing intentional strategies to help faculty and staff better understand how they can contribute to HCC's DEI efforts.

As part of this clarification and refocusing process, both academic and student affairs leadership have implemented documentation processes to better capture and align individual efforts with HCC's Diversity Plan. These strategies include:

- Documenting DEI efforts from faculty and staff.
- Opportunities for staff and faculty to explore DEI and implement DEI efforts (professional development)

Documentation

HCC/KCTCS utilizes a performance planning and evaluation (PPE) process to structure both faculty and student affairs staff job duties align with institutional goals and needs. While student affairs staff and academic faculty have been involved in DEI efforts, this information was not documented well. As part of the AY 2022-2023 PPE process, student affairs staff integrated diversity-based activities into their duties as a separate category. The Dean of Academic Affairs (interim) continues to work with faculty to find a mechanism to document their participation in diversity, equity, and inclusion efforts. As such, all full-time faculty will be asked to document their DEI efforts via surveys during AY 2022-2023. These collection methods will allow HCC to better capture and understand how its staff and faculty are working to achieve its diversity goals.

Opportunities to Contextualize Work & Professional Development

HCC faculty and staff work together to implement DEI initiatives. However, staff and faculty often lack professional development opportunities to explore different aspects of diversity, equity, and inclusion and how it relates to their work. While HCC began many of these intentional opportunities with its virtual and in-person speaker series (*My Race is not a Costume Series*, *Black History Speaker Series*, *Hispanic/Latino Identity Conversation*, *LGBTQIA+*

Miniconference), HCC felt additional opportunities were needed to further the college's work with low-income and URM students.

During the summer (2022), HCC's Leadership completed the Courageous Conversation training which focused on diversity, equity, and inclusion. This training allowed HCC's Leadership to explore how they can promote diversity, equity, and inclusion within their respective divisions. Additionally, to help faculty and staff better understand their roles in DEI efforts, the Deans of Student Affairs and Academic Affairs (interim) held or are holding meetings with each respective division and department to jumpstart this exploration phase. These sessions have helped faculty and staff better understand how their work contributes to HCC's diversity, equity, and inclusion goals.

A college-wide commitment to DEI-based professional development remains an institutional priority. The Dean of Academic Affairs (interim) and Dean of Student Affairs have refocused their professional development budgets to support DEI-based training as divisional priorities. Outside expert lead professional development is planned for the Spring 2023 term based on needs identified during internal discussions.

Furthermore, providing professional development and growth opportunities for the new Coordinator of DEI (staff), the Hispanic/Latino advisor, and the student mentors emerged as an institutional goal. The Director of Knowledge Management (Institutional Research) and Dean of Student Affairs have provided and will continue to provide professional development in the areas of assessment and evaluation to help support the new Coordinator learn how to implement continuous improvement processes. Additionally, the Coordinator of DEI (staff) and Hispanic/Latino advisor will have the opportunity to participate in external professional

development. Finally, student mentors will complete HCC's internal academic advisor training and participate in an external professional development on mentoring.

Enhancing communication

“Telling Our Story Better” is an institutional priority for HCC. The reported communication and marketing strategies impacted both enrollment and staffing goals. As part of HCC's review process, HCC's Director of Knowledge Management (Institutional Research) worked with the Dean of Student Affairs and Coordinator of Public Relations to identify how diverse students learned about HCC. This segmented data study has served as a springboard for future communication and marketing strategies. For example, HCC's Hispanic/Latino students emphasized recruitment by word of mouth and the need for bilingual materials in their responses. In response to this feedback, HCC has produced a bilingual recruitment video and translated multiple marketing pieces into Spanish. Furthermore, the data indicated a need to update various marketing pieces. HCC will be updating its picture inventory and videos during the fall 2022 term; the Coordinator of DEI (staff) has been involved in the marketing development process to ensure HCC's marketing pieces are reflecting HCC's student diversity.

CPE noted deficiencies in HCC's ability to confirm the effectiveness of its marketing pieces. With the support of KCTCS, HCC implemented a target marketing tracking process which allows for engagement to be quantified. Additionally, as previously noted, the segmented marketing survey will continue to be administered. The Coordinator of Public Relations will continue to work with the Coordinator of DEI (staff) and Director of Knowledge Management (Institutional Research) to ensure HCC's marketing can be assessed.

Furthermore, based on feedback gathered from the DEI committee, the Coordinator of DEI (staff) and Coordinator of Public Relations have worked to improve HCC's internal student

messaging. In September, HCC installed digital message boards throughout campus; these message boards have allowed HCC to promote DEI-based programming, support services, and academic resources.

HCC has begun to modify its staff and faculty recruitment outreach. The Coordinator of DEI (staff) and Hispanic/Latino advisor have started to work with the Human Resource Manager to ensure job postings are reaching and attracting diverse applicants. Specifically, HCC has updated its outreach partners list to better promote its job postings, coordinates with KCTCS recruiter for its job positing, and translates all job positing into Spanish to help attract diverse applicants. Finally, HCC's leadership identified the development of revised new staff and faculty member orientation as an institutional goal.

Enhancing the data collection

Inconsistent data collection practices within academic and student support services resulted in HCC's inability to document and evaluate the success of its DEI-based efforts. Additionally, the misalignment between HCC's administrative plans contributed to reporting challenges. As such, HCC's improvement plan includes:

- Alignment of HCC's administrative plans
- Technical process revisions
 - Standardized data collection forms for faculty and staff
 - Standardized evaluation programming and outreach forms (pre and post)
 - Standardized support services forms

Alignment between administrative plans

HCC has implemented and adopted multiple administrative plans which provide a roadmap for future institutional success. These plans include the institution's action plan,

strategic plan, strategic enrollment management plan, and diversity plan. While each plan has unique elements, the alignment of these plans is critical to HCC's success.

To jump start this process and address deficiencies noted by CPE, HCC's SEM team, which includes the Coordinator of DEI (staff), held its annual planning retreat. The alignment of the SEM plan within the Diversity plan served as a major discussion point; each strategy of SEM plan was connected back to HCC's DEI targets. As such, the team was able to identify multiple areas of overlap which will streamline the reporting processes eliminating duplicative efforts.

Technical Process Revisions

Building off these initial successes, the Director of Knowledge Management (Institutional Research), Dean of Academic Affairs (interim), and Dean of Student Affairs have started to review departmental levels plans to determine areas of reporting overlap as well. For example, the Coordinator of Tutoring Services will now include demographic data as part of her annual report and work with the Coordinator of DEI to increase URM and low-income student usage. Collaboration is critical due to HCC's small size.

Furthermore, the use of standardized forms has begun. These standardized forms have allowed HCC to gather program and service level data. In turn, this information is allowing for services to be refined to better support HCC's URM and low-income students.

Finally, the Director of Knowledge Management (Institutional Research), Dean of Academic Affairs (interim), Dean of Student Affairs, and Coordinator of DEI (staff) have developed a revised writing process and timeline. The new writing process ensures the Coordinator of DEI (staff) will receive significant support and feedback in the writing process. As recommended by CPE, the Director of Knowledge Management (Institutional Research) will provide feedback and guidance throughout the writing process. Furthermore, HCC has identified

a staff member to serve as an editor for the document; the staff member has formal training in technical editing and writing. HCC feels that these strategies will help HCC better communicate its DEI initiatives to outsider reviewers.

REVISED PLANS

Ultimately, based on the challenges noted in the AY 2021-2022 as well as the timing of HCC’s new action plans, HCC is respectfully submitting multiple updates to its diversity plan for use in the AY 2022-2023 report. These strategies focus on improving HCC’s wrap-around services for URM students, improving HCC’s outreach efforts, and strengthening recruitment and retention efforts for faculty and staff.

Opportunities

HCC has made significant progress in addressing inequities in the admissions process. However, the current metric does not fully capture the high-touch model. HCC’s improvement plan integrates focus on improving marketing pieces which contribute to high-touch admissions process and minimize enrollment disparities.

Current	Proposed	Justification
1) To market HCC as an open and diverse learning community	No Change	N/A
2) 2) To enhance our presence in local URM neighborhoods	No Change	N/A
3) To bridge the gap for diverse students from the	3) To eliminate enrollment disparities for diverse	Prior measurement did not take into the variations in the

time that they apply to enrollment	students regarding their enrollment completion rates	application process. The new strategy aligns with high-touch admissions processes with enrollment completion rates as the outcome.
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Success

HCC’s improvement plans leverage its high-potential and successful DEI initiatives e.g. *I:AM* program. The proposed strategy clarifies HCC will be supporting and enhancing services that encourage degree completion, transfer, and employment of HCC’s DEI and low-income students.

Current	Proposed	Justification
1) That student and academic services will promote best practices for retention	No Change	N/A
2) Student and academic services will create a culture of high expectations	Student and academic services will implement best practices for degree completion, transfer, and employment.	Prior strategies focused on expectation-setting behaviors and were hard to measure. New strategy clarifies outcomes such as degree completion, transfer, and/or employment which in turn guides service model.

Impact

HCC’s improvement plan seeks to improve its wrap-around and support services for its URM and low-income students. By combining these strategies, the proposed strategy better aligns with HCC’s other administrative plans and ensures initiatives are supporting HCC’s overall goals.

Current	Proposed	Justification
1) To broaden the scope of our recruitment for faculty and staff, particularly reaching out to the Hispanic community	No Change	N/A
2) To create opportunities for meaningful involvement for a broad range of students	2) To create academic and extracurricular opportunities for students to broaden their understanding of diversity, equity, and inclusion	New strategy addresses both academic and extracurricular opportunities for students addressing intended outcomes for strategy 2 and strategy 4.
3) To monitor the campus environment	No Change	N/A
4) To provide a program of activities that focus on a broad understanding of	Eliminate	Subsumed into strategy 2.

diversity beyond ethnicity for the campus community		
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CONCLUSION

HCC remains focused on improving its diversity, equity, and inclusion efforts. By refocusing its strategies on high-potential practices, HCC is better positioned to support its URM and low-income students.

HCC’s revised strategies seek to implement high-touch services at all phases of the student life cycle. HCC’s expanded wrap-around services should further improve the student experience. Furthermore, as HCC has increased its staffing capacity, HCC has been able to improve its outreach and support services to K-12 partners and the community.

Financially, DEI is an institutional priority. Hiring a new full-time Coordinator of DEI (staff) will help HCC coordinate and implements DEI programming and efforts. Additionally, HCC’s focus on DEI-based professional development should help to promote a culture of inclusion. Finally, HCC’s Chief Advancement Officer and President’s development work remains focused on DEI initiatives resulting in multiple financial commitments including grants, endowments, and donations which have furthered HCC’s DEI staffing and service capacity.

HCC continues to improve its diversity, equity, and inclusion efforts by collaborating and utilizing multiple groups (faculty, staff, and community-based). Their feedback has been integrated into HCC’s revised tactics and strategies. As such, HCC strives to live out its values seeking to become an educational leader providing academic growth, workforce development, and cultural enrichment opportunities.

Appendix 1

List of Improvement Activities

Category/Task	Status	Lead	Timeline Notes
Staffing Up: Hire Full-time Coordinator of DEI (staff)	Completed	Dean of Student Affairs	Search began in June . Staff member started August 1 .
Staffing Up: Hire Student Mentors	Ongoing	Coordinator of DEI	Marketing positions started in August . Two mentors have been hired as of September 20. Goal is three mentors by October 31st .
Staffing Up: Diverse Student Success Center Opens	Ongoing	Coordinator of DEI	Room modification ongoing. Center should open by October 31st .
Staffing Up: Continue Pursuing Philanthropic Opportunity	Ongoing	President & Chief Advancement Officer	Ongoing strategy.
Clarifying Expectation: Cabinet-level diversity training (Courageous Conversation)	Completed	President	Completed in May .
Clarifying Expectations: Strategic Enrollment Management Retreat	Completed	Dean of Student Affairs	Completed in July .
Clarifying Expectations: All Student Affairs staff performance evaluations including diversity, equity, and inclusion	Completed	Dean of Student Affairs	Completed September .
Clarifying Expectations: Professional Development Opportunities (expanding)	Ongoing	Dean of Student Affairs & Academic Affairs	Ongoing throughout Academic Year.
Clarifying Expectations: Meeting with academic faculty explore how HCC can document their diversity, equity, and inclusion	Ongoing	Dean of Academic Affairs	Meetings should end by mid-November .

Enhancing Communication; Segmented Data Study	Completed	Director of Management (Institutional Research)	Completed and reviewed in Summer 2022 .
Enhancing Communication: Revised marketing pieces	Ongoing	Coordinator of Public Relations	New pictures/media available in Fall 2022 .
Enhancing Communication: Marketing Tracking	Completed	Director of Management (Institutional Research) & Coordinator of Public Relations	Completed in August .
Enhancing Communication: Human Resource Recruitment Strategies	Ongoing	Human Resources Manager	On track to complete by December 2022 .
Administrative Plans Alignment: Institutional plans realignment with a diversity plan	Completed	Director of Management (Institutional Research) & Dean of Student Affairs	Completed in September .
Administrative Plans Alignment: Revised Diversity plan tactics and strategies with Diversity, Equity, and Inclusion committee.	Completed	Coordinator of DEI	Completed in September .
Administrative Plan: Mission statement for Diversity, Equity, and Inclusion committee revised and adopted	Completed	Coordinator of DEI	Completed in September .
Enhancing Data Collection: Standardized student engagement forms and documentation process	Completed	Coordinator of Student Engagement and Retention	Completed in August .

Enhancing Data Collection: Post-evaluation programming process standardized	Ongoing	Dean of Student Affairs	Completed in August.
Enhancing Data Collection: Review and revise marketing	Ongoing	Coordinator of Public Relations	Targeted completion in December.
Academic services tracking methods	Ongoing	Dean of Academic Affairs	Targeted completion in November.

Hopkinsville Community College

Diversity Performance Improvement Plan

Reporting Year 2020-2021

Self- Reflection – What issues led to your institution not meeting the minimum required score? Please include in the description the nature of the underperformance, including an explanation of any gaps in meeting targets as well as any issues in the qualitative reporting.

