

Illinois Equity in Attainment

Harold Washington College EQUITY PLAN

August 20, 2020



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COVID-19 Statement

First, Harold Washington College would like to thank our front-line workers and first responders who risk their lives to provide us access to essential services and necessities during this pandemic.

As COVID-19 continues to disrupt our lives, Harold Washington College is dedicated to ensuring that the educational needs of our community are met in the best possible way. This pandemic has brought to the forefront inequities that were masked by the comfort of our unawareness, so we must confront the situation to provide essential assistance to our students, faculty, and staff. Despite the circumstance, we were able to successfully transition the majority of our classes and student support services to the remote environment for our Spring and Summer terms. We also provided technical assistance and professional learning opportunities for our faculty and staff to ensure we fulfill our educational duties, and procured computers and financial aid to support our students with their educational goals.

We believe the strategies outlined in the plan are still valid and vital during and after this pandemic. Lessons learned from the actions during the pandemic must, and will, inform our future work to ensure equity.

Executive Summary

Introduction

Focusing on expanding existing strategies and influencing structural issues, Harold Washington College can address the completion gap among our students. The opportunity, strategies, timeline, and cost are provided in this plan.

Current State

At Harold Washington College, we recognize and acknowledge that the current institutional practices and policies disproportionately affect our students of color and low-income students in their path to success. Reviewing the data, we see our African American students performing and attaining their degree at significantly lower rates than any other student population. Our Latinx students are performing at or better than their other non-White peers; however, they have not reached the same level of success as our White students, who represent a small portion of our overall student population. Before developing this plan, Harold Washington College had already been implementing current strategies to address the achievement and completion gaps among our students. We hope to expand existing strategies as well as introduce new strategies.

Future Vision

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between African American and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell). We recognize that there are other student identities we are not highlighting in the equity plan, but we made sure that the strategies we identified are going to address all the needs our student population.

To monitor the progress of our strategies to address the disparities between our targeted groups, we have identified five benchmark goals that we will monitor. The five benchmark goals are:

- Credit Accumulation (First Fall and Fiscal Year)
- Gateway Course Completion
- Fall to Fall Retention
- Fall to Spring Retention
- Degree or Certificate Within 4 Years

Each the five benchmark goals are aligned to an institutional strategy. By implementing the strategies outlined in the equity plan, we hope that we will reach the targets set for each goal. In addition, each of the strategies are tied to an evaluation plan that will allow us to continuously improve the strategies to address current and trending issues that will affect our students. Below are our institutional strategies and evaluation plans:

Institutional Strategies

Strategic Objective 1: Reducing equity gaps for African American and Latinx students.

- Key Strategy 1a: Improve Satisfactory Academic Progress (SAP) Interventions
 - Intended Impact: To revamp and implement Standards of Academic Progress Workshops which will provide general guidance on the appeal submission process.

- Key Strategy 1b: Optimize Developmental Education
 - Intended Impact: To pilot an accelerated developmental education model for English and Math that caters to our new entering students that are non-traditional age, and enhance developmental education advising to support the new model.

Strategic Objective 2: Demonstrate equitable practices and processes among faculty, staff and students through comprehensive systematic and curricular improvements.

- Key Strategy 2a: Strengthen our Culture of Student Care
 - Intended Impact: To identify areas of opportunity around equity in order to build actions to improve the climate for our students, staff, and faculty.

- Key Strategy 2b: Improve Data Disaggregation and Data Sharing Practices
 - Intended Impact: To embrace data-informed decision-making to understand if our college is continuously meeting its purpose and vision.

- Key Strategy 2c: Improve Online/Face-to-Face Learning
 - Intended Impact: To implement equity rubrics to review the syllabi of both online and face-to-face to ensure that courses are equitable to our students.

Evaluation Plan

Key Strategy 1a: Improve Satisfactory Academic Progress (SAP) Interventions

- Monitor appeal data and appeal approval rate at two specific times of the term - start-of-term and end-of-term

Key Strategy 1b: Optimize Developmental Education

- Pilot accelerated developmental education course sequencing. Monitor and review taking and passing college-level English and Math data.

Key Strategy 2a: Strengthen our Culture of Student Care

- Administer a third-party campus climate survey every four years to evaluate whether we have made progress

Key Strategy 2b: Improve Data Disaggregation and Data Sharing Practices

- Launch new data visualization tools such as Tableau and monitor student progress from enrollment to desired post-completion outcomes. Ensure that department chairs understand and use data tools to improve processes.


Key Strategy 2c: Improve Online/Face-to-Face Learning


- Participating online and face-to-face courses will be measured pre- and post-rubric implementation.


Signature Page


Harold Washington College Equity Plan: 2020 – 2025


This Equity Plan has been endorsed by the following members of our college/university community:

 Digitally signed by Daniel López, Jr.,
Ph.D.
Date: 2020.08.12 12:31:30 -05'00' [Date] 8/12/2020
Daniel López, Jr., Ph.D.; President


 Digitally signed by Dalila Duarte
Date: 2020.08.12 13:10:38 -05'00' [Date] 8/12/2020
Dalila Duarte, Ed.D.; Vice President of Academic and Student Affairs



Jacqueline Cunningham (Aug 17, 2020 09:13 CDT) [Date] Aug 17, 2020
Jacqueline Cunningham; Assistant Professor, Foreign Languages


 Digitally signed by Asif Wilson
Date: 2020.08.17 08:14:19 -05'00' [Date] 8/17/2020
Asif Wilson, Ph.D.; Associate Dean of Instruction


Jacquelyn Werner (Aug 17, 2020 09:17 CDT) [Date] Aug 17, 2020
Jacquelyn Werner; Associate Dean of Advising and Transition Services


Patricia Cuevas (Aug 17, 2020 10:24 CDT) [Date] Aug 17, 2020
Patricia Cuevas; Associate Dean of Student Services


Bernadette Limos (Aug 17, 2020 09:04 CDT) [Date] Aug 17, 2020
Bernadette Limos; Director of Strategic Communications & Marketing


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Charles McSweeney; Technology Integration Specialist


[Date] 8/17/2020
Sandy Vue; Assistant Director of Research and Planning

1: Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates especially for low-income, first-generation students, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 25 two-year and four-year public and private non-profit colleges and universities from northeastern Illinois and across the state who are committing to eliminate racial and socio-economic achievement gaps by 2025, while aggressively increasing completion rates on their campuses.

