

**TITLE:** Committee on Equal Opportunities Report and Annual Campus Diversity, Equity & Inclusion Evaluation Report

**DESCRIPTION:** Council staff will report on the outcomes of the latest campus Diversity, Equity, and Inclusion evaluations as well as give an update on the unit initiatives.

**PRESENTERS:** Bob Staat, Chair of the Committee on Equal Opportunities  
Travis Powell, CPE's Vice President and General Counsel  
Deverin Muff, CPE's Associate for Diversity, Equity, & Inclusion

---

## **ANNUAL CAMPUS DIVERSITY, EQUITY & INCLUSION EVALUATION REPORT**

This spring, the Committee on Equal Opportunities oversaw the annual evaluation of institutional progress toward meeting their equal educational opportunity goals set in the Policy. Committee Chair Staat and Council staff will present the results of that evaluation process. A summary of the evaluation results for each institution have been included in your materials.

The CPE interactive data dashboard shows progress toward the quantitative goals, a link to which is: <http://cpe.ky.gov/data/diversity.html>.

## **BACKGROUND INFORMATION: POLICY FOR DIVERSITY, EQUITY, AND INCLUSION**

The 2016 Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion, 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.

It has three focus areas, which align with the 2016-21 statewide Strategic Agenda: Opportunity, Success, and Impact. The policy embraces both qualitative and quantitative elements to evaluate progress toward meeting “equal educational opportunity goals; and it is incorporated into Administrative Regulation 13 KAR 2:060.

With this policy, institutions are required to submit a plan for Diversity, Equity, and Inclusion on their respective campuses that address each of the Policy’s Focus Areas. In each Focus Area, institutions must set goals and identify strategies to obtain them. Plans must also identify an appropriate plan for assessment. Institutions that do not meet the minimum standards of the rubric (24/36-universities; 22/34-community colleges) will lose automatic eligibility to offer new academic programs.

## **REPORT EVALUATION**

Data from the 2019 -20 academic year were evaluated. The qualitative data were submitted in March of 2021. Each institution was evaluated based on a rubric that includes both quantitative data and qualitative responses. Potential points to be earned for each section are:

|                    | Quantitative | Qualitative | Potential total | Minimum required to pass |
|--------------------|--------------|-------------|-----------------|--------------------------|
| Universities       | 18           | 18          | 36              | 24                       |
| KCTCS Institutions | 16           | 18          | 34              | 22                       |

1) Quantitative section – The following targets were measured:

- Undergraduate and Graduate Enrollment (9 areas for Universities and 8 areas for KCTCS Institutions)
- 1<sup>st</sup> to 2<sup>nd</sup> Year Retention (URM and Low Income)
- Graduation Rate (URM and Low Income)
- Degrees Conferred/Credentials Awarded (URM and Low Income)
- Workforce Diversity

The following scores were used in the evaluation of the quantitative section:

- 2 points Annual target met or exceeded
- 1 point Annual target not met, but value is greater than the 2015-2016 baseline.
- 0 points Annual target not met and value is less than the 2015-2016 baseline

2) Qualitative section - Reports were evaluated on the following criteria:

- Implementation of Strategies with Fidelity
- Analysis of Strategy Effectiveness
- Lessons Learned and Next Steps

The following scores were used in the evaluation of the qualitative section:

- 2 points Meets or Exceeds Expectations
- 1 points Making Progress Toward Meeting Expectations
- 0 points Does Not Meet Expectations

#### Timeline: Reporting and Evaluation Process

|                |  |
|----------------|--|
| February 2021  | Strategies verified in the new reporting tool  |
| March 1, 2021  | Diversity Plan Reports Due   |
| March 2, 2021  | Review Teams Calibration Meeting   |
| March 5, 2021  | Reports Disseminated to Review Teams   |
| April 26, 2021 | Scores reported to CEO   |
| June 25, 2021  | Scores reported to CPE Board   |
| July 1, 2020   | Improvement plan instructions given to institutions not meeting the minimum required score |

#### **FINAL EVALUATION SCORES FOR 2019-20**

The evaluation scores for the four-year universities and two-year community and technical colleges are included as an attachment.

The following institutions did not meet the minimum requirements: Morehead State University and Big Sandy Community and Technical College. Institutions that did not meet the minimum standard must develop a performance improvement plan identifying specific strategies and resources dedicated to addressing deficiencies. (CEO may recommend a site visit.)

Once the improvement plan is approved, the institution may request a waiver to offer a new academic program if the institution can provide assurance that new programs will not divert resources from improvement efforts.

#### **LESSONS LEARNED/NEXT STEPS**

- 1) Work with the CEO to develop performance improvement plans for institutions not meeting the minimum required scores.

- 2) Continue identifying high-impact practices in the areas of opportunity, success and impact.
- 3) Begin preparing for the 2020-21 reporting process.
- 4) Work with CPE's data team and institutions to develop targets for the 2021-22 academic year.