At Hopkinsville Community College, we believe in the importance of diversity on our campus. After reflecting on our Diversity Assessment, we identified three areas that could improve our performance and provide better services to our students and community in the future. The three areas are retaining underrepresented minority students and low-income students, ensuring degree completion of underrepresented minority students and low-income students, and improving our reporting strategies by providing a more detailed narrative and insights. In hindsight, we see that although we meet standards on enrollment of underrepresented minority students and low-income students, recruiting students is just the first step.

Our college lacked an organized plan to ensure success in meeting our goals. We identified specific opportunities, successes, and impacts to demonstrate faculty and staff have supported diversity college-wide, but we did not have a clear plan that included documenting progress, who was responsible for certain tasks and projects, and who would consistently monitor our progress. Throughout the years, our college developed a plan to address the metrics, but over the past few years, we gradually moved away from that plan. Moving forward, we have developed a process that will assist us in reaching our goals, and just as importantly, this process establishes how we will document and report our progress and efforts. In reflection, we acknowledge that our previous structural limitations prevented us from designating a single individual responsible for monitoring and implementing our Diversity Plan to ensure progress. We attempted to divide these duties among multiple individuals,

which was an ineffective approach lacking the consistent, steady leadership we needed to be successful in providing services for our community.

Once underrepresented minority students and low-income students entered our campus, those students did not return nor persist as our college expected. While we are intentional in recruiting students to our college, we are not intentional in retaining those students. Due to our lack of data mining, it is unclear what barriers students faced or when those students stopped persisting at our institution. To improve this, our leadership and the campus community will work closely together to develop specific strategies and targets for our retention efforts. A key solution will be to develop and implement additional efforts focused on retaining underrepresented minority students and low-income students.

These strategies will also support our second focus, degree completion. Although our graduation rates for underrepresented minority students and low-income students were positive, our degrees conferred for both categories were not. Therefore, we will ensure that faculty and staff advise students in a way that emphasizes degree completion while also allowing students to earn the maximum number of credentials and certificates available. To accomplish this, our improvement plan will include an organized coordination of how to accomplish this task. As a campus, we will analyze our current efforts, assess our progress, and learn the best ways to help our students reach their academic goals.

Additionally, we also acknowledge that there is room for growth in how we reported the qualitative data. When we reported on our specific diversity opportunities, successes, and goals, we should have shared specific details to demonstrate how many underrepresented minority students and low-income students we reached with each effort, as well as how many we attempted to reach to ensure these strategies were effective. We will be more diligent in recording and reporting this data to provide a more expansive narrative in how we ensure we are reaching and serving our underrepresented minority students and our low-income students. Without implementing this level of detail, we cannot adjust our methods to ensure we are reaching those students.

Overall, our institution will reflect on how we develop strategies and tactics to support our diversity plan. Hopkinsville Community College's faculty and staff are dedicated to helping

our students succeed, but we have fallen short in capturing what we do to ensure we are continuously improving. As individuals we may be doing an excellent job, but as an institution, we are not making enough progress in serving our underrepresented minority students and our low-income students. Our renewed intention of creating a strategic plan with a focus on diversity, equity, and inclusion will ensure our institution will begin working as a cooperative institution with intent.

Plan of Action – How will your institution address these issues moving forward? Please include in the description which steps are necessary to address the concerns. Include the timeline for improvement, resources necessary and persons responsible.

Hopkinsville Community College will continue to evaluate the way that we operate in relation to underrepresented minority students and low-income students. To support our commitment to a diverse campus, our priority is to ensure that our underrepresented minority students and our low-income students are receiving the support services necessary to be successful here at HCC. We will improve our performance and services through the efforts of local committees, leadership, and the campus community as we all take a more active role in identifying ways that we can better serve our students and community. Our plan includes (1) creation of a Director of Cultural Diversity position, (2) analysis of systems, (3) implementing improved record keeping, (4) supporting our *HCC CARES* Quality Enhancement Plan, and (5) strengthening a Strategic Plan and Analysis of Programs.

(1) Director of Cultural Diversity

As noted above, HCC recognizes that our lack of coordination impacted diversity efforts. Effective in the fall of 2022, HCC established a Director of Cultural Diversity position. A faculty member currently holds this position, and 50% of their duties focus on promoting and improving cultural diversity. The Director will:

- assist in recruitment of diverse faculty, staff, and students.
- build partnerships with our community that promote diversity, equity, and inclusion.

- collaborate with faculty, staff, and students to implement programs and training that promote diversity on campus.
- review programs, processes, and services for impact on underrepresented minority students and low-income students.

Further, faculty and staff also participate in community organizations that benefit underrepresented minorities and people of low-income. Through these community partnerships, we are helping future HCC students, whether they join us in one year or ten. The Director of Cultural Diversity will ensure that these partnerships continue, seek new partnership opportunities, and set up mechanisms to enhance communication about these various efforts.

(2) Analysis of our Systems

During the Fall 2022 semester, work has begun in earnest, led by the Director of Cultural Diversity, to assess the impact of institutional systems, processes, and procedures on diversity. Focused campus discussions will examine roadblocks and challenges disproportionately impacting underrepresented minority students and low-income students related to institutional practice. After identifying these challenges, stakeholders will craft solutions to improve the recruiting, retention, and degree completion of these targeted populations.

Included in this analysis is a fresh look at institutional data that college leadership will use internally for decision-making to reveal new opportunities. This work began in August 2022 with efforts to review what student-level data is available and what additional information needs to be collected to develop a specific strategy for impact. During our reflection and analysis to date, we have determined that our college had not reviewed student-level data to identify areas to improve and create communication plans to assist those specific students. To utilize the data effectively, HCC will analyze program areas with low credential completion, identify points where students stop persisting, and review specific courses that cause students to struggle so we may enhance supportive services around those courses.

In the fall semester, we will continue these efforts and meet with various departments across campus to learn what each area does to support underrepresented minority students

and low-income students and how they document those efforts. Specifically, this will include meeting with non-academic support services including marketing, recruitment, admissions, advising, student activities, and human resources.

Last year, our college also began working extensively to develop annual plans for the units at this level. Our non-academic support services now make an intentional effort to set targets, analyze, and assess outcomes that support our strategic plan. For the 2022-2023 academic year, those units will also identify if their outcomes will support our infused priority focusing on diversity, equity, and inclusion.

After outcomes have been set at the unit level, the HCC Diversity Council will review the results for outcomes that were identified for underrepresented minority students and low-income students. The Diversity Council membership represents a cross-disciplinary and department-wide representation of the college. This Council will serve as a think tank to ensure we are identifying problems and providing solutions that are comprehensive in nature. The Diversity Council will recommend improved tactics and procedures to college leadership where necessary. During the Spring 2023 semester, the Director of Cultural Diversity, along with campus leadership, will begin implementation of improved procedures and continue to analyze how HCC can better serve underrepresented minority students and low-income students.

(3) Improved Record Keeping

One of our weaknesses has been the lack of detail available as we prepare for reporting; in the future, we will ensure that we are documenting our efforts and outreach. The Director of Cultural Diversity will work with campus stakeholders to capture information on institutional efforts to improve diversity. HCC has been unable to share some of the great work being done due to a lack of detailed documentation.

For example, we know that our faculty and staff partner with community organizations to support the lives of underrepresented minorities and people of low-income in our community. Examples include:

- HCC has worked with and continues to work with an organization called Lipstick After Dark, which focuses on helping low-income females.

- Our faculty and staff regularly provide tutoring services at our local Boys and Girls Club; specifically, we have orchestrated outreach efforts to our Hispanic community in Todd County.
- Additionally, an HCC staff member collaborated with other community members to start an organization called Men2Be, Inc., which focuses on providing guidance to young African American males in our community. Through this initiative, HCC has been able to provide programs to these young men.

Although we are doing this work that we believe will help future HCC students succeed, we are not documenting it properly. Therefore, the Director of Cultural Diversity, Dean of Institutional Effectiveness and Research, Admissions Director, and department heads will collaborate to create and/or enhance protocols regarding reporting of efforts in retention and recruitment. Enhanced reporting of these events will enable HCC to gain a better understanding of how efforts impact underrepresented minority students and low-income students, leading to coordinated and intentional strategies to recruit and retain.

(4) HCC CARES: Quality Enhancement Plan

Preparing for the 2021 Reaffirmation of Accreditation Visit, HCC chose a Quality Enhancement Plan to enhance student success. The *HCC CARES* Quality Enhancement Plan we designed will bolster student success by aligning and engaging student supports such as academic tutoring and coaching. Included in the program's design is an emphasis on underrepresented minority students and low-income students. Approved by SACSCOC in June 2022, *HCC CARES* implementation has already begun.

HCC CARES emphasizes a renewed priority on faculty reporting students who may need extra help in our early alert monitoring software, Starfish Solutions. The college chose to improve faculty engagement with this software to ensure a consistent approach to assessing the impact our plan has on student success. To increase faculty engagement, ongoing professional development and collegial discussion will help us share best practices on how to identify students who struggle and why. In addition to this, the college developed a coaching model which streamlines how faculty and staff will coordinate the hand off from the classroom to support services. We hope this will improve our retention rates for all students, but

especially our underrepresented minority students and our low-income students as we will better engage with and guide students who need extra help earlier in their academic career.

We know that our students, especially our low-income students, face external barriers to completing their education. We anticipate that this targeted effort focused on students who are struggling academically will help students continue with and complete their education at HCC. Although we have used Starfish in the past, the *HCC CARES* plan provides an increased level of expectation of faculty's role and how the coaching model, which utilizes College Navigators, will ensure the support students need to be successful. College Navigators comprise a group of faculty and staff across campus who will customize assistance to students based on their specific needs. The Director of Academic Success/Quality Enhancement Plan Director will provide oversight and lead our college in this initiative.

The college designed *HCC CARES* with three goals which feature associated measures to assess effectiveness. For student measures, HCC will disaggregate data to better evaluate impacts on underrepresented minority students and low-income students. These goals and measures are as follows:

- **Goal 1:** Increase student and faculty engagement utilizing Starfish and tutoring and coaching services
 - **Measure 1.1.1:** Percentage of faculty who completed Progress Survey One and raised flags or referrals
 - **Measure 1.1.2:** Percentage of faculty who completed Progress Survey Two and raised flags or referrals
 - **Measure 1.2.1:** Percentage of students who engaged in at least one tutoring session
 - **Measure 1.2.2:** Total number of tutoring hours
 - **Measure 1.3.1:** Percentage of students who received coaching services
 - **Measure 1.3.2:** Percentage of students who completed Success Plan tasks
- **Goal 2:** Increase student success and persistence in the Gateway courses of English and Mathematics

- **Measure 2.1.1:** Overall average of C or better for gateway English and Mathematics students who engaged in tutoring services
- **Measure 2.1.2:** Overall average of C or better for gateway English and Mathematics students who engaged in coaching session
- **Measure 2.2.1:** After implementation, the percentage of students engaging in tutoring or coaching who persist through course completion will increase by 2% per year
- **Goal 3:** Increase students' academic persistence
 - **Measure 3.1.1:** After implementation, the percentage of students engaging in tutoring or coaching enrolled in the fall semester who enroll in the subsequent spring semester will increase by 2% per year
 - **Measure 3.2.1:** After implementation, the percentage of students engaging in tutoring or coaching enrolled in the fall semester who enroll in the subsequent fall semester will increase by 2% per year

(5) Strategic Plan and Analysis of Programs

HCC will also make updates to the Strategic Enrollment Plan, including a focus on increasing the number of participants in our Rotary Scholars Program as well as participants in all recruitment and retention efforts. The Rotary Scholars Program, unique to HCC, provides all Christian County students meeting eligibility criteria an opportunity to attend HCC for free. This program creates opportunity for underrepresented minority students and low-income students in our community. Measures built into the revised plan will track these targeted populations. The Chief Student Affairs Officer is responsible for implementing and providing oversight as well as collaborating with campus stakeholders. Additionally, HCC will review its internal program and discipline review process, led by the Chief Academic Affairs Officer and Dean of Institutional Effectiveness and Research.

Further, a cross-functional workgroup has been formed to analyze and improve our advising process. As with other improvement processes, this demonstrates the effort the college is investing to support all students, and especially our special populations.

Diversity Plan Modification – How does the improvement plan impact the institutional diversity plan? Please include in the description if your Plan of Action will lead to any changes in the institutional diversity plan. If so, please identify those modifications and the underlying rationale.

In the past, our college has only identified high-level strategies. Our Plan of Action will have a significant impact on our overall diversity plan because our college is strengthening how we monitor our student population, trends, trigger points where students stop persisting, and where students struggle academically and non-academically. By reviewing departmental-level results and tactics, our diversity goals established by our college should be met and exceeded. As our college makes a concerted effort toward continuous improvement, our plan will remain flexible as the needs of our students fluctuate.

Our diversity improvement plan will serve as a living document. We envision the plan adjusting while maintaining the same opportunities, success, and impacts. As we spend the next few months reviewing our existing systems and implementing new protocols, it is likely that we will see new opportunities to help with our implementation strategies.

As any modifications to our reporting or implementation strategies will be made in the 2022-2023 academic year, they will not be apparent in our next report (for 2021-2022), although some reporting strategies were adjusted in the 2021-2022 academic year. For the 2021-2022 academic year, we will access more informative data on how we engaged underrepresented minority students and low-income students, although we are confident that the report for the current academic year and following years will become more data informed. The HCC Office of Institutional Effectiveness and Research has become a more utilized department due to the overall level of institutional knowledge and specific skillset of the staff. We have learned from institutional oversights and have made progress in the services we provide to our underrepresented minority students and low-income students.

Many of the specific strategies we will be implementing may not yield results immediately, although some may. We acknowledge the importance of improving what we can in the short term to be able to see immediate progress, but we believe that improving HCC to

serve and help our underrepresented minority students and low-income students for the long term is of the utmost importance. We have shifted our focus to cultural change on our campus which will directly impact and improve our community as well as Hopkinsville Community College.

Murray State Diversity Performance Improvement Plan (PIP)

Submitted Fall 2022 - REVISED DRAFT

OVERVIEW:

Murray State made progress or achieved the goal in six of the nine numerical targets. We made progress in four of these six metrics. In two metrics, we achieve the target.

We have formulated teams in 2021 and continued in 2022 of faculty, staff, and students in a collaborative, personalized strategy focused on the four metrics we showed progress but did not achieve the goal and in the other metrics, we did not make progress (This is a total of seven metrics). We are pleased to note that for the report to be submitted in March 2023 for 2021-2022 that for six of the seven metrics we have improved by between three to forty-three percent over the previous year.

This document focuses on the Plan of Action which addresses shortfalls via the Self-Reflection sections which highlight both ongoing and new actions taken by the University including timelines and resources engaged.

Overall

The institution (1) fell short quantitatively for this evaluation period, (2) continues to be impacted by the gap between a demographically responsive set of regional stretch numerical ranges to close the gap and those established as quantitative targets, (3) acknowledges the need to grow our efforts in a better recounting of the narratives surrounding what makes us special, the actions we have undertaken toward goal achievement, and the special outreaches the University has made to connect with target populations for goal achievement. Despite established CPE frameworks at the heart of the Diversity Plan Evaluation process, we will need to reimagine and make a more concerted effort to share the lived experiences of our students and employees appropriately.

Self-Reflection 1 (Overall): *Student FAFSA and Scholarship application completion rates served as an institutional Self-Reflection connected to goal achievement involving low-income (LI) and Underrepresented Minority (URM) populations tied to graduation rates, recruitment rates, and retention rates. Overall, the institution remains challenged with the student FAFSA, and Scholarship application completion rates have been hampered by limited in-person events to assist families. There still seems to be a lack of understanding among family members connected to the importance of FAFSA and Scholarship applications since completing both forms educates families about available financial offerings. These actions impact the enumerated items in the previous paragraph (retention, recruitment, low income, and graduation rates).*

Self Reflection Improvement Action 1 (Overall):

We re-examined the usage of the impact of the Student FAFSA and Scholarship application completion rates.

We provide information related to work that has begun and is **ongoing** to meet student needs.

- 1) October 2020 - Initial Social Media Videos released about FAFSA completion (link: <https://m.facebook.com/murraystateuniv/videos/381144643024470/>)
Social Media Rollout: (<https://twitter.com/murraystateuniv/status/1311676767422287878>)
- 2) February 2021 - Updated FAFSA Video on Murray State University Student Financial Website (link: <https://www.youtube.com/watch?v=LK0bbu0y5AM>)
Updated every year on October 1 - Providing a link to the Federal website on the Student Financial Services website (Link: https://www.murraystate.edu/admissions/financialaid/news_updates.aspx)

The initial link for freshmen was created in 2015 - Link to NEW FRESHMEN and Scholarships (Link: <https://www.murraystate.edu/admissions/scholarships/newfreshmen.aspx>)

- 3) For Incoming Students-FAFSA workshops are provided in area high schools by financial aid counselors and supporting staff. Multiple workshops are completed beginning October 1 of each year.
- 4) For Incoming Students - Scholarship workshops are provided in area high schools by scholarship counselors and supporting staff. Multiple workshops are completed beginning September 1 of each year. For Fall 2022, the University has scheduled 34 Scholarship Showcase events from September through November to assist students and families.
- 5) Scholarship application communication begins September 1. The application open date is communicated by the following:
 - Multiple Emails
 - Texts
 - Yard signs on campus
 - Other Print media and Social Media (Facebook, Instagram, and Twitter) communications that are updated through a weekly meeting of campus leaders to brainstorm and make changes consistent with student need.
- 6) A presentation is given to all students and families at each Racer Day regarding financial aid and scholarships. As a part of an ongoing review process connected with educational need and changes, the University reviewed its scholarship renewal process for Fall 2022 and allows students with a 2.75 GPA to retain their scholarship package.
- 7) For first-time students, scholarship award letters are mailed beginning September 1 to let students know what academic achievement scholarship they have received. These are awarded as the student applies and is admitted to the university. Scholarship application information is included in the letters. For first-time students, the first combined financial aid and scholarship award letter is mailed prior to Thanksgiving each year. This letter provides the students with the estimated direct cost and the aid that we are aware of on that date. If the student has not completed the FAFSA, a FAFSA instruction sheet is included in the award package. Also, a Next Step Instruction flier (which includes the scholarship application information) is included with all letters and is updated each fall term.
- 8) In preparation for Fall 2022, during the months of January through March of 2022, Zoom-based sessions were scheduled for first-time students on Wednesday evenings to join and learn additional information regarding a variety of topics related to Murray State. One of the topics covered was Scholarships and Financial Aid. Examples of targeted groups were Presidential fellow candidates, GSP/GSA/GSE students, and URM students.
- 9) In February of each year, Murray State hosts an admitted student weekend event for first-time students. At this event, Student Financial Services provides multiple presentations for students

regarding FAFSA and scholarships. Also, at this event, all student financial services staff are available for parents and students to make individual appointments to discuss scholarships and FAFSA and financial planning for the student's upcoming school year. In February of 2022, a URM-focused session was designed and employed to focus on scholarships, financial aid, and student involvement options to impact the success of Fall 2022 first-year students. These URM-focused sessions were designed with feedback obtained from current and prospective URM students revolving around expressed needs.

- 10) In March of 2022, a final combined award letter for Financial Aid and Scholarships was mailed to all first-time students. This letter includes all competitive scholarships awarded at that time also. If the student has not completed the FAFSA, we mail additional instructions on completing the FAFSA.
- 11) In April, Murray State begins Racer Nation Orientation (Summer Orientation). All students attending these events are provided a personalized estimated cost sheet/financial planning tool. At these events, Student Financial Services provides multiple presentations for students and families regarding FAFSA and scholarships. Also, at this event, all student financial services staff are available for parents and students to make individual appointments to discuss scholarships, FAFSA and financial planning for the upcoming school year. We offered remote sessions for families starting in Spring 2020 and have continued these efforts.

This aforementioned work is available to all students. A focus on the Murray State Diversity Scholarship applications is to be enacted. See <https://www.murraystate.edu/admissions/scholarships/newfreshmen.aspx> and use the Diversity Scholarships pull-down menu. We will use the following timeline to address any potential barriers.

Timeline:

- August 2022 - Diversity Scholarships Review,
- September 2022 - Review of challenges connected to Diversity Scholarships restructuring to reduce barriers related to additional paperwork and brainstorm solutions,
- October 2022 - Advance End Result Communications to the President in time to attract Fall 2023 students.
- November 2022 - Formalize the process for the revised Diversity Scholarships format Timeline

Area: First to Second Year Retention (URM and LI)

Self-Reflection 2 (URM Retention): *The University needs to re-examine its mechanism to re-capture students who have not enrolled for the following semester, capture the barriers described by the student interaction, and wherever possible work to remove, resolve or reduce the barrier.*

Self-Reflection Improvement Action 2 (URM Retention):

As an output of the re-examination process connected to the University's standing recapture efforts, the institution provided outreach through the Recapture Campaign for all undergraduate and graduate students

who had not enrolled for Fall 2022. A list of students who have not enrolled starting in mid-April was compiled to be contacted by their advisors, chairs and deans to determine challenges and work through appropriate mechanisms to allow for enrollment in the Fall 2022 term. All students on the list were contacted at least every two weeks from April 18 through August 22. A targeted plan began mid-June with focus on underrepresented minority (URM) students and low-income (LI) students and was developed as an additional initiative to the Recapture Campaign. URM and LI first time freshmen who had not registered for fall classes were matched to their engagement with student programs on campus. Subsequent to generating the matched listing, those student program entities on campus made outreach efforts (phone calls, email messages, text messages, etc.) with the unenrolled URM and LI first time freshmen. Those students unconnected with student program entities on campus were connected with Student Engagement and Success (SES) and counselors in Recruitment. Contacts ranged from texts, calls, emails, and social media sources. The work was driven by personalization strategies - if a person employed at Murray State had developed contact with the student over the past year, then that person was the first source of contact with the student. Follow-up contacts occurred the last week of June and each succeeding week until the start of fall classes. To enhance ongoing communication and tracking, contact results were posted in a shared document and were connected with the overall Recapture Campaign for all, including the advisors, to see if students had enrolled. When students identified financial funding as a stumbling block, Student Financial Services (SFS) reviewed student files to determine where additional financial availability might be possible. SFS followed a rubric-driven strategy to fairly award additional scholarship dollars in late June and early July to those in need. Weekly follow-ups occurred with each student who had not registered the previous weeks. This revised effort resulted in a 5 percent increase in URM retention from May through August 2022 and is demonstrative of forward movement. In total the URM retention rate from Fall 2021 to Fall 2022 has increased 10 percentage points.

Timeline (Ongoing):

- Fall 2021 - Initial discussion for enhancements to Fall 2022 Recapture Campaign occurred at multiple President's Council meetings;
- April 15, 2022 - Initial outreach for the Recapture Campaign for fall enrollment;
- June 15 - Strategy meeting for recapture of URM and LI students for Fall 2022 enrollment;
- June 18 - Initial contacts with URM and LI first time freshmen (FTF) who had not registered for Fall 2022 began;
- Week of June 27 - Calls were made to unregistered students with resulting information shared with academic units, Multicultural Affairs and Student Support Services; Follow up contacts to URM, LI, and FTF continued informed by SFS provided information for possible funding for students who had financial need;
- Week of July 4 through the first week of classes - Regular contacts by aforementioned groups and advisors to determine additional options and supports for students Center for Student Engagement and Success (retention office)

Self-Reflection 2A (URM Retention): *While programs like Emerging Scholars or Student Support Services (SSS) address URM and LI students, there are several students from these groups that are not connected with a student support entity (group, organization, program, etc.) that would assist with student engagement and persistence toward retention. The University will connect the URM/LI students via the work of the URM/LI committee that meets every 2 weeks and help them get involved on campus and/or connected with a support program.*

Self-Reflection Improvement Action 2A (URM Retention):

Understanding the connection between ongoing student engagement and persistence toward graduation, during the summer of 2020, Dr. Robertson, Vice President for Student Affairs and Enrollment Management, enacted a data collection process (designed to be **ongoing** in nature) related to the percentage of diverse student participation at different University sponsored events. The information was collected monthly and was analyzed to supply comparative baseline data for URM participation rates within Residential Colleges, Student Disability Services, Student Support Services (SSS), Multicultural Initiatives, Student Leadership and Inclusive Excellence (OMI), Curris Center, Student Engagement and Success, Career Services, and other units. The average level of diversity participation was determined and the data was evaluated against our percentage of diverse undergraduate students. Only one area exhibited information below that percentage for the academic year 2020-2021. Since this was at the height of the pandemic, the ability of the units to provide opportunities for the students in person was negligible and connecting electronically was seen as a success with this data for the baseline year.

Ongoing: For the academic year 2021-22, the units re-evaluated their programming with the needs of the students and particular focus on diversity. For this year, every unit participating had an average diversity percentage at their events ABOVE the diversity percentage of the undergraduate population. Specifically, we had eight units that had at least 67% of their events with increasingly diverse populations attending and we had two that had 100% of their events over the minimum undergraduate population values. The impact of having people with different viewpoints based on race, ethnicity, skill level, and other components has enhanced the conversations and the ability to serve our students.

As just one example, the Center for Student Engagement and Success hosted a Back-to-School Ice Cream social for students, faculty, and staff on August 22. All students were welcome to attend and an invitation will be sent to URM/LI students. Through the use of the Starfish Student Success Network, a cohort of URM/LI students will be built to provide staff with a way to easily send messages to the students. Staff can determine if students within the cohort are struggling academically or personally based on flags raised and notes entered in the system. Then a plan of action can be developed for the student.

The award-winning Student Success Seminar* is an **ongoing** strategy that began in 2014 and includes content focused on student success skills and resources for first time freshmen enrolled in required transitions courses. Since 2020, a module on diversity, equity, and inclusion has been included in the seminar for continued student impact. Content was modified for the Fall 2022 seminar to include more understanding of the concepts of civility, cultural competence, diversity meaning, diverse communities, and navigating the landscape. This content was vetted by faculty and staff who are included in their college's or department's diversity, equity and inclusion committees. (*Recipient of the Best Practices Award from the Consortium for Student Retention Data Exchange at the 2018 National Symposium on Student Retention in Salt Lake City, UT).

Self-Reflection 3 (LI Retention connected to first generation students): *Based on the makeup of our total population, 42% of our First Time Freshmen are First Generation. Our URM First Time Freshmen who are First Generation is 57%. Of our Total First Time Freshmen, 38% are Low Income (LI). It is also worthy to note that 64% of our Low Income First Time Freshmen are First Generation students.*

First Generation students are students for whom their parents have not earned a college degree. Since their parents are without a college degree, these students feel a fair amount of uncertainty connected to the

experience of attending a college or university. Subsequently, these students are absent appropriate tools to reduce uncertainty such as asking standard questions to gain clarity, reinforce messaging or glean new skills and are intimidated by the mere posing of a question or knowing precisely what to ask. Institutionally, we have designed meetings and strategies to help the First Generation students acclimate toward collegiate success.

Since the process of serving our First Generation students is ongoing, a longitudinal review of the data is required. The data for Fall 2021, Fall 2020, and Fall 2019 for First Generation Students is given below.

<i>First Generation UG Population</i>	<i>42% (Fall 2021)</i>	<i>44.80% (Fall 2020)</i>	<i>40% (Fall 2019)</i>
<i>First Generation Retention</i>	<i>67% (Fall 2021)</i>	<i>72.00% (Fall 2020)</i>	<i>79% (Fall 2019)</i>

Self-Reflection Improvement Action 3 (LI Retention connected to first-generation students):

Our 4th Annual First Generation Celebration is slated for November 3, 2022. Our first celebration was simply a celebration. In previous years, we had keynote speakers who were first-generation alumni of Murray State. This year will be focused on the celebration but also provide leadership workshops for our first-generation students. The celebration will start with leadership workshops in the late afternoon and conclude with a keynote speaker. Since the journey to graduation for first-generation students can be isolating, first-generation students are eager to hear successful experiences from similarly situated students. This year’s keynote, Aaron Harris, Executive Director of Keeping My Promise Inc., an alumnus of Murray State who is a Black male, will provide an inspirational story of hope, determination, and living life with purpose. Special invitations will be sent to all first-generation students. First-generation faculty and staff will be invited as well as supporters of first-generation students. The inaugural recipient of the Travis and Kelly Taylor First Generation Student Scholarship (established in 2021) will be recognized and asked to share their experiences as a first-generation student. They will also be asked to provide words of encouragement and advice to their peers. Murray State University is composed of 42% (in Fall 2021) first generation, first-time freshmen students. The diversity attendance percentage for the 2021 celebration was 23%. A goal for this year will be to increase the diversity attendance percentage to expand the impact of the engaged efforts surrounding first-generation students.

Ongoing: Preliminary work for Fall 2022 gives that the first generation, first-time freshmen is 43% of the first-time freshmen class. The first-generation retention rate is 69%. Therefore, progress has been made over the last year to increase this particular retention rate, and subsequently, the LI retention rate has also increased by two percentage points.

Self-Reflection 4 (URM and LI Retention): *While programs like Emerging Scholars in the Office of Multicultural Initiatives, Student Leadership and Inclusive Excellence, or Student Support Services work with students in this group, there are several students from URM and LI populations are not connected with a support entity (group, organization, program). The University re-evaluated its standing connection efforts with LI and URM students by engaging the URM/LI committee to meet every 2 weeks, connect with URM/LI students for their campus involvement, and/or bridge the students with a student support program.*

Self-Reflection Improvement Action 4 (URM and LI Retention):

- 1) The information noted in Self-Reflection Improvement Action 2 above will be at the heart of both URM and LI Retention. In addition to the initial meetings noted, we have a scheduled timeline to enact change with a focus on retention and graduation efforts.

Timeline:

- Spring 2022 - Evaluate currently engaged practices for connecting with URM/LI students
 - Fall 2022 - July 14 - Initial meeting of the URM/LI committee;
 - July 28- URM/LI Committee Meeting/URM/LI Support Assessment;
 - August 11-- URM/LI Committee Meeting;
 - August 25-- URM/LI Committee Meeting;
 - September 8-- URM/LI Committee Meeting;
 - September 22-- URM/LI Committee Meeting;
 - October 6- URM/LI Committee Meeting/Mid Semester Assessment/Findings;
 - October 20- URM/LI Committee Meeting;
 - November 3- URM/LI Committee Meeting;
 - November 17- URM/LI Committee Meeting;
 - December 1- URM/LI Committee Meeting;
 - December 15- URM/LI Committee Meeting/End of Semester Assessment/Findings
 - Spring 2023 - January 12- URM/LI Committee Meeting;
 - January 26- URM/LI Committee Meeting;
 - February 9- URM/LI Committee Meeting;
 - February 23- URM/LI Committee Meeting;
 - March 9- URM/LI Committee Meeting;
 - March 23- URM/LI Committee Meeting-Mid Semester Assessment/Findings;
 - April 6- URM/LI Committee Meeting;
 - April 20- URM/LI Committee Meeting;
 - May 4- URM/LI Committee Meeting;
 - May 18-URM/LI Committee Meeting;
 - June 1- URM/LI Committee Meeting
- 2) In regard to these efforts, we highlight the ongoing work of a particular group that contributes to URM/LI student retention - Student Support Services (SSS) has been at Murray State University for over forty years. The project funded by the U.S. Department of Education provides free support services to 186 under-resourced, first-generation participants and participants with disabilities to enable students to achieve a Bachelor's Degree. In 2017, the project created a series of four guidance courses to improve student study skills, personal development, and work readiness. These small group classes are offered to SSS participants only. In 2020 the project added the aspect of diversity awareness to all courses and will continue this educational exposure. The SSS project also incorporates diversity, equity, and inclusion into the LEAD Early Move-In program each August and at SSS New Participant Orientation in the fall and spring semesters. Still interested in doing more, the SSS staff made a conscious effort to recruit and serve a larger number of under-represented minority (URM) students beginning in Fall 2021.
Ongoing: During the 2021-2022 academic year, MSU SSS served 64 (34%) URM students. The 2022-23 Student Support Services internal goal for URM students to participate in the program is

40%. At this time for Fall 2022, SSS has accepted forty-three first-time freshman students into the program, with twenty-three (53%) of that number URM students. A number of programs and events have been added to the services provided by SSS to promote diversity, equity, and inclusion. SSS staff member, Stephen Keene, created and manages the Student Leader Advisory Board (SLAB) group for SSS. This group consists of SSS participants and meets monthly to enhance team-building and personal leadership skills. In April 2022, the SLAB group traveled to Louisville to the Ali Museum. The SLAB group also guides program staff in hosting events they feel would be beneficial to all program participants, but especially the URM population. SSS participants and SSS staff coordinated two book club opportunities, the *Nickel Boys* (38% URM participation) in Fall 2021 and *The Hate you Give* in Spring 2022 (43% URM Participation). In the Fall 2022 semester, a book club opportunity will be given to all SSS students featuring the New York Times Bestseller, *The Book Woman of Troublesome Creek* regarding true blue-skinned Kentucky people. The SLAB group will participate in a book club featuring TRiO alum Viola Davis' book, *Finding Me*. The 2021-22 event participation score for SSS URM participants was 39.3% based on an average of twenty cultural and educational events during the academic year. The SSS end of the year trip was to Cincinnati, Ohio, where students visited the National Underground Railroad Freedom Center, toured tunnels under the city formerly used by slaves, and enjoyed dinner and a play at the LaComedia dinner theater. The percentage of URM students participating in the Cincinnati trip was 71 percent. The 2022-23 SSS internal goal for event participation of underrepresented minority students to attend cultural and educational events is 45%.

- 3) While the institution has signage (both digital and in print) positioned in high-traffic areas of the campus, student feedback from the Spring of 2022 suggests that more targeted efforts are needed to expand student awareness of the Racer Pantry offering. Currently, outreach is made with students in a manner to preserve confidentiality and sensitivity. Our Fall 2022 Regents Fellows have expressed a strong interest in helping to design a plan for increasing the visibility of and publicizing the Racer Pantry offering to low-income and URM students on campus. The Regents Fellows are working on a plan. Another mechanism currently under review is a set of best practices to circulate the following food insecurity statement across campus to all students:

Food Insecurity Statement

Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, Murray State University aids students facing food insecurity through an on-campus food pantry. The Racers Helping Racers Food Pantry (RHR) is located at Blackburn Science. It has regular hours which may change from semester to semester; please see the Curris Center Main Office (270) 809-6922, msu.racershelpingracers@murraystate.edu for schedule and details on its services, as well as resources about hunger and food insecurity among college students. The Murray State University Racers Helping Racers food pantry now offers curbside pickup as part of its mission to provide food for all students on campus.

Self-Reflection 4A (URM and LI Retention): *While the University was challenged to obtain the targets using our current projections and practices for the period of evaluation, a review of existing practices was necessary to attempt to meet the next set of established targets for URM and LI retention.*

Self-Reflection Improvement Action 4A (URM and LI Retention):

- 1) The University is connecting students to a Student Affairs newsletter through the YAPP app to provide targeted information to LI and URM.
- 2) Murray State examined current practices for the 2022-23 AY and worked to connect aspects in Performance Funding to the targets in the Diversity Plan. The efforts used to enhance the metrics in the Performance Funding mechanism is having an effect but given the standing demographic realities in the region, the institution remains limited in the impact of its efforts to achieve the aspirational targets set.

Ongoing: Retention for Low Income and URM is trending upward for Fall 2022 by two percent and 10 percent, respectively.

- 3) In the last three years, Murray State has increased the number of URM degrees by 15 percent and low-income (LI) degrees by 5 percent as well as increasing first-to second-year retention by 7 percent for URM students and 9 percent for LI students. The percentage of URM undergraduate and graduate students as to the total student population has continued to increase over this same time period.
- 4) Murray State Promise is a resource for which the University has made significant financial investments beginning in the Fall of 2020. This program pays the tuition and mandatory fees for a student, if the student has combined federal, state, institutional, and private gift aid total less than the cost of Murray State's tuition for a full-time student. These students are Kentucky residents who are first-time freshmen or first-time transfer students who are eligible to receive the Federal Pell Grant. They must enroll in at least 12 credit hours for each fall and spring semester at Murray State. Murray state enhanced this scholarship for 2020-2021 with increased marketing and limited restrictions for use. With the changes, 78 students were able to use the award in fall 2020 with an accumulated benefit of \$137,266 (an increase of \$85,817 over the previous year).

Ongoing: Over the last 2 years, we doubled the funding for those who received the Murray State Promise.

- 5) Diversity Scholarships - Murray State is firmly committed to diversity and inclusion throughout the University, particularly in regard to providing access and affordability via diversity scholarships. Murray State recently increased the Marvin D. Mills Diversity Scholarships awards by over 30% from fall 2019 to fall 2020.

Ongoing: We have doubled the Mills Scholarship over the last 2 years.

- 6) Racers Give – This donor-supported campaign was started in the fall of 2020 to assist both incoming and current low-income students with tuition, housing, dining, and textbook expenses. In the fall of 2020, 188 students were awarded a total of \$188,000.

Ongoing: We have doubled the need-based scholarships over the last two years. We increased by three times the donor dollars that were given to need-based scholarships.

- 7) Financial Literacy Sessions - Murray State University provides a [financial literacy webpage](#) with resources about credit scores, budget worksheets, and other pertinent information for students and their families. The mission of the Murray State University Financial Education Program is to help instill financial knowledge in the student body and to help students achieve financial security and responsibility. The university has also partnered with iGrad to offer financial literacy resources and materials for students about financial wellness, loans, credit card debt, and more. (Ongoing - The

University should look at re-examining the financial literacy webpage during Fall 2022 to update for the fall 2023-24AY.)

- 8) To eliminate barriers, we have revised our academic scholarship grid to focus mainly on high school GPA to reduce the emphasis on ACT testing. (**Ongoing** - This change was made for Fall 2023 first-time freshmen.)
- 9) We have also removed a barrier of submitting a scholarship application for Diversity Scholarships and it is based on the scores and credentials provided at admission.

Area: URM and LI Degrees Conferred

Self-Reflection 5: (URM Degrees Conferred): The University was challenged by the nationwide trend reflecting that students are expanding their time-to-degree completion.

	CPE Target	Achieved	CPE Points
Degrees Conferred (URM)	165	146	0

Self-Reflection Improvement Action 5 (URM Degrees Conferred):

We developed a strategy to review the degree audits of the URM students to help assist with moving them to graduation (started in Summer 2022 with plans for the next two years). Personalized attention with connections between Academic Affairs and Student Affairs is in place to assist the student with necessary advising needs, discussion of financial needs, career direction, and clear plans for their completion of their degrees. Over the last five years, Murray State had been above the target for URM degrees for two of these years. With the decrease over this past year, we have doubled efforts to create mentor experiences and leadership opportunities for URM and LI students to keep them connected through the Office of Multicultural Initiatives, Student Leadership, and Inclusive Excellence, Student Support Services, Student Engagement and Success, Black Student Council, and multiple other groups. For 2021-2022, we have increased the number of URM bachelor degree completions by 6% over 2020-2021.

Ongoing: The URM/LI Committee is meeting bi-weekly to focus on these students, both in terms of the quantitative goals noted and to increase the sense of belonging for these students with particular groups. The goals of the committee are to provide support and programming for students not connected with particular groups and to support the registration and graduation of approximately 75 additional students eligible to graduate in 2022-2023. A focus of a recent meeting reviewed the graduation status of these 75 URM/LI students who should graduate in 2023. The Registrar's Office, Student Affairs, academic advisors, and Student Financial Services are working with this group in a collaborative effort. Another focus is to evaluate the creation of a center where URM/LI/first-generation students have 24/7 access to a dedicated space on campus where they study together, socialize, snack, celebrate shared victories, attend workshops, and plan community-building activities" (<https://www.bowdoin.edu/thrive/>).

Self-Reflection 6 (LI Degrees Conferred): *The University was challenged by the LI Bachelor Degrees targets using our current projections and practices for the period of evaluation.*

	CPE Target	Achieved	CPE Points
Degrees Conferred (LI)	815	737	0

Self-Reflection Improvement Action 6 (LI Degrees Conferred):

It should be noted, in the last year for Performance Funding, our LI bachelor's degrees were above the sector change by 4.2 percentage points. Only four schools were above the sector percent change and, hence, we were awarded performance funding dollars for this success. However, that did not correlate to the achievement of the metric here. There is a partnership with Academic Affairs and Student Affairs to provide resources to those students so that they can graduate during the 2022-23 Academic Year. We have developed a list for 2023-24 and are beginning work on that listing to impact the 2023-24 Academic Year graduation numbers. This is work again associated with the newly formed URM/LI workgroup as noted previously.

Area: Six-year Graduation Rate (URM and LI)

Self-Reflection 7 (6-year Grad Rate URM and LI): *The University was challenged by our practices for the period of evaluation to expand our outreach to those URM and LI students who are eligible and/or on track to graduate.*

	CPE Target	Achieved	CPE Points
6-year Graduation Rate (URM)	42%	39.89%	1
6-year Graduation Rate (LI)	42%	41.27%	1

Self-Reflection Improvement Action 7 (6-year Grad Rate URM and 6-year Grad Rate LI):

Nationally, the student trend reflects that students, in general, are taking longer to graduate and that is influenced by factors like the economic need to work, academic programs which require more internship hours, etc. A Bachelor's degree has become increasingly harder to earn in four years. According to Inside Higher Ed in August 2022, more than 60% of students take an average of six years to graduate from college. In public universities specifically, less than one-third of students graduate in four years.

Ongoing: Institutionally, we are using the recapture campaign (described in the section above) as a mechanism for assisting our efforts to move forward. To help our URM and LI graduation rate as well as the

number of degrees; a list of those who could potentially graduate in 2022-23. See Self-Reflection Improvement Action 5 for a description of that timeline. Preliminary data from 2021-2022 indicate that the six-year graduation rate for URM has increased to 48% and the six-year graduation rate for LI has increased to 54%. This LI graduation rate has closed the gap almost entirely to the 56% cumulative graduation rate.

Area: Workforce Diversity (Campus Leadership and Tenure/Tenure Track)

Self-Reflection 8 (Campus Leadership): Institutionally, we need to have an eye for what is trending. We need to do more with exit interviews and take steps to remedy the reasons that people exit.

	CPE Target	Achieved	CPE Points
Workforce Diversity			
Campus Leadership	10.10%	8.30%	
Tenure/Tenure Track	6.10%	7.50%	1

Self-Reflection Improvement Action 8 (Campus Leadership):

Understanding that true URM representation involves not only new hires but also existing employees with a diversification of power/leadership at all levels to impact decisions. It provides imagery and represents the beginning of an ongoing journey. We are reviewing those URM who represent current senior leadership, connecting with Human Resources to analyze feedback supplied in exit interviews, and making recommendations to the President for action items that align with financial resources and the continued diversification of campus leadership. For Fall 2022, the campus leadership percentage has increased to 9.8% and the Tenure/Tenure Track percentage is 10.7%.

Timeline(Ongoing):

- March 2022 - Met with Human Resources and President's Commission on Diversity and Inclusion to discuss receiving an Executive Summary of Exit Interview Feedback
- June 2022 - Provided suggestions to Human Resources and University President about ways to curb attrition
- September 2022 - Follow up with Human Resources to see which of the suggestions can be implemented; Human Resources and the Office of the Provost are set to implement a Mentoring program for employees

Self-Reflection 9: (Tenure/Tenure Track): Institutionally, despite current practices and efforts, we continue to be challenged by the continued need for more URM reflections of our URM students in our workforce vacancies for the benefit of our students, and prospective and existing employees.

Self-Reflection Improvement Action 9 (Tenure/Tenure Track):

- 1) We continue efforts to expand the hiring pool to attract and hire more URM for Fall 2022 in several areas with a specific recent focus in University Counseling (Staff), English & Philosophy (Faculty), and Social Work (Faculty).
Ongoing: Finances shared between Academic Affairs and Human Resources for Fall 2022 are used for high-profile ads in diverse publications associated with The Chronicle of Higher Education for print and online editions.
- 2) Additional efforts to expand how URM employees and URM students see their reflection on campus can happen in partnership with Branding Marketing and Communication.
Ongoing: Work is in place with Branding, Marketing, and Communication to feature 3 to 5 New Faculty (name, photo, and quick bio) in the Racer Nation University newsletter each week to help the campus connect with new hires and acclimate the new hires to Murray State University. This type of announcement would help new faculty, staff, and students identify with the University, and existing faculty become familiar with those new to the University.
- 3) Black Faculty and Staff Organization will echo the same with newly hired Black Faculty and Staff in their organization newsletter. **(Ongoing)**
- 4) Additionally, Human Resources partnered with Branding, Marketing and Communication, and the Office of IDEA to produce an employee recruitment video to target potential new employees and the video is to be housed on the Human Resources website to give potential applicants a glimpse of Murray State and its surrounding community. The video will be made available in several key places on the website to best target new and prospective employees. **(Ongoing)**
- 5) Working to fulfill employee requests for mentoring began in Fall 2022. In terms of retaining employees, mentoring is an important aspect. Faculty/Staff Recruitment Initiatives at a glance: The Institutional Diversity Equity and Inclusion Taskforce (IDEIT) at Murray State University is an umbrella-based Commission that houses the four divisions of the Diversity, Equity, and Inclusion efforts of the institution: (1) Faculty/ Staff Recruitment and Retention (2) Student Recruitment and Retention (SRR) (3) Institutional Climate and (4) Affirmative Action. The Faculty and Staff Recruitment (FASR) division is focused on the recruitment and retention of employees with special attention to widening the application pool to attract more underrepresented minorities and (2) reviewing existing structures and mechanisms to promote retention of underrepresented minority employees. The FASR division has been actively engaged in: reviewing best practices for inclusive faculty recruitment, surveying current hiring practices, contemplating dean and department chair feedback about faculty recruitment challenges, reimagining the candidate interview itinerary, surveying locations/venues to find underrepresented minority faculty candidates for vacancies, examining mentoring needs for first-year and veteran employees, etc. The mentoring efforts are being led by the Office of the Provost and Human Resources. Human Resources, in kind, is working on a similar effort aimed at staff employees. **(Ongoing)**
- 6) An Assistant Vice President for Enrollment Management who is URM for Fall 2022 has been hired. This also adds a reflection of URM employees and URM students in an area packed with students, Student Affairs. Moreover, the importance of recruiting and retaining URM students cannot be

overstated. To that end, the Assistant Vice President for Enrollment Management has expertise in recruitment, specifically with URM and LI, and will oversee institutional recruitment and admissions for a renewed focus on URM and LI.

- 7) Further, in the role of International Student Recruitment a URM staff member has been hired and started work in August 2022. Additionally, two senior URM faculty providing leadership for the Faculty Recruitment and Retention efforts toward examining existing hiring practices, hiring needs, and best practices for lasting positive impressions for new hires will also be assistive in the institution's forward movement with URM in campus leadership positions. **(Ongoing)**
- 8) Welcome / Bonding events - research supports the idea that retention can increase when faculty feel connected, respected, and valued. It can be further enhanced when their family (especially children) feel connected too; HBCU visits - developing relationships with campuses that produce potential faculty will likely increase diversity in candidate pools; Conferences - having a presence at conferences helps tap into populations that will likely draw interest in open lines. For instance, attending the job fair at the key conference for the field of the position vacancy increased the candidate pool for the vacancy/line. **(Ongoing)**
- 9) Regents Fellows – The Murray State University Regents Fellowship is a one-year, renewable graduate assistantship/scholarship designed to assist underrepresented minority students with career development opportunities in higher education while completing their graduate degree. Fellows are assigned to a vice presidential unit on campus and are given deeper exposure and access throughout the University, such as sitting in on university governance meetings, meeting one-on-one with the President, assisting with university curriculum meetings, etc. The 2020-21 Academic Year yielded the first Regents Fellowship Cohort, followed by the second cohort in 2021-22 and the third in 2022-23. **(Ongoing)**

Impact of the Improvement Plan on the Diversity Plan:

In June of 2019, consistent with the Spring 2019 Murray State University Diversity Plan feedback from the CPE CEO Review Committee to condense and streamline the number of action steps/institutional strategies, Murray State submitted a proposal for deletion of multiple items as a result of the content that reflected redundancies, lacked appropriate phrasing for effective assessment or measurement, and/or posed institutional budgetary challenges. It focused our work from 144 to 7 focused strategies.

Timeline:

- In March 2019 CPE provided feedback to Murray State to streamline/downsize the number of strategies
- In June 2019 Murray State submits a streamlined listing of 7 initiatives down from 144
- In October 2019 CPE approved a downsized list of 7 initiatives

Self-Reflection Improvement Impact (Items 1-11): Since the Murray State Diversity plan was changed prior to the evaluation of this current year's work, a fundamental change to the Diversity Plan is not warranted. The University needs to focus on the current initiatives at hand and continue to improve on the quantitative data enhancement as noted in this document.

Southeast Kentucky
Community and Technical
College

CPE Diversity Waiver -
Performance Improvement Plan

Submission Date:
September 28th, 2022

Introduction

Southeast Kentucky Community and Technical College (SKCTC) will outline in this report the facts and the unique circumstances and challenges that caused our college to not pass the 2020-2021 CPE Diversity, Equity, and Inclusion Plan Evaluation. After documenting the analyzed and known hardships our institution faced during this reporting period, we will outline the opportunities and action steps our Diversity Committee, College Programs, and Campus Leadership will implement to improve our metrics and diversity plan.

The Covid-19 pandemic disrupted all working environments and institutional workflows globally, and SKCTC was not immune to these experienced hardships. Still, the disruption of Covid-19 undoubtedly had a significant impact on our Under-Represented Minorities (URM) and Low-Income (LI) student enrollment metrics and student retention rates. This report will also outline the hardships experienced with the loss of our beloved and long-tenured colleague and diversity director, Carolyn Sundy, and the other challenges faced regarding recruitment and retention for our URM employees. Lastly, we will highlight the outmigration trends in our region and service area. This existential crisis is the most significant and enduring challenge we face as a public institution in rural central Appalachia, which has a direct and consequential impact on all programming and collected data for our college.

Self-Reflection

SKCTC faced several challenges in Diversity and Inclusion during the 2020-2021 academic year. The Director of Diversity, Equity, and Inclusion position experienced significant instability during that period. Our Vice-President of DEI, Dr. Carolyn Sundy, passed away in September 2020. Dr. Sundy had held that position for many years, so her death was a significant loss to the college generally, but to our DEI efforts specifically. No one applied the first time the position was posted, and when it was reposted, the position was filled in March 2021. The significant gap between Dr. Sundy's passing and filling the vacant position meant the Director of Diversity position was unfilled during most of the reporting period. Further, the person who was hired left the position after six months, creating further instability and disrupting the continuity in DEI efforts and reporting.

In addition to instability in DEI leadership, community outreach and campus activities were halted from March 2020-March 2021 during Covid shutdowns. There was no in-person diversity work during this time, which adversely affected our community partnerships and programming as well as any in-person student programming. The annual Martin Luther King Jr. event was held virtually in January 2021, which meant there were no community members to attend or speak. Student engagement with online programs and resources was limited. This instability and reliance on virtual outreach made our efforts to reach URM students more difficult.

SKCTC has identified a trend with the self-reporting metrics. A higher percentage of our students are self-reporting as two or more races. Likewise, some students choose not to identify their race/ethnicity. Please refer to Table 1 of the appendices for supporting data.

Outmigration is a significant challenge for SKCTC and our service areas. According to the 2020 Census report, from 2010 to 2020, SKCTC's current service region saw a 10 percent population decline. Bell and Letcher Counties saw 16 percent and 12 percent declines, respectively. Not only has the population declined, but the median age for the service has gotten older. In each of the four counties in the service area, the median age is over 40. The Census data also indicates that an overwhelming majority of the population in these four counties identify as white only, which makes recruiting URM students difficult. Please refer to Table 2 of the appendices for supporting data.

The Covid-19 pandemic presented a major disruption for SKCTC during this period. Our low-income and URM students are among the most vulnerable populations and were disproportionately affected by Covid shutdowns and remote learning. First, many communities in our service area lacked the infrastructure/technology to accommodate remote learning. Some remote areas in our counties did not have high-speed internet and/or cell phone coverage at the beginning of the pandemic. Even in areas where they were available, not everyone could afford them. In some cases, the Internet traffic was so high with remote learning in K-12, higher education, and work-from-home, the speeds were slowed significantly. Students who had children in K-12 often had to share resources, making it difficult to allocate time and supplies between them. Still other students lacked access to technology to participate in remote learning and/or complete online assignments. Many students tried to complete coursework using cellular phones, and at that time, SKCTC was still primarily using Blackboard Learn, which was not mobile friendly.

Many of our at-risk/non-traditional students struggled to adapt to remote/online learning. They often require more hands-on or in-person assistance with technology and coursework. With the transition to remote learning, they had less access to in-person tutoring and support staff, and some struggled with using and accessing the KCTCS app, Microsoft Teams, and other remote learning platforms.

The inability to be on campus and/or the social distancing guidelines in laboratories affected allied health and technical students' ability to complete their programs. These students could not complete their in-person clinical hours or hands-on projects necessary for completion of their credentials.

Not only did students struggle with transitioning to remote learning, some faculty and staff members found it difficult as well, which further impacted students' learning and success. Prior to using Jabber, some employees could not be reached by phone because they either forgot or did not know how to forward their office phones; likewise, some employees did not know how to remote link their computers. This meant some students' questions/messages may not have been received in a timely manner. And just as students with children struggled to balance their work with their children's work, many employees found it difficult to accomplish their usual workload while working from home.

Faculty advisors had to manage online/remote courses while working with existing advisees to try to help them navigate their coursework and any difficulties they might have been

experiencing. At the same time, they were also trying to advise/register new students. Staff advisors were sometimes overwhelmed by the number of questions and students they worked with. Once again, much of the advising process was conducted remotely via Teams, email, or telephone.

Covid-19 not only affected students' learning, but many experienced financial issues, such as job loss and/or changes in financial aid status. Some students could not afford to buy gas to drive to campus to access wireless internet. Other students who worked in essential jobs saw their workloads increase, which meant they had less time to devote to classes.

Another impact of the Covid-19 pandemic was the effects on physical and mental health. Even when classes began meeting in person, some students were fearful of returning to campus. They were afraid of contracting Covid and the impacts it would have not only on their health, but of the potential of spreading it to elderly family members. Some students did contract Covid or lost family members, which made it difficult to complete assignments while recovering or grieving. These factors also contributed to fear of entering healthcare professions.

Fears about contracting and spreading Covid-19, feelings of isolation during quarantine, financial/job-related stress, and adapting to remote learning contributed to a high rate of mental health issues for students. This further exacerbated whatever struggles students were having with coursework. SKCTC faculty and staff also experienced many of these same issues. Numerous faculty and staff members contracted Covid-19, which caused disruptions to workflows; they were unable to complete tasks and/or communicate with students in a timely manner. Likewise, faculty/staff members struggled with mental health conditions as well.

In addition to affecting already enrolled students, marketing and recruiting efforts were negatively impacted. With few or no on-campus events or classes, marketing could not record videos or take photographs to promote programs or students. Local high schools were mostly shut down or had strict limitations on who could be admitted, so traditional recruitment efforts aimed at high school students were halted. Furthermore, all local job fairs, open houses, and events were suspended, which meant there were no opportunities for community outreach. Students, employees, and community members were experiencing virtual meeting fatigue, so Radius campaigns and remote recruiting events were not well-attended. It is also unclear if recruiting emails sent to high schools were forwarded to students' email addresses.

The few classes that still met on campus experienced low enrollment. For vocational classes, the local schools did not bus students to campus, so few of the vocational students attended.

The Human Resources department has identified specific challenges which contributed to SKCTC not meeting the minimum required score for recruiting and retaining the employee metrics for "Campus Leadership URM" and "FTE Instructional Staff". The first challenge identified was the hiring process throughout this reporting period. During this time, the campus was closed twice for extended periods. Because of that and the other institutional social distancing requirements, all interviews were performed remotely and were hosted in a virtual format. At the start of the pandemic and throughout this reporting period, many potential hires felt intimidated by the virtual format.

Another challenge the Human Resource department identified was the complete disruption of all internal filing and workings for HR. HR had to abruptly update all files for employees (both new and current employees) to a digital format. This ultimately slowed all internal workings of the department and institution, which carried over well into the Fall of this reporting period. This slowing of the workflow was followed by the retirement or passing of five URM employees. Though this number is relatively small, it significantly impacted our reporting data and our campus environment.

Plan of Action

To address the lack of qualified candidates and instability in the Director of Diversity position, SKCTC leadership decided in Spring 2022 to create a committee first called the Cross-Functional Committee and now known as the Diversity & Inclusion Committee. The executive committee is comprised of faculty and staff from each of our six campuses, and the executive representative(s) from each campus serves as the chair of the campus committees. The Diversity and Inclusion Committee will oversee diversity programming and reporting to ensure a more cohesive approach moving forward.

On each individual campus, the campus sub-committees will be responsible for devising, planning, and implementing programming for students, employees, and the surrounding communities. These committees will also implement recruiting and outreach strategies to reach more diverse populations.

SKCTC has expanded to include a sixth campus in Barbourville, Kentucky. The opening of the Knox Campus will expand our geographical service area and provide the opportunity to attract a greater number of URM students. Please refer to Table 3 of the appendices for supporting data.

SKCTC has recently partnered with Achieving the Dream (ATD) and the DATA Equity Fellowship, both of which are focused on extending equity in higher education. In 2021, the College received a grant from ATD and became a cohort member institution in ATD's "Building Resiliency in Rural Communities" program. Since then, the College has been working closely with two ATD coaches and has crafted an action plan to increase its adult learner (non-traditional aged) student population with an emphasis on preparing students for the digital economy and expanding equity across student groups.

In Summer 2022, SKCTC joined the Data Equity Fellowship Sponsored by the Northwest Commission on Colleges and Universities (NWCCU). The Fellowship prepares higher education leaders to advance institutional mission fulfillment and equity initiatives through data-informed approaches to assessment, reflection, and planning to eliminate equity gaps. It is designed to bring together faculty, staff, and administrators that identify as "data focused" or "equity focused" to collaborate on a meaningful data-informed project with expert facilitation to improve equitable outcomes. At the end of the Fellowship (one academic year), the College must develop and present a data-driven project centered around expanding equity. The College's Dean of Institutional Effectiveness, Dr. Rick Mason, and the Chair of the Diversity Committee, Ryland Pope, were named as the College's participants and responsible for engaging in work supporting the goals of the Fellowship.

The College has some real challenges in trying to attract and retain minority employees, especially in higher positions. For example, currently, out of 63 total full-time faculty, only 3 (4.8%) are underrepresented minorities. And, among the College's leadership – which includes the President/CEO, chief officers, deans, and directors – there is only one URM out of 22 individuals, or 0.45 percent.

Clearly, expanding URM representation among the College's leadership and faculty is a major point of emphasis. To promote equity and diversity more fully, the College must incorporate more URMs into these two areas. In addition to hiring more URMs in these areas, the College will concentrate on the following strategies:

- SKCTC will promote a campus environment to provide student support, assistance, guidance, and resources so they can successfully complete their academic, transfer, and/or career goals.
- SKCTC will provide cross-cultural coaching and awareness in faculty development workshops, employee orientation, and professional development programs to develop a diversity-friendly culture, as well as encourage attendance at diversity professional development seminars and conferences provided by other colleges and organizations.
- SKCTC will evaluate exit interviews for faculty, staff, and graduates, when available.
- SKCTC will develop position descriptions and qualifying criteria that highlight a commitment to diversity. The College will incorporate interview questions, which evaluate candidates' commitment to and experience with diversity and inclusion.
- SKCTC will explore positions for URM Campus Leadership through the KCTCS Fellows Program.

Moreover, the college has mandatory compliance training every year for all the employees. Topics include Discrimination Awareness in the Workplace, Implicit Bias and Microaggression Awareness, and acknowledgement of the Anti-Harassment/Discrimination Procedure every year. The people facilitating this work will be the College's HR Director Sharon Johnson and the Diversity Committee. The College will revive its student-led diversity work through the following means:

- Black Student Union
- Student Orientation and Gender Identification Alliance
- Partners – Teach for America and London District Association
- Revive / Restart Community Partnerships/Programming

These initiatives will be led by the Diversity Committee and faculty sponsors. There are some existing funds for such initiatives, but the College will likely have to commit more funding to make a significant impact on enhancing equity and diversity.

Our URM employee retention and recruitment efforts must be improved, specifically regarding our diversity plan metrics – URM Campus Leadership and FTE Instructional Staff. We must face the challenges of being an impoverished rural area with extremely alarming community outmigration statistics. Please refer to Table 4 of the appendices for supporting data. How do we

effectively recruit, hire, and retain exceptional URM talent to our institution? We will outline our action steps and recruitment pipelines below, but in short, we must do better.

As stated before, the loss of Carolyn Sundy had a monumental impact on all workings of the college, but specifically on all diversity work for our organization. The ongoing institutional knowledge, nationwide professional relationships, and networking frameworks cannot be replaced. Honestly, she was a force for good.

Part of the Diversity Committee's work is recruiting URM employees, focusing on Campus Leadership and FTE Instructional Staff positions. Each SKCTC campus has its own diversity committee, and four of our six chairs identify as a URM.

We will address our "Campus Leadership" metric by broadening and strengthening our employee recruitment pipelines and advertisement channels. We will do this by working closely with the KCTCS system office, the Kentucky Association of Blacks in Higher Education (KABHE), our sister community colleges and 4-year public/private higher education partners, as well as our corporate partners in our region and state to make sure all open positions are well-distributed and advertised where they will have the most significant impact. We will also explore opportunities through the KCTCS Fellows program for hiring leadership positions within our institution.

SKCTC HR and KCTCS System Office are designing a new hiring page on our college's website called PageUp. This page will replace the currently used page, HireTouch. With this new job posting page, global job posting sites, like Indeed, can more accurately scrub our page for current positions and be available nationwide to a broader applicant pool. Not only that, PageUp will showcase our institution's diversity and inclusion efforts front and center. Our page will be designed similarly to the PageUp sites of our sister colleges, Bluegrass and Gateway Community Colleges.

We will have more of a boots-on-the-ground recruitment effort by working closely alongside the KCTCS System Office talent recruitment agencies, specifically Linette Hillis, the Vice President of Talent, Inclusion, and Workplace Culture. Our HR and Diversity Committee will partner with the System Office to ensure all job postings achieve the most significant reach possible, but most importantly, that the applications are being viewed by talented and highly qualified professionals interested in working at SKCTC.

The action steps toward increasing the URM "FTE Instructional Staff," both full-time and adjunct work, will be similar to those the diversity committee and HR have outlined above, but with the additional focus and efforts of the Academic Affairs office. The college will leverage its networking and PD development connections to broaden our established full-time and adjunct faculty hiring pool and will communicate these job vacancies with these highly-skilled individuals as they become available. The diversity committee will directly focus on advertising within the URM hiring pool.

The recruitment of all student groups is vitally important to the College, especially considering the population decline in our service area over the past two decades. During the past ten years

(2012 to 2021), the College's total enrollment declined a staggering 48 percent, going from 6,220 to 3,256 for those respective academic years. Similarly, over the same period, our URM enrollment dipped 37 percent.

To increase overall enrollment the College will focus on the following recruiting strategies:

- The College has reassigned several staff members to serve as additional recruiters.
- The College intends to meet with each of its community partners and try to establish even more ways that we can work together to enroll more people in postsecondary education and/or help them get the services and resources they need to attend college or gain employment.
- We have been successful in providing scholarships to students from disadvantaged backgrounds. To recruit additional URM and low-income students, attractive scholarship packages should be made available, particularly to those students who balance school obligations with family and work responsibilities.
- We will seek funding from writing grants (a Title III grant with plans to expand its Development Office and its fund-raising capabilities).
- The College's Education Foundation will increase campaigns to request donations for student scholarships.
- We will continue to promote the Work-Ready Scholarship and strive to get more URM students to apply for it.
- We will increase our recruiting efforts and our community programming within the Latinx communities, since Latinx is one of the URM categories growing within our service area. Please refer to Table 5 of the appendices for supporting data.
- We will continue to engage, recruit, and enroll veterans and military-connected students.

The College's Marketing Department has stepped up its recruiting efforts through the following strategies and will continue these and incorporate other creative means to reach more potential students.

Real World Ads (Early 2021-22)

- This included TV, traditional radio, digital radio, social media ads, and featured minorities in both adult version and traditional student versions.
- This was adjusted in mid-2021 due to the pandemic.

Social Media Ads

- Ads included minority students in about half of the total ads.
- During any single time period, at a minimum, one ad portrayed a minority.
- The creative imagery of minorities was used for other social media, banners, billboards, and other marketing materials through present.

Unpaid Social Media

- Since mid-2021, more effort has been made to recognize holidays from non-majority religions, celebrate more diverse ‘national months’, and incorporate diverse identities into social media posts, content, ideas, images, etc.

Radius (Email Marketing/Recruiting)

- We have stepped up our Radius efforts since the beginning of 2021 by updating images to reflect diversity. We send out more emails now than in years past, so potentially reaching more diverse individuals.

SKCTC Website

- The website has become more accessible for those with vision impairments than ever before. Our Site-Improve scores have been increasing for the last two years.

In addition to increased marketing and recruiting efforts, the College’s Student Services Department will review its admission application and process to identify any barriers that may be impacting applicants, especially URM and low-income applicants. The Diversity Committee will work on communicating clearly to all students, especially URM and low-income, of the programs, scholarships, academic supports, collegiate programs, and community resources/opportunities that are available.

Further, the College will employ the following strategies to increase enrollment:

- The Diversity Committee will work with financial aid to make sure all students are aware of the work-study programs.
- Student Support Services/Academic Advantage Program will have several campus visits, a cultural enrichment trip, and several in-person workshops scheduled on topics such as FAFSA, painting, 3-D Pens, 3-D Printing, etc.
- Student Success Coaches will continue to leverage the accessibility and improved digital and online resources and applications, including tutoring, mental health, college applications, FAFSA support, etc.
- Our College Recruiters, Student Success Coaches, Gear-up, Southeast Scholars, and our Dual Credit Coordinator will strengthen outreach efforts by targeting younger local populations, to begin educating students and parents of the advantages of our dual credit courses.
- The Diversity Committee will actively explore community partnerships to host multi-cultural programming on our campuses and within our service areas to help strengthen our College’s brand and with the additional outcome of creating and strengthening our recruiting pipelines for both URM and LI students – London District Association, Eastern Kentucky Social Club, Cumberland Gap Heritage Day Festival, Appalshop, Higher Ground, Local County Extension Offices, Gear-up, Boys and Girls Clubs, Upward Bound, etc.

- Our College Recruiters and Student Success Coaches are currently exploring ways to better serve our Low-Income students, specifically those who live in low-income housing/housing authorities.

Along with recruiting more students, the College fully realizes that we must also concentrate on retaining the students we have. Our fall-to-fall retention rates are listed below.

Year	Overall	Target	URM	Target	Low-Income	Target
2019-20	49.9%	62.5%	41.2%	70.0%	55.1%	63.1%
2020-21	49.8%	63.5%	40.0%	71.0%	56.5%	63.1%

SKCTC realizes that an effective retention improvement plan must involve the entire college. To improve overall student retention, especially among URM and low-income students, the College will continue or implement the following action steps:

- The College will increase faculty-student engagement, utilizing Starfish to increase student feedback on their classroom progress.
- Faculty will build a sense of community and culture in and out of the classroom by assigning more student group activities
- The College will utilize the results from the Cultural Climate Survey—which is now administered during each fall term—to promote equity and inclusion and monitor the campus and community environment.
- The Diversity Committee will work with Student Services to engage URM students in college programs and clubs – Student Government, Higher Ground, the Black Students Union, Student Orientation Gender Identity Alliance, etc.
- Student Success Coaches, Student Advisors, and Faculty will work together on sharing information with students on financial assistance and educational/personal funding, which will assist with the completion of their degree.
- Prosper Appalachia is partnering with SKCTC to hire 8 peer-mentors - Peer Leader (sharepoint.com)
- Student Success Coaches, Student Advisors, and Faculty/Staff will ensure all students’ wellbeing and safety is top priority. Therapy Assistance Online (TAO - on our SKCTC App) needs to be utilized more to help students’ mental wellbeing.
- Student Success Coaches, Student Advisors, and Faculty will continue to strengthen our communication channels by offering diverse and institution-wide communications networks to be more available and more present to assist with each student’s needs:
- Chitchat on our SKCTC app will leverage more interaction on the SKCTC website, specifically with SKCTC news channels
- The Diversity Committee will work with Student Affairs, the Business Office, and the Student Success Coaches on developing professional development opportunities for Faculty and student advisors, which will cover all currently available student resources – this may be per semester training. This training will include the ways college procedures can hurt/harm the student’s academic standing and financial aid status.

- The Student Affairs office will continue to focus on those students who have not completed the financial aid and the registration/application process. They do this by contacting all students personally and offering any assistance available in completing the process.
- The Diversity Committee and the Student Affairs offices will explore developing an advisor tracking system, where college advisors can keep up with our advisees. We will also collaborate with our Student Success Coaches on developing a template for a curriculum plan for all incoming students at the beginning of the recruiting/advising process.
- The Diversity Committee, Dual Credit Coordinator, and College Recruiters will develop a student orientation for high school dual credit courses. The purpose of this is to ease the onboarding for students entering an online college format and course workflows, including email, Blackboard, MyPath, etc.
- We will continue to encourage faculty to engage with students via Starfish.
- Academic Affairs will continue monitoring faculty engagement and updates with Starfish
- Student Advisors and Success Coaches will continue to leverage the communications channels listed above and interaction, in hopes of more quickly identifying students' needs in courses.
- The Academic Affairs Office and the Diversity Committee will collaborate on the development of a college diversity statement, which will appear in each course syllabi for SKCTC.

Diversity Plan Modification

SKCTC does not have any Diversity Plan Modifications to currently report. In analyzing our 2020-2021 report, and according to CPE reviewers, we need to clarify our approach on the composition and written work within the “Lessons Learned” - “Impact” portion of the report. It was communicated to us that there were portions of our qualitative report which were too broad in scope and didn't directly address the work completed or improvement plans toward the specific strategy being discussed.

Moving forward, our writing team will be straightforward toward the reported work accomplished for each strategy and target our language in the “Lessons Learned” portion of the report directly to each strategy. In the drafting of all future reports, we will clearly explain the steps taken that accomplished all successful goals, as well as reflect the causes of failure (if any) in our working framework towards each strategy. Then, we will immediately acknowledge the points of opportunity with action steps for improvement. Our writing team will work closely with our institution's Dean of Institutional Effectiveness and the KCTCS Systems Office to accumulate all adequate data for each strategy, which will show quantitatively the work being done and the gaps and opportunities for future work.

Appendix – Tables

Table 1. Headcount by Race, 2012-2021

Academic Year	Race	Headcount	Percent
2012	American Indian/Alaska Native	39	0.5%
	Asian	8	0.1%
	Black/African American	145	2.0%
	Hispanic/Latino	34	0.5%
	Native Hawaiian/Pacific Islander	2	0.0%
	Non-Specified	621	8.6%
	Two or More Races	52	0.7%
	White	6329	87.5%
2012 Total		7230	100.0%
2013	American Indian/Alaska Native	26	0.4%
	Asian	11	0.2%
	Black/African American	158	2.2%
	Hispanic/Latino	38	0.5%
	Native Hawaiian/Pacific Islander	1	0.0%
	Non-Specified	648	9.0%
	Two or More Races	69	1.0%
	White	6219	86.7%
2013 Total		7170	100.0%
2014	American Indian/Alaska Native	9	0.2%
	Asian	11	0.2%
	Black/African American	103	2.2%
	Hispanic/Latino	33	0.7%
	Native Hawaiian/Pacific Islander	2	0.0%
	Non-Specified	250	5.4%
	Two or More Races	71	1.5%
	White	4172	89.7%
2014 Total		4651	100.0%
2015	American Indian/Alaska Native	19	0.4%
	Asian	10	0.2%
	Black/African American	93	2.1%
	Hispanic/Latino	26	0.6%
	Native Hawaiian/Pacific Islander	1	0.0%
	Non-Specified	261	5.8%
	Two or More Races	71	1.6%
	White	3993	89.2%
2015 Total		4474	100.0%
2016	American Indian/Alaska Native	14	0.3%
	Asian	13	0.3%

	Black/African American	98	2.2%
	Hispanic/Latino	36	0.8%
	Native Hawaiian/Pacific Islander	2	0.0%
	Non-Specified	369	8.2%
	Two or More Races	65	1.4%
	White	3901	86.7%
	2016 Total	4498	100.0%
2017	American Indian/Alaska Native	12	0.3%
	Asian	12	0.3%
	Black/African American	92	1.9%
	Hispanic/Latino	41	0.9%
	Native Hawaiian/Pacific Islander	14	0.3%
	Non-Specified	483	10.1%
	Two or More Races	65	1.4%
	White	4040	84.9%
	2017 Total	4759	100.0%
2018	American Indian/Alaska Native	13	0.3%
	Asian	14	0.3%
	Black/African American	71	1.4%
	Hispanic/Latino	48	1.0%
	Native Hawaiian/Pacific Islander	4	0.1%
	Non-Specified	665	13.3%
	Two or More Races	67	1.3%
	White	4132	82.4%
	2018 Total	5014	100.0%
2019	American Indian/Alaska Native	14	0.3%
	Asian	15	0.3%
	Black/African American	55	1.2%
	Hispanic/Latino	41	0.9%
	Native Hawaiian/Pacific Islander	3	0.1%
	Non-Specified	405	9.0%
	Two or More Races	54	1.2%
	White	3930	87.0%
	2019 Total	4517	100.0%
2020	American Indian/Alaska Native	10	0.3%
	Asian	10	0.3%
	Black/African American	64	1.9%
	Hispanic/Latino	32	0.9%
	Native Hawaiian/Pacific Islander	2	0.1%
	Non-Specified	229	6.7%
	Two or More Races	44	1.3%
	White	3025	88.6%
	2020 Total	3416	100.0%

2021	American Indian/Alaska Native	14	0.4%
	Asian	10	0.3%
	Black/African American	59	1.7%
	Hispanic/Latino	33	0.9%
	Non-Specified	286	8.2%
	Two or More Races	46	1.3%
	White	3060	87.2%
2021 Total		3508	100.0%

Table 2. Service Area - People Who Identify as White				
County	2010 Population	2020 Population	Number Change	Percentage Change
Bell Co.	28,691	24,097	-4,594	-16.0%
White Population	27,415	22,388	-5,027	-18.3%
Percentage of Population	95.55%	92.91%		
Harlan Co.	29,278	26,831	-2,447	-8.4%
White Population	28,144	25,107	-3,037	-10.8%
Percentage of Population	96.13%	93.57%		
Knox Co.	31,883	30,193	-1,690	-5.3%
White Population	30,967	28,616	-2,351	-7.6%
Percentage of Population	97.13%	94.78%		
Letcher Co.	24,519	21,548	-2,971	-12.1%
White Population	24,215	20,841	-3,374	-13.9%
Percentage of Population	98.76%	96.72%		

Table 3. Knox Co. URM Population				
County	2010 Population	2020 Population	Number Change	Percentage Change
Knox Co.	31,883	30,193	-1,690	-5.3%
Black/African American	346	296	-50	-14.5%
Latinx	270	347	77	28.5%
Amer. Ind. /Alaskan Native	70	87	17	24.3%
Hawaiian / Pacific Islander	3	1	-2	-66.7%
Two or More Races	350	999	649	185.4%
Total URM	1039	1730		
Percentage URM Population	3.26%	5.73%		

Table 4. Service Area Population Trend				
County	2010 Population	2020 Population	Number Change	Percentage Change
Bell Co.	28,691	24,097	-4,594	-16.0%
Harlan Co.	29,278	26,831	-2,447	-8.4%
Knox Co.	31,883	30,193	-1,690	-5.3%
Letcher Co.	24,519	21,548	-2,971	-12.1%
Total	114,371	102,669	-11,702	-10.2%

Table 5. Service Area - Total and URM Population				
County	2010 Population	2020 Population	Number Change	Percentage Change
Bell Co.	28,691	24,097	-4,594	-16.0%
Black/African American	644	558	-86	-13.4%
Latinx	198	244	46	23.2%
Amer. Ind. /Alaskan Native	49	37	-12	-24.5%
Hawaiian / Pacific Islander	13	4	-9	-69.2%
Two or More Races	437	851	414	94.7%
Total URM	1341	1694	353	26.3%
Percentage URM Population	4.67%	7.03%		
Harlan Co.	29,278	26,831	-2,447	-8.4%
Black/African American	643	541	-102	-15.9%
Latinx	210	265	55	26.2%
Amer. Ind. /Alaskan Native	42	56	14	33.3%
Hawaiian / Pacific Islander	2	0	-2	-100.0%
Two or More Races	282	927	645	228.7%
Total URM	1179	1789	610	51.7%
Percentage URM Population	4.03%	6.67%		
Knox Co.	31,883	30,193	-1,690	-5.3%
Black/African American	346	296	-50	-14.5%
Latinx	270	347	77	28.5%
Amer. Ind. /Alaskan Native	70	87	17	24.3%
Hawaiian / Pacific Islander	3	1	-2	-66.7%
Two or More Races	350	999	649	185.4%
Total URM	1039	1730		
Percentage URM Population	3.26%	5.73%		
Letcher Co.	24,519	21,548	-2,971	-12.1%
Black/African American	85	92	7	8.2%
Latinx	124	133	9	7.3%
Amer. Ind. /Alaskan Native	37	34	-3	-8.1%
Hawaiian / Pacific Islander	0	0	0	0
Two or More Races	114	486	372	326.3%
Total URM	360	745	385	106.9%
Percentage URM Population	1.47%	3.46%		

Northern Kentucky University

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2020-2021 reporting year below.

2020 – 2021 OPPORTUNITY STRATEGIES

Opportunity 1: Engage in targeted outreach efforts to URM students

Opportunity 2: Strengthen recruitment of traditionally underserved students

Opportunity 3: Strengthen recruitment of underrepresented minority (URM) graduate students

2020 – 2021 SUCCESS STRATEGIES

2020 – 2021 IMPACT STRATEGIES

Impact 1: Increase the diversity of faculty, management, and staff by ensuring search processes are equitable and consistently applied

Impact 2: Implement initiatives, such as mentoring, that retain and promote diverse faculty, management, and staff and assess the impact of initiatives

Impact 3: Ensure that NKU policies and practices are equitable and inclusive

Impact 4: Affirm full participation and a sense of belonging through developing the cultural competence of students, faculty, and staff

Impact 5: Embed inclusive excellence into all university planning, governing, marketing, and communications

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2021 – 2022 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>

2021 – 2022 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>

2021 – 2022 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>Implement initiatives, such as mentoring, that retain and promote diverse faculty, management, and staff and assess the impact of initiatives.</p>		<p>Implementation of programming due to realignment with diversity goals and Success By Design Framework.</p>

Elizabethtown Community & Technical College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. Plan and implement URM outreach to raise awareness of the College's educational opportunities, support services, and benefits of attaining a post-secondary credential.
2. Plan and implement Low-Income outreach to raise awareness of the College's educational opportunities, support services, and benefits of attaining a post-secondary credential.

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

- 8. Increase student cultural competency.
- 9. Increase employee cultural competency.
- 10. Monitor the campus environment through the Campus Inclusivity, Diversity, and Equity Advisory Committee

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Plan and implement URM outreach to raise awareness of the College’s educational opportunities, support services, and benefits of attaining a post-secondary credential.</p> <p>2. Plan and implement Low-Income outreach to raise awareness of the College’s educational opportunities, support services, and benefits of attaining a post-secondary credential.</p>		<p>The strategies were not actually changed, just the wording. ECTC proposes to revise the wording to align with ECTC's new strategic plan Goal 1 and Outcome 1.1:</p> <p>Strategic Plan Goal 1: Increase Learner Opportunity</p> <p>Strategic Plan Outcome 1.1: Increase the enrollment of learners to provide them with opportunities to achieve their career and lifelong learning goals.</p>

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>3. Expand access to enhanced academic and student support services and resources to increase retention of URM and low-income students.</p> <p>4. Increase the number of URM and Low-Income students who advance register.</p> <p>5. Establish and utilize peer mentors to increase retention of URM and Low-Income students.</p> <p>6. Connect URM and Low-Income first and second semester AA/AS students with Career Services</p> <p>7. Increase the use of Active Learning Pedagogy as a High Impact Practice (HIP) to increase URM and Low-Income success.</p>		<p>Strategy 3 was not actually changed, just the wording. ECTC proposes to revise the wording to align with ECTC's new strategic plan Goal 2 and Outcome 2.1, 2.2, and 2.4:</p> <p>Strategic Plan Goal 2: Increase Learner Success</p> <p>Strategic Plan Outcome 2.1: Increase learner persistence through credential pathway completion or four-year institution enrollment.</p> <p>Strategic Plan Outcome 2.2: Increase technical education completion to ensure skilled talent to meet employer and economic development needs.</p> <p>Strategic Plan Outcome 2.4: Increase employment and transfer opportunities to ensure a skilled talent pipeline to grow Kentucky's economy.</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>8. Increase student cultural competency.</p> <p>9. Increase employee cultural competency.</p> <p>10. Monitor the campus environment through the Campus Inclusivity, Diversity, and Equity Advisory Committee</p>		<p>ECTC proposes to ADD strategy 6 as a new strategy to help ECTC meet workforce diversity metrics set in the Diversity Plan.</p> <p>Due to the deletion and revision of previous strategies, numbering would need to be adjusted for the current strategies 8 and 9 (change to 7 and 8). The content remains the same.</p> <p>ECTC proposes to DELETE current strategy 10 and use it as a tactic to increase employee and student cultural competency (new strategies 7 and 8).</p>

Hazard Community & Technical College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. HCTC will commit key personnel to work specifically in recruiting students from diverse backgrounds, both traditional and non-traditional (NOT REPORTING ON THIS ITEM)
2. Opportunity: HCTC will review the admissions process for barriers.
3. Opportunity: HCTC will develop and implement a Multicultural Leadership Council Program at local high schools.

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

9. Impact: HCTC will utilize employee recruitment and search process best practices, including utilizing effective existing processes, incorporating new recruitment avenues as they become available, and providing implicit biases awareness training to 100% of search committee members.
10. Impact: HCTC will select a team annually to focus on the campus culture and climate (Campus Environment Team).
11. Impact: HCTC will include cultural experience questions on the Program Satisfaction Survey for Graduates.
12. Impact: HCTC will administer a Cultural Competency Survey in the Spring semester to all students and employees.
13. Impact: HCTC will budget for and provide annual training and professional development related to cultural competence, equity, and inclusion.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>5. Success: HCTC will implement a mandatory First Year Experience 105 Achieving Academic Success course for first-time, full-time Associate in Arts (AA), Associate in Science (AS), and Undecided students.</p> <p>6. Success: In collaboration with the assigned advisor, the Director of Cultural Diversity will conduct outreach to URM students throughout the semester to facilitate student success.</p> <p>7. Success: HCTC advisors will provide additional interventions for students who have less than a 2.0 grade point average or who are low persisters.</p> <p>8. Success: HCTC will ensure that 100% of first-time, full-time, credential-seeking students have a Graduation Plan.</p>		<p>New Number 4: The proposed strategy allows for the addition of other student services intervention and retention services which will better equip students for success.</p> <p>New Number 5: The proposed strategy will combine previous strategy #6 and #7. These strategies both involve the faculty advisors and assigned personnel to work individually with students to promote retention and success.</p> <p>New Number 6: The proposed strategy will allow for research backed best practices to be used by developing graduation plans that will guide the students' academic journey to a career.</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>9. Impact: HCTC will utilize employee recruitment and search process best practices, including utilizing effective existing processes, incorporating new recruitment avenues as they become available, and providing implicit biases awareness training to 100% of search committee members.</p> <p>10. Impact: HCTC will select a team annually to focus on the campus culture and climate (Campus Environment Team).</p> <p>11. Impact: HCTC will include cultural experience questions on the Program Satisfaction Survey for Graduates.</p> <p>12. Impact: HCTC will administer a Cultural Competency Survey in the Spring semester to all students and employees.</p>		<p>New Number 7: The proposed change will streamline the language but not the intent or actions of the strategy.</p> <p>New Number 8: The proposed changes consolidate old number 10, 11 and 12. The Campus Environment Team is an established team and they review and propose changes or improvements based upon review the documents mentioned.</p> <p>New Number 9: This proposal is a basic revision to the language - no changes in the action or intent of the strategy.</p>

Henderson Community College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

- 1) To market HCC as an open and diverse learning community
- 2) To enhance our presence in local URM neighborhoods
- 3) To bridge the gap for diverse students from the time that they apply to enrollment

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

To broaden the scope of our recruitment for faculty and staff, particularly reaching out to the Hispanic community

To plans to create opportunities for meaningful involvement for a broad range of students

To monitor the campus environment

To provide a program of activities that focus on a broad understanding of diversity beyond ethnicity for the campus community

To prioritize professional development on cultural competency for staff and faculty

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1) To market HCC as an open and diverse learning community</p> <p>2) To enhance our presence in local URM neighborhoods</p> <p>3) To bridge the gap for diverse students from the time that they apply to enrollment</p>		<p>Prior measurement did not take in account application processes. New strategy aligns with high-touch admissions process with enrollment completion rates as the outcome.</p>

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1) That student and academic services will promote best practices for retention</p> <p>2) Student and academic services will create a culture of high expectations.</p>		<p>Prior strategy focused on expectation setting behaviors and were hard to measure. New strategy clarifies outcomes is degree completion, transfer, and/or employment.</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1) To broaden the scope of our recruitment for faculty and staff, particularly reaching out to the Hispanic community</p> <p>2) To create opportunities for meaningful involvement for a broad range of students</p> <p>3) To monitor the campus environment</p> <p>4) To provide a program of activities that focus on a broad understanding of diversity beyond ethnicity for the campus community</p>		<p>New strategy addresses both academic and extracurricular opportunities for student addressing intended outcomes for strategy 2 and strategy 4.</p>

Jefferson Community & Technical College

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

Increase Hispanic student outreach.

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

Increase URM faculty to be more representative of the student population.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>Increase Hispanic student outreach.</p>		<p>Fall 2022 enrollment data shows that the Hispanic/Latinx population has had the highest growth (up 11%) among all URM populations.</p> <p>There has not been a position structured to focus solely on supporting English Language Learners, international scholars using a F1 Visa, and students who have immigrated to the U.S. While this population overall has been successful academically, they have not had the opportunity to build community and experience personal and professional development.</p>

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>Develop implementation plan for Inclusive, Intersectional Instruction (I3), a structured faculty professional development program focused on culturally responsive and culturally mediated methods of instruction.</p>		<p>In 2021 a comprehensive institutional cultural audit was conducted by a national leading consulting firm. One recommendation from the findings was to create a DEI culture by requiring DEI Professional Development.</p> <p>This revision allows for continuity and strategizing best practices for DEI-related PD across each unit/area of the college by broadening the scope of DEI professional development for all college members beyond faculty and I3 instructional methods. The word "requires" demonstrates the level of institutional commitment.</p>
<p>Provide programming and campus activities that foster a welcoming environment.</p>		<p>The college has adopted a goal to improve students' sense of belonging and this revision provides for continuity and relevance.</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. Offer academic support for URM students and students with disabilities, first-generation college students, and low-income students.
2. Offer personal support for URM students and students with disabilities, first-generation college students, and low-income students.
3. Foster and develop relationships with Hispanic members of the service community to increase awareness of educational opportunities at OCTC.
4. Promote opportunities at OCTC to URM populations through programming such as Super Sunday.
5. Partner with area high schools and community organizations serving URM students to promote and provide higher education opportunities for students.

6. Promote education and awareness of LBGTQIA students.
7. Promote the Pathfinder Den for career and transfer opportunities to OCTC students

2021 – 2022 SUCCESS STRATEGIES

8. Develop agreements with key transfer partners such as WKU, Brescia University, and Kentucky Wesleyan College, to alleviate barriers that may hinder students following through with plans to transfer.
9. Change the advising process to better serve students at the point of intake.

2021 – 2022 IMPACT STRATEGIES

15. Strategically market all full-time positions advertised to minority audiences, such as career services and academic administration departments at Historically Black Colleges and Universities (HBCUs), academic institutions with minority programs in place, and minority professional networks and organizations.
16. Participate in Diversity, Equity and Inclusion (DEI) conferences and trainings to increase the persistence and retention of URM students
17. Work with campus representatives and community members to explore the atmosphere on campus and/or the surrounding community and consider its impact on the college's ability to retain diverse faculty and staff.
18. Increase the enrollment of URM in high-wage/high-demand technical programs.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Offer academic support for URM students and students with disabilities, first-generation college students, and low-income students.</p> <p>2. Offer personal support for URM students and students with disabilities, first-generation college students, and low-income students.</p> <p>3. Foster and develop relationships with Hispanic members of the service community to increase awareness of educational opportunities at OCTC.</p> <p>4. Promote opportunities at OCTC to URM populations through programming such as Super Sunday.</p> <p>5. Partner with area high schools and community organizations serving URM students to promote and provide higher education opportunities for students.</p>		<p>1&2. Instead of having two separate strategies, combining the two will decrease the repetitiveness caused by separating these two strategies.</p> <p>3. Refer to changes made to strategy #4.OCTC opportunities will be promoted to the Hispanic population through community programming.</p> <p>4. This is now inclusive of all URM populations within the Owensboro community.</p> <p>5. N/A</p> <p>6. We plan to continue to promote LGBTQIA+ awareness while expanding this to be more inclusive.</p> <p>7. The Pathfinder Den opened in the</p>
<p>6. Promote education and awareness of LBGTQIA students.</p>		

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>10. Reduce the number of URM students who experience Financial Aid Suspension.</p> <p>11. Increase student engagement in campus support programs (TRIO, Office for Diversity, Counseling Center, and Pathfinder Den).</p> <p>12. Attain Key Enrollment Indicator (KEI) targets for retention and persistence.</p> <p>13. Improve academic advising process through advisor training.</p> <p>14. Improve academic success for low-income and URM students who participate in TRIO.</p>		<p>10. N/A</p> <p>11. The departments in this strategy will be covered in proposed strategy #1 and strategy #14(unchanged).</p> <p>12. N/A</p> <p>13. The academic advising process will be discussed in previous strategies listed.</p> <p>14. N/A</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>15. Strategically market all full-time positions advertised to minority audiences, such as career services and academic administration departments at Historically Black Colleges and Universities (HBCUs), academic institutions with minority programs in place, and minority professional networks and organizations.</p> <p>16. Participate in Diversity, Equity and Inclusion (DEI) conferences and trainings to increase the persistence and retention of URM students</p> <p>17. Work with campus representatives and community members to explore the atmosphere on campus and/or the surrounding community and consider its impact on the college's ability to retain diverse faculty and staff.</p>		<p>15. N/A</p> <p>16. N/A</p> <p>17. N/A</p> <p>18. N/A</p>

SKYCTC

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. Target under-represented minority high school students to increase awareness of SKYCTC
2. Expand outreach to underrepresented minorities in the community

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

Goal 1

1. Develop ethnically sensitive job announcements
2. Advertise faculty and executive management jobs in minority publications
3. Educate search committee on hidden biases
4. Ensure diverse interview panels

Goal 2

1. Conduct a campus climate survey
2. Provide educational training opportunities for faculty and staff around equity and inclusion
3. Include student representation on the Diversity Committee

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
No revisions		

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
No revisions		

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Develop ethnically sensitive job announcements</p> <p>2. Advertise faculty and executive management jobs in minority publications</p> <p>Goal 2</p> <p>3. Include student representation on the Diversity Committee</p> <p>Goal 3</p> <p>1. Education resources and professional development</p>		<p>Accomplished</p> <p>Acknowledge SKYCTC's presence at job fairs, community events, and the establishments of new relationships with community partners.</p> <p>Due to the transient nature of our student population this strategy has proved difficult to execute with a dedicated student. SKYCTC will communicate to SGA for feedback and ideas regarding DEI.</p> <p>Duplicate of strategy in Goal 2.</p>

SOMERSET COMMUNITY COLLEGE

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. Expand minority recruitment events by increasing the number of Super Someday college recruitment event locations.
2. Increase number of minority scholarships specifically available to SCC students from one to two by specifically soliciting local business owners and managers who hire Hispanic-speaking individuals for scholarship funds.

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

1. Increase workforce diversity by expanding recruitment efforts.
2. Promote the benefits and value of diversity and increase cultural competency.

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Opportunity: Expand minority recruitment events by increasing the number of Super Someday college recruitment event locations.</p> <p>2. Opportunity: Increase the number of minority scholarships specifically soliciting local business owners and managers who hire Hispanic-speaking individuals for scholarship funds.</p>		<p>1. Opportunity: Modified opportunity strategies are recommended to expand the SCC awareness, engagement, student enrollment, retention, and recruitment efforts for current, incoming and potential students. SCC will expand outreach for student recruitment to include other populations such as LGBTQIAP2+ students.</p> <p>2. Opportunity: Scholarship funds for URM students continue to be solicited and some scholarship funds have been increased. This practice will be continued in order to offer expanded opportunities for students in need.</p>

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Success: Lessen language barriers on campus by offering ESL opportunities on campus.</p> <p>2. Success: Provide ongoing Early Alert services for URM and low-income students to improve retention/persistence.</p> <p>3. Success: Improve retention through existing student services and develop additional innovative programs.</p> <p>4. Success: Take steps toward making the campus more "student-friendly" and provide opportunities for student engagement and involvement while providing easy access to information that may affect retention.</p>		<p>1. Success: ESL classes appear to be less-needed due to potential students having gainful employment during class time. This option will remain open should the need arise in the future.</p> <p>2. Success: The Early Alert program has been absorbed into the new R.A.I.S.E. grant program while the program continues to offer student access to needed program components. These efforts have been expanded to offer students a greater number of services as individual needs are met.</p> <p>3. Success: The R.A.I.S.E. is the new, innovative SCC program that seeks to retain students by expanded program options, and so far has been extremely successful, and well-utilized by students.</p> <p>4. Success: The college has continued</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Impact: Increase workforce diversity by expanding recruitment efforts.</p> <p>2. Impact: Promote the benefits and value of diversity and increase cultural competency.</p>		<p>1. Impact: SCC is enhancing workforce recruitment efforts by utilizing expanded advertising, and by utilizing the Fellows Program for recruitment of URM staff.</p> <p>2. Impact: In addition, two types of professional development will be utilized to enhance diversity and sensitivity training. This training will include required annual training involving implicit bias and microaggression awareness. All are expected to lead to a more culturally competent workforce.</p>

Diversity, Equity, and Inclusion Strategy Revision Request

List all current strategies as of the 2021–2022 reporting year below.

2021 – 2022 OPPORTUNITY STRATEGIES

1. Implement best practices related to outreach to increase the enrollment of underrepresented minorities (Up Close and Personal, Order Your Educational Steps (OYES), Think College Now, Woodford R. Porter activities, site-based recruiters).
2. Implement best practices related to financial aid/scholarship assistance to increase the enrollment of underrepresented minorities (reduced application fees and scholarships).

2021 – 2022 SUCCESS STRATEGIES

2021 – 2022 IMPACT STRATEGIES

9. Provide mentoring and coaching for retention and career advancement.
10. Utilize evidence-based best practices for recruitment and retention.
11. Provide training to search committees to reduce the incidences of unconscious bias. HUMAN RESOURCES
12. Implement cultural competency/diversity training for faculty and staff.
13. Make use of the AAC&U Intercultural Competence VALUE Rubrics to assess learning outcomes.
14. Continue requiring that all students take courses in U.S. Diversity (D1) and courses in Global Diversity (D2).

On pages 3-5, please list the strategies that you would like to revise and provide a detailed explanation for each proposed strategy revision.

2022 – 2023 OPPORTUNITY STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>1. Implement best practices related to outreach to increase the enrollment of underrepresented minorities (Up Close and Personal, Order Your Educational Steps (OYES), Think College Now, Woodford R. Porter activities, site-based recruiters)</p> <p>2. Implement best practices related to financial aid/scholarship assistance to increase the enrollment of underrepresented minorities (reduced application fees and scholarships).</p>		<p>1. This wording is broader and allows us to report on other recruitment and outreach initiatives.</p> <p>2. This wording is broader and better represents our over-arching efforts to eliminate financial barriers to low-income and historically underrepresented students.</p>

2022 – 2023 SUCCESS STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
<p>3. Implement programming in the Parish Living Learning Community for African American students that promotes academic success, connects students to campus resources, and develops faculty and peer connections</p> <p>4. Invite first-year and transfer students African American, Hispanic/Latino, and Indigenous students to participate in the Cultural Center Early Arrival Program.</p>		<p>3. This wording allows us to report on a variety of housing and residence life initiatives and programming designed to support academic success, not focusing solely on the Parish community.</p> <p>4. This wording is broader and better represents our efforts to provide early access and information to help new students adjust to campus life and support service on our campus.</p> <p>5. This is a new strategy that allows us to report on summer enrichment programs for continuing students as well as first-year students.</p>

2022 – 2023 IMPACT STRATEGY REVISIONS		
Current Strategy <i>(old strategy, combined strategies, etc.)</i>	Proposed Strategy <i>(the proposed new strategy will go in this section)</i>	Justification for Revision <i>(the reasoning behind changing the strategy)</i>
13, Make use of the AAC&U Intercultural Competence VALUE Rubrics to assess learning outcomes		A committee to assess Undergraduate Education determined that the AAC&U rubric does not best meet the goals of our institution. A new rubric was developed that focuses on intentional, focused, programmatic understanding to match the DEI mission and strategic plan for learning at UofL.