College of Lake County Equity in Student Access & Success Plan FY2021-2025

PARTNERSHIP FOR COLLEGE COMPLETION
Accelerating action to close the graduation gap

ILLINOIS EQUITY IN ATTAINMENT

Equity in Student Access & Success Plan FY2021-2025

The College of Lake County (CLC) believes that equity is central to student success and the mission of the institution. The Equity in Student Access & Success Plan, created as part of the Illinois Equity in Attainment Initiative, articulates the College of Lake County's plans to drive equity-focused student success improvements.

This document combines CLC's Equity in Student Access & Success Plan Summary and Report:

- The Summary provides key highlights of CLC's plan and visualizations of key goals; it serves as a brief overview of CLC's full plan report.
- The Report provides a detailed explanation of CLC's background, current state, future vision, and strategies to advance equity-focused student success.

This is a living document subject to change as the college undertakes the efforts in the plan and remains responsive to changes in the internal and external environment.

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Accelerating action to close the graduation gap

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Equity in Student Access & Success Plan FY2021-2025

Summary

Mission

The College of Lake County is a comprehensive community college committed to equitable high-quality education, cultural enrichment and partnerships to advance the diverse communities it serves.

Vision

The College of Lake County is a leader in providing innovative education and workforce solutions.

Values

Purpose
Integrity
Excellence
Inclusion
Unity
Compassion

CLC Equity in Student Access & Success Plan Background

The Equity in Student Access & Success Plan is a document to help apply an equity lens to the overarching student success work at College of Lake County (CLC). This plan and the six objectives within it prioritize full-scale student success improvements that will be most impactful to students who face the greatest inequities within the Lake County Community and the CLC system. While this plan will impact students from many groups, the focus is primarily on Black/African-American, Latinx, and Pell-recipient (low-income) students because these students have the greatest opportunity gaps. The plan has been created for CLC's use and through the college's participation in the Illinois Equity in Attainment initiative of the Partnership for College Completion. This document summarizes key components of the full plan report, which should be referenced for further context and details.

PCC — Partnership for College Completion

A regional (Northeast Illinois) organization focused on improving graduation outcomes for African-American, Latinx, and Pell-recipient students.

PCC provides supportive networks for higher education, public policy efforts, and public awareness building.

ILEA — Illinois Equity in Attainment

The signature initiative of PCC brings together 28 two-year and four-year public and private non-profit colleges and universities across the state of Illinois to collectively work toward eliminating racial and socioeconomic achievement gaps by 2025.
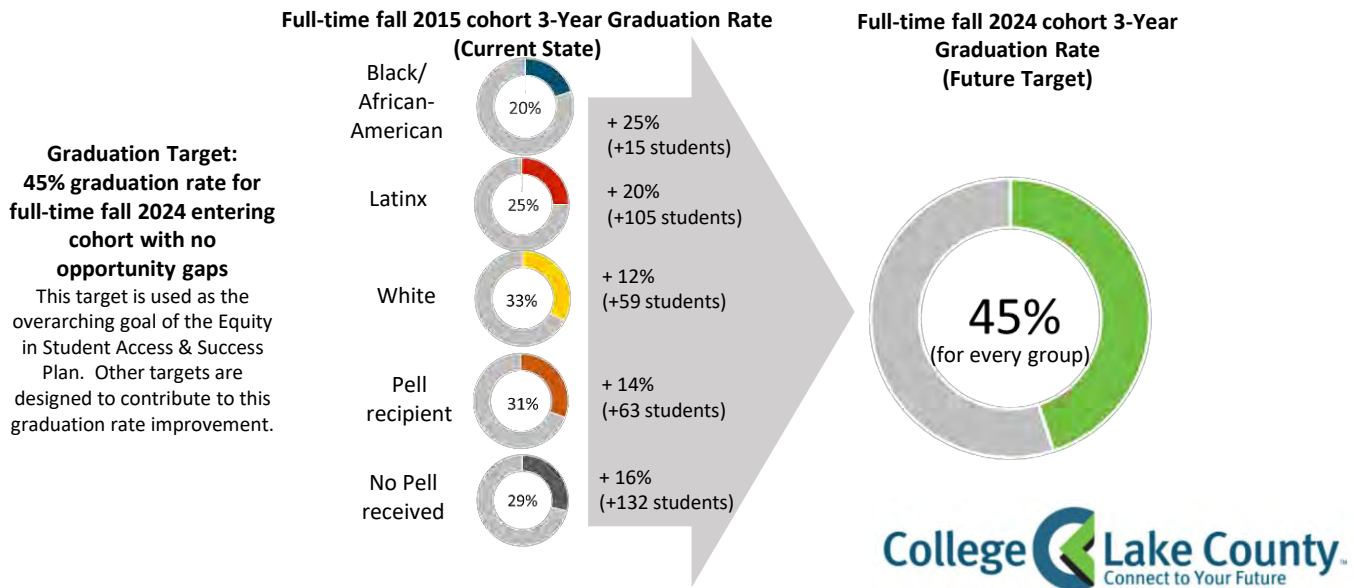
CLC — College of Lake County

Equity is central to CLC's definition of student success: achieving educational attainment for every student by providing personalized, culturally relevant student learning experiences, grounded in equitable practice in an inclusive student-ready environment.

Current State

Despite some progress in overall graduation rates, there has been persistent gaps in completion between Black/African-American and Latinx students compared to White students. Pell recipients (low-income students) tend to graduate at about the same rate as their peers who do not receive Pell. All groups have a fairly low graduation rate. CLC has historically investigated this topic and developed several programs to address student success; however, those efforts have been small in scale and limited in impact.

Future Vision

Moving forward CLC will utilize full-scale, personalized, and culturally relevant student experiences to advance the success of all students, while prioritizing efforts that will have the biggest benefit to students facing the greatest inequities. Systemic barriers to students' success will be evaluated and dismantled. This approach will not only allow for dramatic improvements to students' experiences, but also impact large populations of students.