ILEA is the signature initiative of the Partnership for College Completion (PCC), a non-profit organization founded in 2016 to catalyze and champion policies, systems, and practices that ensure all students can graduate from college and achieve their career aspirations. With an initial focus on northeastern Illinois, PCC has set a goal to eliminate institutional achievement gaps in college degree completion for low-income, Latino and African-American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort, PCC will offer direct support and resources to the 25 colleges and universities who have volunteered to be members of ILEA. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

By participating in ILEA, partners commit to a core set of principles:

- Colleges are responsible for graduating all of their degree-seeking students as quickly and efficiently as possible.
- All students can graduate with college degrees if they have the right information, tools, and supports.
- Achievement gaps between low-income, Black and Latino students and their higher-income and White peers are unacceptable and should be eliminated.
- These efforts will be undertaken without sacrificing institutional quality or excellence or increasing admission standards.

The ILEA colleges will conduct a deep analysis of their institutional data, develop equity plans that contain annual growth targets, and report progress toward their goals, which will be shared publicly. The colleges will also work to identify obstacles students face and develop programs and policies that break down unnecessary barriers to college graduation.

The launch of ILEA follows a galvanizing 2017 PCC report, "[Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters](#)," which found that only 33.7 percent of

African American students who start at four-year institutions earn bachelor's degrees within six years – a rate 32.7 percentage points below that of their White peers. For Latinx, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

Increased and more equitable graduation outcomes across the diversity of our state's higher education institutions benefits students, their families and the state of Illinois. A 3% increase in graduation rates is projected to produce \$1.7B increase in net earnings, \$132M increase in tax revenue, and \$35M in public system savings. The progress of the ILEA member colleges and universities will provide a set of learnings that the Partnership will document and share with practitioners and policymakers across Illinois, the region and the nation, establishing a path forward that will promote equity in college achievement.

For more information on ILEA, please visit: <http://partnershipfcc.org/ilea>.

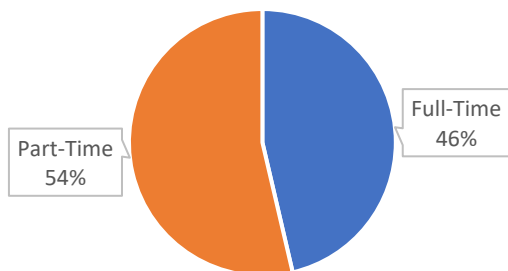
1b: Institution Overview

Located in downtown Chicago, Harold Washington College (HWC) is an exceptional liberal arts and business focused student-centered institution. HWC is one of the seven colleges of the City Colleges of Chicago District (CCC). It was founded in 1962 as Loop Junior College and, in 1987, was renamed Harold Washington College to honor the first African American Mayor of Chicago who died in office that year. HWC now serves a diverse student body who commute from all over the Chicago area. Due to HWC's location, students used all forms of public transportation to attend the institution.

Harold Washington College is a minority serving institution, with 86% of the student body identify as a student of color (see Table 1.1), and a federally designated Hispanic-Serving Institution by the Department of Education. African American (28%) and Latinx (42.9%) students are the two largest groups on campus.

In 2019, HWC served over 12,000 students who enrolled in several Associate degree programs and Certificate Programs. Program offerings are from various fields, including Business, Early Childhood, Architecture, Digital Media and Liberal Arts areas. Students attend Harold Washington both to transfer as well as to directly enter the workforce. In addition, Harold Washington College houses the Center of Excellence for Business, Entrepreneurship and Professional Services.

Table 1-1. FY2019 HWC Student Demographic Breakdown



Ethnicity	Percent
Am. Ind	0.1%
Asian	8.5%
African American	30.1%
Hawaii/Pac	0.0%
Latinx	42.9%
White	13.5%
Other	4.7%
Grand Total	100.0%

Source: CCC OpenBook Student Term Cube

As of Spring 2018, HWC had 109 full-time faculty members (teaching approximately 39.5 % of the course taught) and 358 part-time faculty members. The number of full-time faculty assignments by departments varies appropriately to enrollment in those departments. The faculty is comprised of professionals, 35% of whom hold terminal degrees in their fields.

The ILEA Equity Plan provides a guide or pathway that HWC can use to measure how well it is progressing in creating opportunities for all students regardless of their differences. It represents a standard by which HWC can evaluate how it prioritizes taking proactive steps to address equity for all students. The ILEA Equity Plan supports and strengthens the objectives and goals that are a part of the HWC strategic plan.

Mission

Harold Washington College is a student-centered institution that empowers all members of its community through accessible and affordable academic advancement, career development and personal enrichment.

Core Values

To fulfill this mission, Harold Washington College focuses on the following core values:

We

- embrace human diversity
- care about the whole student
- offer responsive and relevant education
- pursue academic excellence
- assess to improve learning
- build community
- foster global citizenship for social justice

Through these core values, we strive to embody and honor the vision of Harold Washington, former Mayor of Chicago.

1c: Equity Statement

Harold Washington College firmly believes that, to achieve equity on our campus, we must look beyond “equality” and recognize that the systems of oppression we perpetuate continuously affect students who have been historically disadvantaged. We will intentionally create opportunities for students who have been historically disadvantaged to achieve success on our campus as well as in all aspects of their lives. By doing so, all students will benefit. We believe students deserve an environment free from all forms of visible and invisible harm. We are committed to creating a nurturing campus culture that meets the campus community’s academic, social, and emotional needs, regardless of their starting points. To accomplish this, we:

- evaluate college-level policies, practices, and procedures for inherent biases
- foster dialog about equity issues
- provide opportunities for the entire campus community to analyze data through various lenses, and
- involve multiple stakeholders in the decision-making process.

1d: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Harold Washington College will work toward closing gaps in degree attainment for low-income, first generation, African American, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, this initiative prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Below please find the degree completion disparities between the following target student groups:

- African American and White students
- Latinx students and White students
- Students receiving Pell grants and those not receiving Pell grants

The ILEA Equity Plan is intended to complement other institutional efforts to increase equity and degree completion.

1e: Campus Engagement Plan

Harold Washington College intentionally engaged the campus community and various stakeholders in the initial development of the equity plan. Senior leadership identified key personnel to join the Leadership and Core Teams for ILEA. These individuals were responsible

for gathering the voices of the campus community, attending meetings and summits to gain knowledge to share with the community, and developing the equity plan. Below outlined the year-long campus engagement process:

Timeframe of Engagement	Engagement Audience(s)	Engagement Method(s)
January 2019	Faculty and Staff	President sent an email informing and introducing HWC’s participation with ILEA
	Faculty and Staff	Email sent to encourage faculty and staff to complete ATD’s Institutional Capacity Assessment Tool (ICAT).
March 2019	Faculty and Staff	Held a campus-wide de-brief with faculty, staff, and administrators to have a discussion around the ICAT results.
April 2019	Faculty and Staff	The ILEA Core and Leadership Team members attended the ILEA summit. At the summit, it was decided that the equity statement should be a campus-wide effort to build a shared understanding of what equity means to our college community.
	Faculty, Staff and Students	ILEA Core members presented at the Spring State of the College (SOC) and re-introduced our participation with ILEA and the ICAT results. The members also socialized the efforts to build a collective HWC equity statement and an activity was created to gather the campus community’s thoughts around equity.
May 2019	Faculty, Staff and Students	Sent an online survey asking the same SOC question “What does equity mean to you?” and analyzed the data. Then, we sent out an email containing the findings and detailing our upcoming activities to engagement to all of our internal stakeholders on their thoughts on equity.
June 2019 – July 2019	Faculty, Staff and Students	Hosted four listening sessions over the summer to engage the college campus on several questions. In addition to the

		listening sessions, we will send an online version of the questions asked at the sessions to reach those campus community members that couldn't come to the sessions. Opening the survey for two weeks, then analyzing all the data
August 2019	Faculty, Staff and Students	We drafted an equity statement and went on a roadshow to several campus stakeholders to gather feedback. We made additional edits and finalized the statement. With the final statement, we will make edits to the draft sections submitted to PCC to follow the vision of the equity statement.
September 2019 – October 2019	Faculty, Staff and Students	We socialized the entire draft of the equity plan highlighting the data and initiatives to our internal stakeholders and partners. We presented the draft plan at our Fall SOC in October and to a panel of equity experts organized by our District office.
November 2019 – December 2019	Faculty, Staff and Students	With all the feedback we received, we will make additional edits and present a semi-final draft of the plan to the community.

Future campus engagement strategies around the implementation of the plan and the creation of momentum and commitment from campus stakeholders are outlined in the Timeline section on page 36.

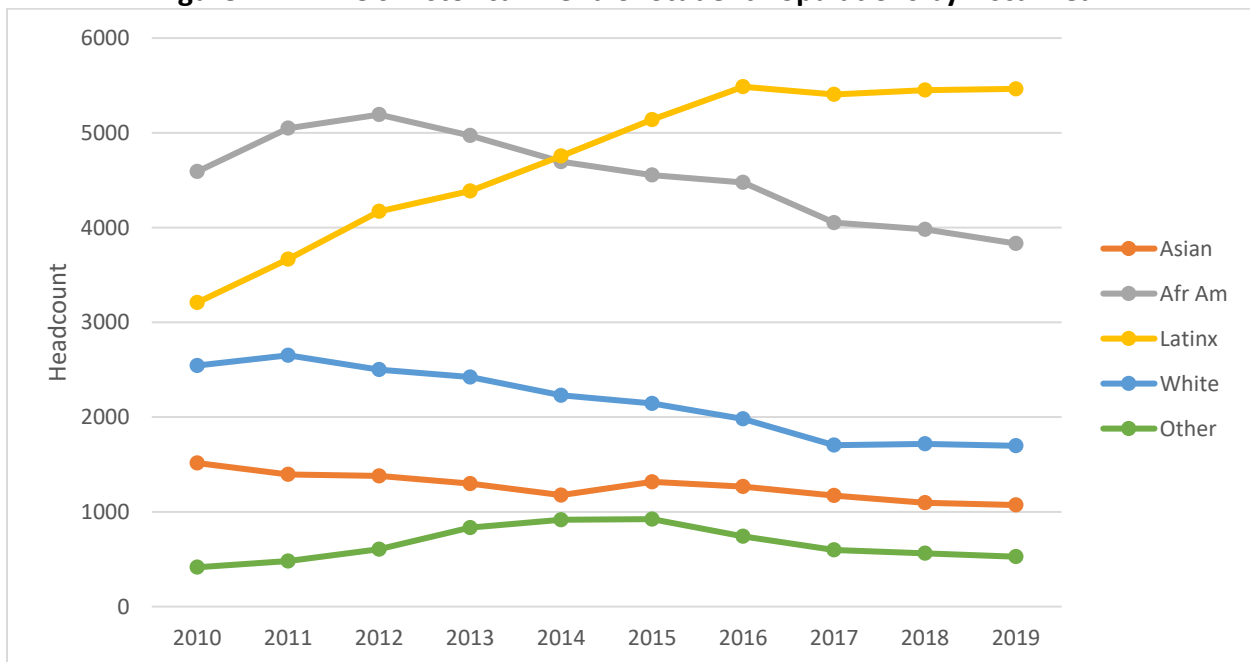
2. Current State

Harold Washington College (HWC) is one of the seven colleges of the City Colleges of Chicago district. Located in Chicago's loop, HWC serves a diverse student body, who commute from all parts of Chicago. One of the seven core values espoused in the Harold Washington College mission statement is to "embrace human diversity." Yet, inequities between our students of color and White students still exist.

2a: African American Students

In 2019, African American students were the second student group enrolled in credit courses at Harold Washington College. However, a few years ago, African American students were the largest group on our campus until 2014 (see Figure 2-1). It was during that year, we saw the start of a gradual decline of our African American student population.

Figure 2-1. HWC's Historical Trend of Student Populations by Fiscal Year



Source: CCC OpenBook Student Term Cube

2b: Latinx Students

In Figure 2-1, we show the decline of our African American students that occurred around fiscal year 2014. However, we saw a substantial increase of our Latinx students on our campus each year. Latinx students currently represent about 43% of our student body (see Table 1-1). The demographic shift in our student populations mirrors the movement of these racial/ethnic groups in the Chicagoland area and the state of Illinois. We are developing services and plans to address the different needs of both African American and Latinx students.

2c: Students Receiving Pell Grants

In 2019, only 38% of HWC students received Pell. This may be due to various internal and external factors that create hurdles for our students to navigate. HWC Pell students perform slightly better in certain areas than non-Pell students. Recognizing this trend, students who need additional financial assistance can apply for City Colleges of Chicago’s Financial Emergency Fund.

2d: Data

The following data points in this section will showcase the gaps and trends that we must address in order for all students on our campus to achieve their educational and life goals.

Credit Accumulation (First Fall and Fiscal Year)

Credit Accumulation is a leading indicator of degree attainment and completion. Full-time students earning at least 15 credit hours and part-time students earning at least 7 credit hours in the first Fall semester is an early sign that they are on track to completing their degree. However, credit accumulation isn’t always consistent among students demonstrating that certain groups of students face barriers to earn enough credit hours.

The institutional credits accumulated in the first Fall, except for the Fall 2014, our White students accumulated more credits than our African American and Latinx students each year. In FY19, 13% of our student body is White (see Table 1-1), but 37% (part-time) and 23% (full-time) of our White students have taken more credits than our African American and Latinx students.

Our part-time Pell students took more credits than part-time non-Pell students, while our full-time Pell students took less credits than our full-time non-Pell students.

