

**Diversity Plan Progress Report Template for ACADEMIC Units  
for Academic Year 2019-2020**

<b>Goal</b> These are the goals outlined in the UofL Diversity Plan as required by CPE	<b>Measurable Outcome</b> Include outcomes that are MEASURABLE and can be assessed to determine if goals for your unit have been met, in alignment with the UofL Diversity Plan	<b>Strategies/Tactics to Achieve Goal</b> Include strategies and tactics that your unit will use to obtain the goals use to reach the desired goals and outcomes, including professional development and promotion opportunities.	<b>How will this be assessed?</b> Indicate how your unit will assess the strategies and outcomes.	<b>Progress as of June 1, 2020</b>
<p><b><u>STUDENT RECRUITMENT AND ENROLLMENT:</u></b></p> <p><b>Increase Undergraduate Enrollment of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos</b></p>	<p>Ongoing measurement of underrepresented minorities each year of both upper division (UD), lower division (LD) and RN-BSN students.</p> <p>For Fall 2018 Enrollment  <b>441</b> Traditional BSN students enrolled in UD:  <b>26</b> AA in UD            26/441=<b>5.9%</b>  <b>14</b> H/L in UD            14/441=<b>3%</b>  <b>36</b> RN-BSN online students enrolled in program:  <b>2</b> AA in RN-BSN            2/36=<b>5.6%</b>.  <b>2</b> H/L in RN-BSN            2/36=<b>3.4%</b>.            Fall 2018 Enrollment 502 Traditional BSN students in lower division:  <b>59</b> AA in LD            59/502=<b>11.7%</b>  <b>30</b> H/L in LD            30/502=<b>6%</b></p>	<p>Academic counselors document advising contacts and recruitment activities with minority Freshman and Sophomore students to increase the number of underrepresented minorities to reflect the community population.</p> <p>Participate in Summer Health Professions Education Program, offered by the Office of Diversity and Inclusion; document those URM interested in nursing as a major with their contact information.</p> <p>Support 3-5 UG students attendance at Black Student Nurses Association annual conference</p>	<p>For AACN Student Survey data is completed every Fall semester, which includes data on underrepresented minorities</p> <p>For the Kentucky Board Nursing report, data is unduplicated head count for the academic year. This data includes underrepresented minorities.</p>	<p>Fall 2019 Enrollment <b>482</b> Traditional BSN students enrolled in Upper Division:  <b>34</b> AA in UD 34/482=<b>6%</b>  <b>20</b> H/L in UD            20/482=<b>4.2%</b>  <b>34</b> RN-BSN online students enrolled in program:  <b>4</b> AA in RN-BSN            4/34=<b>11.7%</b>  <b>2</b> H/L in RN-BSN  <b>4.2%</b> H/L            Fall 2019 Enrollment <b>485</b> Traditional BSN students in Lower Division:  <b>61</b> AA in LD            61/485= <b>12.5%</b>  <b>32</b> H/L in LD            32/485=<b>6.5%</b></p>

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<b>Increase Graduate Enrollment of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos</b>	<p>For Fall 2018 Enrollment</p> <p>124 DNP 25 PhD <b>13 AA students in DNP 13/124=10.4%</b> <b>2 AA students in PhD 2/25=8%</b></p> <p><b>2 H/L students in DNP 2/124=1.6%</b> <b>1 H/L student in PhD 1/25=4%</b></p> <p>For Fall 2018, 52 students were enrolled in the Masters Entry into Practicing Nursing (MEPN). Of those students there were:</p> <p><b>3 African Americans (5.8%)</b> <b>4 Hispanics/Latinos (7.7%)</b></p>	<p>SON PhD and DNP information sessions need to focus on increasing recruitment of underrepresented minorities. Information sessions are performed both virtually and in person. The literature provided reflects visual representation of underrepresented minorities.</p> <p>Both DNP and PhD directors, along with graduate academic counselor make contact with recruitment attendees.</p>	<p>SAS Visual Analytics and AACN data are used to identify successful recruitment of URMS.</p>	<p>Fall 2019 Enrollment</p> <p>127 DNP 28 PhD <b>11 AA students in DNP 11/127 = 8.6%</b> <b>2 AA students in PhD 3/28=10.7%</b></p> <p><b>5 H/L students in DNP 5/127=3.9%</b> <b>1 H/L student in PhD 1/28=3.5%</b></p> <p>Fall 2019 56 enrolled in MEPN <b>8 AA in MEPN 14%</b> <b>3 H/L in MEPN 5%</b></p>
<b><u>STUDENT SUCCESS:</u></b> <b>Increase 1<sup>st</sup> to 2<sup>nd</sup> year Retention of Undergraduate Underrepresented Minorities (URM), with special emphasis on African</b>	<p>URM First Year Retention Rate in:</p> <p>2014 73.2% (N = 56) 2015 72.4% (N = 29) 2016 81.8% (N = 55) 2017 71.7% (N=53)</p>	<p>Freshman students interested in Nursing as a major may enroll in NURS 101 to learn time management, socialization and critical thinking skills to be successful in being accepted into Upper Division nursing. Fill the Living Learning Community for nursing students at assigned housing capacity</p>	<p>University SAS Visual Analytics. URM includes other races.</p>	<p>URM First Year Retention: 2018 78.4% Last reported year</p>

