Illinois Equity in Attainment
Harry S Truman College
EQUITY PLAN

August 20, 2020

CITY COLLEGES *of* CHICAGO
Harry S Truman

PARTNERSHIP FOR
COLLEGE COMPLETION
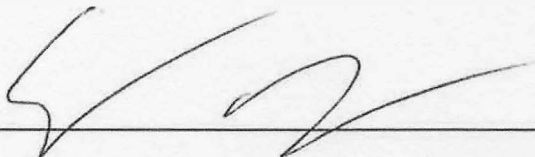*Accelerating action to close the graduation gap*

Signature Page

Harry S Truman College – City Colleges of Chicago
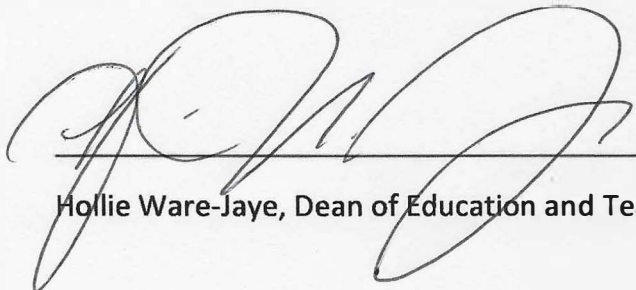
Equity Plan: 2021 - 2025

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

[Date] 8/12/2020

Dr. Shawn Jackson, President

[Date] 8/12/2020

Kate Connor, Vice President

[Date] 8/12/2020

Hollie Ware-Jaye, Dean of Education and Teacher Programs

[Date] 08/12/20

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[Date] 08-12-20

Sean Hudson, Director of Research and Strategic Planning

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Executive Summary

The launch of the Illinois Equity in Attainment (ILEA), the signature initiative of the Partnership for College Completion (PCC) is designed for institutions to develop strategies to eliminate institutional achievement gaps in academic success and completion for low-income, Latinx and Black students in Illinois by 2025. Harry S Truman College (TRC), with guidance from PCC and ongoing support from City Colleges of Chicago (CCC) district leadership, has developed an equity plan that is intended to serve as a roadmap for outlining how we will work toward closing the gaps. Our equity plan will play a significant role in advancing equity-informed practices across our college.

In developing our equity plan, we wanted to ensure that it aligned with the larger intuitional strategic plan. The equity plan was developed by drawing upon a variety of data, research, and input from faculty, staff, students, and members of the community. To that end, there were four phases to developing the equity plan:
- *Phase One*: surveying of faculty, staff, and students on their thoughts about the campus through three surveys - . (1) the Ruffalo Noel Levitz's Student Satisfaction Inventory (SSI); (2) the Achieving the Dram Institutional Capacity Assessment Tool (ICAT); and (3) the Hope Center for College, Community, Justice at Temple University's 2018 Real College Survey,
- *Phase Two*: Sharing of the findings from the survey and hosting focus groups to gather additional feedback and perspectives.
- *Phase Three*: A thorough analysis of internal student academic outcome data including course success and completion, credit accumulation, persistence, credential completion, and transfer rates.
- *Phase Four*: The assimilation of our work into separate plans including our equity plan.

Through these phases, specifically phases 1-3, we were able to determine to identify nine findings. The nine findings include:

1. Pell students are doing well at Truman, but non-Pell students are being left behind
2. Black semester credit students have low rates of fall-to-spring retention and credential completion compared to White semester credit students;
3. Black and Latinx semester credit students consistently have low rates of taking and passing college-level English and Math courses compared to White semester credit students;
4. Students expressed low satisfaction in TRC's current course schedules;
5. Faculty and staff lack the tools and training needed to address diversity and equity issues in curriculum and program planning;
6. Students do not always feel TRC has provide an opening and welcoming campus;
7. Students were mixed in their satisfaction of support services available at TRC;
8. Students face insecurity in meeting their basic needs; and

9. Data limitations prevent TRC from fully understanding our equity challenges

To address these findings, the TRC Equity Team developed some initial strategies that are ever-evolving. The strategies are grouped under four strategic goals:
1. Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff;
2. Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students;
3. Strategically leverage partnerships to enhance the campus experience of our diverse population of students; and
4. Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus

The strategies will allow us to achieve the following targets (also known as Markers of Success):

Table 1. Markers of Success for Taking and Passing College English and Math within First Year of Study

Fiscal Year	Corresponding Cohort	English					Math				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	22%	28%	40%	29%	29%	23%	23%	31%	27%	27%
FY22	Fall 2021	24%	29%	40%	30%	30%	25%	25%	32%	28%	28%
FY23	Fall 2022	26%	30%	41%	31%	31%	27%	27%	34%	29%	29%
FY24	Fall 2023	28%	31%	41%	32%	32%	30%	30%	36%	30%	30%
FY25	Fall 2024	30%	32%	41%	32%	32%	31%	31%	38%	31%	31%

Table 2. Markers of Success for Fall-to-Spring Retention

Fiscal Year	Corresponding Cohort	Part-time students					Full-time students				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	62%	65%	69%	66%	65%	76%	80%	81%	81%	77%
FY22	Fall 2021	64%	67%	70%	68%	67%	79%	81%	82%	82%	79%
FY23	Fall 2022	66%	69%	71%	69%	69%	81%	82%	83%	83%	81%
FY24	Fall 2023	69%	70%	72%	70%	70%	83%	83%	84%	84%	83%
FY25	Fall 2024	71%	71%	73%	72%	72%	84%	84%	85%	85%	85%

Table 3. Markers of Success for Credits Accumulated through first fall term

Fiscal Year	Corresponding Cohort	Part-time students earning at least 7 CH (# and %)					Full-time students earning at least 15 CH (# and %)				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	29%	30%	37%	33%	25%	20%	20%	20%	21%	21%
FY22	Fall 2021	29%	30%	37%	33%	25%	20%	20%	20%	21%	21%
FY23	Fall 2022	31%	31%	38%	35%	25%	21%	21%	21%	22%	22%
FY24	Fall 2023	32%	32%	39%	36%	25%	21%	21%	21%	22%	22%
FY25	Fall 2024	33%	33%	39%	37%	25%	22%	22%	22%	23%	23%

Table 4. Markers of Success for Credits Accumulated through first year

Fiscal Year	Corresponding Cohort	Part-time students earning at least 15 CH (# and %)					Full-time students earning at least 30 CH (# and %)				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	16%	17%	17%	33%	25%	10%	10%	10%	16%	16%
FY22	Fall 2021	16%	17%	17%	33%	25%	10%	10%	10%	16%	16%
FY23	Fall 2022	17%	18%	19%	35%	27%	11%	11%	11%	17%	17%
FY24	Fall 2023	17%	18%	19%	35%	27%	11%	11%	11%	17%	17%
FY25	Fall 2024	18%	19%	20%	37%	28%	12%	12%	12%	18%	18%

Table 5. Markers of Success for Degree or Certificate (Credential) Completed within 4 Years

Fiscal Year	Corresponding Cohort	Part-time students					Full-time students				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2017	16%	23%	29%	22%	22%	21%	36%	43%	31%	32%
FY22	Fall 2018	17%	24%	29%	23%	23%	22%	36%	43%	32%	33%
FY23	Fall 2019	18%	25%	29%	24%	24%	23%	37%	43%	33%	33%
FY24	Fall 2020	19%	26%	30%	25%	25%	23%	37%	43%	34%	34%
FY25	Fall 2021	20%	26%	30%	25%	25%	24%	38%	43%	34%	34%

In addition to our KPIs, we have also developed several leading indicators (impact measurements), to help monitor our progress. Finally, to evaluate the success of our equity plan we will include both a formative (process) and a summative (impact) evaluation to assess the success of implementing the stated strategies and progress made toward close the achievement gap among the impacted student groups. The evaluation plan is designed to ensure that implementation of the strategies will be monitored systematically and on an on-going basis to provide opportunities to make changes to strategies that are longer measurable or having little impact.

TRC has designed the equity plan to be ongoing, continuously making changes to make maximized the impact of our strategies and adjusting in areas where needed. We strive to make improvements to ensure we are closing the achievement gaps among our target groups.

1. Introduction

1a: Overview of the Illinois Equity in Attainment Initiative

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 twenty-five (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 socioeconomic 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, Latinx and Black students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort of twenty-five (25) colleges and universities who have volunteered to be members of ILEA, PCC will offer direct support and resources to the 25 throughout the initiative. 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 have committed 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 have conducted a deep analysis of their institutional data, developed equity plans that contain annual growth targets, and created a reporting cadence of their progress toward their goals, which will be shared publicly. The colleges have also work to identify obstacles students face and developed programs and policies that will 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 Latinos, 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 benefit 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.

2. Institutional Overview

2a. Harry S Truman College, one of the City Colleges of Chicago

Harry S Truman College (TRC), one of the seven City Colleges of Chicago (CCC), is a public, two-year college and Hispanic-serving institution (HSI) in Chicago, Illinois. It is located in one of the Northside of Chicago's most diverse and vibrant communities, Uptown.

Founded in 1956 as an "evening college" at Amundsen High School, the college was the result of community outcry for a two-year college for the then economically ailing and under-resourced community areas on Chicago's Northside. The college would quickly outgrow its location and moved in 1961 to a former elementary school on Wilson Avenue with 4,000 day and evening students. By 1976, the continued growth of the college resulted in the construction of a permanent campus at its present location.

Today, TRC prepares students, professionals, and the community for an ever-changing global and diverse economy through the delivery of a high-quality, innovative, affordable, and accessible education.

Academic Programs

As a two-year college, students at TRC can earn credit towards an associate degree and certificate. Currently, students can earn a postsecondary credential in one of the following:

1. Associate of Applied Science (AAS)
2. Associate of Arts (AA)
3. Associate of General Studies (AGS)
4. Associate of Engineering Science (AES)
5. Associate of Science (AS)
6. Advanced Certificate (AC)
7. Basic Certificate (BC)

Degrees and certificates can be earned at TRC and the other six City Colleges in one of more than 180 programs including, music education, cosmetology, and child development. For professionals, the community, and other interested individuals, TRC offers a variety of continuing education classes throughout the academic year.

> **Harry S Truman College Mission Statement**
>
> **Our Mission** dedicates us to deliver high-quality, innovative, affordable and accessible educational opportunities and services that prepare students for a rapidly changing and diverse global economy.
>
> **Our Vision** guides us to enrich the quality of life of our students and the community we serve through creative responses to educational, economic, social and global changes.
>
> **Our Core Values** define us through integrity and commitment, responsibility and accountability, respect and fairness and diversity and inclusiveness.

The college also hosts several adult education programs including the General Educational Development (GED) and the English as a Second Language curriculum. TRC has the largest adult

education learner population across all colleges in the CCC district, serving more than 6,000 students annually.

Another unique program offered at the college is Truman Middle College (TMC), an extension of the Youth Connection Charter Schools system. TMC is an alternative high school opened to 17- to 21-year old students who dropped out of high school but wish to earn a high school diploma. Students take classes that prepare them for careers and college. TMC also provides students the opportunity to earn dual credit – college credit equivalent high school courses– in addition to taking college courses at TRC as part of their education.

In 2011, CCC realigned each of its seven colleges to serve as a "Center of Excellence" for specific industries to better prepare students, professionals, and the community for specific careers upon completion of a degree or certificate program. As a result, TRC was named the Center of Excellence in Education, Human, and Natural Sciences.

2b. Campus Demographics

Students

Historically, the adult education program made up the bulk of TRC's total student enrollment. In the academic year of 2019-2020, more than half (53 percent) of TRC students were enrolled in adult education programs while another 46 percent were enrolled in semester credit courses (Figure 1). Also, 58 percent of all students were females while another 41 percent were males, this varies by instructional area (Figure 2).