Cohort	Institutional credits accumulated first fall									
	Part-time students earning at least 7 CH (# and %)					Full-time students earning at least 15 CH (#				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2014	13%	29%	24%	20%	23%	5%	12%	8%	8%	12%
Fall 2015	24%	28%	29%	30%	25%	6%	12%	26%	8%	18%
Fall 2016	22%	33%	68%	41%	21%	8%	13%	23%	11%	16%
Fall 2017	19%	31%	54%	34%	21%	14%	12%	18%	11%	17%
Fall 2018	22%	29%	37%	33%	21%	17%	21%	23%	20%	20%
Fall 2019	21%	30%	38%	29%	29%	16%	11%	19%	11%	17%

Cohort	Institutional credits accumulated first year (including summer)									
	Part-time students earning at least 15 CH (# and %)					Full-time students earning at least 30 CH (# and %)				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2014	17%	19%	36%	23%	22%	4%	8%	9%	6%	11%
Fall 2015	21%	21%	29%	23%	21%	5%	11%	22%	7%	17%
Fall 2016	17%	26%	47%	32%	16%	7%	13%	27%	9%	18%
Fall 2017	13%	22%	42%	26%	15%	11%	12%	27%	12%	14%
Fall 2018	7%	12%	33%	12%	18%	8%	10%	14%	40%	30%

Gateway Course Completion

From Fall 2017 to Fall 2018, African American students saw a negative decline in English gateway course completion of -8% and non-Pell students also saw a decline of -4%. Although Latinx students completed English gateway courses at a lower rate than White students, they saw a positive change of 8% during the same time. While, Pell students increased their completion in both English and Math at 10% and 22% respectively.

Cohort	Gateway course completion									
	English					Math				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2014	31%	50%	49%	46%	41%	9%	25%	24%	18%	23%
Fall 2015	33%	52%	59%	43%	45%	15%	27%	32%	20%	29%
Fall 2016	34%	53%	57%	15%	45%	12%	28%	34%	22%	25%
Fall 2017	36%	51%	62%	48%	45%	14%	28%	39%	23%	27%
Fall 2018	33%	55%	60%	53%	43%	14%	29%	39%	28%	23%

Fall to Fall Retention

Both full-time and part-time White students are retained from Fall-to-Fall at a higher rate than our African American and Latinx students with African American students being retained at the lowest rate. Our Pell students are retained at a higher rate than our non-Pell students.

Cohort	Fall 1 to Fall 2 persistence									
	Part-time students					Full-time students				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2014	28%	38%	30%	38%	29%	40%	59%	47%	52%	48%
Fall 2015	25%	37%	31%	35%	30%	44%	63%	52%	57%	57%
Fall 2016	34%	45%	45%	53%	30%	50%	66%	59%	62%	58%
Fall 2017	26%	44%	42%	42%	32%	47%	61%	59%	58%	55%
Fall 2018	25%	35%	47%	36%	30%	37%	62%	51%	57%	51%

Fall to Spring Retention

Although there was an increase in retention from Fall 2018 to Fall 2019, both part-time and full-time African American students are retained at the lowest rate in comparison to the other student groups.

Cohort	Fall 1 to Spring 1 persistence									
	Part-time students					Full-time students				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2015	45%	52%	55%	58%	46%	73%	81%	79%	83%	70%
Fall 2016	50%	60%	63%	67%	46%	71%	80%	82%	80%	73%
Fall 2017	44%	54%	65%	61%	44%	71%	79%	82%	81%	69%
Fall 2018	44%	53%	70%	63%	46%	66%	81%	79%	84%	66%
Fall 2019	48%	58%	63%	66%	49%	69%	82%	81%	78%	79%

Degree or Certificate Within 4 Years

African American students have the lowest degree attainment in 4 years than the other student groups throughout the different Fall cohorts. Part-time Latinx students saw an increase from Fall 2014 to Fall 2015 which helped them reach the same rate as White students, while full-time Latinx students exceeded White students.

Cohort	Degree or Certificate within 4 years									
	Part-time students					Full-time students				
	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2012	19%	33%	26%	15%	35%	13%	31%	26%	28%	31%
Fall 2013	10%	9%	12%	15%	13%	15%	26%	17%	27%	29%
Fall 2014	9%	14%	9%	19%	14%	16%	29%	25%	29%	33%
Fall 2015	7%	15%	15%	11%	11%	18%	32%	25%	25%	30%

2f. Current Efforts

Currently, we have implemented intentional programs and services that have helped us begin to address the inequities on our campus between the targeted groups. The following current efforts are the impetus for the continued work that we hope to accomplish through the equity plan.

Embedded Advising is a program where College Advisors are paired with a particular section of a developmental education or college success course. The College Advisors work proactively with the assigned faculty member to address student concerns and provide embedded support in the classroom. Embedded Advisors attend four class sessions throughout the semester to provide time-sensitive updates, host workshops, and meet with students individually or in

groups. The nature of the classroom visits is flexible, based on the needs of the students as determined by the faculty member and College Advisor.

To measure the effect of the program, student assessments are used in the start of the term to identify in-and-out of school supports and familiarity with on-campus services. Towards the end of the term, student assessment data are coupled with faculty and advisor assessments as well as a review of course success rates and in-term retention to determine whether students were successfully and positively affected.

Discover is a one-credit hour trauma-informed, healing-centered course. Students enrolled in English 96 also attend Discover before or after their class once a week throughout the entire semester. It is facilitated through an assets-based framework (Moll et. al., 1995; Yosso, 2005) where students' academic and affective strengths serve as starting points of academic conversations. In training faculty for this course, we ask them to abandon a deficit-based model (including the notion that students can shed their personal traumas and marginalized status to succeed in college), and support students from a holistic perspective. The Discover course allows students a place to heal from the pain of structural violence that has plagued their communities, and their culture and understand their ability to create change and alter their future.

Every semester the Office of Instruction collects data on course success and retention including the success and retention in English 96, and student created pre and post survey data (mixed methods) using Snyder's (Snyder et. al, 1991) Hope Scale (the post survey includes several institutionally created Likert and open-ended questions).

Equity and Justice Leadership Academy is a bi-weekly, semester-long, course for faculty, tutors, advisors and administrators. Framed through Culturally Sustaining Pedagogy (Paris and Alim, 2017), the Harold Washington College Equity and Justice Leadership Academy seeks to provide participants with learning experiences rooted in several categories: a) the systemic nature of inequalities, b) power and privilege, c) the role of education in both reproducing and disrupting inequities, d) asset-based pedagogies, e) deficit pedagogies, and g) humanizing relationships of love, care, and compassion. While not directly impacting students, we believe that the experience obtained during this course will directly impact student success, outcomes, and completion.