Graduation Target: 45% graduation rate for full-time fall 2024 entering cohort with no opportunity gaps

This target is used as the overarching goal of the Equity in Student Access & Success Plan. Other targets are designed to contribute to this graduation rate improvement.

Full-time fall 2015 cohort 3-Year Graduation Rate (Current State)

Group	Rate	Change
Black/African-American	20%	+ 25% (+15 students)
Latinx	25%	+ 20% (+105 students)
White	33%	+ 12% (+59 students)
Pell recipient	31%	+ 14% (+63 students)
No Pell received	29%	+ 16% (+132 students)

Full-time fall 2024 cohort 3-Year Graduation Rate (Future Target)

45% (for every group)

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Alignment

The Equity in Student Access & Success Plan aligns with CLC's Strategic Plan and fits primarily within the Equity & Inclusion Pillar of the Strategic Plan. Each Equity in Student Access & Success Plan objective is also situated within the Lancer Success Framework, CLC's student success framework. The page for each objective will note how it is aligned with the Strategic Plan and Lancer Success Framework.

CLC FY2020-FY2024 Strategic Plan Pillars
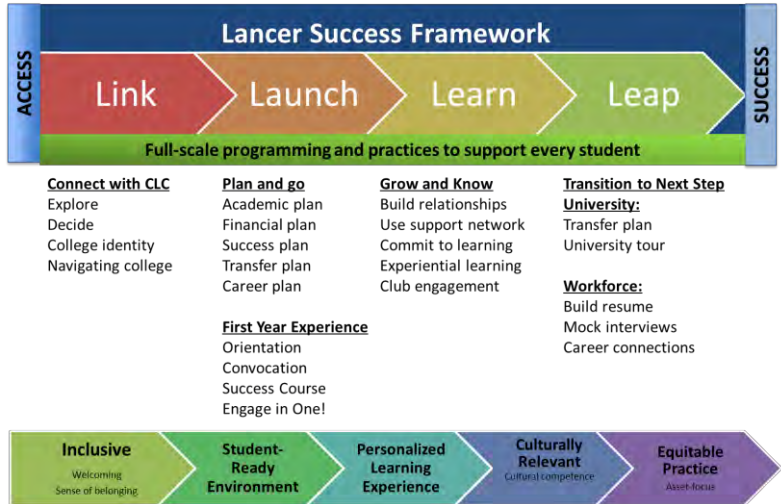Strategic Pillar 1: Access & Success for Students
Strategic Pillar 2: Equity & Inclusion
Strategic Pillar 3: Teaching & Learning Excellence
Strategic Pillar 4: Community & Workforce Partnerships
Strategic Pillar 5: Collaborative Culture
Strategic Pillar 6: Strategic Use of Resources

Statements

Equity Statement
The College of Lake County (CLC) is committed to being equity-minded in how it supports its students and employees. Also, CLC is dedicated to instill the value of equity in each member of our community. At CLC, equity means providing a high-quality education and employment in a safe, welcoming, and inclusive environment while meeting the particular needs of each community and individual. This value is imparted by providing professional and educational opportunities to instill the value of equity within each CLC community member.

To achieve this goal, CLC is committed to ensure that all policies, procedures, and processes are free of barriers and provide a seamless experience to all who come to CLC.

This includes ensuring each student is provided the tools and support to empower them to achieve their academic, career, and personal goals, and that each employee has the tools and opportunities to provide excellent service, excel in their job, contribute to the CLC community,

and progress in their professional development.

CLC recognizes that equity is not resolved by using a one-size-fits-all approach. CLC is devoted to intentionally designing opportunities for students, faculty, staff, and community members to succeed while supporting each person's unique needs.

Diversity Statement
The College of Lake County (CLC) is committed to strengthening the diverse communities we serve. We stand to create an environment that names, embraces, and learns from differences through all policies, practices, and values. We encourage expression of one's own identity and foster an atmosphere where we learn from others. CLC is dedicated to meeting the needs of everyone in our community, especially those who have been historically underserved. We are committed to being intentional about having crucial conversations to continually develop cultural competence and humility. At CLC, we celebrate and promote diversity because we believe that everyone benefits from being a part of a global society.

Inclusion Statement
The College of Lake County (CLC) is inclusive of all members of our diverse college community. We are committed to providing an inclusive environment where students, faculty, and staff can do their best in all of their endeavors. This is reflected through our policies, practices, beliefs, and actions. Inclusiveness at CLC means that each person's input is heard and valued. The College is intentional when creating its entire organizational structure to ensure that there is representation of the diverse community it serves. By seeking input from the community as a whole, especially from people who have been traditionally silenced or ignored, CLC creates meaningful inclusion, leading to college-wide decisions, outcomes, and actions.

1. Reengineer student onboarding experiences

Description: CLC will review, redesign, and implement college-wide entry processes and first year experiences that provide a personalized, culturally-relevant onboarding for new students entering the college. The first year experience for students encompasses new student orientation, college success courses and tutorials, selection and documentation of an education plan, and other early opportunities for students to learn about CLC and engage at the institution. Student intake processes will also be developed to efficiently route students to relevant resources and experiences.