Figure 1. 2019-2020 Truman College Unduplicated Headcount by Instructional Area
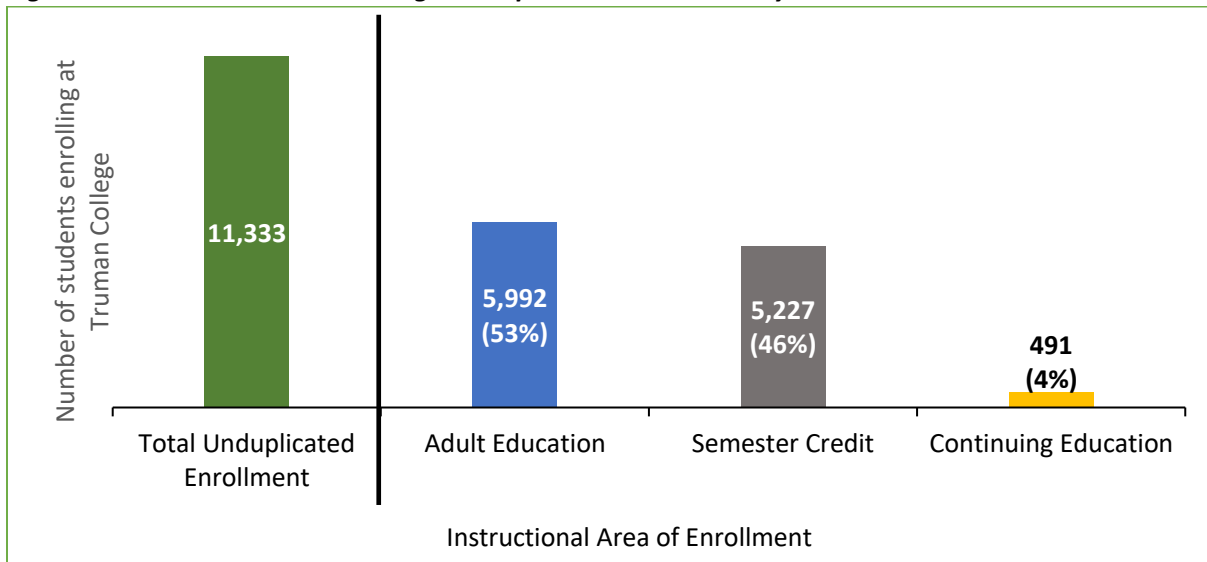
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Figure 2. 2019-2020 Truman College Unduplicated Headcount by Instructional Area and by Gender
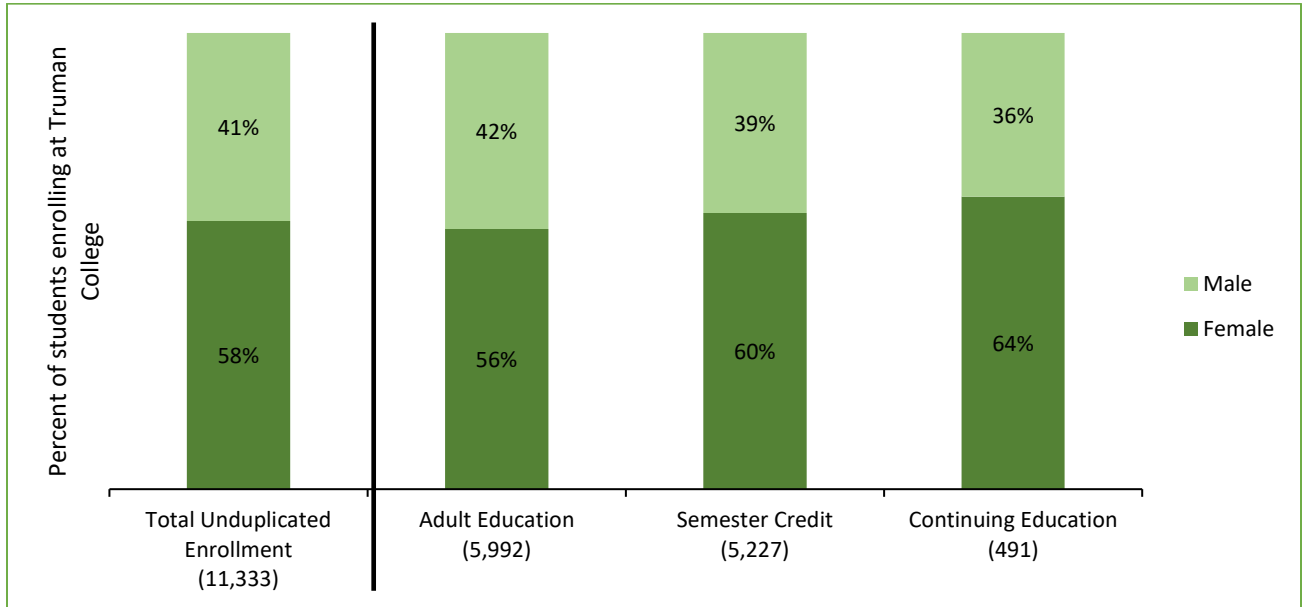
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Additionally, TRC is designated as a Hispanic Serving Institution (HSI) by the U.S. Department of Education. During the 2019-2020 academic year, 33 percent of enrolled semester credit students identified as Latinx, while another 27 percent identified as Black and 22 percent identified as White (Figure 3). By virtue of its location, TRC also remains one of the most diverse student bodies among CCC. TRC semester credit students come from over 160 countries and speak more 90 languages.

Figure 3. 2019-2020 Unduplicated Semester Credit Students at Truman College by Ethnicity
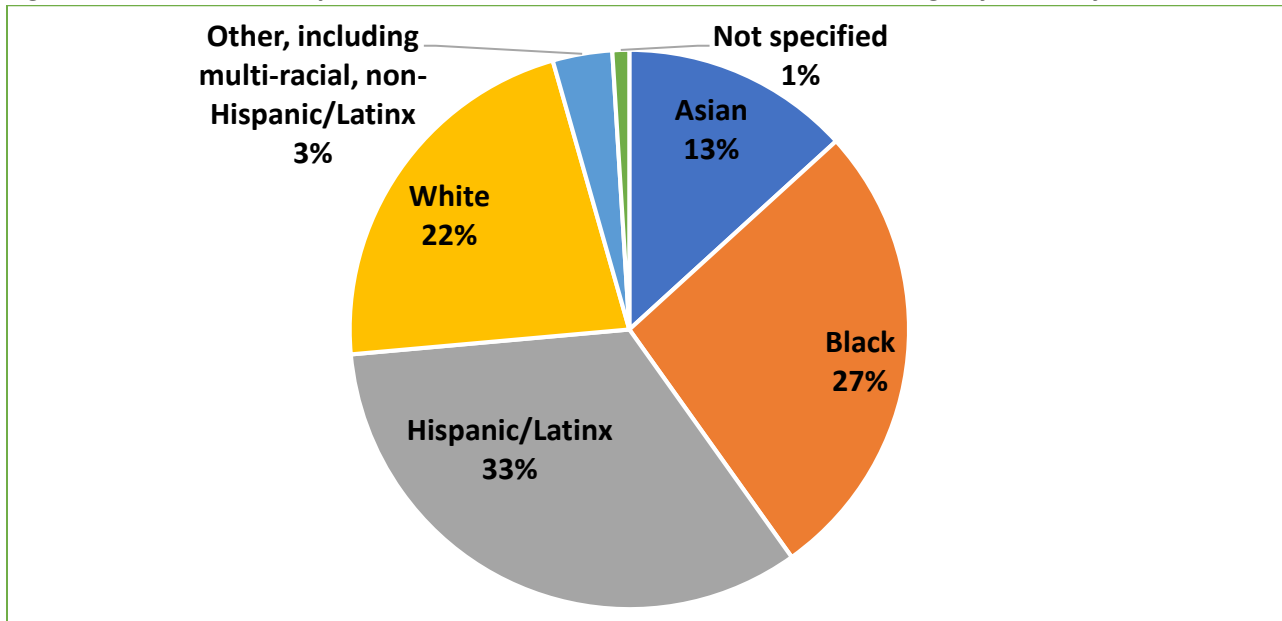
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

3. Purpose of Equity Planning

3a. Equity Statement

Harry S Truman College (TRC) embraces an institutional culture that is reflective of and responsive to the diverse communities we serve. We strive to foster an environment where students, faculty, and staff feel safe and supported in exploring, naming, and learning about each other's own identify and community.

We are dedicated to meeting the needs of everyone at our institution, especially those who have been historically underserved and marginalized in higher education, through the intentional development and review policies, practices, and values within an equity-conscious framework. We are committed to intentionally having reflective and collaborative conversations that mobilize diverse viewpoints and life experiences, cultivate true and inclusive partnerships, and recognize and unpack complexity while seeking honest, straight-forward solutions.

At TRC, we celebrate and promote diversity, inclusion, and equity because we believe that is what makes the college the institution it is today and beyond.

3b. Purpose of the Equity Plan

With guidance from PCC and ongoing support from CCC district leadership, the Equity Plan is intended to serve as a roadmap for outlining how we will work toward closing gaps in degree completion for low-income, first-generation, Black, and Latinx students. Due to the persistence and size of the equity gaps across colleges and universities in Illinois, this initiative led by PCC prioritizes urgent action on equitable degree completion outcomes for students across racial and socioeconomic groups. Those target student groups where most equity initiatives will focus include:

- Black students and White students
- Latinx students and White students
- Students receiving Pell grants and students not receiving Pell grants

TRC is committed to increasing access to our college while providing a quality educational experience for all our students, especially those who have been historically underserved and underrepresented in higher education. Our equity plan will play a significant role in advancing equity-informed practices across our college.

Additionally, TRC recognizes that our students often come from low-income backgrounds, different countries, and are non-native English speakers, and as such, have a diverse cache of strengths including a strong commitment to completing their studies. However, it is also true that our students have a diverse array of challenges that are not only academic, but non-

academic as well. Additionally, we recognize that intersectionality is and will continue to be an integral framework for how we approach our equity work. Our students have many identities that influence who they are and how they experience the world. This, in turn, will affect how they interact with our college.

As our equity plan will acknowledge, TRC has learned through analysis of internal data, surveying of faculty, staff, and students, and anecdotal conversations through focus groups and working groups, that students are experiencing multiple barriers that hinder their success – both inside and outside of the classroom. This has prompted TRC to look more closely into potential impediments to persistence and credential completion. However, we recognize our limitations. In thinking about intersectionality, for example, our analysis is limited to demographic data captured by the CCC student information systems.

TRC's equity plan will serve as an opportunity to address the inequities students face while also providing our faculty and staff the tools needed to better serve all students, especially our targeted student groups. As a college, we must take responsibility of the success and experience of our students and hold ourselves accountable through evaluation of our strategies, initiatives, and practices.

We created a framework for developing and implementing strategies for addressing the inequities at TRC. The strategies are grouped under four goals:
1. Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff;
2. Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students;
3. Strategically leverage partnerships to enhance the campus experience of our diverse population of students; and
4. Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus.

As we dive deeper into our equity plan, it is worth mentioning a few key pieces.

First, our equity plan only focuses on students enrolled in semester credit programs and who are seeking a credential or wishing to transfer to a four-year institution. While we have a large adult education program, the ILEA initiative requires strategies for addressing inequities in seeking a credential or transferring to a four-year college or university. We recognize that inequities have and continue to exist in adult education programs. We have developed strategies, not listed in this plan, that seek to address those issues.

Secondly, we have opted to use the term, "Black" rather than "African-American" to describe some students of color. TRC's overall student population has a large number of immigrants, refugees, and international students due to our location in the Uptown community. In Uptown, there are several non-profit organizations that directly serve the immigrants and refugee community. Individuals from these communities tend to enroll at TRC, and therefore it would be irresponsible to assume every Black student in our credit program identify as "African-

American." Also, our current data collection processes does not provide the opportunity for Black students to identify their ethnicity, presenting additional barriers to properly report on only African-American students.

Finally, we are opting to use the term "Latinx" rather than "Hispanic/Latino." After some consultation with faculty, staff, and students, we decided that this was the most appropriate term to use for this report.

4. Rationale: Our Current State of Inequities

4a. Campus Engagement: Developing the Equity Plan

In developing the equity plan, we wanted to ensure that it aligned with the larger intuitional strategic plan. The equity plan was developed by drawing upon a variety of data, research, and input from faculty, staff, students, and members of the community. To that end, in fall 2018, President Shawn Jackson formed the strategic planning working group to start crafting a roadmap for building out the various plans. There were four phases to developing the equity plan.

The first phase of engagement was the surveying of faculty, staff, and students on their thoughts about the campus. In fall 2018, three surveys were administered: (1) the Ruffalo Noel Levitz's Student Satisfaction Inventory (SSI), a survey measuring how satisfied students are with the college and its services as well as what issues are important to them; (2) the Achieving the Dram Institutional Capacity Assessment Tool (ICAT), a survey designed to identify the emerging needs of the campus to improve student success – especially low-income students and students of color; and (3) the Hope Center for College, Community, Justice at Temple University's 2018 Real College Survey, an assessment evaluating the basic needs security among college students including access to affordable housing and food. The SSI and ICAT surveys were led by district leadership at CCC while the Real College Survey was led by the Hope Center.

The second phase of our engagement involved the sharing of the findings from the survey and conducting focus groups to gather additional feedback and perspectives. For the SSI survey, the Vice President of Truman, Kate Connor, held meetings with deans, department chairs, and administrators to talk through the results and identify preliminary strategies for addressing the issues. At the end of the meetings, several ideas for strategies and initiatives were collected to be used to inform the strategic plan and equity plan. For the ICAT survey, the President and Vice President held "Equity Cafes" in conjunction with ILEA, to review and discuss the results of the survey. The discussions centered on celebrating TRC's strengths, identifying areas where our institution can be improved, and proposing action steps to build capacity in seven areas: Leadership & Vision, Data & Technology, Equity, Teaching & Learning, Engagement & Communication, Strategy & Planning, and Policies & Practices. Finally, for the 2018 Real College Survey, CCC held an event at TRC to share the results of the survey to all City Colleges and the public. In addition, TRC shared our college-specific results during conversations with faculty, staff, and students.

The third phase of our engagement included an analysis of internal student academic outcome data including course success and completion, credit accumulation, persistence, credential completion, and transfer rates. The analysis was led by the Decision Support Department at the CCC district office and reviewed by TRC Office of Research and Strategic Planning. Analysis was done comparing outcomes, where applicable, with the target student population. The Office of Research and Strategic Planning worked closely with the Decision Support Team at CCC-District

Office to analyze and interpret the data. Also, the Office of Research and Strategic Planning relied on external data sources to inform its discussion with TRC administrators, faculty, staff, and students including an environment scan conducted by Northern Illinois University's Center for Government Studies.

The final phase of our engagement involved the assimilation of our work into separate plans including our equity plan. In summer and fall 2019, TRC began sharing the equity plan with faculty, staff, and students to gather additional feedback on our goals and strategies. This process is ongoing and has continued to shape the revisions of our strategies. Ultimately, TRC's equity plan will be a living document that is continuously collecting additional data and information to allow for opportunities for us to obtain feedback, make corrections and/or revisions to existing strategies to maximize their effectiveness in closing the equity gaps among our student populations.

The next section ("4b. Review of the TRC Equity Analysis") will lay out what the equity data told us about student success and outcomes. The following section ("4c. Key Takeaways of the Equity Analysis) will outline the main findings and provide more context for why student success and outcomes for Black and Latinx students are low compared to White students.

4b. Review of TRC Equity Analysis

African-American Students

Over the last five academic years, the number of Black semester credit students have been enrolling at the same pace as the overall semester credit population. From 2014-2015 academic year to 2018-2019 academic year, the number of Black semester credit students declined by over 37 percent compared to a 33 percent decline of the overall semester credit population (Figure 5). The enrollment decline of Black students is similar to population declines seen throughout the City of Chicago. According to a 2019 report from the Great Cities Institution of the University of Chicago, Chicago's Black population has declined by 32.9% from 2013-2017.[1]

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[1] Wilson, M.D. and Linares, A. (2019). Fact sheet: Black population loss in Chicago. Great Cities Institute, University of Illinois at Chicago. Retrieved from https://greatcities.uic.edu/wp-content/uploads/2019/08/Black-Population-Loss-in-Chicago.pdf

Figure 5. Number of Black Semester Credit Students at Truman College by Academic Year
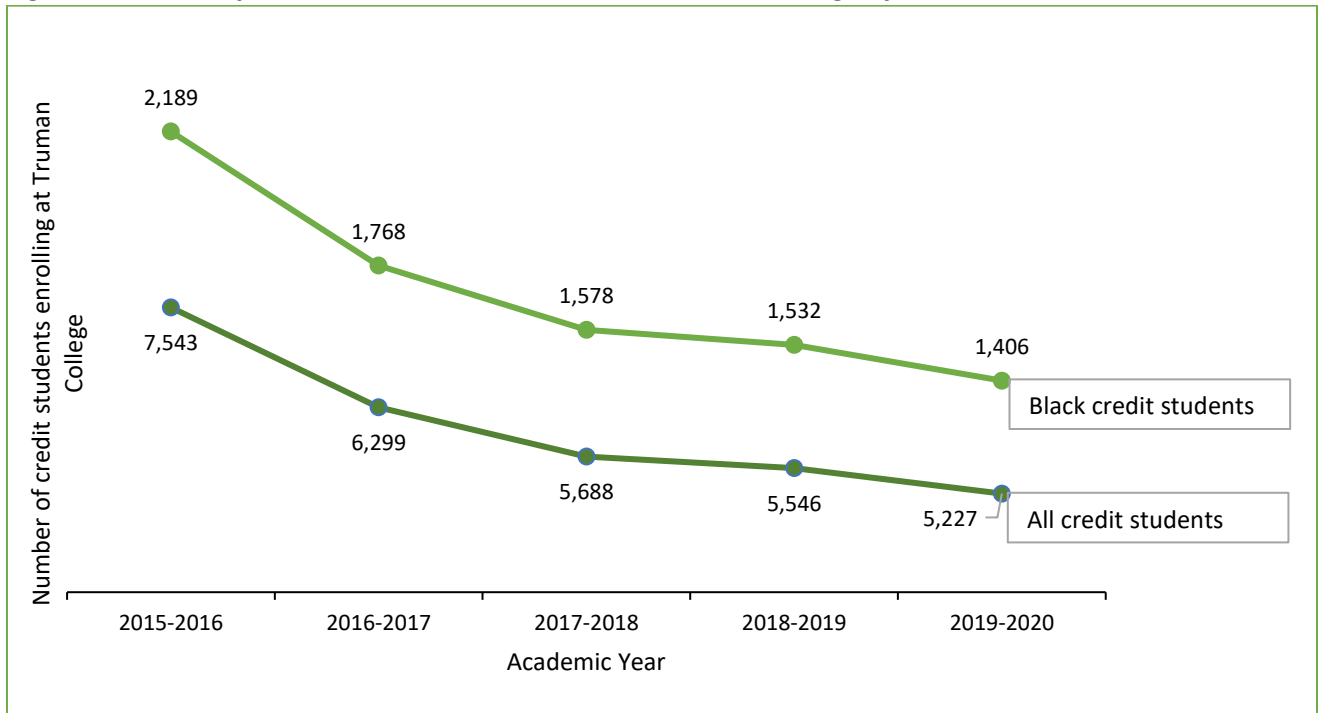
Source: OpenBook, Student Terms/accessed and analyzed 07-07-20

Latinx Students

Over the last five academic years, the number of Latinx semester credit students have been declining slower than the overall semester credit population. From 2014-2015 academic year to 2018-2019 academic year, the number of Latinx semester credit students declined by over 22 percent compared to a 33 percent decline of the overall semester credit population (Figure 6).

Figure 6. Number of Latinx Semester Credit Students at Truman by Academic Year
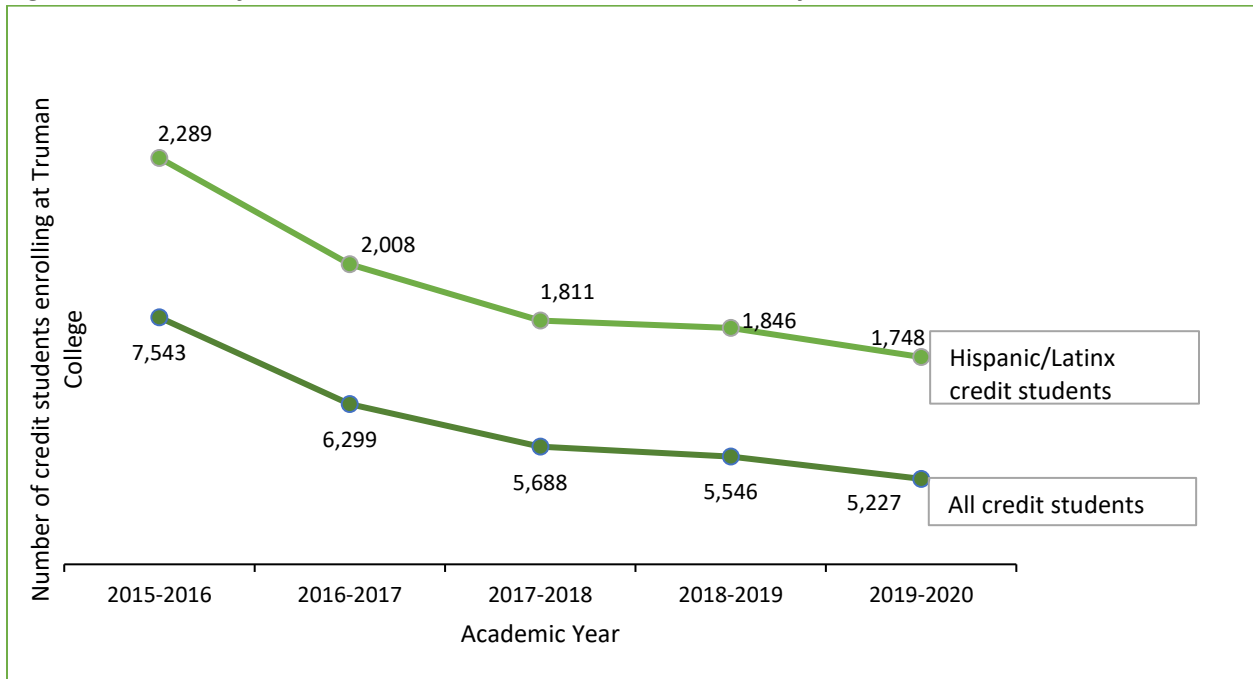
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Students receiving Pell Grants

To receive a Pell grant, students must be enrolled in approved semester credit programs that will lead to a credential or transfer to a four year institution. Historically, between 30 and 35 percent of semester credit students have received Pell. In the 2018-2019 academic year, 31 percent of all semester credit students received a Pell grant. The majority of Pell students were Black (39 percent) followed by Latinx (30 percent) and White (13 percent).

While the proportion of Black and White semester credit students receiving Pell has remained relatively the same, a different experience is being seen with Latinx students. Since the 2015-2016 academic year, there was a 27 percentage point increase in the proportion of Latinx semester credit students receiving Pell (Figure 7).

Figure 7. The Percentage of TRC Semester Credit Students Receiving Pell by Ethnicity by Academic Year
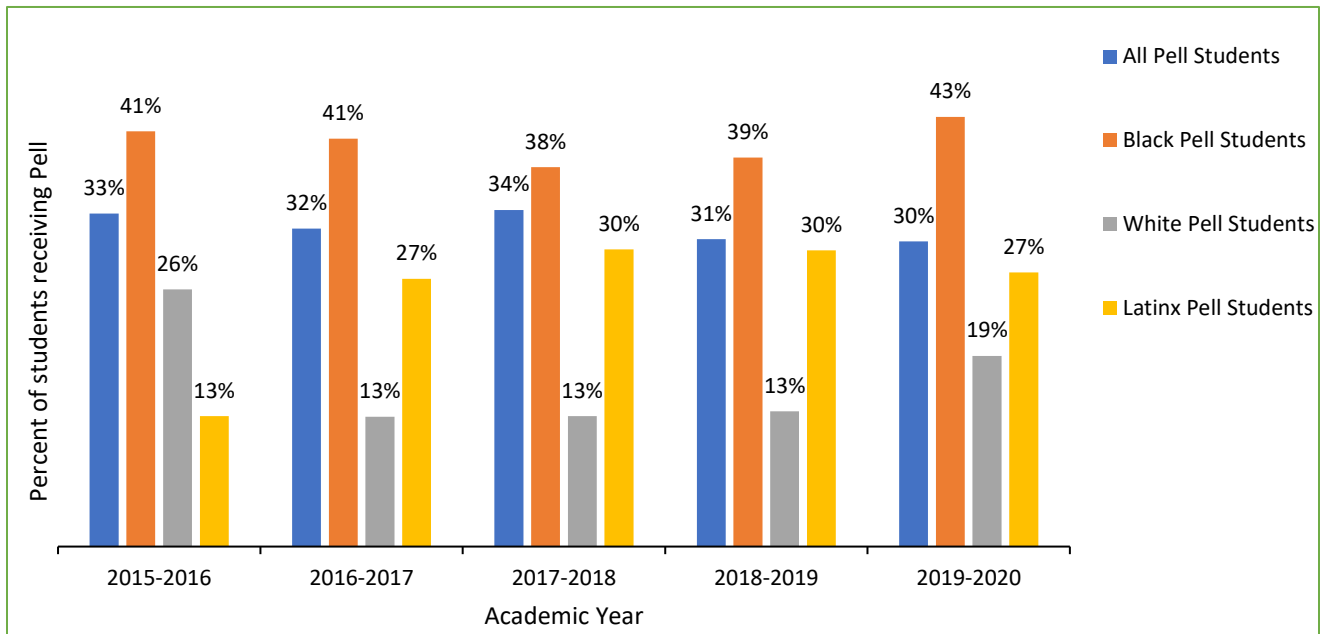
Source: CS9, Awards by Term; OpenBook, Student Terms/accessed and analyzed 07-21-20

Gateway Course Completion

Gateway courses are foundational courses for a program of study and are transferrable to a four-year institution. At TRC, the most common courses that nearly all semester credit students are required to take and pass are college-level English and math. As part of CCC's key performance indicator, TRC uses a cohort model to track the rates of new credit students taking and passing college-level English and Math within their first year of study. To be part of the cohort, a TRC student must be newly enrolled in a credit program in a given fall term and seeking a credential. Students are excluded if they transferred into TRC and/or previously earned college credit for Math/English at another college or through PLA including, IB, AP, or CLEP. Students have three academic terms (fall, spring, and summer) in their first year to take *and* pass a college-level English and/or math course.

Taking and Passing College-Level English

We examined taking and passing rates for college-level English courses. We found that Black students consistently underperformed in taking and passing college-level English compared to both Latinx and White students. In most cases, there was more than a 20 percentage point difference between Black and White semester credit students. We also found that there was a large gap in taking and passing college-level English between Latinx and White semester credit students. In more recent cohorts, the gap has widened by more than 12 percentage points. Most of the gap, however, can be explained through the small sample size of White students compared to Black and Latinx students. For example, for the fall 2018 cohort, there were only 61 White semester credit students in our sample compared to 220 Black and 221 Latinx

semester credit students. Though, we acknowledge that the noticeable gap between Black and Latinx students is something that must also be taken into consideration (Figure 8).

Figure 8. Percentage of Semester Credit Students Taking and Passing College-Level English Courses Within First Year of Study by Academic Term Cohort and by Ethnicity
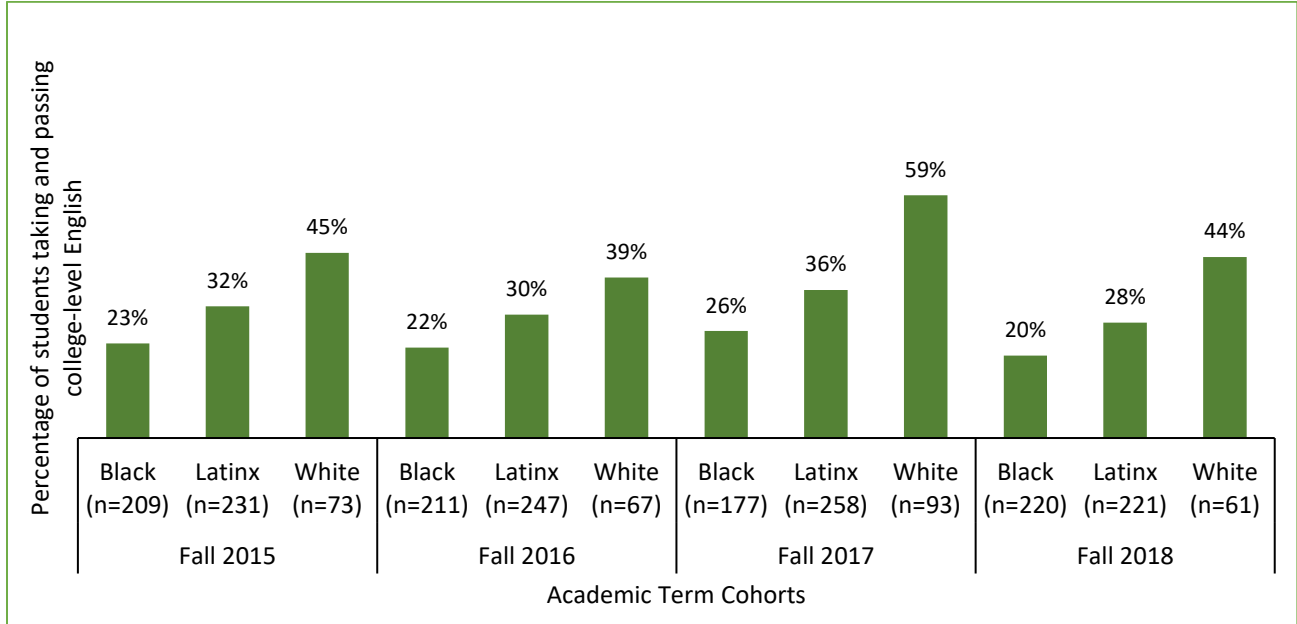
Source: OpenBook, Student Classes/accessed and analyzed 07-21-20

The taking and passing college-level English within the first year of study for Pell students was strikingly different. In fact, there was an opposite achievement gap happening for most cohorts: Pell students consistently outperformed non-Pell students. The gap closed, somewhat, for the fall 2018 cohort where there was a 1 percentage point difference (Figure 9).

Figure 9. Percentage of Semester Credit Students Taking and Passing College-Level English Courses Within First Year of Study by Academic Term Cohort and by Pell status
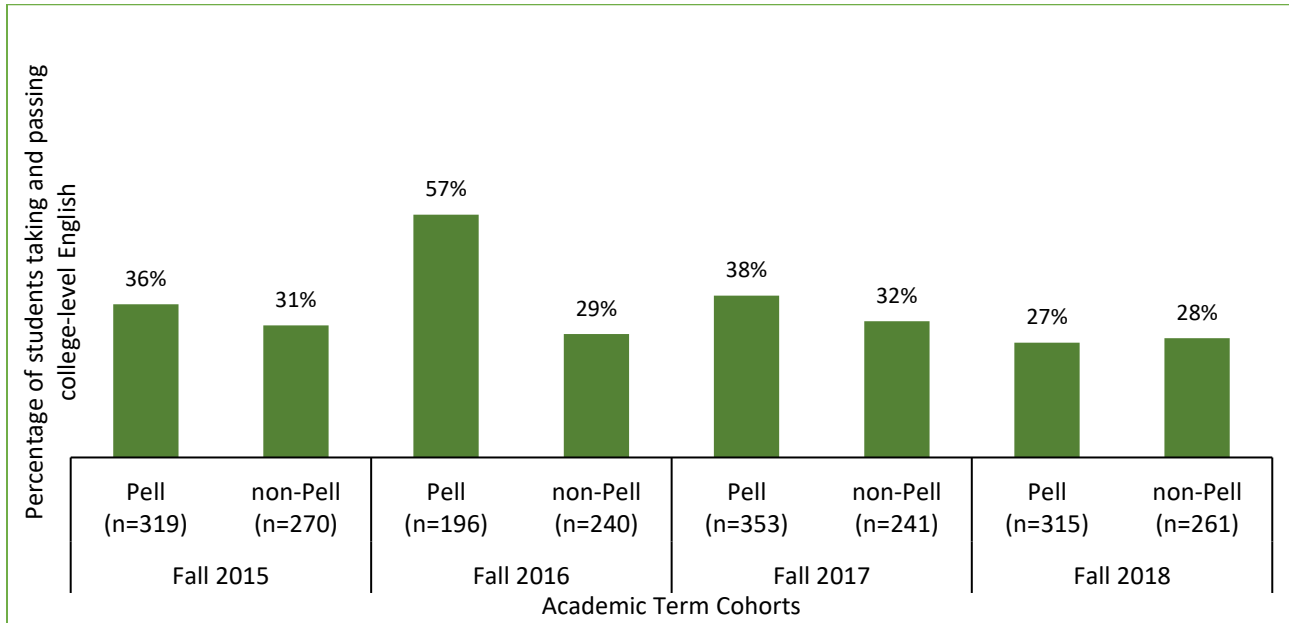
Source: OpenBook, Student Classes/accessed and analyzed 07-21-20

Taking and Passing College-Level Math

We also examined taking and passing rates for college-level math courses. We found that Black students also consistently underperformed in taking and passing college-level math compared to both Latinx and White students. This gap, however, nearly closed for Black and Latinx students in the fall 2018 cohort but was still present between them and White students. From fall 2015 to fall 2016, the achievement gap between Latinx and White students was small when comparing the gap between Black and White students. A noticeable gap is seen in fall 2017, where 44% of White students took and passed a college-level math courses within their first year of study compared to Black and Latinx students. Again, the gaps must be examined within the wider context of the sample sizes: the sample size for White students in each cohort is small compared to the sample size of Black and Latinx students (Figure 10).

Figure 10. Percentage of Semester Credit Students Taking and Passing College-Level Math Courses by Academic Term Cohort and Ethnicity

Source: OpenBook, Student Classes/accessed and analyzed 07-21-20

We also examined the taking and passing rates of college-level math within the first year of study between Pell and non-Pell students. Again we find an interesting trend: Pell students consistently outperformed (or performed at the same rate) as non-Pell students. The achievement gap nearly disappears for the fall 2018 cohorts (Figure 11).

Figure 11. Percentage of Semester Credit Students Taking and Passing College-Level Math Courses by Academic Term Cohort and Pell status

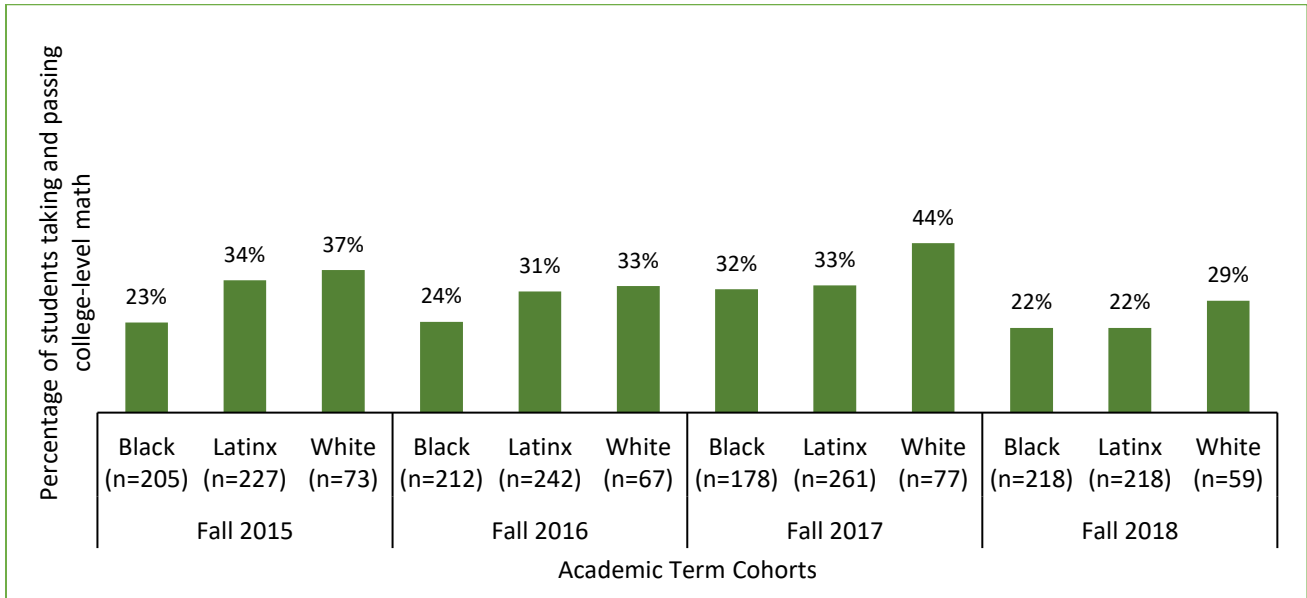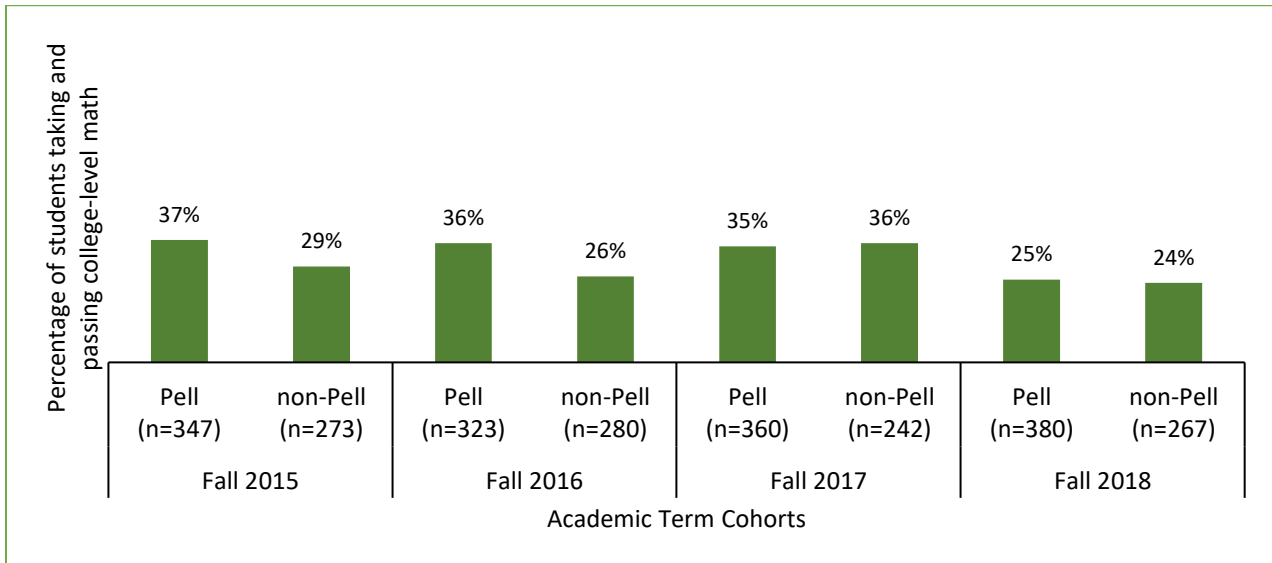Source: OpenBook, Student Classes/accessed and analyzed 07-21-20

Fall-to-Spring Retention

We examined the fall-to-spring retention rates for Black, Latinx, and White semester credit students as well Pell and non-Pell semester credit students. We know, anecdotally, that part-time semester credit students tend to have lower rates of retention compared to full-time students. However, we have never examined the data by ethnic groups or by Pell status.

Part-time students

The analysis shows that from fall 2015 to fall 2018, there was a narrow gap in fall-to-spring retention rates between Latinx and White students. However, there was a significant gap between Black students and Latinx and White students. In fact, the gap was most pronounced in fall 2018. However, by fall 2019, the gap not only narrowed considerably, but significantly improved (more on this in section 4c: Key Takeaways from Equity Analysis) (Figure 12).

Figure 12. Fall-to-Spring Retention for Part-time Semester Credit Students by Academic Term Cohort and Ethnicity
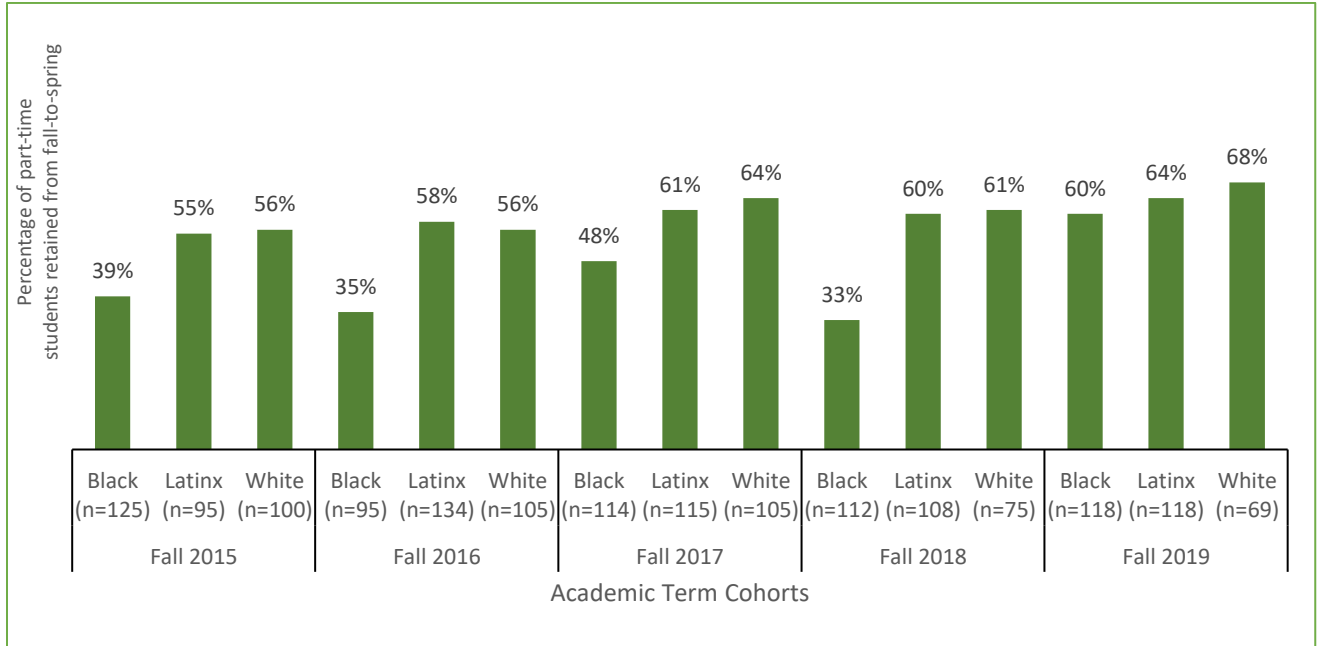
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

When examining the fall-to-spring retention rates between part-time Pell and non-Pell students, we discover yet another interesting finding: Pell students consistently had higher rates of retention compared to non-Pell students. The gap, however, nearly disappears by fall 2019 (Figure 13).

Figure 13. Fall-to-Spring Retention for Part-time Semester Credit Students by Academic Term Cohort and Pell status

Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Full-time students

While the fall-to-spring retention rates for full-time credit students were high across all groups, gaps still existed. Black students consistently had lower retention rates compared to Latinx and White. Fall-to-spring retention stayed flat (between 63 percent to 69 percent) for Black students until fall 2019, when it jumped to 73 percent (more on this in section 4c: Key Takeaways from Equity Analysis). There was also a gap in the fall-to-spring retention rates for Latinx and White students. However, by fall 2019, their rates were similar. (Figure 12).

Figure 14. Fall-to-Spring Retention for Full-time Semester Credit Students by Academic Term Cohort and Ethnicity

Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

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When examining the fall-to-spring retention rates between full-time Pell and non-Pell students, we find that they consistently had higher rates compared to non-Pell students (Figure 15). The gap, however, narrows by t fall 2019

Figure 15. Fall-to-Spring Retention for Full-time Semester Credit Students by Academic Term Cohort and Pell status
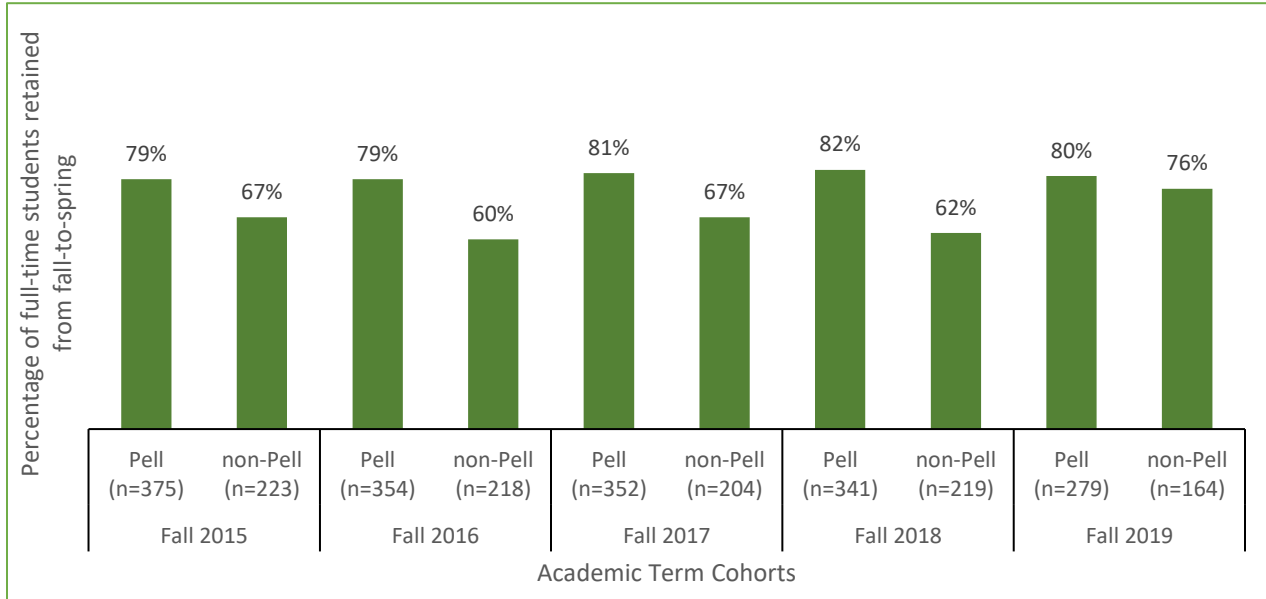
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Credential Completion

We examined credential (degree and/or certificate) completion within 4 years for new-to-credit full/part-time students in fall 2014 and fall 2015. These are the only two cohorts where data is most recent.

Both full-time and part-time Black students earned a credential within 4 years at significantly lower rates than both Latinx and White students. For example, only 12 percent of part-time Black students in the fall 2015 cohort earned a credential within 4 years compared to 22 percent of part-time Latinx students and 28 percent of White students.

The analysis also shows that both full-time and part-time Latinx students earned a credential at a higher rate than White students. However, for the 2015 cohort, Latinx was earning a credential at a much lower rate. The gap was wider for full-time Latinx students in the fall 2015 cohort.

Figure 12. Degree or Certificate within 4 years by Fall Cohort Status and Ethnicity

Percentage of students earning a credential in 4 years

	Black (n=124)	Latinx (n=124)	White (n=155)	Black (n=101)	Latinx (n=88)	White (n=82)	Black (n=273)	Latinx (n=191)	White (n=123)	Black (n=186)	Latinx (n=191)	White (n=51)
	21%	25%	22%	12%	22%	28%	18%	28%	22%	21%	36%	43%
	Fall 2014			Fall 2015			Fall 2014			Fall 2015		
	Part-time students						Full-time students					

Academic Term Cohorts
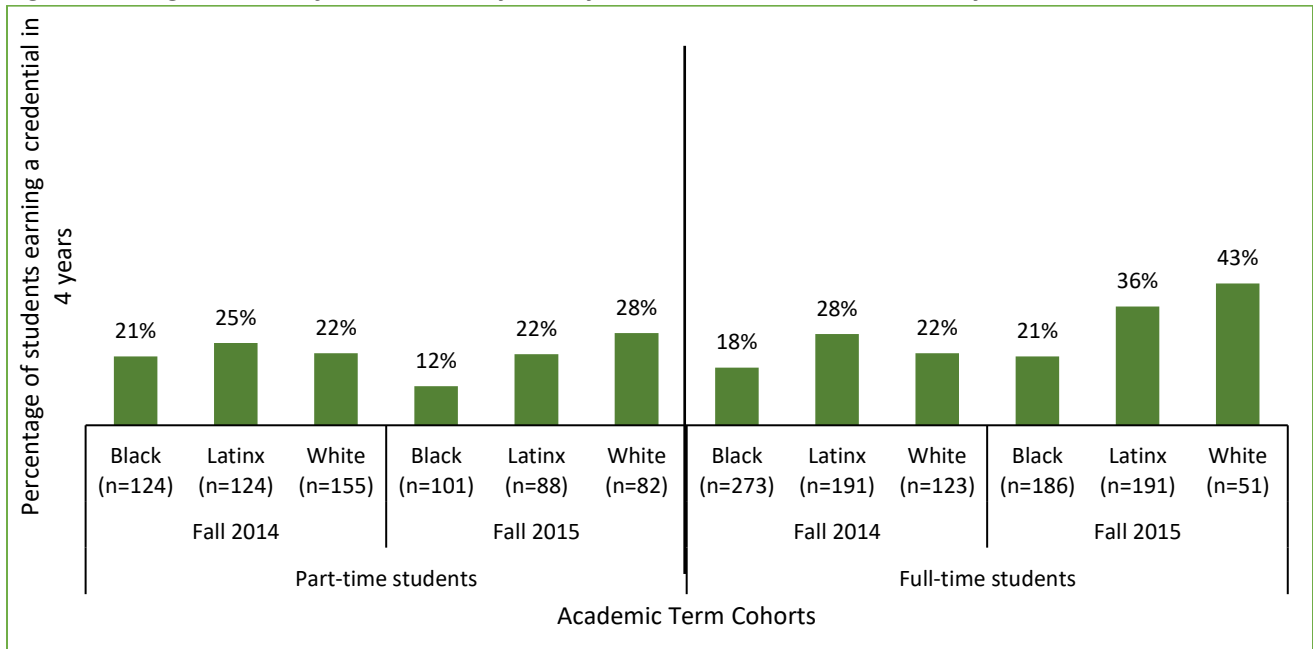
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

While there was a gap in credential completion for both full-time and part-time Pell and non-Pell students in the fall 2014 cohorts, the gap disappears in the following cohort. In fact, part-time Pell students in the fall 2015 cohort earned a credential at the same rate as their non-Pell peers.

Figure 12. Degree or Certificate within 4 years by Fall Cohort Status and Pell status

Percentage of students earning a credential in 4 years

	Pell (n=145)	non-Pell (n=372)	Pell (n=105)	non-Pell (n=224)	Pell (n=496)	non-Pell (n=210)	Pell (n=328)	non-Pell (n=191)
	22%	32%	20%	20%	27%	37%	30%	31%
	Fall 2014		Fall 2015		Fall 2014		Fall 2015	
	Part-time students				Full-time students			

Academic Term Cohorts
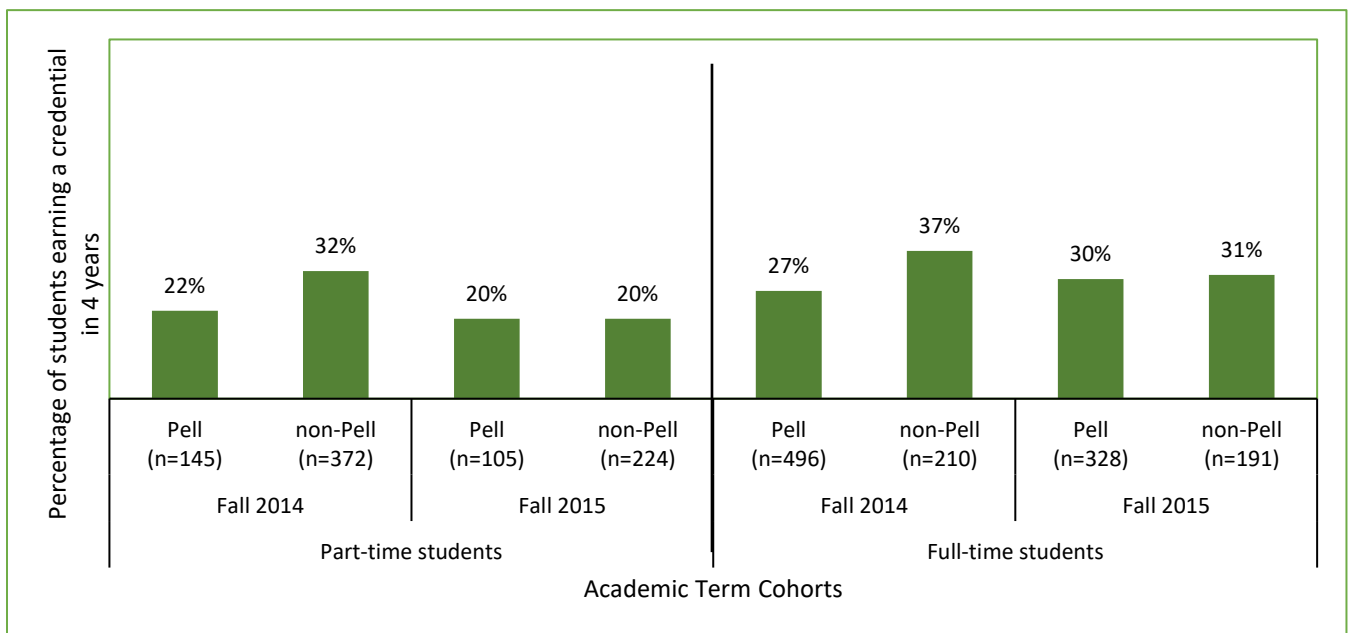
Source: OpenBook, Student Terms/accessed and analyzed 07-21-20

Staffing Analysis

While the student population of TRC is quite diverse, we acknowledge that such diversity is not necessarily reflected in the makeup of our workforce. During the 2018-2019 academic year, 40 percent of the total workforce at TRC was White while another 30 percent was Black and 15 percent was Hispanic/Latino. The demographics varied when examining by job category. For example, of full-time faculty, about 45 percent were White while another 21 percent were Latinx and 13 percent Black (Table 1).

Table 1. Ethnicity breakdown of staff, administration, part-time lecturers, and full-time faculty

Job Category	Asian	Black	Latinx	White	Other
Administration	6%	35%	13%	45%	0%
Staff	13%	32%	18%	35%	1%
Full-time Faculty	16%	13%	21%	45%	5%
Part-time Lecturers	14%	29%	6%	47%	5%
% of Total Workforce	**13%**	**30%**	**15%**	**40%**	**2%**

Source: City Colleges of Chicago OpenBook database, accessed 7/31/2019

4c: Key Takeaways from Equity Analysis

As mentioned earlier, TRC underwent an intentional process to engage different stakeholders to develop our equity plan. The equity analysis data, the various surveys, and the follow-up discussions have allowed us to be reflective over the challenges our students face to achieving academic success. This has all lead to eight findings. The eight findings include:

1. Pell students are doing well at Truman, but non-Pell students are being left behind
2. Black semester credit students have low rates of fall-to-spring retention and credential completion compared to White semester credit students;
3. Black and Latinx semester credit students consistently have low rates of taking and passing college-level English and Math courses compared to White semester credit students;
4. Students expressed low satisfaction in TRC's current course schedules;
5. Faculty and staff lack the tools and training needed to address diversity and equity issues in curriculum and program planning;
6. Students do not always feel TRC has provide an opening and welcoming campus;
7. Students were mixed in their satisfaction of support services available at TRC;
8. Students face insecurity in meeting their basic needs; and
9. Data limitations prevent TRC from fully understanding our equity challenges

Below are more details about each of the eight findings and current efforts to address them.

Finding 1: Pell students are doing well at Truman, but non-Pell students are being left behind

An unexpected finding of our equity analysis is how well Pell students are performing academically. Studies from researchers have shown that students receiving Pell have struggled academically and have low retention and credential completion rates compared to their non-Pell peers.[2] However, our analysis shows that this is not the case. In fact, the opposite is happening: non-Pell students are struggling academically.

There are some explanations for this. For one, most of Truman Pell students qualify for and receive services through the Student Services Support (SSS) - TRIO program. The TRIO program refers to three federal outreach and student services programs, Upward Bound, Talent Search, and Student Support Services. Colleges and universities are given grants to identify and provide services for individuals from disadvantaged backgrounds – which nearly all Pell students are. Part of the services they receive include specialized tutoring, a dedicated advisor, and student events designed to support them in and out of the classroom. Many non-Pell students do not qualify to receive services through TRIO – although they do have access to other supportive services at Truman.

To be sure, there are other reasons for the high performance of Pell students. However, what the analysis makes clear is that a deep dive into data is needed to understand what is making these students unique so that non-Pell students are not being left behind.

Finding 2: Black and Latinx semester credit students have low rates of fall-to-spring retention and credential completion compared to White semester credit students

An important finding of our analysis is that Black and Latinx semester credit students have much lower rates of retention and credential completion compared to their White peers. Over the years, we have explored the reasons why this may be the case. Some of the reasons we have found lie in students' lack of college readiness, limited financial support, and inconsistent use of academic supports.

As mentioned earlier, the retention rates for Black students (and other groups of students) increased significantly by fall 2019. Most of this increase can be attributed to the new payment deadline satisfaction (PDS) policy implemented by CCC in summer 2019. The policy requires students to demonstrate a way to pay for tuition within three days of registering for classes. Previous analysis of our internal data show that as much as 16 percent of semester credit students owe money to CCC by the end of the term. This makes them ineligible to return for the next semester until they pay off their bad debt. The new PDS policy removes this issue. However, this has the unintentional consequence of locking out students who are unable to afford to make a payment toward tuition in the allotted time.

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[2] Woo, J.H. (200). The impact of Pell grants on academic outcomes for low-income California community college students. MPR Associates Research Brief.

Research has consistently shown that persistence has a direct impact on credential completion. As such, we have implemented several strategies to increase retention rates of semester credit Black and Latinx students. In spring 2019, President Dr. Shawn L. Jackson selected specific administrators to improve the college's enrollment and retention rates. The Director of Enrollment Management was chosen to oversee the new student enrollment committee, and the Dean of Student Services was elected to oversee TRC's retention committee. These working groups are comprised of directors who manage a specific group of students, i.e. college success courses, athletics or student clubs, which would be the focus to boost retention. Each director developed key performance indicators, or KPIs, to monitor on a monthly basis. With identified student groups and KPIs in place, directors were able to employ strategies to ensure enrollment for the following semester. Many of our Black and Latinx semester credit students belong to one or more of these specific student groups. The committee allow us to target those students for strategies that are unique to their needs.

Some additional strategies have included using the GradesFirst software as an Early Alert system to help identify and support students during each semester. The system allows us to identify and reach out to students who have been identified by their professors as struggling in class. This has allowed us to target students early to provide them with the supports they need before it's too late. Additionally, in summer 2019, CCC re-instituted a payment deadline policy where students are required to have a way to pay for classes before completing registration. While this has significantly reduced the number of students who were delinquent by the end of the term, not all students are able to secure payment in time and therefore are not able to enroll.

Finding 3: Black and Latinx Semester Credit Students consistently have low rates of taking and passing college-level English and math courses compared to White semester credit students
Research has shown that passing college-level English and math is key to retention and credential completion. The sooner the students take these courses, the more likely they are to persist and earn a degree. Our analysis revealed a significant achievement gap between Black, Latinx, and White students. Part of the large gap could be explained by whether semester credit students place into college-level English and Math courses.

Like most colleges, semester credit students are required to take a placement test (or obtain a particular score on the SAT or ACT) to place into college-level English and math courses. A deeper analysis of new semester credit students in the fall 2018 cohort revealed that only 17 percent of Black semester credit students tested into college-level English compared to 26 percent Latinx and 38 percent of White semester credit students. For math, 20 percent of Black semester credit students tested into college-level math compared to 30 percent of Latinx and 38 percent of Whites. (It should be noted that a large percentage of students did not have testing data available.) Previous analysis of our data has shown that students need time to take and pass college-level English and Math courses. Many of students enter college underprepared for the rigor of college-level work. This is especially true for non-native English speakers, which

represents a little over a quarter (25 percent) of semester credit students in the 2018-2019 academic year.

We have implemented several strategies to boost taking and passing rates of English and Math Gateway courses. For example, TRC implemented co-requisite courses in Math and English. These courses offer support to students with remedial needs while still allowing them to enroll in college level courses. With this new endeavor, we also created a Quality Initiative Team that assessed the students within the co-requisite courses and compared them to stand-alone courses. Each department analyzed the results and they are using the data to understand whether the co-requisite programs are working for students.

Another strategy involves the overhaul of the tutoring centers. In 2012, TRC transformed its tutoring services from a single, centralized tutoring center to a multi-unit, discipline-specific focus. Now, the Math Center, Science Center, Reading Center, Writing Center, and Advancement Center offer innovative and effective approaches for supplementing in-class learning by providing students with individualized academic assistance that supports their class work in high-demand, subject specific locations. TRC's Academic Centers have a strong CCC system-wide reputation as helpful places for students to get tutoring support with course material.

As we continue to craft strategies for increasing the taking and passing rates of college-level English and math courses, one area of further analysis is examining our placement data. For example, examining the rates of students testing into remedial English and/or math courses.

Finding 4: Students expressed low satisfaction in TRC's current course schedules
Historically, many of TRC's courses were not scheduled to meet the needs and schedules of our students. This approached is reflected in the low student satisfaction in their ability to enroll in courses that meet their scheduling needs. Research has demonstrated that students' ability to enroll in the courses they need has a direct impact on their ability to persist and earn a credential. We have seen from other analysis that our students will enroll at other City Colleges if they are not able to get into the class they need. Also, we are specifically mindful of how this may affect other outcomes such as taking and passing college-level English and math.

We want to offer our students a robust set of academic courses that are available not only during the day but also on evenings and weekends. As such we have started building out our evening and weekend times to support students in accessing all classes needed for completing their studies. Additionally, we are piloting hybrid courses (online and in-person sessions) for certain courses in our child development program. We hope to continue to build on these strategies as a way to improve retention and credential completion for Black and Latinx semester credit students.

Finding 5: Faculty and staff lack the tools and training needed to address diversity and equity issues in curriculum and program planning

TRC recognizes that faculty and staff have the most interaction with students throughout their academic journey. As such, it is incredibly important that we provide them with the tools and training they need to address issues in diversity and equity that can come up in their curriculum, programming, and support services. However, both the ICAT survey and conversations from focus groups show that faculty and staff lack the resources needed to address inequities. For example, during the fall 2019 faculty development week, many faculty members expressed amazement that TRC had issues with inequities. This reflects a campus wide failure on TRC administration's part to ensure that equity is at the forefront of academic programming and planning.

In the 2014, The Diversity and Inclusion Committee was created as a result of the recommendations made from the TRC's Human Diversity Study also conducted in 2014. The mission of the Diversity and Inclusion Committee is to bring together faculty, staff, administration, and students to "to create a campus that is welcoming and respectful of human uniqueness." The committee provided workshops and trainings on topics such as sexual harassment, transgender issues, and immigrant rights; and worked to infuse more diverse perspectives into the curriculum. The efforts of the committee included the rollout of the Reflection Room, Mother's Room, Safe Zone Training, Immigrant Rights Workshops, and Gender Neutral Bathrooms. However, the group lost momentum after many of the initiatives were implemented. They have not met since fall 2018.

We believe that in order to close the achievement gap, faculty and staff must and will play a crucial role in the implementation of our equity plan. This will require providing training related to culturally relevant pedagogy or intercultural competence through individual development plans.

Finding 6: Students do not always feel TRC has provided an opening and welcoming campus

The SSI survey also revealed that TRC needs to do better in providing a safe and secure campus for all students. Specifically, the survey revealed that we need to do a better job at ensuring that students feel faculty understand their needs and embrace their diverse identities and learning abilities. Our focus groups with students and SSI results have indicated that our students do not always feel welcomed by security staff. While most issues can be tied to training, we also recognize that our workforce does not mirror our student population. TRC is committed to continuing to address these issues as this speaks to the overall student experience that affects retention and credential completion.

Finding 7: Students were mixed in their satisfaction of support services available at TRC

Over the last four academic years, TRC has strengthened the support services available to students. We have expanded hours in our advising and test center, rebranded the enrollment office to "Campus and Beyond," streamlined our student complaint systems, and expanded ways for students to register. These efforts were the product of internal data and conversations

with students. Yet, a major finding of the SSI survey was students' low satisfaction in the services and supports they received, specifically from their academic advisors. The SSI survey found that 52 percent were satisfied with their academic advisor's knowledge of specific program of study requirements. About 48 percent of semester credit students believed that their advisor was knowledgeable about transfer requirements, while another 59 percent expressed satisfaction in the career placement services they received.

As we work to improve the rates of taking and passing college-level English and Math, retention, and credential completion among Black and Latinx semester credit students, we believe strong student support services is key.

Finding 8: Students face insecurity in meeting their basic needs
The Real College Survey offered a somber picture on housing and food insecurity faced by TRC students. Over 58 percent of students who responded to the survey experienced housing insecurity 30 days prior to the survey administration. Another 49 percent of respondents to the survey had trouble getting food within the 30 days prior to survey administration. The TRC team also knows from conversations with students that many have trouble getting clean clothes during the academic year.

Additionally, we know from data gleaned from other sources that some students do not have access to technology at homes. For example, several students from our focus groups noted that they do not have consistent access to a laptop to complete their homework or access to a printer to print their assignments.

We currently provide two services to address students' needs. One is the Falcon Pantry, a partnership with the Greater Chicago Food Depository, to address food insecurity of students by providing a free food pantry for students and community residents. The program is staffed by student volunteers and serves individuals several days per week. The other is the OneTru Clothing Closet, a program where faculty and staff donate gently used clothes for students.

Finding 9: Data Limitations prevents TRC from fully understanding our equity challenges
The final finding of our equity analysis was revealed to the Equity Team through focus group and conversations with faculty, staff, and students. The college only collects limited gender identity data (male and female categories only), and has no data on sexual orientation (LGBTQI). Additionally, we do not have processes for collecting or identifying other demographic information including marital status, foster care status, dependent status, etc. This limits our ability to dig deeper into our data to understand the intersectionality of our students.

We also learned that faculty and staff are unaware of the equity challenges our institution may face because they have not been exposed to the data. We recognize that in order to socialize the equity plan, it is crucial that all stakeholders have access to and understand the value of the equity data and research.

5. Institutional Strategies

5a. Developing strategies

Through conversations with faculty, staff, and students, the TRC Equity Team developed some initial strategies to help achieve our interim benchmarks. To be certain, these strategies are ever-evolving. As mentioned earlier, the equity plan is designed to be ongoing, continuously making changes to maximize the impact of our equity plan.

The strategies are grouped under four goals:
1. Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff;
2. Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students;
3. Strategically leverage partnerships to enhance the campus experience of our diverse population of students; and
4. Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus

5b. Goals and Strategies

Strategic Goal One: Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff

TRC believes retention and credential completion are tied to the campus experience. We believe that our goal will benefit students by building a college community that is equity-conscious. Specifically, we aim to create a college culture that is reflective and responsive to the unique and diverse identities of our students and their ongoing needs. This goal is also extended to faculty and staff who play a crucial role in supporting the success of our students. Strategies tied to this goal include:

Strategies		Finding Addressed
1.1	Develop a coordinated and customized alert and response support approach that includes all relevant "student-facing" departments, via EAB Navigate, so as to better serve disproportionately impacted students.	F1, F2, F4, F6, F9
1.2	Create a student advisory committee to provide regular, sustained feedback that is acted upon.	F6, F8, F9
1.3	Utilize Perkins funding to support professional consultation to help us identify inequities across the campus (i.e curriculum, instruction, and services).	F5, F9

1.4	Relaunch the diversity and inclusion committee of faculty and staff that will examine opportunities to address issues of inequity on campus.	F5, F8
1.5	Develop and implement a blind hiring model for all new staff. The model will include requiring all members to take part in implicit bias training, and/or other appropriate professional development that will help them identify approaches to setting hiring priorities that are equity conscious.	F5

Strategic Goal Two: Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students in the classroom and beyond

TRC believes that to improve the rates of taking and passing college-level English and Math along with improving rates of retention and credential completion, we must revamp the way we offer our courses and provide academic and support services to students. Our analysis showed a need to develop new strategies that meet the evolving needs of our students. These strategies include:

Strategies		Equity Addressed
2.1	Improve course scheduling to meet the needs of our students (offering more evening and weekend classes to accommodate the needs of students). This will include piloting the hybrid general education (GEN-ed) courses offering to weekend students.	F1, F2, F4, F6
2.2	Expand the OneTru Advisor Coach pilot program, an advising coaching model that will include diversifying and enhancing advising appointment modalities and overall advisor availability, incorporating "light-touch" case management in which the advisor ensures that students are meeting goals set at their appointments (e.g., expanding advising hours, expanding proactive outreach to student groups, online appointments) and engage in continuous professional development to better support our students.	F6, F7
2.3	Provide students with computer literacy training, and basic skills support by creating a laptop and calculator loan program that increases access to technology for impacted students.	F6, F7, F8
2.4	Provide orientation sessions throughout the year for current students to address issues about preparing for graduation, transferring, etc.	F6
2.5	Provide students with clothing resources through One Tru Closet clothing repository.	F6, F7, F8
2.6	Pilot a virtual tutoring model that extends academic services to support retention efforts and those students who are enrolled in Gateway courses.	F7

2.7	Develop and implement a plan to secure emergency funding to support students most adversely affected by the PDS policy.	F8
2.8	Implement an advising and transfer satisfaction survey to evaluate students' experiences with the services they received.	F6, F7, F8
2.9	Develop and implement a plan to evaluate student experience and learning with career placement services.	F6, F7, F8

Strategic Goal Three: Strategically leverage partnerships to enhance the campus experience of our diverse population of students

TRC believes that external partnerships are important. Partnerships between community organizations, local and state government, and other interested parties are crucial to providing an enriching campus experience that meets the diverse interest of our students. Since partnerships are an integral part of our college, we have developed strategies that seeks to leverage it for the betterment of our students. These strategies include:

Strategies		Finding Addressed
3.1	Create satellite office space for Upwardly Global to support recent refugees and citizens from other countries in adapting their education and skills into the U.S. workforce as bridge for those seeking to enroll in semester credit programs.	F2, F3, F4, F6, F7
3.2	Larry's Barber College will consult in the development and implementation of a learning space for students seeking a license in barbering. The program will be housed within our Cosmetology Program. This strategy is one of many to encourage male participation in the cosmetology field.	F2, F4, F7
3.3	In partnership with Chicago Public Schools, we will expand the reach of Men of Color in Education, to recruit young men of color into the education field and increase supportive services provided to them.	F2, F3, F4, F6, F7, F8

Strategic Goal Four: Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus

TRC recognize that the vast amount of equity data being generated to close the achievements will create the need for rich dialogue about its meaning, interpretation, and implementation. Likewise, to support effective practices throughout TRC, an ongoing awareness of the research findings related to best practices will be important to adjust our strategies. Therefore, we have developed strategies that encourage ongoing and consistent engagement with the equity plan and other equity issues that arise. These strategies include:

Strategies		Finding Addressed
4.1	Through the TRC Office of Research and Strategic Planning, develop a data cadence for the forthcoming Diversity and Inclusion Committee to review course performance data and recommend provide strategies that will increase success to reduce achievement gaps.	F1 F2, F3, F5, F9
4.2	Create and administer a campus wide climate and diversity survey to better assess TRC diversity and inclusion needs.	F4, F5, F6, F7, F9
4.3	Strengthen partnership between the Office of Research and Strategic Planning and the TRC Assessment Committee to develop equity assessments for college-level English and math courses.	F1, F2, F3, F4, F9
4.4	Develop equity dashboard for various units to monitor metrics and support innovate strategies for addresses inequities. Metrics are similar to ILEA markers of success but will also include course success rates, course retention, payment deadline satisfaction, transfer rates, etc	F1, F2, F3, F4, F9

6. Future Vision

6a. Targets of Success:

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 Black and White students, between Hispanic/Latinx and White students, and between low-income and higher-income students (as indicated by Pell receipt). However, as mentioned earlier, at TRC disparities between Pell and non-Pell students are small. Therefore we have created interim benchmarks for the other two groups.

Table 2. Markers of Success for Taking and Passing College English and Math

Fiscal Year	Corresponding Cohort	English					Math				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	22%	28%	40%	29%	29%	23%	23%	31%	27%	27%
FY22	Fall 2021	24%	29%	40%	30%	30%	25%	25%	32%	28%	28%
FY23	Fall 2022	26%	30%	41%	31%	31%	27%	27%	34%	29%	29%
FY24	Fall 2023	28%	31%	41%	32%	32%	30%	30%	36%	30%	30%
FY25	Fall 2024	30%	32%	41%	32%	32%	31%	31%	38%	31%	31%

Table 3. Markers of Success for Fall-to-Spring Retention

Fiscal Year	Corresponding Cohort	Part-time students					Full-time students				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	62%	65%	69%	66%	65%	76%	80%	81%	81%	77%
FY22	Fall 2021	64%	67%	70%	68%	67%	79%	81%	82%	82%	79%
FY23	Fall 2022	66%	69%	71%	69%	69%	81%	82%	83%	83%	81%
FY24	Fall 2023	69%	70%	72%	70%	70%	83%	83%	84%	84%	83%
FY25	Fall 2024	71%	71%	73%	72%	72%	84%	84%	85%	85%	85%

Table 4. Markers of Success for Credits Accumulated through first fall term

Fiscal Year	Corresponding Cohort	Part-time students earning at least 7 CH (# and %)					Full-time students earning at least 15 CH (# and %)				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	29%	30%	37%	33%	25%	20%	20%	20%	21%	21%
FY22	Fall 2021	29%	30%	37%	33%	25%	20%	20%	20%	21%	21%
FY23	Fall 2022	31%	31%	38%	35%	25%	21%	21%	21%	22%	22%
FY24	Fall 2023	32%	32%	39%	36%	25%	21%	21%	21%	22%	22%
FY25	Fall 2024	33%	33%	39%	37%	25%	22%	22%	22%	23%	23%

Table 5. Markers of Success for Credits Accumulated through first year

Fiscal Year	Corresponding Cohort	Part-time students earning at least 15 CH (# and %)					Full-time students earning at least 30 CH (# and %)				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2020	16%	17%	17%	33%	25%	10%	10%	10%	16%	16%
FY22	Fall 2021	16%	17%	17%	33%	25%	10%	10%	10%	16%	16%
FY23	Fall 2022	17%	18%	19%	35%	27%	11%	11%	11%	17%	17%
FY24	Fall 2023	17%	18%	19%	35%	27%	11%	11%	11%	17%	17%
FY25	Fall 2024	18%	19%	20%	37%	28%	12%	12%	12%	18%	18%

Table 6. Markers of Success for Degree or Certificate (Credential) Completed within 4 Years

Fiscal Year	Corresponding Cohort	Part-time students					Full-time students				
		Black	Latinx	White	Pell	Non-Pell	Black	Latinx	White	Pell	Non-Pell
FY21	Fall 2017	16%	23%	29%	22%	22%	21%	36%	43%	31%	32%
FY22	Fall 2018	17%	24%	29%	23%	23%	22%	36%	43%	32%	33%
FY23	Fall 2019	18%	25%	29%	24%	24%	23%	37%	43%	33%	33%
FY24	Fall 2020	19%	26%	30%	25%	25%	23%	37%	43%	34%	34%
FY25	Fall 2021	20%	26%	30%	25%	25%	24%	38%	43%	34%	34%

6b. Leading Indicators: Markers of Success

The four strategic goals are designed to address one of the six markers of success. Below shows how each of the strategic goals are tied to the markers of success.

Marker of Success	Supporting Strategic Goal
Taking and Passing College-Level English and Math	SG1, SG2, SG4
Fall-to-Spring Retention	SG1, SG2, SG4
Fall-to-Fall Retention	SG1, SG2, SG4
Credits Accumulated through first fall term	SG2, SG4
Credits Accumulated through first year	SG2, SG4
Degree or Certificate (Credential) Completed within 4 Years	SG1, SG2, SG3, SG4

Addressing the inequities in student academic success will take time and patience. The Equity team recognize that it will take time to see impact in the three areas. To account for this, we have developed leading indicators, or impact measurements, for each of the four goals to help us measure our progress as we work to achieve targets.

Below are the leading indicators for each strategy that we will track.

Leading Indicators:

Strategic Goal One: Develop and embrace an institutional culture that is responsive to and reflective of the diverse identities and needs of students, faculty, and staff
Number of Black and Latinx semester credit students visiting the Academic Support Centers
Increased rates of course completion for Black and Latinx semester credit students
Number of faculty and staff interactions with equity consultant
Number of faculty members employing equity-minded practices, as identified by the consultant, in teaching
Number of students expressing satisfaction in faculty connectedness to them
Number of candidates of color (i.e., Black and Latinx) applying for faculty and staff positions at Truman
Number of faculty and staff attending equity and implicit bias training
Number of students participating in advisory committee
Productivity of student advisory committee (measured in number strategies and initiatives developed and/or implemented)
Number of diversity and inclusion committee meetings held and initiatives implemented
Strategic Goal Two: Develop, modify, and/or strengthen the mode in which we deliver academic programming and support services to better meet the needs of our students in the classroom and beyond
Number of part-time (and full-time) Black students and Latinx Students registering for evening and weekend courses
Course success rates of Black and Latinx students being serviced by evening and weekend courses
Number of students retained semester to semester
Number of Black and Latinx students that take advantage of expanded advising hours
Number of Black and Latinx students that utilize the online advising option
Number of students visiting OneTru Clothing Closet
Number of Black and Latinx satisfying CCC's payment deadline policy
Number of students expressing high satisfaction in advising, transfer, and career placement services
Number of students participating in the computer literacy training
Number of students receiving a loaner laptop and/or calculator
Number of students testing into college-level English and Math courses
Strategic Goal Three: Strategically leverage partnerships to enhance the campus experience of our diverse population of students
Number of enrolling in the barbering program
Number of students participating in Men of Color
Number of refugees and citizens from other countries registering for semester credit courses
Strategic Goal Four: Increase institutional capacity for inquiry and the strategic use of research, evaluation, and data to develop and implement equity-minded practices across the campus

Number of departments/division receiving data from the Office of Research and Strategic Planning
Number of students, faculty, staff, and administrators participating in the campus wide diversity survey
Number of "equity-focused" data requests
Number of college-level English and Math courses implementing equity-focused assessments

7. Evaluation Impact

7a. Evaluation of the Implementation of Strategies

In addition to the leading indicators (impact measurements), the Equity Plan will include both a formative (process) and a summative (impact) evaluation to assess the success of implementing the stated strategies and progress made toward closing the achievement gap among the impacted student groups.

As discussed below, the evaluation plan will be designed to ensure that: a) implementation of the strategies as outlined in the proposal will be monitored systematically and on an on-going basis to provide opportunities to make changes to strategies that are longer measurable or having little impact; b) specific metrics will be used to assess the impact the strategies are having on the intended target groups.

Formative Evaluation

The **formative evaluation plan** will include qualitative methods such as ongoing interviews, surveys, and focus groups of faculty, staff, and students designed to collect information for identifying lessons learned from the implementation process. The formative evaluation will be designed as one that is ongoing, continuously collecting information to allow for opportunities for changes throughout the next five years. It is through the formative evaluation that the TRC Equity Team will use to make modifications to the strategies and benchmarks.

Throughout the duration of the Equity Plan, the ILEA team will participate in quarterly check-ins to collect regular information about the progress of implementing the strategies. Activities will include:

- Annual check-ins with the Equity Team to discuss ongoing implementation efforts, including identifying challenges and barriers. The check-ins may also include meetings with key department chairs to gauge continued support for the strategies.
- Faculty and staff surveys will be conducted to capture feedback on the implementation process and experience.
- Student surveys will be conducted with the targeted groups to capture feedback on the student experience, whether it is having any effect on their personal and academic well-being.

Summative Evaluation

The **summative evaluation** will include quantitative methods that assess the impact of the stated strategies on the targeted student outcomes. For this part of the evaluation, the TRC Equity Team will continue to collect student outcomes data to compare between groups.

8. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Develop a coordinated and customized alert and response support approach that includes all relevant "student-facing" departments, via EAB Navigate, so as to better serve disproportionately impacted students.	There are no budget implications for this institutional strategy	NA	This strategy will become a regular role for the Student Services department
Utilize Perkins funding to support professional consultation to help us identify inequities across the campus (i.e curriculum, instruction, and services)	TBD	New	The areas of growth that are identified
Relaunch the diversity and equity committee of faculty and staff that will examine opportunities to address issues of inequity on campus	Cost of release time	Existing	Release time is already allocated to faculty for this initiative
Improve course scheduling to meet the needs of our students (offering more evening and weekend classes to accommodate the needs of students). This will include piloting the hybrid GEN-ed offering to weekend students.	TBD	Existing	This strategy will become a regular role for the Office of Academic Affairs
Expand the OneTru Advisor Coach pilot program, an advising coaching model that will include diversifying and	TBD	New	This strategy will become a regular role for the Student Services department

enhancing advising appointment modalities and overall advisor availability, incorporating "light-touch" case management in which the advisor ensures that students are meeting goals set at during their appointments (e.g., expanding advising hours, expanding proactive outreach to student groups, online appointments) and engage in continuous professional development to better support our students.			
In collaboration with Larry's Barber College, we will create a barbering school within our Cosmetology Program to encourage male participation	Resources will be allocated through the use of Perkins	New	Initiative will be imbedded in our current Cosmetology Program
Provide students with computer literacy training, and basic skills support by creating a laptop and calculator loan program that increase access to technology for impacted students.	N/A	Existing	This strategy will become a regular role for the IT department

9. ILEA Team

ILEA Core Team	
First name, Last name	Position
Shawn Jackson, PhD	President
Kate Connor	Vice President of Student and Academic Affairs
Chanel Bishop	Associate Dean of Student Services
Sean Hudson	Director of Research and Strategic Planning
Hollie Ware-Jaye	Dean of Education & Teacher Programs