Participants created a post-survey to assess their gains during the seminar. In addition, the seminar's creator, Dr. Asif Wilson, has partnered with the University of Illinois at Urbana-Champaign to conduct a study to determine the individual impact(s) of the equity and justice leadership seminar on its participants. In this study, participants will be asked to complete two one-on-one interviews with the primary investigator (PI) and allow the PI to review the artifacts and reflections that the participants created as part of the seminar's deliverables. Study results will be available in 2020. The study holds the potential to benefit the larger society in better understanding how institutes of higher education are understanding and applying lenses of equity and justice to their institutional practices and structures.

Financial Emergency Fund is part of an ongoing City Colleges of Chicago (CCC) effort to holistically support our students on their way to completion. The fund allows current CCC students the chance to apply to receive up to \$750 per semester to cover an unforeseen circumstance that would keep them away from the classroom.

Students may speak with their campus Wellness Center professionals to determine whether they qualify for this one-time emergency funding. Funding is on a first-come, first-served basis for all City Colleges students.

This funding is made possible through the support of a generous anonymous donor and administered by the non-profit All Chicago.

The emergency fund joins a comprehensive set of resources that aim to support students on their path to completion, including City Colleges wellness centers addressing students' social and emotional needs, veterans' centers, disability access centers, food pantries, loaner laptops, advising, tutoring, math and writing centers, completion scholarships, and more.

3. Future Vision

Goal

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates at HWC between African American and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). By expanding current efforts and implementing the strategies stated in the equity plan, we created targets until 2024 for each metric to track our progress. Each of the following metrics are aligned with our overall Strategic Plan to ensure that we are addressing equity in our work.

3a. Credit Accumulation (First Fall and Fiscal Year)

Target 3-1 shows that we are committed to increasing the First Fall credit accumulation of African American students by 69% (part-time) and by 31% (full-time) and Latinx students by 26% (part-time) and by 75% (full-time) in five years. Additionally, we are committed to increasing the First Fall credit accumulation of full-time Pell students by 57% in five years.

Target 3-1.

Cohort	Institutional credits accumulated first fall							
	Part-time*			Full-time				
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2020	24%	32%	38%	17%	12%	20%	12%	18%
Fall 2021	27%	33%	39%	18%	14%	20%	14%	18%
Fall 2022	31%	35%	39%	19%	16%	21%	16%	19%
Fall 2023	36%	38%	39%	21%	19%	21%	17%	19%
Fall 2024	41%	40%	40%	22%	22%	22%	20%	20%

Target 3-2 shows that we are committed to substantially increasing the First Year credit accumulation of African American and Latinx students.

Target 3-2.

Cohort	Institutional credits accumulated first year (including summer)					
	Part-time			Full-time		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
Fall 2020	10%	14%	33%	9%	11%	15%
Fall 2021	13%	18%	33%	11%	13%	16%
Fall 2022	18%	22%	33%	13%	15%	17%
Fall 2023	24%	26%	33%	16%	17%	19%
Fall 2024	32%	32%	33%	20%	20%	20%

3b. Gateway Course Completion

Target 3-3 shows that we are committed to increasing the gateway course completion of African American and Latinx students with an average growth of 13% and 2% each year for English and an average growth of 23% and 7% each year for Math respectively.

Target 3-3.

Cohort	Gateway course completion					
	English			Math		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
Fall 2020	34%	55%	60%	15%	30%	39%
Fall 2021	35%	56%	60%	16%	30%	39%
Fall 2022	37%	56%	60%	18%	31%	39%
Fall 2023	39%	57%	60%	20%	31%	39%
Fall 2024	42%	57%	60%	23%	32%	39%

3c. Fall to Fall Retention

Target 3-4 shows that we are committed to increasing the fall to fall retention of African American and Latinx students, and full-time African American students.

Target 3-4.

Cohort	Fall 1 to Fall 2 persistence				
	Part-time			Full-time	
	African American Students	Latinx Students	White Students	African American Students	White Students
Fall 2020	29%	36%	47%	40%	52%
Fall 2021	32%	38%	47%	43%	52%
Fall 2022	36%	40%	47%	47%	53%
Fall 2023	40%	43%	47%	51%	54%
Fall 2024	45%	45%	47%	55%	55%

3d. Fall to Spring Retention

Target 3-5 shows that we are committed to increasing the fall to spring retention of part-time African American and Latinx students, and full-time African American students.

Target 3-5.

Cohort	Fall 1 to Spring 1 persistence					
	Part-time			Full-time		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
Fall 2020	51%	58%	63%	69%	82%	81%
Fall 2021	53%	59%	63%	71%	82%	81%
Fall 2022	56%	60%	63%	73%	82%	81%
Fall 2023	59%	61%	63%	76%	82%	81%
Fall 2024	62%	62%	63%	80%	82%	81%

3e. Degree or Certificate Within 4 Years

Target 3-6 shows that we are committed to increasing the degree or certificate within four years of African American and Latinx students, and full-time Pell students.

Target 3-6.

Cohort	Degree or Certificate within 4 years							
	Part-time			Full-time students				
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students	Pell Students	Non-Pell Students
Fall 2020	9%	17%	17%	20%	32%	26%	27%	30%
Fall 2021	12%	19%	19%	23%	32%	28%	28%	31%
Fall 2022	15%	21%	20%	26%	32%	29%	29%	32%
Fall 2023	20%	23%	23%	29%	32%	31%	31%	32%
Fall 2024	25%	25%	25%	32%	32%	32%	33%	33%

4. Institutional Strategies

The following strategies are aligned to categories outlined in our equity statement. Our college is committed to prioritizing these initiatives over the next few years. We believe that we will reach our goal of becoming strong, equitable learning environment by:

Strategic Objective 1: Reducing equity gaps for African American and Latinx students.

- Key Strategy: Improve Satisfactory Academic Progress (SAP) Interventions
- Key Strategy: Optimize Developmental Education Acceleration and Advising

Strategic Objective 2: Demonstrate equitable practices and processes among faculty, staff and students through comprehensive systematic and curricular improvements.

- Key Strategy: Strengthen our Culture of Student Care
- Key Strategy: Improve Data Disaggregation and Data Sharing Practices
- Key Strategy: Improve Online Learning/Face-to-Face Learning

4a. Strategic Objective 1: Reducing equity gaps across for African American and Latinx students

Key Strategy 1a: Implement Satisfactory Academic Progress Interventions	
Benchmarks Affected	<ul style="list-style-type: none"> • Fall to Fall Retention • Fall to Spring Retention
Goal	<p>To revamp and implement Standards of Academic Progress Workshops which will provide general guidance on the appeal submission process.</p> <p>Additionally, students at academic warning status will receive an invitation to attend a new workshop (which will also be provided electronically) with strategies to return to good standing and prevent a SAP hold in the future.</p>

Rationale for Selection:

Harold Washington College (HWC) ensures students maintain Satisfactory Academic Progress, as determined by Federal regulations. A Satisfactory Academic Progress (SAP) hold is placed on a student account if the student fails to meet one or more of CCC’s federally-guided minimum academic standards for GPA, timeframe and pace, as defined below.