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<b>Americans and Hispanic/Latinos (Lower Division)</b>				
<b>Increase 1<sup>st</sup> to 2<sup>nd</sup> year <u>Retention of Undergraduate Low Income students</u></b>	2014 62.5% (N = 88) 2015 76.1% (N = 67) 2016 73.5% (N = 83) 2017 67.4% (N=86)	Provide information via electronic means (Blackboard, SON website, email announcements) about scholarships or financial support to all students to access those students who might be low income.	The number of students seeking financial funding each academic year.	2018 75.8% (N=62)
<b>*Increase 6 year <u>Graduation Rate of Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos</u></b>	The University defines the six year graduation rate based on first time fall freshmen cohort.  Fall 2011 entering cohort URM 48%  Fall 2012 entering cohort URM 55.3%	Students are monitored through each of their courses, and a mid-semester warning notification is sent if they are not doing well.  Academic advising is required for all students on academic warning or probation.  The School of Nursing employs a full time faculty (Student Success Coordinator) to assist students enrolled in nursing courses.  Increased the number of students admitted into upper division	University SAS Visual Analytics	Fall 2013 entering cohort URM 56.9% (graduating 2019)

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<b>*Increase 6-year Graduation Rate of Undergraduate Low Income students</b>	The University defines the six year graduation rate based on first time fall freshmen cohort. Fall 2011 entering cohort URM 53%  Fall 2012 entering cohort URM 55.9%	Students are monitored through each of their courses, and a mid-semester warning notification is sent if they are not doing well.  Academic advising is required for all students on academic warning or probation.  The School of Nursing employs a full time faculty (Student Success Coordinator) to assist students enrolled in nursing courses.	University SAS Visual Analytics	Fall 2013 entering cohort 44.4% URM (graduating 2019)
<b>Increase number of Degrees Conferred for Underrepresented Minorities (URM), with special emphasis on African Americans and Hispanic/Latinos</b>	<b>2016-2017</b> AA 18 H/L 7  <b>2017-2018</b> AA 18 H/L 14	Students are monitored through each of their courses, and a mid-semester warning notification is sent if they are not doing well.  Academic advising is required for all students on academic warning or probation.  The School of Nursing employs a full time faculty (Student Success Coordinator) to assist students enrolled in nursing courses.	University SAS Visual Analytics	<b>2018-2019</b> AA 17 H/L 8

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<b>Increase number of Degrees Conferred for Low Income students</b>	No information is available through University SAS Visual Analytics	<p>Increased the number of students admitted into upper division</p> <p>Students are monitored through each of their courses, and a mid-semester warning notification is sent if they are not doing well.</p> <p>Academic advising is required for all students on academic warning or probation.</p> <p>The School of Nursing employs a full time faculty (Student Success Coordinator) to assist students enrolled in nursing courses.</p> <p>Increased the number of students admitted into upper division</p>	University SAS Visual Analytics	No information is available through University SAS Visual Analytics
<b><u>WORKFORCE DIVERSITY:</u></b> <b>Increase number of Underrepresented Minorities (URM) among Executive, Administrative and Managerial</b>	None are represented.	Currently all administrative positions have been filled. There are currently interviews underway for a PhD Director, which includes an URM candidate.	Results of hiring process and potential in-house promotions	Fall 2019 1 African American woman was promoted to Assistant Dean for Community Engagement and Diversity Inclusion

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<b>Employees hired and retained</b>				
<b>Increase number of Underrepresented Minorities (URM) among Faculty hired and retained</b>	5/49 Full-time faculty are African Americans and/or Hispanic/Latinos	Purchase diversity advertising packages for faculty positions that are posted nationally	Check the applicant pool of more diverse and more qualified applicants in the applicant pool	7/52 Full-time faculty are African Americans and/or Hispanic/Latinos.  5/67 Part time faculty are African Americans and/or Hispanic/Latinos.
<b>Increase number of Underrepresented Minorities (URM) among Professional Staff hired and retained</b>	4 full time staff are African Americans and/or Hispanic/Latinos.			5 full time staff are African Americans and/or Hispanic/Latinos.
<b>CAMPUS CLIMATE, INCLUSIVENESS AND CULTURAL COMPETENCY</b>  <b>What efforts are being made to ensure a positive campus climate, promote inclusiveness, and</b>	CASON is proposing a separate Diversity Committee for 2018-19; which will require a bylaws change.  An Assistant Dean for Community Engagement and Diversity Inclusion has been appointed to SON. There is ongoing work within CASON to establish a Diversity Committee.	Committee on the Advancement of Nursing (CASON) has focused efforts to enhance climate through pot lucks and co-sponsored and participated in the Culturally Effective Care Symposium. Faculty Affairs Committee had students recognize faculty with personal notes of appreciation to them at graduation.	Number of educational and informational opportunities provided identification of needed resources generated by faculty student and faculty participation in culturally effective care symposium recommendations from Ad Hoc committee	The SON is completing revisions for approval from the University's Board of Trustees to become permanent.  Ad Hoc committee is in place and recommendations made to the Assistant Dean

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<b>ensure that students and employees <u>WITHIN YOUR UNIT</u> are culturally competent?</b>		Until bylaws changes are competed and approved by the BOT, an Ad Hoc Diversity committee was formed to advise on diversity strategies. Ongoing educational information will be shared related to bias, social justice and culturally inclusive learning strategies facilitated by the Assistant Dean	Faculty and staff responses to CASON and Faculty affairs efforts	Monthly educational and informational offerings  CASON and Faculty Affairs efforts are underway
<b><u>OTHER (OPTIONAL)</u></b>  <b>If there are other initiatives in your unit that support diversity and/or are designed improve campus climate, feel free to provide additional information here</b>	Outreach to multiple communities in support of inclusion and diversity into nursing	Faculty and staff informational and collaboration with internal and external programs that serve African American and Latinx populations		<b>School of Nursing Events:</b> <ul style="list-style-type: none"> <li>• Black Student Nurses Association (BSNA) Faculty Sponsor is Alona Pack</li> <li>• Need based scholarships available for undergraduate and graduate nursing students through the SON Endowed Scholarship funds. FAFSA required.</li> <li>• Hosted tour and information session in SON for Central high school group in December 2019.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Hosted tour and information session in SON for Union County High School, October 2019—rural high school in western KY.</li> <li>• Oldham County H.S. – advisor was a featured speaker, presented during Black History Month at the high school, February 2020. Provided information about higher education information in general, nursing and general SON Assisant Dean served as Co-investigator for the funded SHPEP-(Summer Health Professions Education Program) summer program for first generation, low income college students from across the United States, one international student. OSS provided information session on all</li> </ul>

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				nursing programs and admissions, served on financial aid panel, and met with students for individual advising appointments. (I think the faculty provided a simulation lab experience <ul style="list-style-type: none"> <li>• SON staff attended Porter Scholarship Reception.</li> <li>• Pre-Health Minority Symposium. Saturday event in spring semester. Prospective students interested in undergraduate and graduate nursing programs. OSS and faculty member hosted SON sponsored table at the College Fair, OSS provided undergraduate and graduate information sessions for prospect students, tour of simulation lab.</li> </ul>

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