Alignment
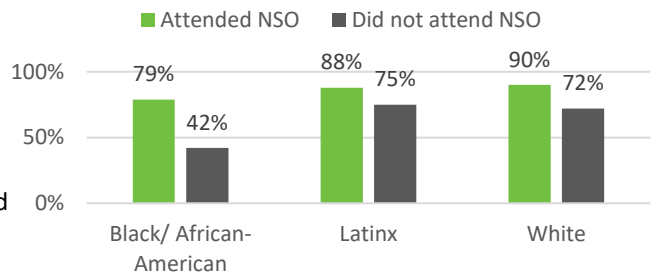Strategic Pillar 1: Access & Success for Students – Student Momentum
Strategic Pillar 2: Equity & Inclusion – Policy & Procedure
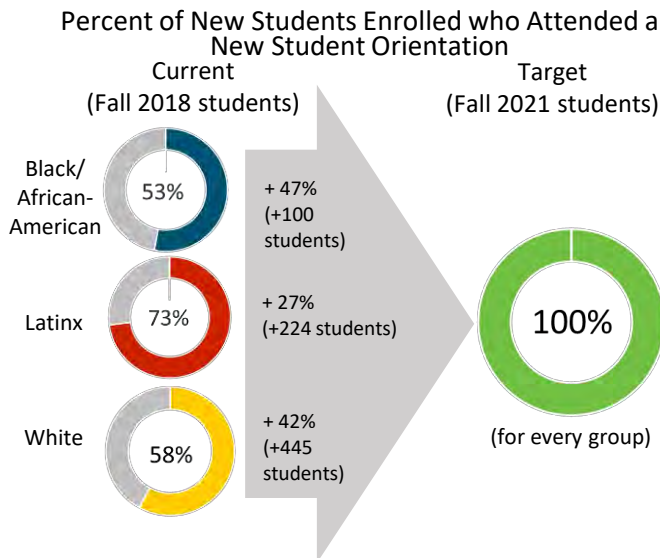Lancer Success Framework: Link & Launch

Rationale

- Qualitative feedback from faculty, staff, and students indicated a need for better communication to students about the available resources as well as early identification of a clear educational plan.
- Internal research shows that CLC students who participate in new student orientation are more likely to be retained from their first to second semester.
- However, current capacity limits the students required to participate in new student orientation to those who graduated from high school within the past two years. This practice unintentionally, but disproportionately, affects Black/African-American students who are more likely to take a break between high school and college compared to Latinx and White students.
- First-year experiences are recognized nationally as high-impact practices for student success (AAC&U).

First-to-second Term Retention Rates of Students Attending and Not Attending New Student Orientation

Targets

Percent of New Students Enrolled who Attended a New Student Orientation

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
1. Reengineer onboarding experiences	1a.	Design intake	Implement redesigned intake and application process to route students to relevant FYE and services				
	1b.	Research/ Review NSO, FYE	Design personalized FYE for all	Implement personalized, culturally relevant FYE and associated policies for all students			

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2. Enhance opportunities for credit accumulation

Description: CLC will use multiple strategies to improve means by which students can accumulate credit hours and progress toward a credential at CLC. The strategies include improving processes for granting credit for prior learning at entry, changing developmental education to allow for earlier access to credit-bearing English and math courses, coordinating class schedule structures that facilitate more students attending full-time instead of part-time, expanding co-enrollment programs for Adult Education and high school students, and enacting teaching and learning strategies that can reduce withdrawal rates. Institutional policies and practices associated with awarding credits, advising students on credit hour load, and developmental education will be reviewed as these opportunities are enhanced.
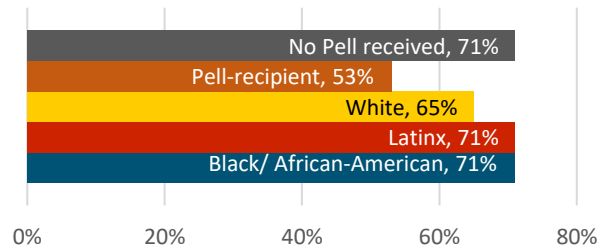
Alignment

Strategic Pillar 1: Access & Success for Students – Student Momentum, Affordability, and Flexibility
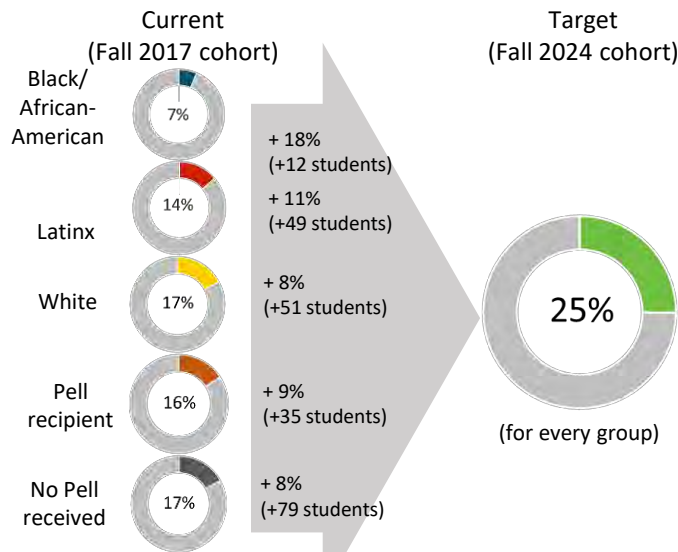Lancer Success Framework: Launch, Learn

Rationale

- Black/African-American, Latinx, and Pell-recipient (low-income) students accumulate fewer credits that count toward a credential in their first year compared to White students and students who did not receive Pell.
- This is in part because Black/African-American and Latinx students are more likely to be part-time compared to White students.
- These students (and Pell recipients) are also more likely to place into developmental courses, which can delay students' entry into classes bearing credits that count toward their credential.

% Enrolled Part-Time, Fall 2018

No Pell received, 71%
Pell-recipient, 53%
White, 65%
Latinx, 71%
Black/ African-American, 71%

- Qualitative feedback from the college community recommended or noted existing projects to improve likelihood of students attending full-time and to accelerate progress to courses with credit counting toward a credential.
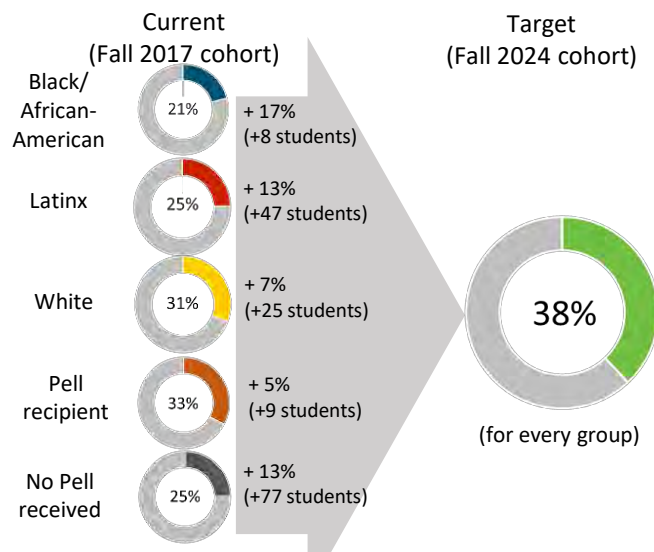- Credit accumulation is an important momentum point that correlates to longer-term graduation success.