In order to be eligible for financial aid funds, CCC students must maintain the following standards of academic progress (SAP):

1. Grade Point Average (GPA): A student must maintain a cumulative GPA of 2.0 or higher, AND
2. Pace: A student must complete (grade "D" or higher) 67% of all credit hours attempted, AND
3. Maximum Timeframe: A student must stay on track to complete his/her program of study within 150% of the program's credit-hour length, or timeframe. A student loses financial aid eligibility when it becomes mathematically impossible to complete the academic program within 150% of the program's required credit hours.

If a student has a SAP hold, they may submit an appeal in an attempt to regain financial aid eligibility. SAP holds do not prevent registration, as a student may utilize self-pay methods. At Harold Washington College, the average SAP appeal approval rate for FY19 is approximately 30%. There are many reasons a student's appeal may get denied including: semesters when they did not meet standards were unaccounted for in their appeal, the circumstance they listed was not aligned with their enrollment, they had no documented mitigating circumstance, they were missing vital information, or they repeated the use of a circumstance outlined in a previous appeal. While some students do not have a mitigating circumstance that may allow them to regain financial aid eligibility, others may not be aware of the documentation needed to submit a successful appeal.

- Action 1: Analyze each SAP warning category; identify student barriers and challenges, for online, F2F and hybrid students, through SAP survey and through data in GradesFirst. Produce a SAP at HWC report/white paper to pinpoint the reality of why students are put under SAP warning.
- Action 2: Bring more awareness to SAP criteria campus-wide, starting with department chairs. Help them understand why a student might obtain a SAP warning.
- Action 3: Develop training and key messages for both the advising and business office to apply and support students.
- Action 4: Develop a process to analyze success data on students who attend the workshops for continuous improvement

Key Strategy 1b: Optimize Developmental Education	
Benchmarks Affected	<ul style="list-style-type: none"> • Credit Accumulation (First Fall and Fiscal Year) • Gateway Course Completion
Goal	To pilot an accelerated developmental education strategy for English and Math that focuses on new entering non-traditional students, and enhance developmental education advising services to support the students taking developmental education courses.

Rationale for Selection:

In Fall 2018, 62% of new entering students tested into developmental education (DE). 95% of these students are students of color with Latinx students (56%) and African American (28%) being the largest groups (Table 4-1).

Table 4-1. Fall 2018 New Entering Student Cohort Demographic Breakdown

Race/Ethnicity	Count	Percent
Asian	117	7%
African American	494	28%
Latinx	998	56%
White	105	6%
Other	57	3%
Grand Total	1771	100%

Source: CCC OpenBook Student Classes Cube

“Research indicates traditional developmental course-taking can increase students’ time to degree attainment and decrease their likelihood of completion” (King et al, 2017). However, restructuring the developmental course sequence to help accelerate students’ time in developmental courses can improve students’ retention and completion. King et al (2017) indicate that “acceleration strategies are especially effective when coupled with supports targeting students’ academic and motivational needs; professional development for faculty; and rigorous content that reflects college-level expectations” (p. 13). With majority of new entering students being placed in DE, having a pathway to college-level courses is imperative to avoid hindering the academic path of our DE students.

However, in 2018, the State of Illinois passed the Postsecondary & Workforce Readiness (PWR) Act that will support Illinois students in preparing for postsecondary education and future careers. Through PWR, the 3 state-level governing bodies over education agreed to implement transitional Math that will be taught in high schools so students will automatically be placed in college-level Math. Transitional Math was launched in Spring 2019, with the implementation of transitional English not far behind. PWR will help support new incoming students take college-level Math and English courses sooner.

Although PWR has helped create transitional Math for high school seniors, we still have another group of students that would not have access to transitional Math in high school – non-traditional new entering students. In Fall 2018, 30% of new entering students were non-traditional age, and 57% of those students placed into developmental education (Table 4-2). Therefore, we need to create alternative solutions that would help these students navigate the developmental education courses.

Table 2. Fall 2018 Traditional/Non-Traditional Age Breakdown

Breakdown	# New Entering	% New Entering	# New Entering Placed in Dev Ed	% New Entering Placed in Dev Ed
Traditional Age (18-19)	1242	70%	792	64%
Non-Traditional (20+)	529	30%	300	57%
Total	1771	100%	1092	62%

Source: CCC OpenBook Student Classes Cube

The following action plans will address the larger developmental education student population, but outcomes will be disaggregated by student groups and other demographic information to understand specific student needs.

- Action 1: Engage the District committee on Developmental Education to communicate the work we are planning to do with our equity plan around developmental education at HWC to ensure that our work is in alignment with District
- Action 2: Create a HWC developmental education team to determine ideal outcomes, policies and procedures for the college as it relates to developmental education. Analyze data to discover trends among our students in developmental education.
- Action 3: Develop professional learning opportunities to help faculty teaching developmental education courses and staff that interacts with students taking developmental education courses to enhance their knowledge on strategies to assist students in these courses. Introduce these learning opportunities at Faculty Development Week (FDW) to achieve a near 100% faculty participation.
- Action 4: Modify professional learning opportunities based on workshop evaluations and student outcomes.
- Action 5: In addition to professional learning opportunities, HWC developmental education team will explore other methods to structure developmental course sequence to ensure students are successful in developmental courses and subsequent college level courses. Review student outcome data to modify as needed.

4b. Strategic Objective 2: Demonstrate equitable practices and processes among faculty, staff and students through comprehensive systematic and curricular improvements.

Key Strategy 2a: Strengthen our Culture of Student Care	
Benchmarks Affected	<ul style="list-style-type: none"> • Gateway Course Completion • Fall to Fall Retention • Fall to Spring Retention • Degree or Certificate Within 4 Years
Goal	To identify areas of opportunity around equity in order to build actions to improve the climate for our students, staff, and faculty.

Rationale for Selection:

Harold Washington College has a diverse student population. Although we have a majority students of color population, we have not assessed whether our services and programming are inclusive of their needs. Quaye et al. (2015) state that higher education institutions must regularly conduct campus racial climate assessments to determine how students are experiencing the racial climate and how best to improve the climate for students of color. The authors also advise that institutions conduct cultural audits. They explain that culture is a set of deeply ingrained values, beliefs, behaviors, norms and assumptions that often exist for so long at institutions that faculty, staff and administrators never stop to reflect on how the campus culture might be detrimental to students of color.

