



# CPE Prichard Committee – Equity Coalition

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November 27, 2023

# CPE Equity Initiatives



## **Agency Wide**

- 2022 – 30 Strategic Agenda

## **DEI Unit**

- 2016 DEI Policy & Evaluation Process
- Academic Leadership Development Institute
- Higher EDquity Symposium
- Cultural Competence Credential Certification



# What is “Diversity”?

**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.





# What is “Equity”?

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



# What is “Inclusion”?

**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.



# CPE's 60 X 30 Goal

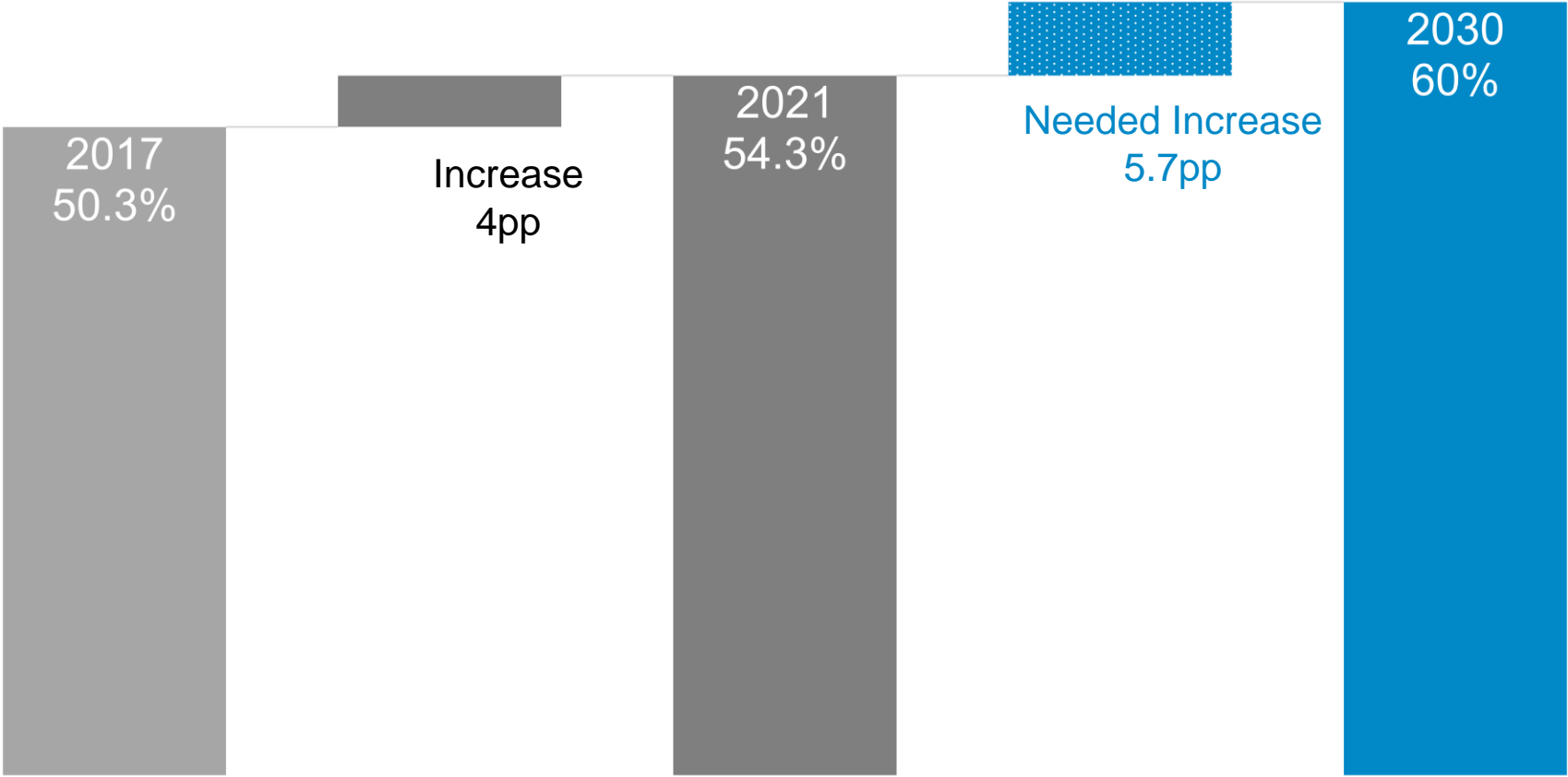
Kentucky's [strategic agenda](#) for postsecondary education advances the Commonwealth's overall ambitious goal—to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030.