Targets (credit accumulation needed to reach graduation rate goals)

% of Full-time Students Earning 30+ credits in 1st year

Current (Fall 2017 cohort)

- Black/African-American: 7% → + 18% (+12 students)
- Latinx: 14% → + 11% (+49 students)
- White: 17% → + 8% (+51 students)
- Pell recipient: 16% → + 9% (+35 students)
- No Pell received: 17% → + 8% (+79 students)

Target (Fall 2024 cohort): 25% (for every group)

% of Part-time Students Earning 15+ credits in 1st year

Current (Fall 2017 cohort)

- Black/African-American: 21% → + 17% (+8 students)
- Latinx: 25% → + 13% (+47 students)
- White: 31% → + 7% (+25 students)
- Pell recipient: 33% → + 5% (+9 students)
- No Pell received: 25% → + 13% (+77 students)

Target (Fall 2024 cohort): 38% (for every group)

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
2. Enhance opportunities for credit accumulation	2a.	Design revised transfer credit process and policy	Implement revised transfer credit process and policy				
	2b.	Implement English co-requisite change, Math general education pathway change, and transitional Math & English in high schools; assess and revise if needed					
				Review Math pre-requisites	Implement Math pre-requisite changes		
	2c.	Research class schedule	Design responsive schedule	Implement responsive class schedule including relevant experiential learning			
	2d.	Review Adult Ed ICAPS	Expand ICAPS opportunities				
	2e.	Review dual credit options	Design expanded dual credit	Implement expanded dual credit offerings			
	2f.		Research teaching practices	Design teaching practices for CLC	Implement and assess teaching practices		

3. Infuse diversity, equity, and inclusion principles in employee policies, practices, and professional development

Description: CLC will develop and support a diverse workforce at the college. Recruiting, hiring, and systems of employee support and development will be reviewed and addressed to embed inclusive, equity-minded principles. CLC will provide professional development for faculty and staff to orient employees to foundational concepts of equity, provide examples and guidance of equity-based practices, and collaborate to shepherd colleagues to integrate equity into their daily work. Equity training will also coincide with training on the college's data warehouse to provide disaggregated student data relevant to the equity concepts discussed in other trainings and important to current efforts. This strategy will build CLC's diverse workforce and support employees with intentional, scaffolded opportunities designed to lead to direct application of knowledge so that any employee, regardless of prior experience, can grow professionally and gain the knowledge and resources to ground their work in equity-based practices.

Alignment
Strategic Pillar 2: Equity & Inclusion – Professional Development, Data-informed Decisions
Strategic Pillar 3: Teaching & Learning – Professional Development
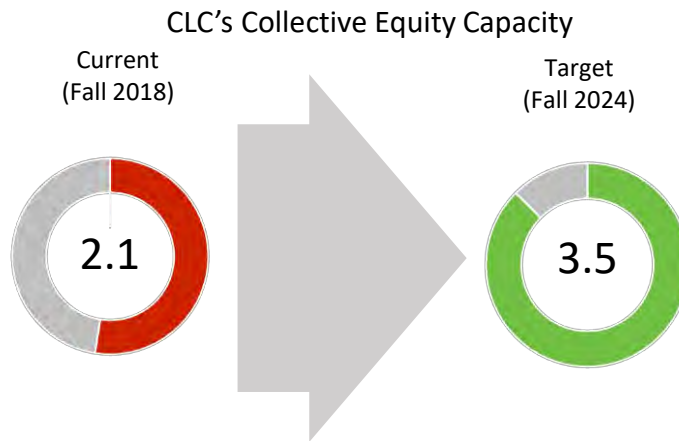Lancer Success Framework: Link, Launch, Learn, Leap

Rationale
- Qualitative feedback from the college community suggested that professional development around equity, and particularly role-specific examples of equitable practice were needed.
- CLC's 2018 pilot Institutional Capacity Assessment Tool (ICAT) survey revealed Equity to be the lowest-rated capacity for the institution (2.1 out of 4).
- Further understanding and use of disaggregated data was another theme that emerged through faculty and staff feedback; a strategy specifically around data warehouse (DWH) training was developed to help build other's capacity to view disaggregated data.

Equity Capacity (Fall 2018 ICAT rating)

2.1

Target

CLC's Collective Equity Capacity

Current (Fall 2018)

2.1

Target (Fall 2024)

3.5

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
3. Infuse DEI Principles in Employee Policies, Practices, & Professional Development	3a.	Review employee practices	Revise employee practices	Implement equity-minded employee practices and policies from recruitment to retirement			
	3b.	Research equity training	Prepare equity trainers	Implement college-wide foundational equity training; phased in			
	3c.	Design equity behaviors		Communicate / train on equity behaviors			
	3d.	Design equity-focused teaching & learning PD	Implement culturally-relevant instructional design, curriculum development, and assessment training				
	3e.	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Implement DWH training
	3f.		Design cross-training	Implement cross-training on student supports for faculty & staff			

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4. Reimagine the student support model

Description
CLC will create a barrier-free environment by reviewing systems and removing instances of power, privilege, and inequity in policies, procedures, and processes. This objective will focus on redesigning the college's model of student support services and processes as well as related policies so that institutionalized causes of student inequities are eliminated. This work will result in a cohesive student support model and a set of policies that maximizes opportunity for success for students across demographic groups.

Alignment
Strategic Pillar 1: Access & Success for Students – Student Momentum
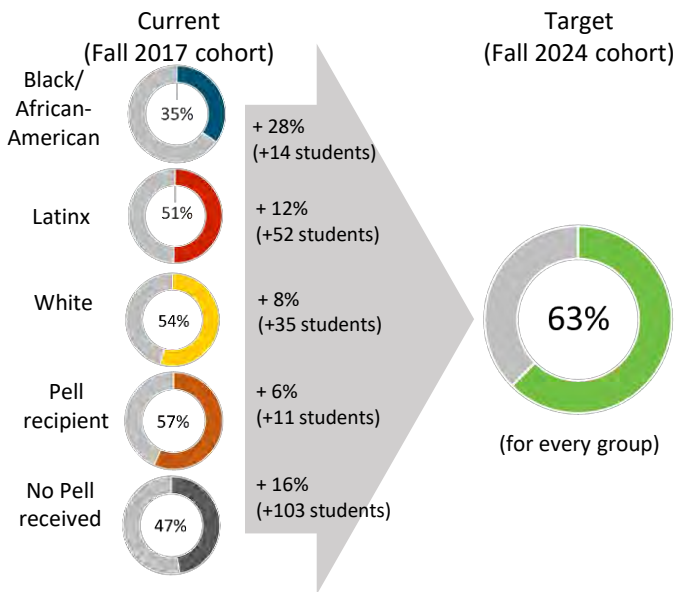Strategic Pillar 2: Equity & Inclusion – Policy & Procedure
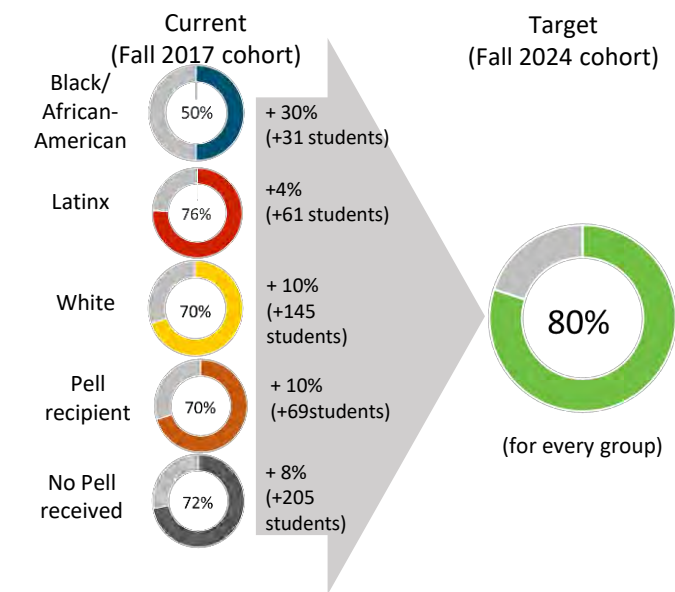Lancer Success Framework: Link, Launch, Learn, Leap

Rationale
- While the college has a large system of support services with dedicated staff, the college lacks a holistic and integrated model connecting the services into a cohesive, easily navigable system for students.
- In focus groups and input sessions held during spring 2019, students consistently reported that they felt unaware the college offers certain services, and that they did not know what certain offices provided. Staff referenced flexible or revised policies at institutional and classroom levels that would be more responsive to students, including low-income students and students of color.
- Students of color and low-income students tend to have lower retention rates, as show in the targets below.

Targets (retention needed to reach graduation rate goals)

% of Part-time Students Retained to 2nd Year (fall-to-fall)

Current (Fall 2017 cohort)

Group	Current	Change
Black/African-American	35%	+ 28% (+14 students)
Latinx	51%	+ 12% (+52 students)
White	54%	+ 8% (+35 students)
Pell recipient	57%	+ 6% (+11 students)
No Pell received	47%	+ 16% (+103 students)

Target (Fall 2024 cohort): 63% (for every group)

% of Full-time Students Retained to 2nd Year (fall-to-fall)

Current (Fall 2017 cohort)

Group	Current	Change
Black/African-American	50%	+ 30% (+31 students)
Latinx	76%	+4% (+61 students)
White	70%	+ 10% (+145 students)
Pell recipient	70%	+ 10% (+69 students)
No Pell received	72%	+ 8% (+205 students)

Target (Fall 2024 cohort): 80% (for every group)

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
4. Reimagine support model	4a.	Research model via ATD	Design new model with personalized, equitable practice & policies	Implement new institutional, cohesive model and policies			

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5. Resource students for success

Description

CLC will improve efforts to assist students with financial resources and social services that can impact their academic success. This objective includes a significant research component for the college to better learn the needs and experiences of its students, including experiences outside of the classroom. CLC will develop a comprehensive picture of student resource needs which may include assistance with finances, childcare, food, housing, internet access, and transportation, among others.
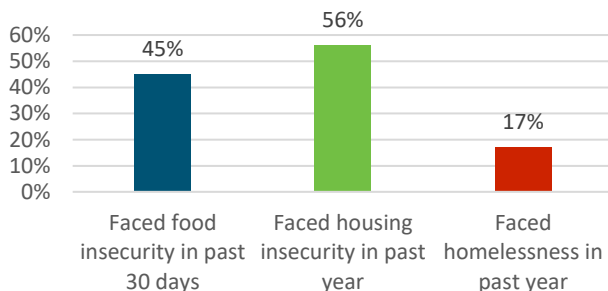
Alignment

Strategic Pillar 1: Access & Success for Students – Student Momentum, Affordability
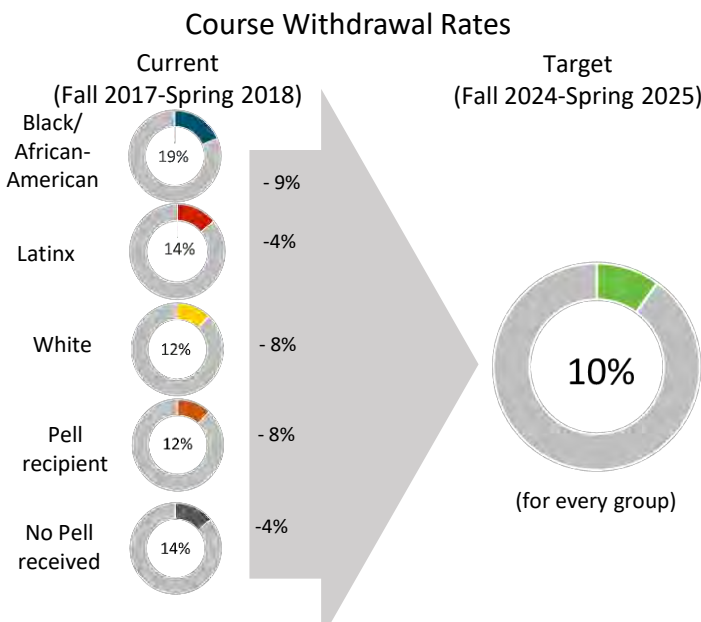Lancer Success Framework: Link, Launch, Learn, Leap

Rationale

- National data suggests that food and housing insecurity pose challenges to significant numbers of students (see graph on right).
- Among students who withdrew from all classes in fall 2017, 42% cited personal reasons for withdrawing (just as many as those citing academic concerns), and 10% cited financial reasons. Personal and financial reasons for withdrawing are more often cited by Latinx and African-American students compared to white students, making this a key equity issue for the college to explore.
- These populations have higher withdrawal rates (18.7% for African-American students and 14.0% for Latinx students in fall 2017-spring 2018) compared to white students (12.1% withdrawal rate in fall 2017-spring 2018).

National Data on Housing & Food Insecurity among 2-year and 4-year College Students

Faced food insecurity in past 30 days	Faced housing insecurity in past year	Faced homelessness in past year
45%	56%	17%

Targets

Course Withdrawal Rates

Current (Fall 2017-Spring 2018)

Group	Current	Change
Black/African-American	19%	- 9%
Latinx	14%	-4%
White	12%	- 8%
Pell recipient	12%	- 8%
No Pell received	14%	-4%

Target (Fall 2024-Spring 2025)

10% (for every group)

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
5. Resource students for success	5a.		Research student needs beyond classroom	Design new or redesign existing services	Implement new / redesigned services		

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6. Strengthen student transition opportunities

Description

CLC will strengthen pathways for students to transfer to four-year institutions or to find employment directly after completing a credential. This effort will draw on improved connections to external transfer partners and local employers so that students experience seamless transitions as they leap into the next phase of their education or employment.
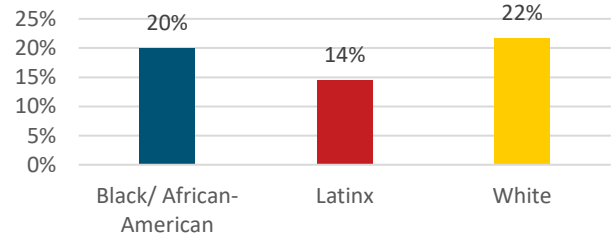
Alignment

Strategic Pillar 4: Community & Workforce Partnerships - enrollment & talent pipelines and workforce alliances
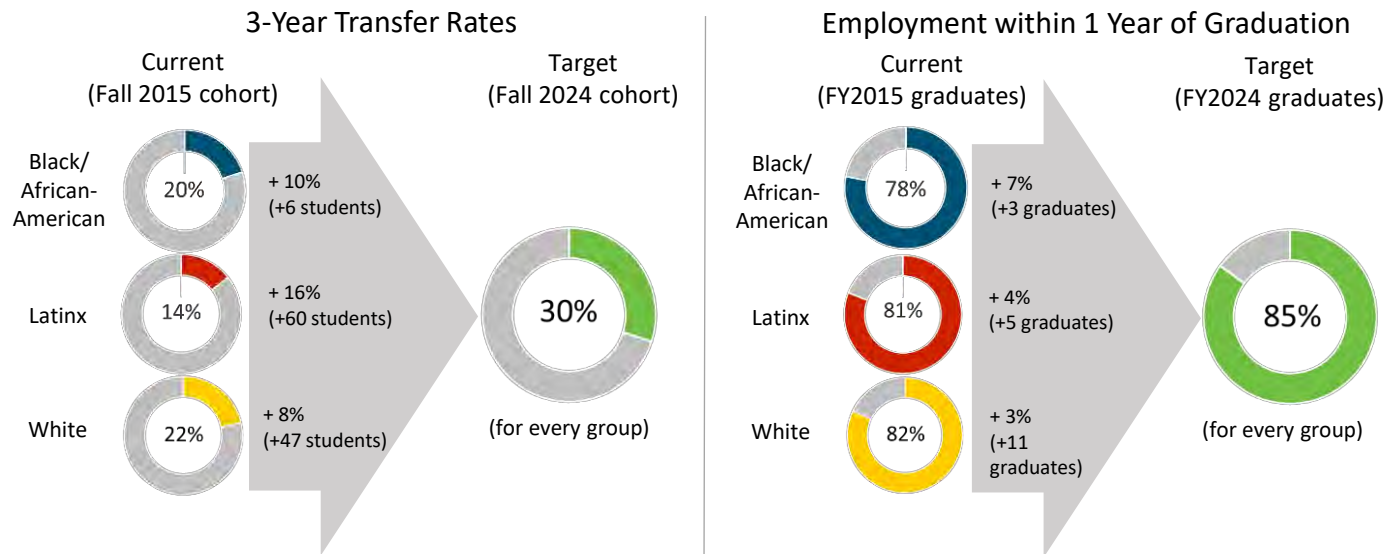Lancer Success Framework: Launch, Leap

Rationale

- Latinx students have significantly lower (8% lower) transfer-out rates compared to White students, despite being just as likely as White students to pursue transfer programs.
- Black/African-American students who graduate and do not transfer have a lower likelihood of finding employment (78% employed) within one year of completing compared to White (82% employed) and Latinx (81% employed) students.
- Qualitative feedback from the college community suggested that stronger transfer and employment partnerships would not only improve these outcomes for students, but also help attract new students and motivate them to complete.
- The ILEA network includes some of CLC's top destinations for transfer students and provides an opportunity to partner with these institutions who have also committed to improving equitable student outcomes.