By administering a vetted third-party campus climate survey, we will have baseline data to measure our equity progress and have, for this first time, information to guide our faculty and staff trainings and additional programming for our campus community. The training will allow our faculty and staff to build a more equitable learning experience for our students, impacting our retention and completion for students of color, as also suggested by the research.

- Action 1: Work with college’s Care Team to understand the Campus Climate Survey and align it with mission and vision of the college. Analyze supporting results from the SSI survey (student campus experiences). Produce a report of findings and share with the entire faculty staff and students.
- Action 2: Identify 2-3 policies that received low ratings and engage the college on how to improve these policies to better serve our students.
- Action 3: Start to determine findings into new KPI - Student Success. Monitor and evaluate the outcomes.
- Action 4: Implement specific actions to address the 2-3 policies that received low ratings.
- Action 5: Collaborate with Human Resources, CAST, and Student Services to develop a cadence for equity trainings based on the data pulled from the survey.

Key Strategy 2b: Improve Data Disaggregation and Data Sharing Practices	
Benchmarks Affected	<ul style="list-style-type: none"> • Credit Accumulation (First Fall and Fiscal Year) • Gateway Course Completion • Fall to Fall Retention • Fall to Spring Retention • Degree or Certificate Within 4 Years
Goal	To ensure that are students are supported in the way they truly need to be supported as well as create a more collaborative culture and community internally at the college.

Rationale for Selection:

In a workplace where everyone strives toward common goals, we can begin to support our students better, monitor student-learning outcomes, improve academic and discipline outcomes and improve instructional standards as well as a myriad of other benefits by using and talking about data more often. Data provides quantifiable proof, and provides the substance for meaningful, ongoing dialogue within our college community. “Data help us get to the root causes of a problem so we solve the problem and not just the symptom” (Bernhardt, 1999).

- Action 1: Adopt and implement an easy-to-use and readily accessible data visualization tool and include key performance indicators to monitor as well as other disaggregated data as requested.
- Action 2: Train department chairs on how to use and read data, especially with academic and discipline outcomes. Develop training manual for using Tableau. Host trainings multiple times a year. Create a digital “look book” or “fact book” for external audiences as well, which will leverage data from the tool.
- Action 3: Centralize key reports into a shared space to support an environment of peer-to-peer learning and transparency. Create process to in-take reporting requests as well as build a structure for how to leverage reporting for advancement, compliance and accreditation.
- Action 4: Standardize disaggregation of data by demographics for all reports, and engage campus-wide conversations around the disaggregated data to determine additional support.

Key Strategy 2c: Improve Online/Face-to-Face Learning	
Benchmarks Affected	<ul style="list-style-type: none"> • Credit Accumulation (First Fall and Fiscal Year) • Gateway Course Completion • Fall to Fall Retention • Fall to Spring Retention • Degree or Certificate Within 4 Years
Goal	To implement equity rubrics to review the syllabi of both online and face-to-face to ensure that courses are equitable to our students.

Rationale for Selection:

The disparity that exists between African American and White students’ academic performance in traditional, face-to-face, college courses also exists in online courses (Harrell & Bower, 2011; Moore, Bartkovich, Fetzner, & Ison, 2002; Salvo, Shelton, & Welch, 2017; Xu & Jaggars, 2014). In fact, scholars have discovered that the disparities in academic performance between the two racial groups are even larger in online courses than in face-to-face courses (Arroyo, 2010; Jaggars, Edgecombe, & Stacey, 2013; Palacios & Wood, 2015; Salvo, et al., 2017; Xu & Jaggars, 2014). As online learning grows in popularity and students seek to enroll in more online courses for convenience, African American student enrollment in online courses stands to exacerbate the population’s already inequitable course success and completion rates when compared to their White counterparts (Arroyo, 2010; Jaggars, Edgecombe, & Stacey, 2013; Salvo, et al., 2017; Xu & Jaggars, 2014). In an effort to redress the impending inequity, community colleges, who educate large numbers of African American students who are academically disadvantaged, (Jaggars, 2013; Strayhorn, 2010), must work to improve online course success and completion rates for this population in order to close gaps in degree attainment.

- Action 1: Review current course success and completion data on African American students taking online and in-person courses to set benchmarks
- Action 2: Engage faculty, staff and students as well as the strategic committee around the new rubric. Pilot the rubric with 2-4 online, general education, courses during the 16-week term, with at least 100 students in total. Evaluate student’s response to course set-up and content as well as and evaluate faculty experience with the rubric.
- Action 3: Role out the rubric to at least 75% of all 16-week online and face-to-face courses. Incorporate feedback from previous year’s evaluations. Incorporate pre-and post-online course evaluations into participating online courses with new rubric.

5. Evaluation Plan

Key Strategy 1a: Improve Satisfactory Academic Progress (SAP) Interventions

Evaluation Plan: Document the number of students that attend the workshop and provide a voluntary workshop evaluation form for students who attended to complete. Review evaluation data to modify workshop as needed. Document the number of students who attend the workshop that file an appeal and those that file a successful appeal.

In addition to the workshop data, we will also review the overall number of SAP warning and holds and the number of appeals made as stated below.

Start-of-term:

- Number of students in hold status
- Number of students in warning status
- Number of appeals submitted

End-of-term:

- Number of students in warning status that return to good standing
- Number of appeals submitted

SAP Appeal Data

Term	Students in "Hold"/ Disqualified Status	Students in "Warning" Status	Appeals Submitted	Appeals Approved	Appeals Denied	Other*	Appeal Approval Rate
Fall 2018	1,251	1,024	425	113	236	76	26.5%
Spring 2019	1,403	1,650	282	95	166	21	33.6%
Summer 2019	381	398	61	18	35	**	29.5%

Source: CS9 SAP Appeal Status

*(Cancelled, No Enrollment, or Inactive)

**Numbers less than 10 are suppressed to protect student privacy

Key Strategy 1b: Optimize Developmental Education

Evaluation Plan: Pilot an accelerated developmental education course sequence for students. Review taking and passing college-level data further by seeing how many developmental education students took and passed college-level English and Math within the first year. Disaggregate student data for non-traditional age students.

Key Strategy 2a: Strengthen our Culture of Student Care

Evaluation Plan: Review the different higher education climate surveys offered and pick one that will address of our needs. Administer the survey every four years to evaluate whether we have made progress.

Key Strategy 2b: Improve Data Disaggregation and Data Sharing Practices

Evaluation Plan: Implement the tool to all college departments and allow for monthly reporting and conversations. Monitor retention and completion progress as well process improvements, year over year.

Key Strategy 2c: Improve Online/Face-to-Face Learning

Evaluation Plan: The opportunity to implement the rubric will be offered to all faculty members who teach online courses for the City Colleges of Chicago district. African American student engagement, success and completion in participating online courses will be measured pre- and post-rubric implementation.

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Key Strategy 1a: Improve Satisfactory Academic Progress (SAP) Interventions	\$3,000 (\$1000/year); We will create a special project for staff member to help pilot in year 1 and implement program in year 2 & 3	Special Assignment Budget	We intend to include this into our advancement efforts in <i>intervention strategies</i> , starting in FY2021 to support funding for this effort.
Key Strategy 1b: Optimize Developmental Education	\$5,000 (\$1,600/year); Will need to engage faculty in each dev ed course	Release Time Budget	We intend to include this into our advancement efforts in <i>developmental education, foundational studies</i> , starting in FY2021 to support funding for this effort. We will also work closely with CPS to implement dev ed in high school so that more students can go straight into credit bearing courses.
Key Strategy 2a: Strengthen our Culture of Student Care	\$5,000; survey cost, research team to implement at no additional cost	Marketing Budget	We can mirror tactics and questions from this survey to produce our own survey to gather feedback in year 2 & 3.
Key Strategy 2b: Improve Data Disaggregation and Data Sharing Practices	\$2000; Tableau cost for viewer and creator licenses	Marketing Budget	We hope that departments will budget to cover Tableau viewer licenses. Otherwise, the institution will work with the District Office to figure out how we should budget for the licenses.
Key Strategy 2c: Improve Online/Face-to-Face Learning	\$1,500 (20 hours/year); leverage HWC faculty support on an implantation plan for Rubric	Release Time Budget	We intend to include this into our advancement efforts in <i>instructional support</i> , starting in FY2021 to support funding for this effort.

7. Timeline

Year 1

- Submit Final Draft of Plan (February 2020)
- Introduce/launch the final equity plan in SP20 to the entire college in a special meeting (March 2020)
- Launch Equity plan via website, dashboard including benchmarks (Summer 2020)
- State of the College review of the plan – mid-year report out (October 2020)
- Produce first-year report in Spring 2021 and send to the entire college via email (March 2021)

Year 2

- Follow-up meeting on equity plan progress and projects at the Spring SOC (March 2021)
- Mid-year report out (October 2021)
- Produce second-year report in Spring 2022 and send to the entire college via email (October 2021)
- Launch faculty and staff satisfaction survey to see “how they think the plan is going”? (December 2021)
- Survey students to see “how they think the plan is going?” (March 2022)
- Produce second-year report in Spring 2022 and send to the entire college via email (March 2022)

Year 3

- Make any adjustments to the equity plan strategies and align to internal college strategic plan updates (January 2023)
- Introduce the updated plan to the college and other stakeholders (March 2022)
- State of the College review of the plan – mid-year report out (October 2022)
- Produce third-year report in Spring 2023 and send to the entire college via email (March 2023)

Year 4

- Follow-up meeting on equity plan progress and projects at the Spring SOC (March 2023)
- Mid-year report out (October 2023)
- Launch faculty and staff satisfaction survey to see “how they think the plan is going”? (December 2023)
- Survey students to see “how they think the plan is going?” (March 2024)
- Produce fourth-year report (Spring 2024)

Year 5

- Plan/analyze for release of final report of the plan (October 2024 - February 2025); Roadshow/distribution of the report to the entire college
- Launch intuitional 5-year report that is put on to our website to inform future planning and to view major successes and outcomes (April 2025)

8. ILEA Team

ILEA Core Team

Patricia Cuevas	Associate Dean, Student Services
Charles McSweeney	Technology Integration Specialist
Sandy Vue	Assistant Director, Research and Planning
Jacquelyn Werner	Associate Dean, Advising and Transition Services
Asif Wilson	Associate Dean, Instruction

ILEA Leadership Team

Daniel López, Jr.	President
Dalila Duarte	Vice President, Academic and Student Affairs
Jacquelyn Cunningham	Faculty, ESL
Bernadette Limos	Director, Strategic Communications & Marketing

9. Glossary

Cohort – A way of grouping students to compare across a number of access, performance, persistence, and completion indicators. In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered the college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondly, we also refer to the ILEA cohort as the group of 25-member colleges and universities.

Completion Gap – The difference in college completion rates between student groups at the same college or university. ILEA is focused on the completion gap between African-American and White students, Latino/a, and White students, and low-income and higher income students (as indicated by Pell receipt).

Equity – A campus culture and environment in which every student receives the supports they need to complete their degree equitably and in a timely manner when compared to their peer in other racial or socioeconomic groups. PCC is interested in supporting ILEA cohort members as they refine how they support African-American, Latino/a, and low-income students on their campuses. This can include redesigning existing supports, creating new supports and eliminating seen and unseen barriers for student success.

Equity Plan – A roadmap that outlines how each ILEA cohort member plans to close gaps in degree attainment for low-income, African American, and Latino/a students. The ILEA Equity Plan will describe how each cohort member plans to close gaps in degree attainment for the target student groups.

Graduation Rate – The percentage of students that complete their degree. For students enrolled in community college, completing their degree in 2 years is 100% time and completing their degree in 3 years is 150% time. For students enrolled in a four-year institution, completing their degree in 4 years is 100% time and completing their degree in 6 years is 150% time. There are specific time to degree periods for analysis, goal setting, and reporting within the Equity Plan for different target populations (e.g. entering freshmen, transfer students, part-time students).

Illinois Equity in Attainment (ILEA) – A Partnership for College Completion (PCC) initiative that aims to close gaps in degree attainment among different racial and socioeconomic groups at 25 two-year and four-year public and private non-profit colleges and universities in the state of Illinois. We aim to accomplish this goal by supporting, convening, and providing targeted resources, training, and support to the 25 ILEA cohort members, and facilitating the process of developing and executing on a campus-wide equity plan.

Lagging Indicator – A metric that represents the measurement of a specific output over time. For ILEA, an example of a lagging indicator is a graduation rate, by time to degree and particular student population. Graduation rates are our ultimate goal

Leading Indicator – A metric that has evidence of being a predictor of a specific outcome. A leading indicator is often referred to as an early momentum indicator. We are interested in tracking a set of metrics that have evidence of predicting degree completion and measuring progress toward that goal. For community colleges, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion, and fall 1 to fall 2 persistence. For 4-year universities, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion in year 1, fall 1 to fall 2 persistence, credits accumulated by end of second year, and fall 2 to fall 3 persistence.

Institutional Strategy – A reform strategy that affects at least 50% of the total targeted student population that it aims to serve. For ILEA, we are interested in implementing institutional strategies we believe they have the requisite scale to significantly impact equity in degree completion.

150% Time – Refers to students' time to degree. 150% time refers to the percentage of students that complete their degree within three years for associate degree seekers and within six years for bachelor's degree seekers.

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