Post secondary education is the great equalizer. Enhances quality of life.

Higher education drives innovation, strengthens the economy, creates wealth, resources inequality, breaks cycles of poverty and enhances well-being.

Achieving this goal is critical to accelerate job creation, grow the economy, and expand the state's tax base through the contributions of a more skilled, productive workforce.

# While we have made progress, we need to increase attainment over 5 percentage points to get to the national average of 60%



The state’s goal is 60% of the population with a degree or certificate by 2030.

According to our estimates, we still have more work to do within seven years.

• Source: CPE Data, Research and Advanced Analytics Unit.

# CPE's Role

## Kentucky's Strategic Agenda for Postsecondary Education

The strategic agenda serves as a blueprint to meet Kentucky's educational attainment goal—to raise the percentage of Kentuckians with a postsecondary degree or certificate to 60% by the year 2030. It identifies five strategic priorities with an additional one as a cross-cutting priority (equity) for higher education that will guide innovation and improvement through 2030. [Learn more about the strategic agenda >>](#)



TRANSITIONS



AFFORDABILITY



SUCCESS



TALENT



EQUITY



VALUE



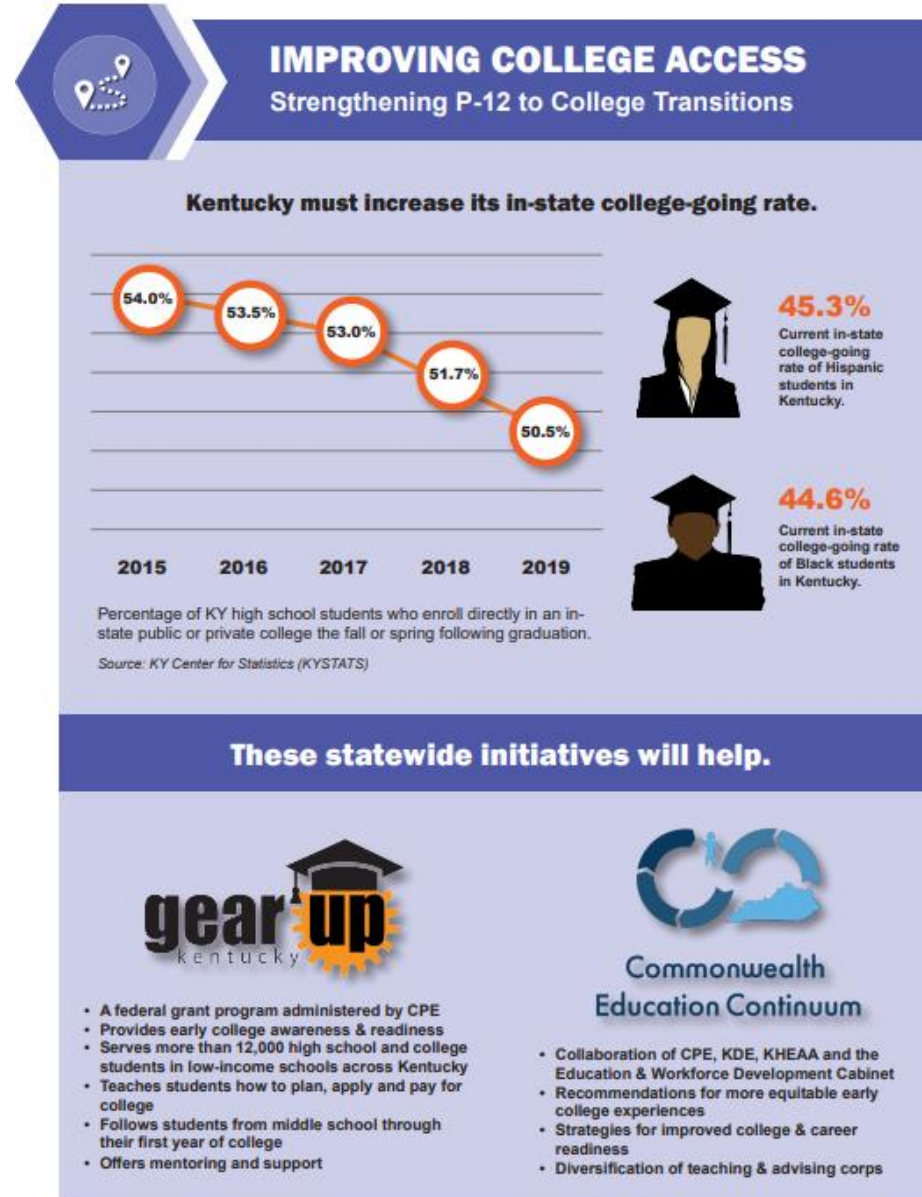
## EQUITY

Kentucky will ensure all students have equitable access to postsecondary education and the necessary tools to complete their programs prepared for life and work.