Fall 2015 Starting Cohort Transfer Rates after 3 Years

Black/ African-American	20%
Latinx	14%
White	22%

Targets

3-Year Transfer Rates

Current (Fall 2015 cohort)

- Black/African-American: 20% → + 10% (+6 students)
- Latinx: 14% → + 16% (+60 students)
- White: 22% → + 8% (+47 students)

Target (Fall 2024 cohort): 30% (for every group)

Employment within 1 Year of Graduation

Current (FY2015 graduates)

- Black/African-American: 78% → + 7% (+3 graduates)
- Latinx: 81% → + 4% (+5 graduates)
- White: 82% → + 3% (+11 graduates)

Target (FY2024 graduates): 85% (for every group)

Timeline of strategies

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
6. Strengthen transition opportunities	6a			Research transfer barriers & identify partners in ILEA	Design improved transfer paths with ILEA partners	Implement improved transfer paths with ILEA partners	
	6b			Research employment opportunities	Design improved employment paths	Implement improved employment paths	

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CLC's ILEA / Equity in Student Access & Success Plan Team

Dr. Lori Suddick, President

Karen Hlavin, Vice President, Student Development

Dr. Ali O'Brien, Vice President, Community & Workforce Partnerships

Dr. Arlene Santos-George, Dean, Adult Education and ESL Division

Erin Fowles, Dean, Enrollment Services

Theresa Ruiz-Velasco, World Languages Department Chair and Spanish Professor

Michelle Carter, Library Co-Department Chair and Instructor

Nick Branson, Assistant Director, Student Success Strategy

Beverly Phelps, Multicultural Student Center Coordinator / Diversity Council

Jesse Morales, Adult Education Operations & Compliance Manager / Diversity Council

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Equity in Student Access & Success Plan FY2021-2025

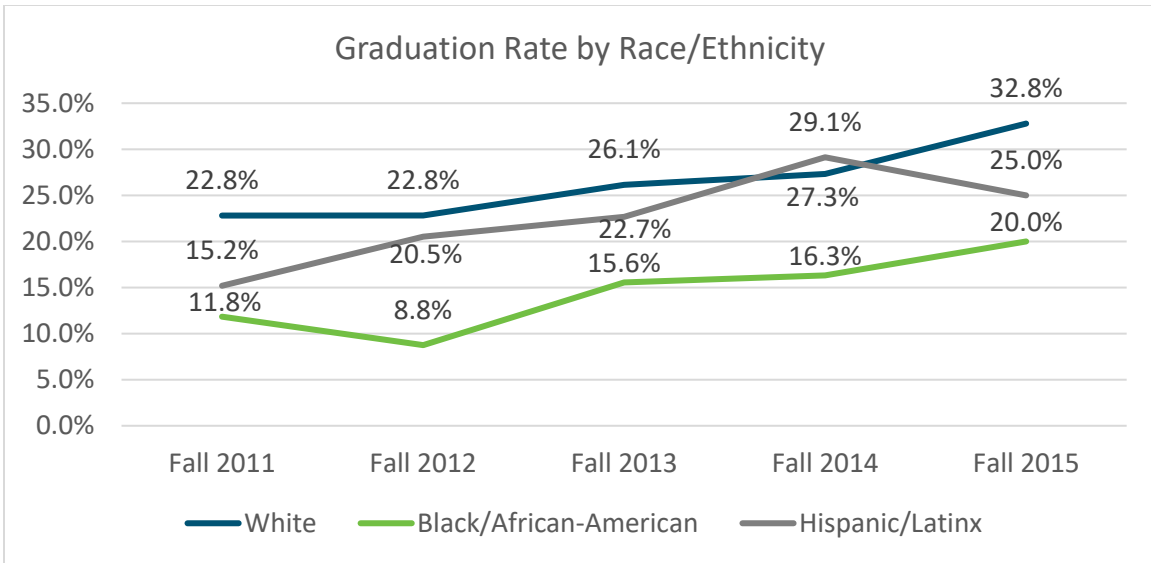## Report

Executive Summary

Introduction

The College of Lake County's (CLC's) Equity in Student Access & Success Plan applies an equity lens to determine student success strategies at the college. The plan identifies six key objectives and supporting strategies based on evidence and input from the CLC community. These strategies have been mapped out over five years, from FY2021 to FY2025, to guide student success efforts to make dramatic improvements in educational attainment for all students.

The plan prioritizes full scale student success improvements that will be most impactful to students who face the greatest inequities within the Lake County Community and the CLC educational system. While the Equity in student Access & Success Plan will impact students from many groups, the focus is primarily on Black/African American, Latinx, and Pell recipient (low income) students because these students have the largest inequities in outcomes compared to white students and students who do not receive Pell (not low income). The plan is being created for use by the College of Lake County an as a component of the college's participation in the Illinois Equity in Attainment initiative through the Partnership for College Completion.

