



Best Practices in Diversity, Equity and Inclusion

A Review of Progress Made by Kentucky Public
Postsecondary Institutions

July 2023



About the Council

The Council on Postsecondary Education (CPE) is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. The Council achieves this by guiding the continuous improvement and efficient operation of a high-quality, diverse and accessible system of postsecondary education.

Key responsibilities include:

- Developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- Producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- Determining tuition rates and admission criteria at public postsecondary institutions.
- Collecting and distributing data about postsecondary education performance.
- Ensuring the coordination and connectivity of technology among public institutions.
- Licensing non-public postsecondary institutions to operate in the Commonwealth.



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“ . . . the Council on Postsecondary Education has adopted one of the most comprehensive diversity, equity and inclusion policies in the nation. The policy requires campuses to implement actions to increase enrollment, retention and completion of minoritized students, as well as improving cultural competence among members of the campus community . . .

Through an unwavering focus on diversity, equity and inclusion, Kentucky’s postsecondary system will work to ensure that income, race, ethnicity, religion, sexual orientation or geography are never a barrier to college success.”

- Higher Education Matters: A Statewide Strategic Agenda for Postsecondary Education



Overview

The Kentucky Council on Postsecondary Education's (CPE's) diversity, equity and inclusion (DEI) efforts help ensure that all students, no matter their story, succeed in college.

We do this through statewide policy that fosters strategic planning and accountability at the campus level. [Kentucky's Policy for Diversity, Equity and Inclusion](#), developed in 2016 and applicable to public state universities and the Kentucky Technical and Community College System (KCTCS), facilitates improvement in three key areas:

- Recruitment and enrollment of diverse students.
- Student progression and success.
- Campus climate, inclusiveness and cultural competency.

The purpose of this report is to review statewide and institutional progress made in fostering diversity, equity and inclusion from 2015-16, the first year of implementing the policy, through 2020-21, the most recent year of data available. This period corresponds to the last statewide strategic agenda for postsecondary education, "[Stronger by Degrees](#)." The analysis described in this report will guide the next DEI planning process, which will correspond to the current statewide strategic agenda for postsecondary education, "[Higher Education Matters](#)" (2022-2030).

The report examines three major areas of DEI policy and practice:

- First, we examine statewide progress on key performance indicators for underrepresented, minoritized (URM) students and low-income students as compared to students overall. URM is defined as students who identify as American Indian, Alaskan Native, Black, Hispanic or Latino, (regardless of race), Native Hawaiian, Other Pacific Islander, or two or more races. Low-income is defined as students whose income level qualifies them for federal Pell grants.
- Next, we review campus progress on key performance indicators via the campus scorecards, which provide a snapshot of the institution’s actual performance versus negotiated performance targets for each metric in each academic year. Performance on these indicators plays a large role in determining whether a campus has made adequate progress in implementing its annual DEI plan. Along with this quantitative element, campuses submit a narrative description of their DEI efforts, which are scored according to the following criteria: whether DEI strategies were implemented with fidelity; whether the strategies were effective; and lessons learned and next steps.
- Finally, we highlight some best practices in DEI that have been implemented across Kentucky’s public postsecondary institutions, as described in their annual DEI plans. Identifying best practices for diverse student recruitment, enrollment, matriculation, retention and completion across the Commonwealth is imperative. The strategies described in this report actively remove barriers that influence Kentucky students’ persistence to credential completion—from admissions applications and financial aid, to housing and campus climate.



DEI Planning Process

Each year, per the statewide DEI policy, CPE's Committee on Equal Opportunities (CEO) oversees the development of campus DEI plans. These plans describe the strategies used to increase diversity on campus, support diverse students and create an inclusive campus climate comprised of culturally competent individuals. Campuses are required to present these plans to the CEO for review, feedback and approval prior to implementation. Once approved by the CEO, the plans are presented to the CPE for review.

CPE's DEI policy demands that public postsecondary institutions analyze every system and process from the perspective of first-generation, low-income and under-resourced and underrepresented students. It is essential that institutions understand the burden of navigating higher education for students who arrive on campus with different identities, experiences and challenges in tow. Kentucky also must continue to close achievement gaps to prepare all citizens to become part of a competitive workforce.

The annual campus plans consist of both quantitative and qualitative elements, which are evaluated by teams of CPE and CEO representatives. The scoring process for public universities and KCTCS is described in the next section.

Per [KRS 164.020\(19\)](#), failure to meet the minimum score results in campuses being ineligible to add new degree programs in that academic year. Once campuses submit a performance improvement plan, they can request a waiver to offer new degree programs if they can provide assurance that doing so will not divert resources away from DEI improvement efforts. The waiver request is submitted to the CEO for review and the CPE for final approval.

CPE DEI Defined

Diversity: People with varied human characteristics, ideas, world views and backgrounds. Diversity in concept expects the creation by institutions of a safe, supportive and nurturing environment that honors and respects those differences.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Inclusion: The active, intentional and ongoing engagement with diversity – in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographic) with which individuals might connect – in ways that increase awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions.

Scoring of Campus DEI Reports

The quantitative portion of the DEI plan illustrates a campus's progress in meeting negotiated targets on key performance indicators. This portion is assessed in the following manner: the institution meets or exceeds its annual target on each key performance indicator (2 points), the institution does not meet the target but is above the baseline (1 point), or the institution does not meet the target and is below the baseline (0 points).

Quantitative Scoring

Public Universities	Points Possible	KCTCS	Points Possible
Enrollment		Enrollment	
Undergraduate	2	Undergraduate	2
Graduate	2	Retention Rates	
Retention Rates		URM Students	2
URM Students	2	Low-Income Students	2
Low-Income Students	2	Three-Year Graduation Rates	
Six-Year Graduation Rates		URM Students	2
URM Students	2	Low-Income Students	2
Low-Income Students	2	Degrees and Credentials	
Degrees and Credentials		URM Students	2
URM Students	2	Low-Income Students	2
Low-Income Students	2	Staffing	
Staffing		Workforce Diversity	2
Workforce Diversity	2		
Quantitative Total	18	Quantitative Total	16

The qualitative section describes strategies that were implemented to improve opportunity (diverse recruitment and enrollment), success (outcomes of diverse students); and impact (workforce diversity and campus climate). This section is evaluated in the following manner: the campus meets or exceeds expectations (2 points), the campus is making progress toward meeting expectations (1 point), or the campus is not meeting expectations (0 points).

Qualitative Scoring

Public Universities	Points Possible	KCTCS	Points Possible
Evidence Strategies Are Implemented with Fidelity		Evidence Strategies Are Implemented with Fidelity	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Analysis of Strategy Effectiveness		Analysis of Strategy Effectiveness	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Lessons Learned and Next Steps		Lessons Learned and Next Steps	
Opportunity	2	Opportunity	2
Success	2	Success	2
Impact	2	Impact	2
Qualitative Total	18	Qualitative Total	18

Quantitative and qualitative score totals for public universities are 36 points and 34 points for KCTCS institutions. Minimum acceptable score totals are 24 for public universities and 22 for KCTCS institutions.

Key Performance Indicators

Campuses set targets with CPE staff to gauge progress toward DEI objectives. Annual targets on identified key performance indicators holds institutions accountable and provides transparency for policy makers, administrators, faculty, staff and students. The following key performance indicators are used:

- **Undergraduate Enrollment:** The percentage of total undergraduate enrollment that is African American or Black, Hispanic or Latino, and part of an underrepresented minority population. URM students also include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.
- **Graduate and Professional Enrollment:** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS institutions.
- **First-Year to Second-Year Retention:** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.
- **Graduation Rates:** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential/degree who obtain a credential/degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).
- **Degrees and Credentials:** The number of degrees and credentials awarded to underrepresented minority and low-income students.
- **Faculty/Tenure Track Employees:** The percentage of full-time faculty/tenure-track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.
- **Management Occupations:** The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.



State-Level Progress

Kentucky has made great progress in degree production, retention and graduation rates for URM and low-income students since 2015-16. Most strikingly, credentials awarded to URM students at KCTCS increased by 46%, nearly 18 percentage points higher than the overall KCTCS average. Similarly, universities saw URM credentials grow by 25.4%, compared to 1.7% for overall credentials.

While graduation and retention rates for low-income and URM students lag statewide averages, these gaps are narrowing. Percentage-point gains in URM and low-income graduation rates are particularly robust at both KCTCS and public universities.

Enrollment is the one area where Kentucky has lost ground, due to difficulties caused by the COVID-19 pandemic and population declines among college-going individuals. However, URM enrollment is a bright spot, increasing 6.1% at KCTCS and 10% at public universities.

Enrollment

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	80,071	79,567	77,679	77,809	78,484	70,233	-12.3%
	URM	11,656	11,746	11,932	12,329	13,126	12,371	6.1%
	Low-Income	35,677	33,287	31,873	30,413	29,700	26,532	-25.6%
Public Universities	Overall	183,749	183,015	180,334	177,631	176,669	166,334	-9.5%
	URM	26,515	27,036	27,596	27,932	29,124	29,162	10.0%
	Low-Income	67,994	64,085	62,967	60,068	58,285	49,149	-27.7%

First to Second Year Retention Rates

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	52.6%	54.3%	53.3%	55.5%	57.1%	55.5%	2.9pp
	URM	45.1%	47.5%	45.4%	49.5%	50.9%	47.9%	2.8pp
	Low-Income	50.5%	53.1%	52.1%	54.5%	55.8%	55.3%	4.8pp
Public Universities	Overall	76.3%	76.9%	76.9%	78.2%	80.7%	76.9%	0.6pp
	URM	71.0%	73.4%	70.7%	71.5%	77.9%	71.5%	0.5pp
	Low-Income	69.2%	69.4%	69.2%	71.1%	75.5%	69.9%	0.7pp

Graduation Rates

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	26.8%	27.1%	31.0%	33.9%	36.3%	40.4%	13.6pp
	URM	16.5%	17.2%	22.1%	22.7%	24.3%	28.7%	12.2pp
	Low-Income	23.4%	23.8%	28.1%	31.5%	32.7%	37.9%	14.5pp
Public Universities	Overall	50.6%	51.3%	54.5%	54.9%	56.4%	58.2%	7.6pp
	URM	38.8%	37.8%	42.7%	43.4%	44.0%	48.3%	9.5pp
	Low-Income	38.8%	37.1%	41.9%	41.5%	43.1%	44.9%	6.1pp

Degrees and Credentials

		Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	CHANGE
KCTCS	Overall	30,765	34,502	35,418	37,128	39,291	39,458	28.3%
	URM	3,340	3,705	4,067	4,367	4,679	4,878	46.0%
	Low-Income	20,339	23,233	22,984	22,733	23,982	23,784	16.9%
Public Universities	Overall	18,095	18,619	19,109	19,011	19,147	18,395	1.7%
	URM	2,131	2,401	2,447	2,583	2,707	2,672	25.4%
	Low-Income	8,065	8,166	8,006	7,826	7,867	7,678	-4.8%



Campus-Level Progress

The campus scorecard illustrates each institution's annual DEI target versus the actual value for that metric and year. The scorecard provides an overview of year-over-year progress from 2016-21.

Performance ratings were assigned for each metric based on the institution's progress or lack thereof in reaching the target for each academic year. The numbers in the "Actual" column were compared to the numbers in the "Target" and "Baseline (Base)" columns and then assigned a rating, denoted by the color of each box in the "Actual" column. "Met Target" summarizes whether the final target for each metric in the 2016-21 iteration of the policy was achieved or not.

Colors

- Numbers in green indicate that the institution met or exceeded the target for that year.
- Numbers in yellow indicate that the target was not met, but the institution did finish above its baseline metric (progress).
- Numbers in red indicate that the institution finished at or below baseline for the metric that year.

Terms and Abbreviations Used

- URM - Underrepresented minority students.
- LI - Low-Income students.
- UG - Undergraduate level.
- Grad. - Graduate level.

Eastern Kentucky University

Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	5.74	5.79	5.54	5.84	5.61	5.89	5.57	5.95	5.6	6	5.78	No
Hispanic, UG (%)	2.44	2.51	2.67	2.58	2.8	2.65	2.99	2.73	3.57	2.8	4.13	Yes
URM, UG (%)	10.85	11.08	11.08	11.31	11.58	11.54	11.9	11.77	12.56	12	13.94	Yes
URM, Grad. (%)	9.93	10.03	8.85	10.12	10.37	10.21	10.84	10.31	11.35	10.4	13.07	Yes
Retention Rates												
LI, UG (%)	69.9	70.32	68.7	70.74	67.01	71.16	70.18	71.58	76.71	72	69.91	No
URM, UG (%)	64.1	64.68	62.8	65.26	71.98	65.84	65.5	66.42	80.25	67	70.27	Yes
Degrees												
LI, Bachelor's	1,378	1,394	1,399	1,410	1,345	1,426	1,327	1,442	1,360	1,458	1,249	No
URM, Bachelor's	207	209.2	213	211.4	271	213.6	249	215.8	284	218	262	Yes
Graduation Rates												
LI, UG (%)	36.3	37.44	35.4	38.58	41.91	39.72	38.33	40.86	43.41	42	44.02	Yes
URM, UG (%)	37	38.2	32.9	39.4	38.8	40.6	33.97	41.8	38.24	43	38.31	No
Staffing												
Tenured/Tenure-Track (%)	8.3	8.38	8.3	8.46	7.3	8.54	6.6	8.62	6.5	8.7	6.6	No
Management (%)	8.5	8.58	12	8.66	11.2	8.74	9.8	8.82	9.4	8.9	9.2	Yes

Kentucky State University

Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	51.92	50.54	46.81	49.15	48.21	47.77	46.34	46.38	51.5	45	59.82	Yes
Hispanic, UG (%)	3.21	3.57	2.23	3.93	2.05	4.26	2.88	4.64	2.37	5	3.17	No
URM, UG (%)	57.99	58.39	51.91	58.79	53.61	59.2	52.76	59.6	56.97	60	66.53	Yes
URM, Grad. (%)	47.06	47.65	42.86	48.24	43.2	48.82	42.61	49.41	46.48	50	50	Yes
Retention Rates												
LI, UG (%)	60.5	62.4	72.7	64.3	63.51	66.2	69.54	68.1	81.02	70	73.49	Yes
URM, UG (%)	60.3	62.24	74.6	64.18	56.8	66.12	67.03	68.06	78.13	70	70.75	Yes
Degrees												
LI, Bachelor's	211	212.8	237	214.6	164	216.4	158	218.2	103	220	111	No
URM, Bachelor's	160	162	182	164	136	166	157	168	105	170	124	No
Graduation Rates												
LI, UG (%)	20.3	22.24	19.2	24.18	15.85	26.12	21.5	28.06	29.2	30	37.27	Yes
URM, UG (%)	20.1	22.08	21.8	24.06	14.53	26.04	24.18	28.02	27.31	30	41.09	Yes
Staffing												
Tenured/Tenure-Track (%)	33.7	35.96	34.1	38.22	40.4	40.48	38.8	42.74	44.9	45	38	No
Management (%)	69.4	69.52	67.7	69.64	70.7	69.76	69.6	69.88	70.7	70	68.9	No

Morehead State University

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black, UG (%)	3.37	3.46	3.44	3.54	3.12	3.63	3.21	3.71	3.03	3.8	2.8	No
Hispanic, UG (%)	1.44	1.47	1.89	1.5	1.82	1.54	2.09	1.57	2.1	1.6	2.42	Yes
URM, UG (%)	6.87	7.02	7.68	7.16	6.87	7.31	7.76	7.45	7.99	7.6	8.12	Yes
URM, Grad. (%)	8.06	8.17	6.54	8.28	6.42	8.38	9.5	8.49	11.49	8.6	11.52	Yes
Retention Rates												
LI, UG (%)	67.4	68.62	67.3	69.84	69.49	71.06	67.33	72.28	73.05	73.5	67.33	No
URM, UG (%)	67.8	69.02	63.2	70.24	78	71.46	68.52	72.68	71.15	73.9	63.04	No
Degrees												
LI, Bachelor's	779	787	743	795	765	803	708	811	634	819	669	No
URM, Bachelor's	69	72	105	75	79	78	101	81	73	84	70	No
Graduation Rates												
LI, UG (%)	34.1	34.88	30	35.66	38.61	36.44	36.89	37.22	32.89	38	35.58	No
URM, UG (%)	32.6	33.58	30.2	34.56	37.86	35.54	43.42	36.52	34.38	37.5	33.06	No
Staffing												
Tenured/Tenure-Track (%)	7	7.1	7.5	7.2	7	7.3	6.5	7.4	7.2	7.5	7.2	No
Management (%)	6.9	7.2	2.6	7.5	4.4	7.8	1.7	8.1	3.3	8.4	3.2	No

Murray State University

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black, UG (%)	6.81	6.75	6.36	6.69	5.79	6.62	5.74	6.56	5.67	6.5	5.66	No
Hispanic, UG (%)	1.97	2	1.89	2.02	1.86	2.05	2.19	2.07	2.28	2.1	2.63	Yes
URM, UG (%)	11.17	11.19	10.93	11.22	10.61	11.25	10.82	11.27	11.38	11.3	11.45	Yes
URM, Grad. (%)	8.84	8.86	8.89	8.87	8.91	8.88	9.97	8.89	9.6	8.9	12.39	Yes
Retention Rates												
LI, UG (%)	65.6	66.48	72	67.36	73.81	68.24	73.64	69.12	72.13	70	67.14	No
URM, UG (%)	69.1	70.28	75	71.46	73.6	72.64	70.42	73.82	75.33	75	60	No
Degrees												
LI, Bachelor's	747	760.6	775	774.2	725	787.8	680	801.4	753	815	737	No
URM, Bachelor's	151	153.8	174	156.6	159	159.4	144	162.2	183	165	146	No
Graduation Rates												
LI, UG (%)	37.4	38.32	35.6	39.24	42.76	40.16	38.6	41.08	40.31	42	41.27	No
URM, UG (%)	37.6	38.48	31.3	39.36	41.58	40.24	37.24	41.12	33.33	42	39.89	No
Staffing												
Tenured/Tenure-Track (%)	6.1	6.1	5.8	6.1	5.9	6.1	6.7	6.1	7.4	6.1	7.5	Yes
Management (%)	10.1	10.1	6.9	10.1	8.3	10.1	8	10.1	7.7	10.1	8.3	No

Northern Kentucky University

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black, UG (%)	6.62	6.72	6.72	6.81	6.73	6.91	6.47	7	6.38	7.1	6.47	No
Hispanic, UG (%)	2.94	3.13	3.11	3.32	3.22	3.51	3.27	3.71	3.6	3.9	4.04	Yes
URM, UG (%)	12.34	12.67	12.6	13	12.89	13.34	13	13.67	13.38	14	13.98	No
URM, Grad. (%)	9.98	10.98	12.22	11.99	12.84	12.99	13.35	14	15.35	15	16.72	Yes
Retention Rates												
LI, UG (%)	64.4	65.72	64.2	67.04	61.18	68.36	65.57	69.68	69.07	71	61.6	No
URM, UG (%)	69.5	70.6	72.4	71.7	63.05	72.8	69.08	73.9	69.03	75	60.19	No
Degrees												
LI, Bachelor's	1,038	1,040.4	1,040	1,042.8	1,005	1,045.2	954	1,047.6	947	1,050	986	No
URM, Bachelor's	209	213.2	246	217.4	237	221.6	256	225.8	253	230	304	Yes
Graduation Rates												
LI, UG (%)	30.3	32.04	28	33.78	32.68	35.52	36.7	37.26	36.45	39	36.86	No
URM, UG (%)	23	26.2	27.4	29.4	34.82	32.6	37.99	35.8	39.85	39	41.08	Yes
Staffing												
Tenured/Tenure-Track (%)	9.7	10.16	9.1	10.62	9.5	11.08	8.9	11.54	10.7	12	10.2	No
Management (%)	10.5	10.9	10	11.3	9	11.7	12	12.1	13.67	12.5	17.5	Yes

University of Kentucky

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black, UG (%)	7.47	11.63	7.78	7.8	7.74	7.97	7.42	8.13	7.12	8.3	7.1	No
Hispanic, UG (%)	4.19	4.38	4.4	4.47	4.8	4.62	4.92	4.76	5.18	4.9	5.58	Yes
URM, UG (%)	15.34	20.15	16.09	16.29	16.57	16.76	16.47	17.23	16.53	17.7	16.87	No
URM, Grad. (%)	8.47	14.11	9.84	9.04	8.88	9.33	9.68	9.61	10.39	9.9	11.78	Yes
Retention Rates												
LI, UG (%)	74.8	75.1	76.1	75.88	76.44	77.92	77.68	78.96	81.24	80	78.3	No
URM, UG (%)	77.2	78.5	79.9	78.32	77.53	78.88	78.48	79.44	82.22	80	79.98	Yes
Degrees												
LI, Bachelor's	1,422	1,180.8	1,494	1,513.2	1,457	1,558.8	1,501	1,604.4	1,499	1,650	1,452	No
URM, Bachelor's	536	553	594	570	661	587	740	604	777	621	734	Yes
Graduation Rates												
LI, UG (%)	51.5	52.4	50	53.3	53.03	54.2	54.48	55.1	52.91	56	55.18	No
URM, UG (%)	52.4	53.62	51.9	54.84	54.17	56.06	55.97	57.28	52.97	58.5	58.24	No
Staffing												
Tenured/Tenure-Track (%)	6.4	6.9	6.5	7.4	8.1	7.9	8	8.4	8.6	8.9	9.2	Yes
Management (%)	5.2	6.02	5.9	6.84	6.4	7.66	7.6	8.48	8.1	9.3	8.3	No

University of Louisville

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Enrollment												
Black, UG (%)	11.04	11.63	11.08	12.22	11.31	12.82	11.73	13.41	11.93	14	12.91	No
Hispanic, UG (%)	3.97	4.38	4.45	4.78	4.82	5.19	5.28	5.59	5.43	6	6.02	Yes
URM, UG (%)	19.44	20.15	20.33	20.87	21.73	21.58	23.01	22.29	23.47	23	25.22	Yes
URM, Grad. (%)	13.76	14.11	14.51	14.45	15.3	14.8	15.84	15.15	17.23	15.5	18.1	Yes
Retention Rates												
LI, UG (%)	74.5	75.1	76.3	75.7	74.49	76.3	75.08	76.9	77.98	77.5	71.84	No
URM, UG (%)	78	78.5	81.7	79	77.9	79.5	75.41	80	79.17	80.5	74.35	No
Degrees												
LI, Bachelor's	1,137	1,180.8	1,203	1,224.6	1,184	1,268.4	1,200	1,312.2	1,232	1,356	1,204	No
URM, Bachelor's	484	504.2	577	524.4	557	544.6	533	564.8	646	585	644	Yes
Graduation Rates												
LI, UG (%)	45.1	46.9	45.8	48.7	47.09	50.5	48.27	52.3	50.3	54.1	50.65	No
URM, UG (%)	51.1	52.58	47.7	54.06	56.02	55.54	54.3	57.02	53.71	58.5	53.86	No
Staffing												
Tenured/Tenure-Track (%)	10.7	10.86	10.8	11.02	10.9	11.18	10.6	11.34	10.4	11.5	11	No
Management (%)	11.5	11.7	12.2	11.9	10.9	12.1	12.8	12.3	12.7	12.5	12.7	Yes

Western Kentucky University

Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Enrollment												
Black, UG (%)	8.92	9.13	8.77	9.35	8.46	9.57	8.1	9.78	8.05	10	8.59	No
Hispanic, UG (%)	3.13	3.3	3.09	3.48	3.36	3.65	3.66	3.83	4.14	4	4.5	Yes
URM, UG (%)	14.94	15.11	15.18	15.28	15.5	15.45	15.5	15.63	15.93	15.8	17.15	Yes
URM, Grad. (%)	12.6	12.7	11.55	12.8	13.65	12.9	15.13	13	15.95	13.1	17.35	Yes
Retention Rates												
LI, UG (%)	63.7	64.98	60.2	66.26	62.68	67.54	64.72	68.82	69.92	70.1	65.84	No
URM, UG (%)	58.3	60.12	57.8	61.94	57.06	63.76	59.55	65.58	73	67.4	65.93	No
Degrees												
LI, Bachelor's	1,353	1,373.4	1,276	1,393.8	1,361	1,414.2	1,298	1,434.6	1,339	1,455	1,270	No
URM, Bachelor's	315	321.4	310	327.8	347	334.2	383	340.6	386	347	388	Yes
Graduation Rates												
LI, UG (%)	41	41.8	37.9	42.6	39.93	43.4	38.34	44.2	41.54	45	43.21	No
URM, UG (%)	33.9	35.12	30.7	36.34	33.62	37.56	34.68	38.78	36.92	40	40.7	Yes
Staffing												
Tenured/Tenure-Track (%)	9.3	9.5	9.4	9.7	8.9	9.9	9.6	10.1	9.2	10.3	9.7	No
Management (%)	14.8	15	14	15.2	14.6	15.4	12.8	15.6	12	15.8	13.3	No

Ashland Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	1.36	1.41	1.48	1.6	1.54	1.6	1.26	1.6	1.12	1.6	1.21	No
Hispanic, (%)	0.92	1.05	1.19	1.4	1.15	1.5	1.14	1.5	1.23	1.6	1.58	No
URM (%)	4.25	4.36	4.68	4.5	4.49	4.6	4.44	4.7	4.7	4.8	5	Yes
Retention Rates												
Low-Income (%)	48.3	48.98	58.4	47.6	55.79	49	57.86	50.3	56.67	51.7	62.16	Yes
URM (%)	41.2	43.38	65	49.1	36.84	50.1	71.43	51.1	53.57	52.1	31.58	No
Credentials												
LI	1,230	1,243.6	1,689	1,231	1,517	1,253	1,223	1,276	1,826	1,298	1,546	Yes
URM	43	49.4	103	69	93	71	110	73	103	75	64	No
Graduation Rates												
LI (%)	25.9	26.32	26.5	29.9	34.52	23.6	41.53	25.6	41.05	28	45.08	Yes
URM (%)	13.3	14.14	33.3	9.7	23.08	12.3	46.15	14.9	23.08	17.5	44.44	Yes
Staffing												
FTE Instructional (%)	0.9		1	2	1.3	3	2.4	3	2.4	3	1.7	No
Management (%)	14.8		13.3	12.5	14.3	12.5	15.4	12.5	15.4	12.5	13.3	Yes

Big Sandy Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	0.49	0.65	0.83	1	0.51	1.1	1.07	1.2	0.96	1.3	0.86	No
Hispanic, (%)	0.71	0.79	0.75	0.8	0.85	0.9	0.78	1	1.21	1.1	0.86	No
URM (%)	1.92	2.22	2.79	3	2.37	3.1	2.99	3.3	3.71	3.4	3.21	No
Retention Rates												
Low-Income (%)	55.5	56.54	58.1	57.7	58.38	58.7	54.37	59.7	49.67	60.7	56.58	No
URM (%)	29.4	34.74	60	53	42.86	54	46.15	55	46.67	56.1	50	No
Credentials												
LI	1,252	1,290.6	1,573	1,370	1,374	1,395	1,092	1,420	1,058	1,445	1,305	No
URM	47	47.8	32	47	48	48	33	49	34	51	59	Yes
Graduation Rates												
LI (%)	18	20	20.6	23.8	1.71	25.2	25.75	26.6	29.27	28	29.89	Yes
URM (%)	10	12.02	21.4	15.9	12.5	17.3	23.08	18.7	27.78	20.1	23.81	Yes
Staffing												
FTE Instructional (%)	1.5		0.8	1.1	0.8	1.4	1.1	1.7	0.8	1.9	0.9	No
Management (%)	4.8		0	1.5	0	2.9	0	4.4	0	5.9	0	No

Bluegrass Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	11.7	11.92	11.7	12	12.09	12.2	11.77	12.5	12.37	12.8	12.16	No
Hispanic, (%)	4.71	4.82	4.84	4.9	5.74	5.1	5.93	5.2	7.06	5.3	7.64	Yes
URM (%)	20.27	20.83	20.72	21.4	22.41	22	22.04	22.5	24.15	23.1	24.58	Yes
Retention Rates												
Low-Income (%)	45.7	46.5	50.8	43.9	47.83	45.8	52.24	47.8	58.24	49.7	54.48	Yes
URM (%)	43.6	43.7	45.6	40.1	43.22	41.4	50.85	42.7	53.87	44.1	51.24	Yes
Credentials												
LI	1,837	1,879.8	2,117	1,919	1,926	1,953	2,277	2,001	2,368	2,051	3,416	Yes
URM	462	484.2	554	529	571	543	629	558	744	573	1,041	Yes
Graduation Rates												
LI (%)	15.3	17.84	16.7	21.6	20.31	23.7	22.51	25.9	26.33	28	33.54	Yes
URM (%)	12.3	13.56	12.3	13.9	17.26	15.5	16.23	17	23.3	18.6	25	Yes
Staffing												
FTE Instructional (%)	7.4		7.7	9.5	8.7	11.4	8.3	13.2	8.9	15	10.5	No
Management (%)	26.1		21.7	22.8	23.4	23.9	23.4	25	34	26.1	31.9	Yes

Elizabethtown Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	7.57	7.53	6.68	7	6.27	7	6.14	7.2	5.4	7.4	5.75	No
Hispanic, (%)	3.43	3.5	3.73	3.7	4.07	3.7	4.18	3.8	3.9	3.8	4.22	Yes
URM (%)	14.88	15.01	14.47	14.8	14.26	14.8	14.48	15.2	12.96	15.5	13.95	No
Retention Rates												
Low-Income (%)	46.5	47.54	47.2	46.8	49.36	48.5	47.76	50.1	48.57	51.7	54.95	Yes
URM (%)	39.7	40.84	44.5	41.3	39.69	42.7	37.57	44	42.59	45.4	45.1	No
Credentials												
LI	1,627	1,642.2	1,826	1,615	1,818	1,644	1,557	1,674	2,045	1,703	1,599	No
URM	290	304.8	300	336	381	346	347	355	378	364	302	No
Graduation Rates												
LI (%)	27.3	27.9	25.7	28.8	27.47	29.3	31.46	29.8	34.97	30.3	37.99	Yes
URM (%)	24.8	25.32	20.6	25.9	20.83	26.4	27.35	26.9	27.19	27.4	31.67	Yes
Staffing												
FTE Instructional (%)	6.7	7.78	6.5	8.86	5.5	8.6	6.2	10	5.5	12.1	5.6	No
Management (%)	14.3	16.78	11.1	19.26	11.1	24.3	9.5	24.3	12.5	26.7	14.3	No

Gateway Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	7.86	8.26	7.42		6.85		6.03	9.3	5.5	9.9	6.42	No
Hispanic, (%)	2.6	2.82	3.51		4.12		4.35	3.6	4.64	3.7	5.14	Yes
URM (%)	13.14	13.39	13.6		13.66		13.85	14.2	14	14.4	16.35	Yes
Retention Rates												
Low-Income (%)	54.3	54.52	58.3		54.22		62.81	54.4	65.41	55.4	55.6	Yes
URM (%)	43.1	45.26	47.2		47		69.57	52.9	63.28	53.9	58.97	Yes
Credentials												
LI	1014	1,019.8	1,194		1,227		1,619	1,025	1,350	1,043	1,318	Yes
URM	223	227.2	268		238		362	237	310	244	427	Yes
Graduation Rates												
LI (%)	26	26.8	33.1		34.48		43.79	29	43.33	30	51.41	Yes
URM (%)	33.3	33.7	22.2		25		42.42	32	35.42	35.3	57.63	Yes
Staffing												
FTE Instructional (%)	7.4		6.9		6.1		5.9	9	6.8	10	5.4	No
Management (%)	15.2		17.9		17.9		17.2	19.6	17.2	21	15.6	No

Hazard Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	0.96	1.11	1.4	1.25	0.85	1.5	0.72	1.6	0.83	1.7	0.8	No
Hispanic, (%)	0.77	0.9	0.49	1.02	0.54	0.9	0.85	1.1	1.2	1.4	0.72	No
URM (%)	2.56	2.77	2.68	3.1	2.3	3.1	2.42	3.4	3.45	3.6	3.16	No
Retention Rates												
Low-Income (%)	50.6	52.18	52.4	53.4	50.46	56.5	53.87	57.5	58.59	58.5	63.64	Yes
URM (%)	57.1	57.34	46.7	55.3	57.14	56.3	43.75	57.3	47.06	58.3	45.45	No
Credentials												
LI	1,037	1,048	1,137	1,022	1,101	1,067	1,321	1,079	1,569	1,092	1,296	Yes
URM	32	32.4	47	31	36	32	31	33	68	34	50	Yes
Graduation Rates												
LI (%)	24.1	25.52	26.2	28.2	30.07	29.2	32.49	30.2	37.18	31.2	42.61	Yes
URM (%)	30.8	28.44	35.7	15.6	35.71	16.7	41.67	17.8	23.08	19	26.67	Yes
Staffing												
FTE Instructional (%)	4.4		5.7	6.1	4.1	6.1	12.6	6.4	4.6	6.6	4.2	No
Management (%)	14.3		7.1	11.3	18.8	11.3	15	12	15	12.6	10	No

Henderson Community College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	8.01	8.31	8.63	9.1	9.87	9.1	9.21	9.3	8.02	9.5	6.91	No
Hispanic, (%)	3.2	3.32	3.3	2.25	3.36	2.8	3.78	3.3	4.35	3.8	4.51	Yes
URM (%)	13.9	14.32	15.09	15.25	16.17	15.5	18.6	15.8	18.4	16	17.05	Yes
Retention Rates												
Low-Income (%)	55.4	53.2	52.3	42.4	48.37	42.4	44.94	43.4	42.86	44.4	63.73	Yes
URM (%)	54.5	49.76	56.8	28.8	40.63	28.8	42	29.8	53.06	30.8	65.79	Yes
Credentials												
LI	360	363	362	366	351	362	321	368	377	375	301	No
URM	61	61.6	63	58	69	60	73	62	88	64	59	No
Graduation Rates												
LI (%)	13	14.4	19.8	17	21.05	18	34.25	19	23.39	20	27.35	Yes
URM (%)	5.1	9.9	16.1	26.1	26.92	27.1	43.48	28.1	18.42	29.1	23.53	No
Staffing												
FTE Instructional (%)	5.1		5.6	3.9	4.8	3.9	3.7	6	5.5	6	5.2	No
Management (%)	16.7		8.3	16.7	16.7	16.7	9.1	18.2	11.1	18.2	16.7	No

Hopkinsville Community College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	21.99	22.33	22.52	22.8	21.1	23.1	22.48	23.4	21.47	23.7	19.94	No
Hispanic, (%)	8.69	9.15	9.2	9.5	9.09	10	8.55	10.5	9.19	11	8.67	No
URM (%)	35.58	36.06	36.43	36.7	35.04	37.1	36.34	37.6	36.31	38	34.06	No
Retention Rates												
Low-Income (%)	45	46.34	41	45.3	52	47.5	51.57	49.6	46.72	51.7	44.75	No
URM (%)	39.8	40.92	36.4	40.3	38.3	42	52.56	43.7	47.24	45.4	34.04	No
Credentials												
LI	854	875	783	902	678	926	784	942	715	959	718	No
URM	339	356.8	338	395	335	406	382	417	384	428	323	No
Graduation Rates												
LI (%)	25.1	25.68	25.7	22.6	30.23	24.4	18.8	26.2	25.69	28	38.76	Yes
URM (%)	20.5	21.1	19.2	20.5	27.06	21.5	17.31	22.5	18.92	23.5	32.05	Yes
Staffing												
FTE Instructional (%)	15.6	15.9	14.5	16.2	16.2	15.8	15	16.5	13.7	17.1	12.9	No
Management (%)	15	15.42	11.8	15.84	11.8	14.1	11.1	15.6	15.8	17.1	15.8	No

Jefferson Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	21.24	21.23	19.18	21.2	19.12	21.2	20.07	21.2	20.83	21.2	20.16	No
Hispanic, (%)	6.31	6.63	7.07	7.3	8.33	7.5	8.92	7.7	9.64	7.9	9.64	Yes
URM (%)	30.82	31	30.06	30.5	31.85	30.9	33.42	31.3	35.16	31.7	34.97	Yes
Retention Rates												
Low-Income (%)	46.5	48.08	55	54	50.04	50.4	53.75	52.4	53.02	54.4	52.04	No
URM (%)	44.6	46.24	48.8	52	46.18	50.8	49.94	51.8	48.07	52.8	46.83	No
Credentials												
LI	2,051	2,073.2	2,219	2,022	2,366	2,110	2,279	2,136	2,286	2,162	2,357	Yes
URM	908	921.4	901	919	1001	937	1136	954	1166	975	1118	Yes
Graduation Rates												
LI (%)	9.9	11.96	11.7	14.2	17.32	16.2	22.3	18.2	21.34	20.2	27.5	Yes
URM (%)	6.9	9.06	10.4	10.5	15.75	12.9	16.67	15.3	16.67	17.7	21.22	Yes
Staffing												
FTE Instructional (%)	9.6		10	16.6	9.9	17.6	10.6	18.6	11.4	21.9	12.2	No
Management (%)	23.5		10	13.4	13.3	17.8	13.8	22.2	15.6	26.7	15.2	No

Madisonville Community College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	4.18	4.5	5.29	5.2	5.2	5.4	4.65	5.6	4.23	5.8	4.64	No
Hispanic, (%)	1.76	1.97	2.54	2	2.64	2.3	2.99	2.6	3.18	2.8	3.29	Yes
URM (%)	7.65	8.22	10.46	9.2	10.55	9.5	10.72	10	10.14	10.5	11.08	Yes
Retention Rates												
Low-Income (%)	54.6	55.08	56.8	54	46.99	55	63.29	56	68.35	57	56.04	No
URM (%)	55.9	55.72	48.9	52	49.15	53	55.81	54	58.93	55	58.82	Yes
Credentials												
LI	715	727.6	778	738	777	749	879	765	807	778	872	Yes
URM	105	107	137	100	139	105	210	110	182	115	147	Yes
Graduation Rates												
LI (%)	40.8	40.44	40.3	36	39.85	37	37.21	38	37.56	39	47.77	Yes
URM (%)	36.7	36.76	31.8	34	28.57	35	19.23	36	30.56	37	30.77	No
Staffing												
FTE Instructional (%)	3.2		3.1	4.4	3.4	5.5	3.7	6.5	3.6	7.7	3.1	No
Management (%)	5		4.8	4.8	5.9	5	5.6	5.2	4.8	5.4	4.8	No

Maysville Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	2.86	3.11	2.52	2.6	1.89	3.1	2.48	3.6	2.37	4.1	2.58	No
Hispanic, (%)	1.54	1.79	1.82	2	1.95	2.3	2.7	2.5	3.19	2.8	3.1	Yes
URM (%)	6.31	6.69	6.58	6.7	5.92	7.2	7.61	7.7	8.38	8.2	8.5	Yes
Retention Rates												
Low-Income (%)	58.8	62.04	52.7	64.4	53.76	67.6	55.91	71	61.09	75	51.42	No
URM (%)	53.6	56.58	39	59.1	51.52	62.1	55.56	65.2	64.52	68.5	32.56	No
Credentials												
LI	1,375	1,378.8	1,529	1,304	1,393	1,377	1,559	1,385	1,509	1,394	1,688	Yes
URM	86	86.4	76	81	92	83	78	86	116	88	137	Yes
Graduation Rates												
LI (%)	26.7	28.48	31.3	32.6	37.72	33.6	37.3	34.6	41.85	35.6	44.09	Yes
URM (%)	25.9	28.08	18.2	33.8	38.1	34.8	40	35.8	46.15	36.8	33.33	No
Staffing												
FTE Instructional (%)	3.7		4	4.4	3.8	4.4	4.8	4.6	5.4	4.9	4.6	No
Management (%)	4.5		5.3	6.1	16.7	6.1	15	6.6	9.1	7	9.5	Yes

Owensboro Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	2.76	2.95	3.17	3.3	2.96	3.5	2.69	3.6	2.76	3.7	3.05	No
Hispanic, (%)	1.76	2.01	1.9	2.2	2.27	2.5	2.86	2.8	2.84	3	3.13	Yes
URM (%)	7.23	7.55	7.82	8.1	8.34	8.3	8.66	8.5	8.94	8.8	9.56	Yes
Retention Rates												
Low-Income (%)	50.9	51.06	52.4	45.6	50.45	47.7	54.35	49.7	54.64	51.7	55.18	Yes
URM (%)	45.1	45.78	45.6	45.6	51.92	47	44.44	47.7	54.1	48.5	53.23	Yes
Credentials												
LI	981	1,002.6	1,060	1,018	1,148	1,043	1,243	1,066	1,328	1,089	1,250	Yes
URM	71	73	87	75	104	77	138	79	195	81	156	Yes
Graduation Rates												
LI (%)	24.1	25.74	29	29.3	30.7	30.3	32.96	31.3	33.58	32.3	37.8	Yes
URM (%)	19.2	22.56	26.7	33	17.5	34	15.56	35	29.55	36	27.91	No
Staffing												
FTE Instructional (%)	7.2	7.4	6.6	7.3	6.8	7.6	6.4	7.9	7.1	8.2	7.9	No
Management (%)	4.2	5.26	4.8	6.32	0	7.1	4.5	8.3	4	9.5	3.6	No

Somerset Community College

Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Enrollment												
Black (%)	1.28	1.4	1.22	1.3	0.8	1.5	1.28	1.7	1.04	1.9	0.89	No
Hispanic, (%)	1.45	1.66	2.15	2	2.03	2.2	2.06	2.4	2.37	2.5	2.4	No
URM (%)	4.65	5.18	5.92	8.1	5.15	6.3	5.74	6.8	5.48	7.3	5.74	No
Retention Rates												
Low-Income (%)	48.6	49.42	48	49.7	49.68	50.7	49.06	51.7	54.83	52.7	53.7	Yes
URM (%)	43.5	46.08	49.1	49.7	52.94	53.9	51.39	54.9	54.55	56.4	37.29	No
Credentials												
LI	2,089	2,147.6	2,806	2,228	2,256	2,254	2,298	2,317	2,361	2,382	2,172	No
URM	91	93.4	122	94	125	97	92	100	114	103	176	Yes
Graduation Rates												
LI (%)	21.7	22.96	23.5	24.8	24.96	25.9	26.52	26.9	28.33	28	31.21	Yes
URM (%)	12.9	15.86	18.9	24.7	21.74	25.7	15.38	26.7	25	27.7	34.69	Yes
Staffing												
FTE Instructional (%)	2.8		3.1	3.2	3.4	4	3.5	5.7	3.3	7.4	3.1	No
Management (%)	4.8		5.6	6.3	5.3	7.5	9.5	8.8	7.1	10	7.1	No

Southcentral Kentucky Community and Technical College

Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Enrollment												
Black (%)	7.29	7.69	7.08	7.8	6.23	8.3	6.65	8.8	5.69	9.3	6.96	No
Hispanic, (%)	3.42	3.82	4.23	3.9	5.06	4.4	5.78	4.9	5.69	5.4	6.62	Yes
URM (%)	13.88	14.29	15.06	14.4	15.06	14.9	16.27	15.4	15.03	15.9	17.36	Yes
Retention Rates												
Low-Income (%)	54.3	54.9	53.6	54.9	59.17	55.7	60.95	56.6	62.91	57.3	60.67	Yes
URM (%)	48.8	50.52	54.1	50.6	48.65	53.1	41.48	55.2	50.33	57.4	48.48	No
Credentials												
LI	1,450	1,481.4	1,250	1,512.8	1,670	1,541	1,520	1,574	1,806	1,607	1,583	No
URM	200	200.8	247	201	308	202	266	203	338	204	356	Yes
Graduation Rates												
LI (%)	25	25.56	32.4	25.9	32.23	26.5	36.13	27.1	37.19	27.8	40.77	Yes
URM (%)	14.6	15.94	29.7	18.3	28.57	19.3	31.91	20.3	28	21.3	22.86	Yes
Staffing												
FTE Instructional (%)	5.9		4.9	3.8	5.4	4.5	5.2	5.7	5.8	6.8	5.1	No
Management (%)	16		18.2	17.3	15.4	16.6	12.5	16	11.1	16	11.1	No

Southeast Kentucky Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	2.41	2.41	2.17	2.3	2.11	2.3	1.72	2.4	1.17	2.4	1.6	No
Hispanic, (%)	0.58	0.7	0.7	0.8	0.9	0.9	0.93	1.1	0.83	1.2	0.64	No
URM (%)	4.82	5.04	4.72	5.1	4.99	5.3	4.37	5.6	3.34	5.9	3.71	No
Retention Rates												
Low-Income (%)	61.2	61.58	56.3	58.5	59.63	59.5	62.78	60.5	55.09	63.1	56.54	No
URM (%)	66.7	67.36	54.5	63.1	38.89	64.1	45.45	65.1	41.18	70	40	No
Credentials												
LI	751	766.2	813	781.4	981	785	834	805	796	827	563	No
URM	26	29.4	47	40	44	41	61	42	39	43	27	No
Graduation Rates												
LI (%)	32	32.44	27.1	31.2	31.95	32.2	32.2	33.2	32.08	34.2	37.5	Yes
URM (%)	30.8	30.8	31.3	27	27.78	28	22.22	29	26.67	30.8	28.57	No
Staffing												
FTE Instructional (%)	3.8		3.7	4	3.7	4.2	3.9	4.5	2.9	4.7	2.4	No
Management (%)	11.5		13	14.1	16	15.2	16	16.3	12.5	17.4	8.7	No

West Kentucky Community and Technical College

Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Enrollment												
Black (%)	7.29	7.51	6.18	7.73	6.57	7.2	7.51	7.8	7.07	8.4	6.95	No
Hispanic, (%)	3.14	3.55	3.5	3.96	3.71	4.6	3.75	4.9	4.07	5.2	4.56	No
URM (%)	13.55	14.48	13.29	15.41	14.04	16	15.21	17.1	15.53	18.2	15.69	No
Retention Rates												
Low-Income (%)	55.9	55.76	59.6	55.62	61.49	53.2	60.42	54.2	56.66	55.2	57.33	Yes
URM (%)	56.1	54.94	50.4	47.3	51.85	48.3	49.27	49.3	48.68	50.3	44.67	No
Credentials												
LI	1,893	1,901.2	2,097	1,833	2,401	1,901	1,927	1,917	1,781	1,934	1,800	No
URM	356	355	383	325	483	334	419	342	420	351	436	Yes
Graduation Rates												
LI (%)	38.8	39.48	37.4	39.2	42.67	40.2	50.24	41.2	46.25	42.2	51.12	Yes
URM (%)	31.2	30.84	33.3	26.4	39.83	27.4	36.89	28.4	35.65	29.4	38.19	Yes
Staffing												
FTE Instructional (%)	4.4		4.4	5.9	4.9	7.7	6.6	9.5	8.1	11.3	7.7	No
Management (%)	17.2		18.5	19	19.2	19.5	12	20	14.3	20.5	15	No

Best Practices to Progress

Strategies from institutions that exceeded or made progress towards their annual targets were examined with the goal of identifying “best practices” for each of the policy’s focus areas. For the purposes of this document, a “best practice” refers to a method or approach that has been demonstrated to be effective and efficient in achieving specific educational goals or objectives. These practices are often evidence-based and grounded in research and have been shown to produce positive outcomes in teaching, learning and student success. Implementing best practices can help colleges and universities improve student outcomes, increase retention and graduation rates, and ensure that all students have access to a high-quality education.

Determining which strategies across Kentucky’s public postsecondary institutions could be considered best practices was a linear process. First, quantitative scores (as seen on the campus scorecards) were examined for each campus. Institutions that exceeded, met or made incremental progress towards their final targets in at least one of the policy’s focus areas were identified. Next, those campuses’ qualitative narratives (annual reports) were examined to identify specific strategies and corresponding action steps that were used to achieve annual metric goals. Finally, the strategies that were found to be common across these institutions were deemed as best practices. Each best practice is intentionally broad; how each campus implements it varies widely. Specific campuses were chosen as highlights to illustrate examples of what a best practice looks like in application.



While this process was very informative, there are some limitations in the conclusions drawn. For example, only those reported strategies were taken into consideration. Institutions may implement strategies not captured in their annual reports. In addition, while these strategies correlate with an institution’s success towards meeting targets, we are, of course, unable to prove they were the cause of the progress.

This report details the best practices that have been identified based on the 2016-2021 annual reports and campus scorecards.



Opportunity

Opportunity Objectives and Strategies

CPE evaluates public institutions annually on their efforts to recruit and enroll a diverse student body, with particular attention paid to populations that have been historically underrepresented on postsecondary campuses.¹ Campuses negotiate targets with CPE staff for the percentage of first-year students who are Black/African American and Hispanic; they also may establish targets for students who are classified as two or more races, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Asian, or for international students.

In the narrative section of the report, institutions are evaluated on their progress in implementing strategies to recruit and enroll a more diverse student body. These strategies may include:

- Race and ethnicity-neutral policies or actions designed to increase diversity in the student body.
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.
- Maintaining robust campus identity groups for individuals who wish to participate (LGBTQ, political and religious organizations).
- Policies to accommodate people with physical, sensory or mental disabilities.

¹ While we are not aware of any race conscious enrollment decision-making processes implemented at any campus, any such policy utilized would have been implemented under prior U.S. Supreme Court precedent and future policies will take into consideration the recent decision involving affirmative action.

Best Practice: Targeted Outreach

Targeted outreach is important for recruiting underrepresented students because it addresses the systemic barriers and inequities that prevent them from accessing and succeeding in higher education. Underrepresented students include those from historically marginalized or disadvantaged groups, such as low-income students, first-generation college students, students of color and students with disabilities. These students often face unique challenges, including a lack of familiarity with the college application process and limited access to resources and support.

Targeted outreach efforts can help identify and address these barriers by providing students and their families with information, resources and support. For example, targeted outreach efforts may involve partnerships with community or religious organizations in low-income or underrepresented communities, as well as high schools serving underrepresented students. They may include recruitment trips to “non-feeder” high schools, direct mail efforts to underrepresented groups and telemarketing campaigns to encourage students from underrepresented populations to apply for admission.

Targeted outreach promotes equity and access in higher education, creating rich opportunities for teaching and learning that benefit all students and help alleviate broader social and economic inequities by increasing social mobility.

Eastern Kentucky University Deploys Targeted Outreach to Meet DEI Goals

Eastern Kentucky University’s commitment to increasing diversity and creating a more inclusive campus remained steadfast despite changes necessitated by the pandemic. The Office of Admissions and Student Outreach and Transition Office (SOTO) focused on attracting underrepresented minority students to the university, highlighting support systems for these student populations and ensuring a smooth transition to university life.

EKU continued to foster strategic relationships with organizations and school districts serving a high proportion of URM students. Recruitment efforts included expanding the Memorandum of Understanding (MOU) with Adelante Hispanic Achievers in Louisville and the Cincinnati Public School System, as well as signing new MOUs with the Black Men Working (BMW) Academy in Lexington and the YMCA Black Achievers programs in Louisville and Lexington.

The university dedicated two admissions staff to Black and Latino student recruitment. They facilitated bilingual tours and community presentations to provide comprehensive information to students and families. The Department of Languages, Cultures and Humanities and the Bobby Verdugo and Yoli Ríos Bilingual Peer Mentor and Tutoring Center hosted various events to recruit Latino students, including Camino Camp, a virtual college preparation camp for Latino high school juniors and seniors.

EKU collaborated with various campus partners to host eight diversity live chats, a virtual diversity spotlight day and a Big E signing day, a diversity yield event to welcome admitted URM students. The Office of Admissions and SOTO targeted diverse markets across four states and had two dedicated staff members, including a bilingual recruiter, who managed diverse recruitment initiatives, event coordination and relationships with agencies that serve diverse populations. Staff emailed 15,604 messages to students who expressed interest in receiving information on diversity, equity and inclusion and the average open rate was 56%. Additionally, staff mailed 860 diversity print pieces to students.

Eastern Kentucky University Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Enrollment												
Black, UG (%)	5.74	5.79	5.54	5.84	5.61	5.89	5.57	5.95	5.6	6	5.78	No
Hispanic, UG (%)	2.44	2.51	2.67	2.58	2.8	2.65	2.99	2.73	3.57	2.8	4.13	Yes
URM, UG (%)	10.85	11.08	11.08	11.31	11.58	11.54	11.9	11.77	12.56	12	13.94	Yes
URM, Grad. (%)	9.93	10.03	8.85	10.12	10.37	10.21	10.84	10.31	11.35	10.4	13.07	Yes

Bilingual Outreach Activities Attract Latino Students to JCTC

Despite the pandemic, JCTC increased bilingual communication with prospective Latino students and their parents through video calls and emails from Spanish-speaking recruitment staff. Conversations with parents in their native language help demystify the college experience so they can better support their children in postsecondary endeavors. The Admissions Office hired a Spanish-speaking recruiter who has been supportive of Latino recruitment efforts as well as enlisting the help of bilingual students. With assistance from the college marketing team, they created posters and other promotional materials in Spanish for community partners in Latino neighborhoods.

Connecting with community partners also expanded the visibility of JCTC's international admissions office. International admissions staff participated in several Spanish language presentations in collaboration with Adelante Hispanic Achiever using La Casita Center's online presentation, Somos un Circulos, which has been viewed several thousand times.

JCTC continues to collaborate with partners at Louisville Latino Education Outreach (LLEO) as well as the University of Louisville. The Assistant Director for International Admissions served on the University of Louisville's Undocumented Students Resource Council to stay abreast of current issues for Latino students who are undocumented or with Deferred Action for Childhood Arrivals (DACA) status.

International Admissions staff identified models and potential partners to help launch a focused student success mentoring program in fall 2021. In February 2020, JCTC staff met with the Latino Outreach Office at Bluegrass Community and Technical College, the Latino Program Coordinator in the Cultural Center at the University of Louisville and the JCTC Rise Together program. The need for funding and dedicated staffing were identified as next steps.

<i>Jefferson Community and Technical College Scorecard</i>												
Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black (%)	21.24	21.23	19.18	21.2	19.12	21.2	20.07	21.2	20.83	21.2	20.16	No
Hispanic, (%)	6.31	6.63	7.07	7.3	8.33	7.5	8.92	7.7	9.64	7.9	9.64	Yes
URM (%)	30.82	31	30.06	30.5	31.85	30.9	33.42	31.3	35.16	31.7	34.97	Yes

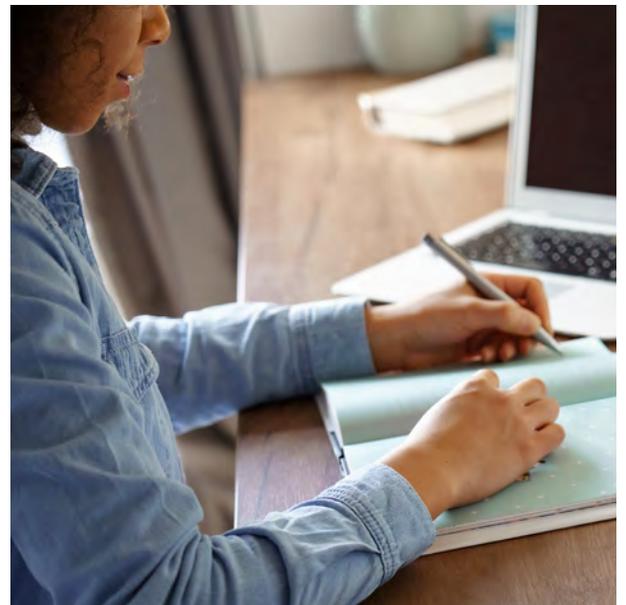
Best Practice: Minimizing Financial Barriers to College

The cost of higher education is a significant obstacle for many students, particularly those from low-income backgrounds. College requires a substantial financial investment, including tuition, fees, textbooks and other expenses like room and board and transportation. For students with limited financial resources, these costs can be prohibitively expensive. Minimizing financial barriers to college enrollment is essential for ensuring students have an equal opportunity to achieve their higher education goals.

Minimizing financial barriers can be realized through a variety of means, including need-based financial aid, scholarships, grants and tuition assistance programs.

Some campuses have implemented initiatives such as tuition freezes or caps that make college more affordable and accessible to students from diverse backgrounds.

By reducing financial barriers, colleges and universities can make higher education access more equitable, ensuring talented and motivated students are not excluded from pursuing their college dreams. Additionally, increasing access to higher education creates broader social and economic benefits, including increased social mobility, higher employment rates, increased tax revenues and more robust economic growth and development.



UofL's Scholarships are a Game-Changer for URM and Low-Income Students

The Porter Scholarship is awarded to first-time and continuing Black students at UofL. In Fall 2020, 649 students (205 new and 444 continuing) were awarded more than \$6 million in scholarship aid.

The Martin Luther King, Jr. Scholars Program admits ten students annually and offers full in-state tuition and an \$8,000 stipend per year for four years. Black/African American and Latino high school graduates from Kentucky or Southern Indiana are eligible to apply. There are four cohorts of MLK scholars currently enrolled at UofL.

The Cardinal Pledge award supports low-income students. In the 2020-21 academic year, 875 students received the Cardinal Pledge award, 415 (47.4%) of whom were First Time in College (FTIC) students. Additionally, 84 identified as Black students and 120 identified as "Other Minorities" (28.9%).

The National Scholars Program and **Regional Scholarships** provide support to out-of-state students assessed non-resident tuition. Awards range from \$5,000 to over \$15,000, and 120 Black, 54 Hispanic and 59 students identifying as "Other Minority" received this award. Over \$2 million was distributed across 233 students, with an average award of around \$9,500.

The UofL Grant program is a need-based aid program that provides students with \$3,000 over four years. Of 593 award recipients, 42 are Black, 53 are Hispanic and 66 identify as "Other Minority" students.

READY mentoring pairs underfunded, first-year, first-generation students with a professional from PNC bank for personalized support throughout their first year. After successfully completing six mentoring meetings in the fall, students receive a \$500 grant toward their spring 2021 bill. After successfully completing four mentoring meetings in the spring, students receive a \$300 grant toward their fall 2021 bill.

University of Louisville Scorecard												
Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
Enrollment												
Black, UG (%)	11.04	11.63	11.08	12.22	11.31	12.82	11.73	13.41	11.93	14	12.91	No
Hispanic, UG (%)	3.97	4.38	4.45	4.78	4.82	5.19	5.28	5.59	5.43	6	6.02	Yes
URM, UG (%)	19.44	20.15	20.33	20.87	21.73	21.58	23.01	22.29	23.47	23	25.22	Yes
URM, Grad. (%)	13.76	14.11	14.51	14.45	15.3	14.8	15.84	15.15	17.23	15.5	18.1	Yes

Best Practice: Building Pathways from K-12 to College

Guided pathways refer to programs and initiatives that make it easier for students to move from one level of education to the next. In the context of college enrollment, pathway programs include Advanced Placement and dual credit courses, mentorship programs and college outreach activities. By providing information about the college application process, financial aid and other aspects of college enrollment, pathway programs increase the likelihood that students will successfully enroll and persist in college. Pathway programs often provide underrepresented students with role models who have successfully navigated the higher education system. This can be especially important for students who may not have family members or other role models with higher education experience.

Guided pathways are especially important for students from diverse backgrounds and underrepresented groups. Underrepresented students may be less likely to pursue higher education due to a range of factors, such as a lack of awareness about the opportunities available to them, limited access to resources and support, financial barriers and cultural or social barriers. Pathways can help to address these barriers by providing targeted programs and initiatives that support students at various stages of the education pipeline.

Dual Credit and ACE Programs Prepare Incoming Students for OCTC

Owensboro Community and Technical College was one of 44 colleges nationwide that participated in the “Dual Enrollment Experiment” as part of the U.S. Department of Education’s Experimental Sites Initiative. The experiment allowed students to use Pell Grant funding prior to earning a high school diploma, making college preparatory coursework like dual credit more affordable.

OCTC’s Office for Diversity collaborated with the Owensboro Black Expo (OBE) and Owensboro High School to establish the Academic Career Exploration (ACE) program. The primary goal of ACE is to help students to stay on-track to graduate by connecting them with industry mentors, peers and faculty. ACE provides formal and informal learning opportunities through academic and leadership initiatives, job shadowing, career exploration and social activities. In this way, ACE exposes prospective college students to a variety of career opportunities and the requirements needed to pursue them.

Owensboro Community and Technical College Scorecard												
Metrics and Annual Targets	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?	
	Base	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target		Actual
Enrollment												
Black (%)	2.76	2.95	3.17	3.3	2.96	3.5	2.69	3.6	2.76	3.7	3.05	No
Hispanic, (%)	1.76	2.01	1.9	2.2	2.27	2.5	2.86	2.8	2.84	3	3.13	Yes
URM (%)	7.23	7.55	7.82	8.1	8.34	8.3	8.66	8.5	8.94	8.8	9.56	Yes



Success

Success Objectives and Strategies

While maintaining a diverse student body is essential, it is not enough. Institutions also must commit to helping diverse students persist to degree completion. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. CPE annually evaluates institutions on their progress in meeting annual targets for URM and low-income students on the following metrics: first-year to second-year retention, three-year graduation rate (KCTCS institutions), six-year graduation rate (public universities) and degrees and credentials conferred.

In the narrative section of the report, institutions are evaluated on their progress in implementing high-impact practices to move students toward degree and credential completion. These strategies may include:

- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early-alert systems.
- Corequisite models of developmental education.

Best Practice: Minimizing Non-Academic Barriers to Success

Non-academic barriers can significantly impact a student's ability to succeed in higher education. Non-academic barriers include financial constraints, housing and food insecurity, health concerns (including mental health) and family or work responsibilities. These barriers can be just as challenging as academic barriers (sometimes more so), preventing students from fully engaging in their studies and reaching their full potential.

By minimizing non-academic barriers, colleges and universities create more supportive and inclusive environments that promote student success. Some of the means to accomplish this include increasing financial aid opportunities, support services such as counseling and health care and emergency funds to address unanticipated crises. When students feel supported and have access to the resources they need, they are better able to focus on their studies and achieve academic success. Additionally, addressing non-academic barriers promotes overall student well-being, the benefits of which extend beyond the classroom.

BCTC Has a HEART for Students in Need

BCTC's HEART program (Helping Everyone Attain Resources Together) provides free resources to assist students in meeting their basic needs. BCTC's HEART program opened in November 2019. During the pandemic, it became an even more vital resource for students experiencing food insecurity and financial instability.

The HEART program operates a food pantry stocked with free personal hygiene items, professional clothing, cleaning supplies and baby products. The HEART is open on the first and third Thursday of each month and pantry services are available to students at other times if an emergency arises. In 2020-21, 53 students visited the HEART 152 times. Although the pantry is open to all BCTC students, 96% of the visits were made by Pell-eligible students.

The HEART is operated by faculty and staff volunteers and pantry items are provided using special grant funds, monetary donations and donated items. The HEART is a member of God's Pantry Food Bank and this partnership allows the food pantry to access good, usable and nutritious food at a significantly discounted rate. The Career Clothing Closet is stocked by clothing donations from the college community and by a donation from the Community Action Council.

Also during the pandemic, BCTC's Information Technology unit repurposed desktop computers for distribution to students with the stipulation that BCTC would not be responsible for IT support. Although

available to all students, TRIO and other programs serving low-income students spread the word among their participants. In fall 2020, 210 computers were distributed to students and another 44 computers were distributed in spring 2021. Of the students who received computers, 62% were Pell-eligible and 31.9% of recipients were URM students.

Bluegrass Community and Technical College Scorecard												
Metrics and Annual Targets	2016-17			2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Retention Rates												
Low-Income (%)	45.7	46.5	50.8	43.9	47.83	45.8	52.24	47.8	58.24	49.7	54.48	Yes
URM (%)	43.6	43.7	45.6	40.1	43.22	41.4	50.85	42.7	53.87	44.1	51.24	Yes
Credentials												
LI	1,837	1,879.8	2,117	1,919	1,926	1,953	2,277	2,001	2,368	2,051	3,416	Yes
URM	462	484.2	554	529	571	543	629	558	744	573	1,041	Yes
Graduation Rates												
LI (%)	15.3	17.84	16.7	21.6	20.31	23.7	22.51	25.9	26.33	28	33.54	Yes
URM (%)	12.3	13.56	12.3	13.9	17.26	15.5	16.23	17	23.3	18.6	25	Yes

GCTC Offers a Suite of Non-Academic Student Supports

Gateway Community and Technical College’s counseling center serves students experiencing mental health issues, relationship difficulties, parenting challenges and more. The Embedded CARE Management Program offers monthly outreach services in both face-to-face and online settings. The CARE manager discusses relevant non-academic topics monthly and assists students with self-referrals to agencies that provide additional support services. CARE managers host virtual walk-in hours after each class in case a student needs a CARE manager immediately. They also check-in with students monthly by email or phone.

GCTC’s career services program helps Gateway students become top job candidates by assisting them with interview and resume skills. GCTC uses Handshake, an online recruiting platform that connects employers and job recruiters with college students interested in careers at their companies. The Student Resources program provides community referrals for affordable nutrition, child care, housing, health insurance and transportation, as well as operating the Food for Thought Pantry.

The Peer Mentoring Program pairs student mentors with participating students to provide additional non-academic supports. Peer mentors are typically campus leaders who participate in many campus-sponsored programs and activities. Mentors provide advice, encouragement and friendship to students needing extra support.

Gateway Community and Technical College Scorecard												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Retention Rates												
Low-Income (%)	54.3	54.52	58.3		54.22		62.81	54.4	65.41	55.4	55.6	Yes
URM (%)	43.1	45.26	47.2		47		69.57	52.9	63.28	53.9	58.97	Yes
Credentials												
LI	1014	1,019.8	1,194		1,227		1,619	1,025	1,350	1,043	1,318	Yes
URM	223	227.2	268		238		362	237	310	244	427	Yes
Graduation Rates												
LI (%)	26	26.8	33.1		34.48		43.79	29	43.33	30	51.41	Yes
URM (%)	33.3	33.7	22.2		25		42.42	32	35.42	35.3	57.63	Yes

Best Practice: Integrated First-Year Experience

The first year of college can be challenging for many students as they navigate a new environment, adjust to new academic expectations and develop new social networks. An integrated first-year experience can address these challenges by providing students with a structured and supportive environment that promotes academic and personal growth.

An integrated first-year experience typically includes a combination of academic and co-curricular programs and initiatives designed to support students as they transition to college. There are a number of ways that universities provide an integrated first-year experience for students:

Orientation programs: Orientation programs provide information about academic and social resources, campus culture and traditions and other aspects of university life.

These programs help students connect with peers, faculty and staff, and introduce them to campus resources and services.

Academic support services: Providing a range of academic support services can help students succeed in their coursework. These may include tutoring, study groups, writing centers and academic advising.

Social and cultural events: Universities can provide a range of social and cultural events for first-year students, such as welcome receptions, campus tours and cultural celebrations. These events help



students connect with peers and build a sense of community, which can contribute to overall student well-being and success.

Mentorship programs: Mentorship programs that pair first-year students with upperclassmen, faculty members, or staff members can play a key role in student persistence. These programs can provide students with guidance and support as they navigate the transition to college life.

First-year seminars: First-year seminars are typically small, discussion-based courses designed to help students make the transition from high school to college-level learning. They may focus on a specific theme, topic, or discipline, and may introduce academic skills such as critical thinking, research and writing.

Living Learning Communities: A living learning community (LLC) is a residential program that brings together a group of students who share common interests or academic goals and provides them with shared living space, as well as opportunities for social and academic engagement. Living learning Communities can be organized around a range of themes or topics. LLCs can foster a sense of community, provide academic support and offer opportunities for personal growth and exploration.

By providing students with a comprehensive and integrated first-year experience in a coordinated and intentional manner, colleges and universities can help students receive the support and resources they need to succeed. Students who have a robust first-year experience are more likely to feel connected to their college or university, more likely to persist to graduation and more likely to achieve academic success.

UK 101/102 Introduces Students to College Life

The University of Kentucky's academic orientation courses (UK 101 for first-time students and UK 201 for transfers and veterans) are a key component of UK's diversity, equity and inclusion efforts. Approximately 115 sections of UK 101 are offered each fall, although the course is only mandatory for William C. Parker Scholarship Recipients and students required to complete a learning contract. More than half of these sections are dedicated to first-generation, minority and identity-based student populations taught by staff in the Office of First-Generation Initiatives, the Center for Academic Resources and Enrichment (CARES) and the Office of Student Success.

Coordinators collaborate with campus partners to develop curriculum, oversee hiring and training of instructors and peer instructors and manage daily operations of the program. Instructors are full-time employees with at least a master's degree. Preference is given to those individuals in student-facing roles on campus with experience directly related to first-year students. Each section of UK 101/201 includes an undergraduate peer instructor and a primary instructor.

In AY 2020-21, all sections of UK 101/201 implemented updated unconscious bias (UB) content. This content introduced concepts and terms like microaggressions, land acknowledgements, ally, accomplice and co-conspirator. These updated instructional materials broaden the understanding of DEI to include reconciliation with native peoples and expand understanding of bias beyond the unconscious to consider deliberate acts of discrimination.

UK 101/201 continues to be a critical course for the most vulnerable populations at the University of Kentucky. Data demonstrate that UK 101 has a positive impact on second-year fall retention and the first-term GPA of participants.

University of Kentucky Scorecard												
Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Retention Rates												
LI, UG (%)	74.8	75.1	76.1	75.88	76.44	77.92	77.68	78.96	81.24	80	78.3	No
URM, UG (%)	77.2	78.5	79.9	78.32	77.53	78.88	78.48	79.44	82.22	80	79.98	Yes
Degrees												
LI, Bachelor's	1,422	1,180.8	1,494	1,513.2	1,457	1,558.8	1,501	1,604.4	1,499	1,650	1,452	No
URM, Bachelor's	536	553	594	570	661	587	740	604	777	621	734	Yes
Graduation Rates												
LI, UG (%)	51.5	52.4	50	53.3	53.03	54.2	54.48	55.1	52.91	56	55.18	No
URM, UG (%)	52.4	53.62	51.9	54.84	54.17	56.06	55.97	57.28	52.97	58.5	58.24	No

At WKU, Students Learn Where They Live

Over the last two years, Western Kentucky University has invested a great deal of time and money in their First-Year Village. Construction of two new residence halls began in 2019 in the lower hub of the campus, which opened for residents in fall 2021. The two residence halls can house up to 635 first-year, full-time students engaged in faculty mentorship and peer interaction. The First-Year Village now serves as home for many of WKU's Living Learning Communities (LLCs).

The university has expanded the number of LLCs offered, with all five academic colleges represented. In Fall 2020, 650 students participated. The Center for Teaching and Learning (CITL) in Academic Affairs and staff from Housing and Residence Life work together to embed high-impact practices in the LLCs, with the goal of increasing student retention, persistence and success, especially for URM students. Two LLCs within the Intercultural Student Engagement Center (ISEC) --The ISEC Academy and the Pride Center's LGBTQ+ Stonewall Suites -- are offered to first- and second-year students. The ISEC Academy LLP is for any student who identifies as a student of color (Black, Hispanic/Latino, Asian, Native American and Multiracial), is a first-generation college student, Pell eligible and/or needs extra

assistance related to college transition, persistence and/or graduation. Stonewall Suites LLC is for students who strive to promote social integration and change for all gender identities, gender expressions and sexual orientations. In Stonewall Suites, transgender individuals are given the opportunity to pick the gender of their roommate, which helps alleviate a host of safety concerns and stressors. Students interested in this LLC must go through an application and interview process before being admitted.

Grounded in the literature on college retention and borrowing from best practices across the nation, WKU now offers a new residential Summer Scholars program for high school graduates with below-threshold GPAs (2.00-2.49). The program provides a unique, five-week opportunity for students to experience a trial run at college level classes and WKU campus life. With some extra support and assistance, peer mentors, career coaches, academic advisors, instructors and financial aid counselors collaborate to provide participants with tailored support to increase their likelihood of earning a degree.

<i>Western Kentucky University Scorecard</i>												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Retention Rates												
LI, UG (%)	63.7	64.98	60.2	66.26	62.68	67.54	64.72	68.82	69.92	70.1	65.84	No
URM, UG (%)	58.3	60.12	57.8	61.94	57.06	63.76	59.55	65.58	73	67.4	65.93	No
Degrees												
LI, Bachelor's	1,353	1,373.4	1,276	1,393.8	1,361	1,414.2	1,298	1,434.6	1,339	1,455	1,270	No
URM, Bachelor's	315	321.4	310	327.8	347	334.2	383	340.6	386	347	388	Yes
Graduation Rates												
LI, UG (%)	41	41.8	37.9	42.6	39.93	43.4	38.34	44.2	41.54	45	43.21	No
URM, UG (%)	33.9	35.12	30.7	36.34	33.62	37.56	34.68	38.78	36.92	40	40.7	Yes



Best Practice: Intrusive Advising and Early Intervention

Intrusive advising is an approach that involves reaching out to students rather than waiting for students to seek assistance on their own. The term “intrusive” does not mean advisors are pushy or unwelcome, but rather that they are systematically identifying students at risk of falling behind and offering personalized, timely and proactive support to help students stay on track academically and reach their academic and career goals.

Intrusive advising involves regular communication with students, such as weekly or monthly check-ins and progress reports. Often, faculty use data analytics to track students’ grades and absences and they receive

a flag or alert when a student falls behind. Advisors may provide referrals for more intensive academic support, such as tutoring, study groups and supplemental instruction. Advisors also provide information about the college’s mental health, career counseling, or financial aid services, if the situation warrants.

Intrusive advising is particularly important for students who may face additional challenges in college, such as first-generation students, students from low-income backgrounds, or students who are underprepared for college-level coursework. By identifying and addressing challenges early on, colleges and universities can help more students persist to degree or credential completion.

MCC Deploys a Team of Proactive Advisors and Tutors

KCTCS has invested in Starfish, a learning platform that tracks real-time data to help campuses advise students proactively. To get the most out of this powerful tool, Madisonville Community College provided year-long professional development for faculty and staff advisors that included tips and tricks for using Starfish, education on Kentucky’s general education block transfer policy, financial aid rules, the development of personal advising toolkits, the psychological effect of the pandemic on student mental health and other timely topics.

MCC’s tutoring center, The Learning Space, coordinates with the college’s Starfish Early Alert system. When a faculty member raises a flag or makes a referral, the Learning Space reaches to offer tutoring and other academic support. The Learning Space has peer tutors in addition to professional staff on hand to provide immediate assistance.

The Student Support Services (SSS) unit is also a part of MCC’s coordinated, wrap-around approach. SSS and TRIO (a federal program for low-income students) partner to implement the “First Four Weeks” initiative for low-income and first-generation students, based on the work of Paul Thayer at the University of Colorado. Immediately after recruitment into the program, students are encouraged to meet with their academic advisor within the first four weeks of the term. To supplement this approach, all SSS advisors use the appreciative advising approach with their students. This is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their learning and career goals. As part of the program, students take assessments to assist with career planning and identify their learning styles. This also helps advisors determine the most effective approach with each student.

<i>Madisonville Community College Scorecard</i>												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Retention												
Low-Income (%)	54.6	55.08	56.8	54	46.99	55	63.29	56	68.35	57	56.04	No
URM (%)	55.9	55.72	48.9	52	49.15	53	55.81	54	58.93	55	58.82	Yes
Credentials												
LI	715	727.6	778	738	777	749	879	765	807	778	872	Yes
URM	105	107	137	100	139	105	210	110	182	115	147	Yes
Graduation Rates												
LI (%)	40.8	40.44	40.3	36	39.85	37	37.21	38	37.56	39	47.77	Yes
URM (%)	36.7	36.76	31.8	34	28.57	35	19.23	36	30.56	37	30.77	No



Impact

Impact Objectives and Strategies

To fully realize the positive effects of diversity, Kentucky's public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students and faculty. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential. In the area of impact, institutions set annual targets for the percentage of URM tenured/tenure-track faculty or staff, as well as the percentage of diverse employees in management occupations.

Strategies that support diversity and inclusiveness include:

- Cultural competency training or certification for students, faculty and staff.
- Efforts to recruit, retain and promote diverse faculty and staff.
- Efforts to monitor the campus and community environment to quickly resolve equity and inclusion issues and conflicts.

Best Practice: Cultural Competency Training

The goal of cultural competency training is to create a more inclusive and welcoming environment for all individuals on college campuses, including students, faculty and staff from underrepresented groups. This type of training helps individuals understand and appreciate different cultures and identities. It is designed to help individuals develop the knowledge, skills and attitudes necessary to work effectively with people from diverse backgrounds. The training typically includes topics regarding cultural awareness, diversity and inclusion; unconscious bias; and communication across cultures.



By improving their cultural competency skills, faculty and staff are better equipped to work with students and colleagues from diverse backgrounds and to create a more welcoming and supportive learning environment. This can help increase student retention, academic success and overall well-being, while also promoting a more positive and productive work environment for all faculty and staff.

MCTC Prioritizes Professional Development for Faculty and Staff

In Spring 2021, Maysville Community and Technical College was awarded a \$73,500 grant from the Kentucky Council on Postsecondary Education to develop and launch a summer bridge program. As part of the grant, 25 faculty, staff and student mentors participated in Life Design Catalyst Facilitator Training, hosted by Bill Johnson from the University of North Carolina at Greensboro (UNCG). Mr. Johnson is an African-American faculty member and student success navigator (nicknamed the “Dream Dean”) at UNCG, where he developed a course called “What Could I Do With My Life” that is structured to help students do just that – find their life purpose and select majors and courses in line with that purpose. The two-day, face-to-face training taught faculty, staff and student mentors how to help students design lives that matter. Activities introduced in the training were incorporated into summer bridge sessions, mentoring appointments, admissions appointments, advising sessions, success coaching appointments and new student orientation.

In fall 2020, 100% of full-time employees (180) completed online trainings related to inclusion, equity, community, diversity, access and engagement. Three new trainings were added in 2021-22 based

on a recommendation to the President from the Director of Cultural Diversity and Director of Human Resources:

- Communication Styles and Skills (new requirement for 2021-22)
- Diversity Awareness
- Implicit Bias and Microaggression Awareness (new requirement for 2021-22)
- Title IX Sexual Harassment and Misconduct Procedures
- Making Schools Safe and Inclusive for Transgender Students (new requirement for 2021-22)
- Sexual Violence Awareness for Employees
- KCTCS Anti-Harassment/Discrimination Procedures

MCTC held several other high priority professional development sessions related to DEI including:

- “To Be Heard: Celebrating the History of Women’s Suffrage” by MCTC Director of Library Services Sonja Eads
- “Creating a Race Equity Culture: A Viable Approach to Student Success” by Dr. Cleveland
- “Educational Opportunities and Challenges in Appalachia” by MCC Professor John Klee
- “Green Dot Violence Prevention Training” by MCTC Green Dot Training Team

Employees appreciate these professional development offerings. In fall 2020, 86% of employees were satisfied with on-campus (or virtual) PD opportunities, while 73% were satisfied with off-campus local, state, regional and/or national PD opportunities. Additionally, employees who attended on-campus (or virtual) PD the following year noted a high level of satisfaction on training evaluations.

<i>Maysville Community and Technical College Scorecard</i>												
Metrics and Annual Targets	Base	2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
		Target	Actual									
Staffing												
FTE Instructional (%)	3.7		4	4.4	3.8	4.4	4.8	4.6	5.4	4.9	4.6	No
Management (%)	4.5		5.3	6.1	16.7	6.1	15	6.6	9.1	7	9.5	Yes

Best Practice: Culturally Competent Hiring Policies and Procedures

Culturally competent hiring policies and procedures ensure that institutions recruit, interview and hire a diverse workforce while being mindful of cultural differences and biases. These practices involve recognizing the value of diversity in the workplace, understanding and respecting cultural differences and promoting inclusivity. Institutions may perform a number of actions to diversify their faculty and staff.



- **Diversify recruitment channels:** Use a variety of recruitment channels to attract a diverse pool of job candidates. This may include reaching out to professional organizations, posting job ads on job boards that cater to diverse candidates and attending job fairs.
- **Utilize search committees that have undergone implicit bias training:** Implicit bias training is designed to help members of hiring committees become aware of their unconscious biases that may influence their decision making during the hiring process. These biases are often based on social and cultural stereotypes that individuals may not even be aware of. The goal of the training is to educate committee members about these biases and provide them with tools to recognize and mitigate their impact. This can include techniques such as analyzing job descriptions for biased language, reviewing resumes blindly without names or other identifying information and using structured interview questions that focus on job-related qualifications rather than personal characteristics. By becoming aware of and addressing implicit biases, hiring committees can make more objective and equitable decisions in the hiring process.
- **Promote diversity and inclusion during the interview process:** Incorporate diversity and inclusion questions during interviews to assess candidates' cultural competencies.
- **Offer employee resource groups:** Create employee resource and/or affinity groups that provide support and advocacy for employees from diverse backgrounds. This not only helps with recruitment but also with retention.

By implementing these practices, organizations can create a more inclusive and diverse workplaces that value and respect cultural differences.

NKU is Diversifying Its Faculty and Staff

Northern Kentucky University is aggressively pursuing more equitable hiring and search processes. In partnership with the Chief Diversity Officer and the Office of Inclusive Excellence (CDO-OIE), colleges and departments are updating policies where equity gaps are identified and implementing new strategies for recruitment and retention of URM employees.

The CDO-OIE developed and implemented guidelines to increase equity in hiring practices. The CDO also mandated that every division and department with an active search process complete implicit bias training and post positions to diverse professional networks. The CDO independently facilitated 17 unique implicit bias trainings for 31 hiring committees across the institution.

The Dean of the College of Arts and Sciences worked with human resources to track whether faculty hiring recommendations matched the diversity of the candidate pools. They evaluated hiring rubrics and criteria and ensured that job advertisements included language expressing a clear interest in diverse applicants, particularly those with a demonstrated investment in creating a diverse, equitable and inclusive environment via their teaching, research and/or service experiences. Similar changes in hiring policies and practices were implemented in the College of Health and Human Services, the College of Informatics, Chase College of Law, University Housing and the University Police Department.

NKU continues to make efforts to improve the collection of diversity metrics (i.e., demographic data) so that it may better monitor the effectiveness of strategy inputs and implementation. The Office of Planning and Institutional Research partnered with the CDO to create an Equity Assessment. The Equity Assessment provides a crosstab analysis of staff, faculty and students by race, gender, academic rank and tenure status. The dashboard enables NKU to collect data relevant to faculty and staff recruitment, promotion, tenure and student retention with specific focus on URM populations. The Equity Assessment examines the retention of faculty and staff in their third and fifth years, by race, college and unit.

<i>Northern Kentucky University Scorecard</i>												
Metrics and Annual Targets		2016-17		2017-18		2018-19		2019-20		2020-21		Met Target?
	Base	Target	Actual									
Staffing												
Tenured/Tenure-Track (%)	9.7	10.16	9.1	10.62	9.5	11.08	8.9	11.54	10.7	12	10.2	No
Management (%)	10.5	10.9	10	11.3	9	11.7	12	12.1	13.67	12.5	17.5	Yes

Appendix



Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion

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

CPE Contact
Travis Powell, General Counsel
Email: travisa.powell@ky.gov

Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion

Adopted by CPE: 9/23/2016

Background:

The Council on Postsecondary Education (CPE), as currently constituted and through its prior iterations, has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Council on Higher Education (CHE) developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education."

For the next 25 plus years, CHE and CPE focused the Desegregation Plan and its subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African- American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and ensure that diversity initiatives were a priority on Kentucky's public college and university campuses, the CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE sought to continue its diversity efforts and initiatives. CPE has a statutorily mandated responsibility in the area of diversity and equal opportunities through KRS 164.020(19) which requires that CPE postpone the approval of any new academic program at a state postsecondary educational institution if the institution has not met the equal educational opportunity goals established by CPE. As such, the CPE directed the CEO, in collaboration with the public institutions, to develop a process that would help to ensure that the significant progress made in promoting diversity was preserved and further enhanced throughout public postsecondary education.

In order to continue to meet its statutory obligation and further its commitment to diversity and inclusion, the CEO and CPE revised its administrative regulation 13 KAR 2:060, which sets forth the new academic degree program approval process and institutional equal opportunity goals. Incorporated by reference into that regulation was the first Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, adopted by the CEO and CPE in August and September of 2010, respectively. Under this policy, CPE set forth a very broad definition of diversity, and institutions were required to create diversity plans that addressed, at a minimum, four areas: (1) student body diversity that mirrors the diversity of the Commonwealth or the institution's service area, (2) the closing of achievement gaps, (3) workforce diversity, and (4) campus climate. The duration of the policy was five (5) years with review commencing during the fifth year.

In this new iteration of the Policy, CPE seeks to build on the strong foundation cultivated over the past 30 years and further integrate the new degree program approval process and the statewide diversity policy into one seamless framework, upon which equal educational opportunity goals can be set; strategies to obtain those goals can be developed, adopted, and implemented; and institutional progress can be evaluated. In addition, CPE continues to affirm diversity as a core value in its statewide strategic planning process. As such, this Policy and CPE's Strategic Agenda are completely aligned, with common metrics, strategies, and appropriate references and acknowledgments.

Policy for Diversity, Equity, and Inclusion:

This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall develop a plan to embrace diversity and equity within constitutional and legal parameters, commit to improving academic achievement for all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

Definitions¹:

Culture – A distinctive pattern of beliefs and values that develop among a group of people who share the same social heritage and traditions.

Cultural Competence - An ability to interact effectively with people of different cultures. A culturally competent individual:

- Has an awareness of one's own cultural worldview;
- Possesses knowledge of different cultural practices and worldviews; and
- Possesses cross-cultural skills to better interact with those from other cultures.

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

Equity - The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs.

Fidelity – Faithfulness in implementing programs or strategies as they were designed. Evidence of fidelity may include, but would not be limited to, the following:

- Dedicated staff (i.e., the number of staff, their level of expertise, and the amount of professional development, mentoring, and coaching provided to staff responsible for implementation).
- Specific examples of student or staff participation.
- Data collected on strategy inputs and outputs.

¹ Definitions were developed from AAC&U's "Making Excellence Inclusive" project, "Diversity and the College Experience" by Thompson and Cuseo (2009), and prior CPE documents.

- Participation rate of students.
- Dedicated funding.
- Development of implementation timetables and milestones achieved.
- Narrative descriptions of the implementation process.

Inclusion - The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Low-Income – Pell recipients at entry or during specific semesters (varies depending on the specific metric)

Underrepresented Minority (URM) – Students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races.

Vision and Guiding Principles:

The vision of the CPE is for all public postsecondary institutions to implement strategies, programs, and services that fulfill the educational objectives set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), and address the needs of and support the success of all students, particularly those most affected by institutional and systemic inequity and exclusion. The following principles shape the priorities that guide decisions about the Commonwealth’s promotion of diversity, equity, and inclusion:

- The recognition of diversity as a vital component of the state’s educational and economic development.
- An affirmation of the long-standing commitment to the enrollment and success of Kentucky’s African- American students at public colleges and universities.
- The challenging of stereotypes and the promotion of awareness and inclusion.
- Support for community engagement, civic responsibility, and service that advance diverse and underserved populations/groups.
- Increased success for all students, particularly those from historically disadvantaged backgrounds who have exhibited a lower rate of retention, persistence, and graduation than the total student population.
- The nurturing, training, and production of students with the ability to interact effectively with people of different cultures (i.e., cultural competence.²)
- The preparation of a workforce that is diverse, culturally competent, and highly educated to compete in a global economy.
- The creation of an inclusive environment on our campuses.

² K. Bikson & S.A. Law, Rand Report on Global Preparedness and Human Resources: College and Corporate Perspective, (1994).

Focus Areas:

In congruence with CPE's Strategic Agenda, this Policy identifies three (3) focus areas with the identical headings: (1) Opportunity, (2) Success, and (3) Impact. These are further described below with goals and strategies for each.

"Opportunity" - Recruitment and Enrollment of Diverse Students

Maintaining a diverse student body is an essential contribution to the educational experience of Kentucky's postsecondary students. Public postsecondary institutions in Kentucky have a responsibility to provide residents with the opportunity to receive a rich and fulfilling educational experience that cannot be fully obtained without exposure to the different perspectives and cultures of those around them.

As discussed in *Grutter v. Bollinger*, 539 U.S. 306 (2003), student body diversity "helps to break down racial stereotypes" and "diminishing the force of such stereotypes is both a crucial part of [a university's] mission, and one that it cannot accomplish with only token numbers of minority students. *Id.* at 333. The Court further noted that "'ensuring that public institutions are open and available to all segments of American society, including people of all races and ethnicities, represents a paramount government objective.' And, '[n]owhere is the importance of such openness more acute than in the context of higher education.'" *Id.* at 332.

The following rationales for increased student body diversity acknowledged in *Grutter* make the compelling case that maintaining a diverse student body is a foremost imperative from an educational, economic, civic and national security perspective:

- Benefits of a diverse student population (including but not limited to racial and ethnic diversity) include promoting cross-racial understanding, breaking down racial stereotypes, and promoting livelier and more enlightening classroom discussion.
- A college student's diversity experience is associated with higher learning outcomes such as enhanced critical thinking skills, more involvement in community service, and a greater likelihood of retention and graduation.
- Efforts to prepare students to interact with and serve diverse populations in their career field upon graduation directly implicate diversity-related policies. For example, racial and ethnic diversity within U.S. medical schools is linked to successfully preparing medical students to meet the needs of an increasingly diverse population.
- Today's U.S. minority populations are tomorrow's majorities and, if our minority populations continue at the same rate of educational attainment and achievement, the U.S. will no longer be an economic global leader.
- As the United States becomes increasingly diverse, higher education institutions must prepare their students for citizenship viewed by the U.S. Supreme Court as "pivotal to 'sustaining our political and cultural heritage' ... [and] in maintaining the fabric of society." *Id.*

- National security requires a diverse group of educated citizens able to defend our nation in all parts of the globe. The military cannot maintain a highly qualified and diverse officer corps if cadets and other students in colleges, ROTCs and academies that prepare such officer candidates do not have a diverse student body.

It is apparent that the educational benefits of diversity are such that if overlooked or ignored, an institution would fail to provide its students with an essential component of his or her education.

CPE specifically acknowledges the constitutional limitations on the use of race in admission determinations and that the law in this area may change or be further clarified upon the issuance of future U.S. Supreme Court decisions. However, regardless of the legal landscape, CPE is committed to the belief that Kentucky's students benefit from a diverse learning environment, and therefore its public institutions shall implement strategies in accordance with the current law in order to reap those rewards on behalf of their students. Concurrently, CPE shall consider these limitations when approving institutional "Opportunity" goals and related strategies to meet them, as well as when it evaluates institutional progress toward meeting those goals.

Goals:

In order to help students receive the educational benefits of diversity, institutions shall set annual goals for the following:

- Enrollment of racial and ethnic minorities represented through a percentage range of the overall student population. Percentage range goals shall be set for the following IPEDS racial and ethnic categories:
 - Hispanic (regardless of race)
 - Black or African-American

Percentage range goals **may** include the following IPEDS racial categories:

- Two or more races
- American Indian or Alaskan Native
- Native Hawaiian or Other Pacific Islander
- Asian

Percentage range goals **may** also be set for the enrollment of international students.

- Providing opportunities and support for other diverse students.
 - This **shall** be described through narrative or numerical form, or a combination of the two, and **may** include, but would not be limited to, the identification of various student groups with a presence on campus and information about student participation in those groups (e.g., LGBTQ, political, and religious organizations), as well as data on low-income and

first-generation college students, students from historically impoverished regions of the state, and students with disabilities.

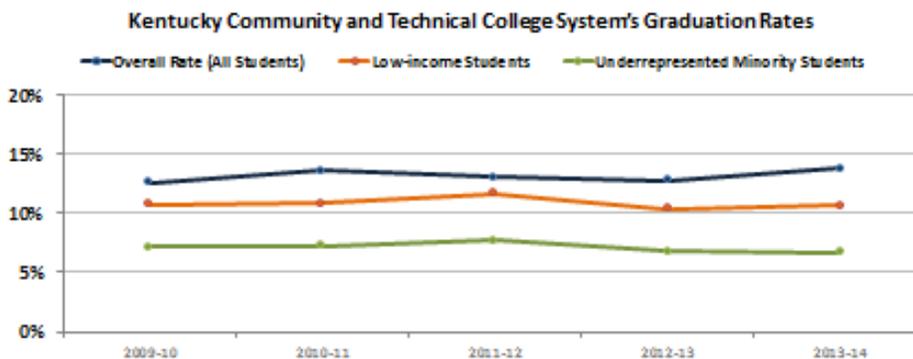
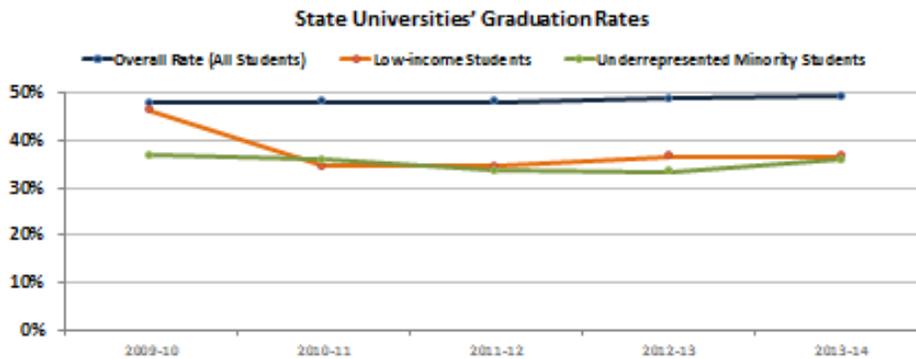
Strategies:

In order to meet the goals outlined above, institutions shall identify strategies for the recruitment and enrollment of diverse students and outline plans for implementation. These strategies may include:

- Race and ethnicity-neutral policies designed to increase diversity in the student body.
 - Examples are included in the following:
 - <http://diversitycollaborative.collegeboard.org/sites/default/files/document-library/adc-playbook-october-2014.pdf>
- Race-conscious enrollment and recruitment policies that adhere to any and all applicable constitutional limitations.

“Success” - Student Success

While maintaining a diverse student body is essential, institutions must commit to helping those students be successful when they arrive on campus. Unfortunately, certain student populations historically have exhibited lower rates of retention and graduation than the overall student population. The following charts show the graduation rate gaps between the overall population of Kentucky postsecondary students and underrepresented minorities and low-income students.



In order to improve the success of these students, institutions can implement strategies designed to address the issues research has shown to be linked to these opportunity gaps. As part of the Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise (LEAP) initiative, as well as initiatives conducted by the Center for Community College Student Engagement (CCCSE), effective educational practices have been identified that, according to a growing array of research studies, are correlated with positive educational results for students from widely varying backgrounds.³ Several of these "high impact practices" are listed below:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning (e.g., study abroad)
- Service learning, community-based learning
- Internships/co-ops
- Capstone courses and projects

Goals:

Institutions shall set annual goals for underrepresented minority and low-income students for the following student success metrics:

- 1st to 2nd year retention
- 3-year graduation rate (for KCTCS institutions)
- 6-year graduation rate (for 4-year institutions)
- Degrees conferred

Strategies:

To meet the goals outlined above, institutions shall identify strategies designed to increase student success for the identified populations and outline implementation plans. Strategies may include:

- High impact practices (described above).
- Enhanced academic advising.
- Summer bridge programs.
- Faculty mentoring programs.
- Early alert systems.
- Corequisite models of developmental education.

³ Kuh, AAC&U High Impact Practices, 2008; and Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

“Impact” - Campus Climate, Inclusiveness, and Cultural Competency

To fully realize the positive effects of diversity, Kentucky’s public institutions must become communities that provide an inclusive and supportive environment for a diverse group of students. Campus climate represents the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.⁴ In order for students to be successful and receive the full benefits of diversity, the campus climate must be one that supportive and respectful of all people.

For example, students should have the opportunity to interact with diverse faculty and staff. In addition, the campus climate should facilitate opportunities for students to frequently interact with and learn from diverse peers inside and outside the classroom, both on and off campus. Community and institutional partnerships can provide opportunities for those off-campus interactions and help improve the quality of life and personal safety of individuals involved by promoting cultural, social, educational, and recreational opportunities that emphasize citizenship and campus/community engagement.

Furthermore, in order to live and thrive on a diverse campus and in an increasingly diverse world, students must become more culturally competent. If “diversity” refers to the variation in populations as defined in this policy, then “competency” refers to the ability to understand and appropriately address these variations. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As a result of the knowledge and skills obtained, students will gain an appreciation of their own cultural identities and become critically self-reflective in their orientation toward differences in the identities of others. Students who become more culturally competent receive:

- A greater appreciation of cultural differences;
- Greater awareness of the viewpoints of other cultures; and
- A greater ability to interact with individuals from diverse backgrounds in professional settings.

If students are expected to be more culturally competent, faculty and staff should also possess that ability. All the benefits listed above can also be imparted to faculty and staff. Faculty and staff should also become more aware of issues of cultural norms, equity, and inclusion in order to help level the playing field for students who may arrive on campus with certain characteristics that may make it more difficult for them to be successful.

⁴ <http://campusclimate.ucop.edu/what-is-campus-climate/> (9/30/2015)

Goals:

Institutions shall set annual goals for the following:

- Increasing the racial and ethnic diversity of faculty and staff.

Institutions shall promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity.

Institutions shall work toward producing culturally competent students, faculty, and staff.

Strategies:

Institutions shall implement initiatives designed to increase the cultural competency of its students, faculty and staff. These initiatives may include:

- Administering a cultural competency assessment (e.g., Intercultural Effectiveness Scale and Intercultural Development Inventory).
- Offering courses in cultural competency.
- Encouraging the inclusion of cultural competency themes in existing courses.
- Conducting a cultural audit of existing curricula.
- Offering faculty development in cultural competency.
- Creating a cultural competency certificate program.

Institutions shall identify and implement strategies to increase, retain, and promote diverse faculty and staff. These initiatives may include:

- International faculty recruitment or recruitment of faculty with international experience.
- Faculty exchange programs.
- Promotion and tenure processes that support diverse faculty.
- Resources committed to professional development around cultural competency.
- Educating search committees on implicit biases.
- Supporting diverse interview panels for candidates.

Institutions shall identify and implement strategies to promote equity and inclusion on their campuses and monitor the campus and community environment in order to resolve equity and inclusion issues. These strategies may include:

- Conducting regular campus climate surveys.
- Creating a campus environment team.
- Increasing community engagement by students, faculty and staff.
- Providing faculty and staff development around equity and inclusion.
- Providing opportunities to participate in co-curricular activities.

Institutional Diversity Plan Submission and Approval:

To implement this Policy, each public institution shall create a campus-based plan for diversity, equity, and inclusion (Plan), which addresses the goals and strategies in the three focus areas and outlines an appropriate plan for assessment. Approved Plans must demonstrate that these goals and strategies are the responsibility of the entire institution, across multiple departments and levels of administration. Those tasked with development and implementation should work with the appropriate individuals on their respective campuses to create a holistic and comprehensive Plan meeting all the requirements of this Policy and aligned with 2016-21 Strategic Agenda for Postsecondary and Adult Education.

A draft Plan shall be submitted for review and comment. A review team shall be assigned to each institution and will be responsible for providing substantive comments and suggestions on the institution's draft Plan. Institutions may engage its review team after initial comments and suggestions are provided to better ensure Policy compliance and ultimate approval. In reviewing the goals and strategies outlined in institutional Plans, teams shall consider a multitude of factors, including but not limited to, the following:

For enrollment percentage range goals:

- Statewide or local geographic area population, U.S. census data, and current population trends;
- Historic institutional data;

For student success goals:

- Rate of past and current performance;
- Gaps in achievement for identified groups;
- Achievement rates of students at peer institutions; and
- Institutional mission.

For strategies:

- Research supporting the potential effectiveness of any strategies or practices to be implemented;
- Evidence of past effectiveness of strategies previously or currently implemented at the institution;
- Financial feasibility; and
- Institutional mission.

Final Plans shall be approved by an institution's Board of Trustees or Regents and then submitted to the CPE president. CPE staff shall review each Plan and submit it to the CEO for review. Plans then shall be submitted to CPE for final adoption.

Institutional Diversity Plan Reporting and Evaluation:

For an institution to meet its equal educational opportunity goals and remain eligible to offer new academic programs per KRS 164.020(20), institutions must comply with the reporting schedule and receive a satisfactory composite score on the applicable

Diversity Plan Report Evaluation Rubric (Rubric) as described below. Institutions' Diversity Plan Reports will be reviewed in accordance with the Rubric, which evaluates: (1) progress toward meeting goals, (2) evidence that identified strategies are implemented with fidelity, (3) analysis of strategy effectiveness, and (4) the lessons learned from that analysis and related next steps.

- The initial Diversity Plan Report is due in early 2018. The specific date will be determined after a review of data availability. Initial reports should use the Rubric as a guide for the information to be included, but reports will not be scored.
- Subsequent Diversity Plan Reports will be annually and will be scored using the Rubric. A composite score at or above 22 out of a maximum of 34 for community colleges and at or above 24 out of a maximum of 36 for universities will provide evidence that an institution has met its equal educational opportunity goals per KRS 164.020(19). If after the first substantive review and any subsequent annual reviews, an institution scores below 22 or 24, as applicable, the institution shall be ineligible to offer new academic programs.
- Drafts of all Diversity Plan Reports shall be submitted at least thirty (30) days prior to their due date for preliminary review, feedback, and confirmation of data validity.
- Ineligible institutions shall enter into a CPE-approved performance improvement plan identifying specific strategies and resources dedicated to addressing performance deficiencies. At its discretion, the CEO may recommend that a site visit occur at the institution. After a site visit, a report shall be provided to the institution to assist in developing the performance improvement plan.
- Once under a performance improvement plan, an institution may request a waiver to offer a new individual academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver shall be submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

Policy Oversight:

Pursuant to the direction of the CPE, the CEO shall provide oversight of the Policy and the implementation of institutional diversity plans. This may include, but is not limited to, requiring institutional presentations at CEO meetings on any or all aspects of its Diversity Plan, and Diversity Plan Reports, institutional site visits, and hosting workshops or sessions for institutions on diversity and equity-related issues and strategies for improved success in these areas.