## TRANSITIONS

Kentucky will ensure more students transition to college prepared to succeed.



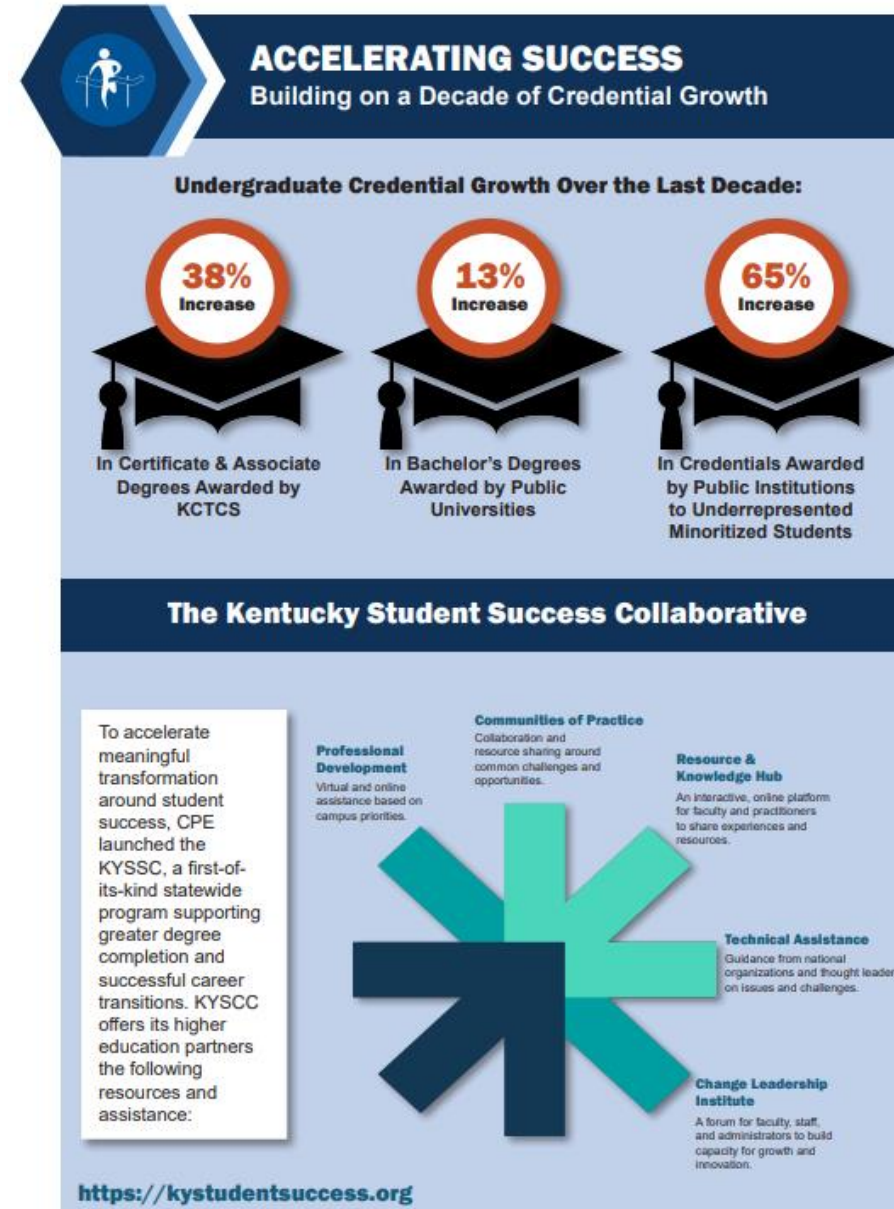
# Transitions

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- Increased students' readiness to enter postsecondary education
- Increased enrollment in postsecondary education increased students' readiness to enter postsecondary education
  - Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented, minoritized, adult and low-income students.

# SUCCESS

Kentucky will ensure more students earn high-quality degrees and credentials.





# Success

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- Increase persistence in and timely completion of postsecondary programs
  - Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds
- Maximize transfer of academic and experiential credit
- Ensure academic offerings are high quality, relevant, and inclusive
  - Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.

# We continue to close gaps among our target student populations

In many cases, the rate progress of URM and low-income students **exceeds overall progress** for the sector.

Retention Rates	AY16	Most Recent	Improvement
KCTCS Overall	52.6%	57.1%	4.5 pp
KCTCS URM	45.1%	50.9%	5.8 pp
KCTCS Low-Income	50.5%	56%	5.5 pp
4-yr. Public Overall	76.3%	80.6%	4.3 pp
4-yr. Public URM	71%	78%	7 pp
4-yr. Public Low-Income	69.2%	73.9%	4.7 pp

Graduation Rates	AY16	Most Recent	Improvement
KCTCS Overall	26.8%	40.2%	13.4 pp
KCTCS URM	16.5%	28.6%	12.1 pp
KCTCS Low-Income	23.4%	37.6%	14.2 pp
4-yr. Public Overall	50.6%	58.1%	7.5 pp
4-yr. Public URM	38.8%	48.2%	9.4 pp
4-yr. Public Low-Income	38.8%	44.8%	6 pp

• Source: CPE Data, Research and Advanced Analytics Unit.

# **Diversity, Equity and Inclusion Unit Initiatives**

# **Institutional Diversity, Equity, and Inclusion Reports Evaluation Process**





# Diversity Policy

- The Desegregation Plan (1982)
- The Committee on Equal Opportunities (2008)
  - KRS 164.020(19)
  - 13 KAR 2:060(19) – Kentucky Public Postsecondary Education Diversity Policy (2010)
- Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion (2016)



# Diversity Plans

- Address the goals/strategies in the three focus areas: Opportunity, Success and Impact
- Outline an appropriate plan for assessment
- Must demonstrate institution-wide responsibility
- The Committee on Equal Opportunity provides policy oversight and plan implementation.

# Diversity, Equity, and Inclusion Plan Report Evaluation



- Annual Report (2022)
  - Qualitative Report Submitted in March.
  - 2021 - 2022 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\*
  - 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
- 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 2020-21 baseline.
  - 0 – Annual target not met and value is less than the 2020-21 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

# 2021-2022 Final Scores – 4-Year Institutions

4-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	2	2	0	1	2
1st-2nd Year Retention (low-income)	2	0	0	1	2	0	1	2
6-year Graduation Rate (URM)	2	0	2	2	2	0	2	0
6-year Graduation Rate (low-income)	1	0	2	2	1	0	2	0
Degrees Conferred (URM)	2	0	2	2	0	0	0	0
Degrees Conferred (low-income)	0	1	0	0	0	2	1	0
Workforce Diversity	1	1	2	1	2	1	1	0
	14	6	12	14	13	7	12	8
Opportunity								
Implementation	2	1	2	1	2	2	2	1
Effectiveness	2	1	2	1	2	2	2	2
Lessons Learned	1	2	2	2	2	2	2	2
Success								
Implementation	2	2	2	1	2	2	2	2
Effectiveness	2	2	2	2	2	2	2	2
Lessons Learned	2	2	2	2	2	2	2	2
Impact								
Implementation	2	1	2	2	2	2	2	2
Effectiveness	1	2	2	1	2	1	2	2
Lessons Learned	2	2	2	2	2	2	2	2
	16	15	18	14	18	17	18	17
Total (out of 36)	30	21	30	28	31	24	30	25

# 2021-2022 Final Scores – KCTCS

KCTCS GOALS	ACTC	BSCTC	BCTC	ECTC	GCTC	HCTC	HenCC	HopCC	JCTC	MadCC	MayCTC	OCTC	SomCC	SKYCTC	Southeast CT	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	0	0	2	2	0	1	2	2	0	2	2	2	2	1	2
1st - 2nd Year Retention (low-income)	2	1	1	2	2	2	0	2	2	2	2	2	2	0	2	2
3-year Graduation Rate (URM)	0	0	2	2	0	0	0	1	0	2	2	2	1	2	2	0
3-year Graduation Rate (low-income)	0	0	0	0	0	1	0	0	2	2	2	2	2	2	0	0
Credential Awarded (URM)	2	0	0	2	2	2	2	2	1	2	2	2	0	0	2	0
Credential Awarded (low-income)	0	0	1	2	0	0	2	1	0	0	2	2	0	0	2	0
Workforce Diversity	1	1	0	1	0	1	1	1	2	0	1	0	1	2	1	0
	9	4	6	13	8	8	8	11	11	10	15	14	10	10	12	6
Opportunity																
Implementation	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Effectiveness	2	2	2	2	2	2	1	1	2	2	2	2	1	1	1	2
Lessons Learned	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Success																
Implementation	2	2	2	2	2	2	2	1	2	2	2	2	1	2	2	2
Effectiveness	1	1	2	2	1	2	1	1	1	2	2	1	1	2	1	2
Lessons Learned	2	2	2	2	1	2	1	1	1	2	1	2	2	2	1	1
Impact																
Implementation	2	2	2	2	2	2	1	2	2	2	2	2	2	0	2	2
Effectiveness	1	2	2	2	2	2	1	1	1	2	2	2	2	2	1	2
Lessons Learned	1	2	2	2	2	1	1	1	1	2	1	2	1	2	1	2
	15	17	18	18	16	17	12	12	14	18	16	17	14	15	13	17
Total (out of 34)	24	21	24	31	24	25	20	23	25	28	31	31	24	25	25	23

# BEST PRACTICES







# Academic Leadership Development Institute

- ALDI is a professional development opportunity designed to develop more campus leaders among early career faculty and staff from underrepresented backgrounds who aspire to leadership positions.
- The goal is to provide participants with a comprehensive view of postsecondary education from both national and statewide perspectives and connect with colleagues who share similar goals.

# ALDI

- 5 Cohorts
- Of the last four, 13 alumni have reported career advancements

“I truly do credit ALDI for not only my professional development but also in giving me the confidence in believing that I can do things that I would have never thought possible before. “

-Antoine Smith-Rousse, ALDI Cohort 4  
(From Postsecondary Transition Coordinator with GEAR UP Kentucky to Associate Vice President of Workforce Solutions for Gateway Community and Technical College)





# Cultural Competency Credential Certification

Kentucky Council on Postsecondary Education

# Kentucky Public Postsecondary Education Policy for Diversity, Equity & Inclusion



- The Policy states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent.
- Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments.
- As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff.

# Cultural Competency Certification Framework





# Types of Credentials



## For Students

- a. The components of the first micro-credential would encompass the content found in the Awareness and Acknowledgement phases of the A4 model and would provide enough content to receive credit (6 hours). The program must be accessible for all students and would be prerequisite for Acceptance and Action.
- b. The components of the second micro-credential would encompass the content found in the Acceptance and Action phases and would provide enough content to receive 6 hours of credit. This additional coursework would be optional and would occur after meeting the prerequisite.

# Types of Credentials



## For Faculty and Staff

- a. A micro-credential awarded to faculty/staff must be a minimum of eight professional development hours and include the learning objectives from all for four phases of the A4 models. Institutions may develop their own professional development for faculty/staff, or they may take advantage of one of the implementations methods offered by the Council.

# Certified Programs



- Western Kentucky University' One WKU Campaign
  - Inclusive Teaching Academy
    - [One WKU Inclusive Teaching Academy \(ITA\) | Western Kentucky University](#)
  - Staff Cultural Competence Certification
  - Student Credential in the hopper
- Morehead State University is awaiting approval for its faculty credential

# Higher EDquity Campaign

# Higher EDquity Campaign



- Higher EDquity Symposium
- Higher EDquity Webinar Series
- DEI Resource Hub

# Save the Date: Nov. 13-14, 2023

## Cultivating a Commonwealth for ALL



*CPE's Higher EDquity Symposium at Eastern Kentucky University*

Make sure not to miss this event! This year's symposium will focus on best practices for

- Recruiting and retaining students from all backgrounds.
- Cultivating environments where everyone feels as though they belong.
- Equipping students with the skillsets they need to thrive in today's workforce.



# Web Links



- [2022-30 Kentucky Strategic Agenda for Postsecondary Education](#)
- [Kentucky Diversity, Equity and Inclusion Policy](#)
- [Academic Leadership Development Institute - Ky. Council on Postsecondary Education](#)
- [Best Practices in Diversity, Equity and Inclusion \(ky.gov\)](#)
- [Cultural Competency Credential Certification - Ky. Council on Postsecondary Education](#)

# Questions or comments about CPE's diversity efforts?

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