The Equity in Student Access & Success Plan aligns with CLC's FY2020-2024 Strategic Plan and fits primarily within the Access & Success for Students and Equity & Inclusion Pillars of the Strategic Plan. Each objective in this plan is also situated within CLC's Lancer Success Framework, the college's student success framework named for its Lancer mascot. A central guiding principle of the work outlined in this plan is CLC's definition of student success: achieving educational attainment for every student by providing personalized, culturally relevant student learning experiences, grounded in equitable practice in an inclusive student-ready environment. Additionally, CLC's Equity, Inclusion, and Diversity statements are used to frame the objectives and strategies outlined in this plan.
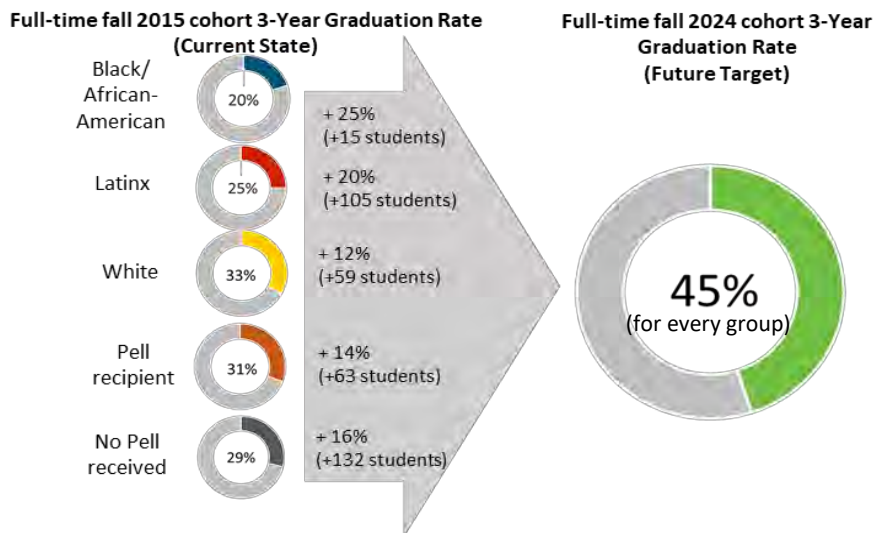
Current State

Despite some progress in overall graduation rates among CLC students, there has been persistent gaps in completion between Black/African-American and Latinx students compared to White students. Pell recipients (low-income students) tend to graduate at about the same rate as their peers who do not receive Pell. Nevertheless, all groups have a fairly low graduation rate below 35%. For the most recent cohort, of the students who entered College of Lake County in fall 2015 as first-time college students enrolled full-time and indicated that they wanted to complete a degree or certificate, only 29% actually did complete a degree or certificate by the end of summer 2018. The chart below shows the 3-year (150%) graduation rate for the five recent cohorts of first-time, full-time, degree/certificate-seeking students. This data calls on the college to take urgent action to address inequities and ensure paths to completion for all CLC students.

Graduation Rate by Race/Ethnicity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White	22.8%	22.8%	26.1%	27.3%	32.8%
Black/African-American	11.8%	8.8%	15.6%	16.3%	20.0%
Hispanic/Latinx	15.2%	20.5%	22.7%	29.1%	25.0%

Over the past several years, CLC has researched outcomes by racial/ethnic groups and low-income students and developed several programs to address student success. While students in these programs have had positive outcomes to some extent, these programs have been small in scale and limited in impact. As the college learns effective practices from these small-scale programs, the institution is well-positioned to develop full-scale, strategic interventions that will have the greatest impact on African-American, Latinx, and low-income students.

Future Vision

Given current graduation rates, the overarching target for this plan is to reach a 45% graduation rate for every demographic group by the fall 2024 starting cohort. The visual below depicts the current state and future target for graduation rate. Additional targets for momentum metrics that are outlined in this plan are based on the way each momentum metric correlates to this graduation rate target.

Full-time fall 2015 cohort 3-Year Graduation Rate (Current State)

Group	Current	Change
Black/African-American	20%	+ 25% (+15 students)
Latinx	25%	+ 20% (+105 students)
White	33%	+ 12% (+59 students)
Pell recipient	31%	+ 14% (+63 students)
No Pell received	29%	+ 16% (+132 students)

Full-time fall 2024 cohort 3-Year Graduation Rate (Future Target)

45%
(for every group)

Moving forward CLC will utilize full-scale, personalized, and culturally relevant student experiences to advance the success of all students, while prioritizing efforts that will have the biggest benefit to students facing the greatest inequities. Systemic barriers to students' success will be evaluated and dismantled. All efforts will focus on personalizing the student experience and integrating culturally relevant educational experiences so that each student receives support according to their needs within the larger systems created at the institution. This approach will not only allow for significant improvements to students' experiences, but also impact large populations of students.

Institutional Strategies

The objectives and strategies that College of Lake County will employ to move from the current state to future vision have been selected because of their potential to have the most benefit for African-American, Latinx, and low-income students. These strategies will benefit all CLC students, but have particular importance to students with the greatest opportunity gaps: African-American, Latinx, and low-income students. Six objectives, and more specific strategies within each objective, have been identified based on quantitative and qualitative evidence as well as input from numerous faculty, staff, and students at CLC.

- Objective 1: Reengineer student onboarding experiences.
  CLC will review, redesign, and implement a college-wide entry processes and first year experiences that provide personalized, culturally-relevant onboarding for new students entering the college. The first year experience for students encompasses new student orientation, college success courses and tutorials, selection and documentation of an education plan, and other early opportunities for students to learn about CLC and engage at the institution. Student intake processes will also be developed to route students to relevant resources and experiences.

- Objective 2: Enhance opportunities for credit accumulation.
  CLC will use multiple strategies to improve means by which students can accumulate credit hours and progress toward a credential at CLC. The strategies include improved processes for granting credit for prior learning at entry, developmental education changes to allow for earlier access to credit-bearing English and math courses, class scheduling structures that could facilitate more students attending full-time instead of part-time, co-enrollment programs for Adult Education and high school students, and teaching and learning strategies that can reduce withdrawal rates. Institutional policies and practices associated with awarding credits, advising students on credit hour load, and developmental education will be reviewed as these opportunities are enhanced.

- