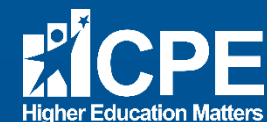# Equal Educational Opportunity Goals Requirements
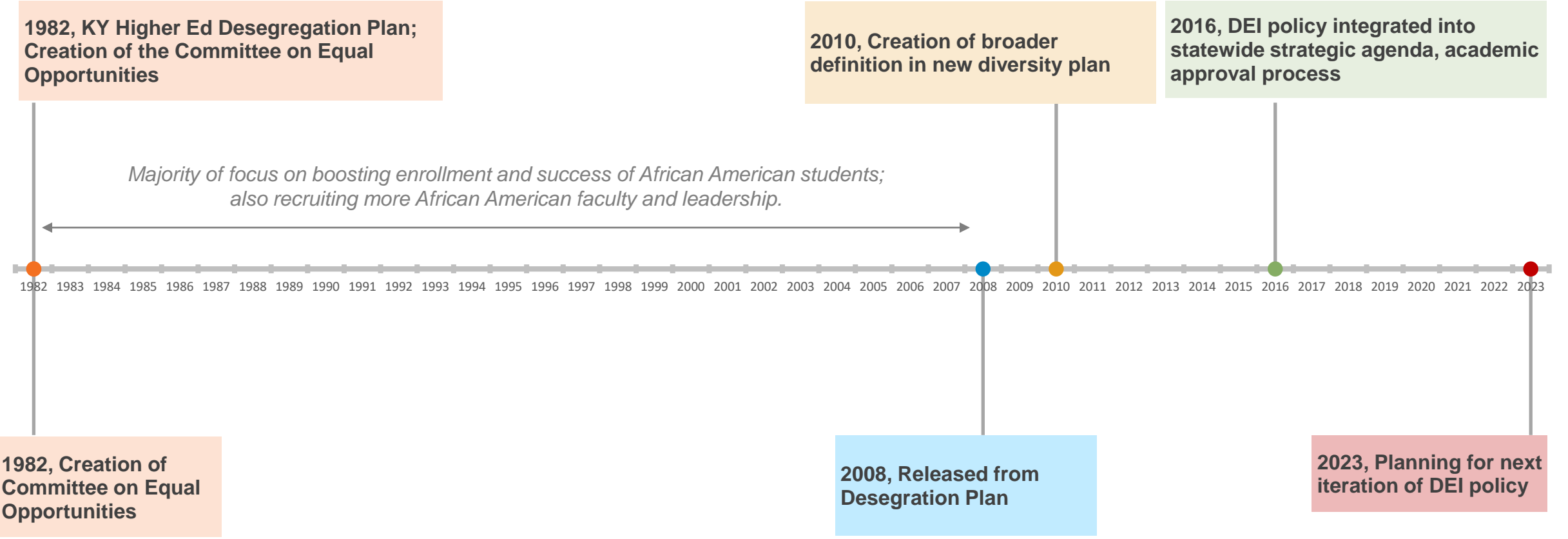
Travis Powell
Senior Vice President and General Counsel

November 8, 2024

Kentucky's efforts over the last 40 years

1982, KY Higher Ed Desegregation Plan; Creation of the Committee on Equal Opportunities

2010, Creation of broader definition in new diversity plan

2016, DEI policy integrated into statewide strategic agenda, academic approval process

Majority of focus on boosting enrollment and success of African American students; also recruiting more African American faculty and leadership.

1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

1982, Creation of Committee on Equal Opportunities

2008, Released from Desegration Plan

2023, Planning for next iteration of DEI policy

Statutory and Regulatory Authority

- KRS 164.020(19) – Senate Bill 398 (1992)
  - The Council shall postpone the approval of any new program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals, as established by the council. In accordance with administrative regulations promulgated by the council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals;
- 13 KAR 2:060 – Degree program approval; equal educational opportunity goals.

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2023)
  - Qualitative Report Submitted
  - 2022-2023 Data Analyzed
- Evaluated based on a Rubric; divided into 2 sections
  - Quantitative
    - 18 possible points for Universities
    - 16 possible points for KCTCS Institutions
  - Qualitative
    - 18 possible points
  - Minimum Score for Eligibility to Offer New Programs
    - 24 for Universities
    - 22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

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

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

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

Four-year institutions

GOALS	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU
Undergraduate Enrollment	2	2	2	2	2	2	2	2
Graduate Enrollment	2	2	2	2	2	2	2	2
1st-2nd Year Retention (URM)	2	0	0	1	2	2	1	2
1st-2nd Year Retention (low-income)	2	0	0	2	2	2	2	2
6-year Graduation Rate (URM)	2	0	2	2	0	0	0	0
6-year Graduation Rate (low-income)	1	0	2	2	1	0	0	0
Degrees Conferred (URM)	2	1	2	0	0	2	2	1
Degrees Conferred (low-income)	0	1	0	0	0	0	1	0
Workforce Diversity	2	1	2	1	1	1	1	1
	15	7	12	12	10	11	11	10
Opportunity								
Implementation	2	1	2	2	2	2	2	2
Effectiveness	2	1	2	2	2	2	2	2
Lessons Learned	2	1	1	2	2	2	2	2
Success								
Implementation	2	1	2	2	2	2	2	2
Effectiveness	2	1	1	2	2	2	2	2
Lessons Learned	1	1	2	2	2	2	2	2
Impact								
Implementation	2	1	2	2	2	2	2	2
Effectiveness	1	1	1	2	2	2	2	2
Lessons Learned	2	1	1	2	2	2	2	2
	16	9	14	18	18	18	18	18
Total (out of 36)	31	16	26	30	28	29	29	28

Two-year KCTCS campuses

GOALS	ACTC	BSCTC	BCTC	ECTC	GCTC	HCTC	HenCC	HopCC	JCTC	MadCC	MayCTC	OCTC	SomCC	SKYCTC	SEKY CTC	WKCTC
Undergraduate Enrollment	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1st - 2nd Year Retention (URM)	2	2	2	2	0	2	2	2	1	0	2	1	2	2	2	2
1st - 2nd Year Retention (low-income)	2	0	2	2	2	0	2	2	1	2	2	2	2	2	2	2
3-year Graduation Rate (URM)	0	2	2	1	0	1	2	0	0	2	0	2	0	2	0	0
3-year Graduation Rate (low-income)	2	2	1	2	0	2	2	0	0	0	2	2	2	2	2	0
Crendential Awarded (URM)	2	0	0	2	2	2	2	2	2	2	2	2	0	2	2	0
Crendential Awarded (low-income)	0	0	0	2	0	0	2	0	0	0	0	2	0	2	2	0
Workforce Diversity	1	1	0	2	2	1	0	1	2	2	1	1	1	1	1	0
	11	**9**	**9**	**15**	**8**	**10**	**14**	**9**	**8**	**10**	**11**	**14**	**9**	**15**	**13**	**6**
Opportunity																
Implementation	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Effectiveness	1	1	2	2	2	1	2	1	2	2	2	2	2	1	2	2
Lessons Learned	2	2	2	2	2	2	2	2	1	2	2	2	1	2	2	2
Success																
Implementation	2	1	2	2	1	2	2	1	2	2	2	2	1	2	2	2
Effectiveness	2	1	2	2	2	2	2	2	2	2	2	2	1	1	1	2
Lessons Learned	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2
Impact																
Implementation	2	2	2	2	1	1	2	1	2	2	2	2	2	2	2	2
Effectiveness	1	2	2	2	2	1	2	1	2	2	2	2	1	2	2	1
Lessons Learned	2	2	2	2	2	1	2	1	2	2	2	2	1	2	2	1
	15	**14**	**18**	**18**	**16**	**14**	**18**	**13**	**17**	**18**	**18**	**18**	**12**	**16**	**17**	**16**
Total (out of 34)	**26**	**23**	**27**	**33**	**24**	**24**	**32**	**22**	**25**	**28**	**29**	**32**	**21**	**31**	**30**	**22**

Waiver Process

- Institutions not meeting the minimum required score can request a waiver to be eligible to apply for new academic programs for 2024-25.

- The following institutions did not meet the minimum required score, but both have received waiver approval.

  - Kentucky State University
  - Somerset Community College

Examples of what your campuses are doing and the results – learn more by reading our latest report

- Targeted outreach.

- Minimizing financial barriers.

- Building pathways from K-12 to college.

- Minimizing non-academic barriers to success.

- Integrated first-year experience.

- Proactive advising and early intervention.

- Cultural competency training.

- Culturally competent hiring policies and procedures.

CPE

Best Practices in Diversity, Equity and Inclusion

A Review of Progress Made by Kentucky Public Postsecondary Institutions

July 2023
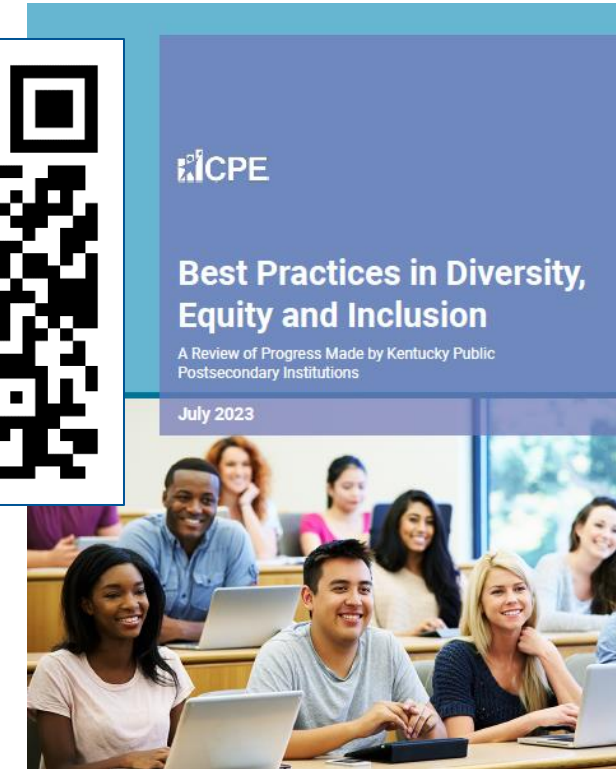
Evaluation Process Updates

- Summative Report on 2016 Diversity, Equity, & Inclusion policy complete

- 2023-24 – Evaluation Process Moratorium

- CPE will engage with stakeholders to revise the policy and administrative regulation operationalizing KRS 164.020(19) and 13 KAR 2:060 to reflect a forward-focused Kentucky in postsecondary education.

- During the process of discussing policy and process changes, CPE will work with campuses to track and evaluate the progress of underserved and underrepresented populations as we move toward our 60x30 statewide goal.

Evaluation Process Updates – Ideas for New Model

- New metrics to align with the Performance Funding Model: first generation, low income, adult (25-64) attainment

- Two sections:
  - Student Success
  - Other Areas

Potential Evaluation Reporting Process – Student Success

Two Sections (quantitative/qualitative)

- Student Success (quantitative)
  - 3 populations: first generation, underresourced (low income), adult attainment
    - Considering differently abled students here as well
  - 3 metrics: 1st- 2nd year retention, graduation rate, degrees conferred/credentials awarded
  - 3 populations, each with 3 evaluation metrics and a maximum of 2 points in each metric
  - Maximum 18 points
- Student Success (qualitative)
  - Strategies for first generation, underresourced (low income), and adult attainment, and other underserved groups are evaluated
  - For each population's strategy, reports are evaluated on the following criteria: Implementation of Strategies with Fidelity, Analysis of Strategy Effectiveness, Lessons Learned and Next Steps
  - Maximum 9 points

Potential Evaluation Reporting Process – Other Areas

One section (qualitative)

- Discussion of strategies implemented that provide opportunities for students from varied backgrounds to access postsecondary education and strategies that foster an environment where all members of the campus community feel they are connected and valued, and where the sharing of differing perspectives is encouraged and supported

- Narrative should consider how campuses:
  - Recruit and enroll students from differing backgrounds
  - Promote a culturally competent campus climate
  - Support and encourage multiple viewpoints, diversity of thought in both hiring and student body
  - Support open discussion and civil engagement
  - Support differently-abled students

- Maximum 9 points

- *Minimum score of 24 out of 36 needed to be automatically eligible to submit new academic programs for approval*

Questions?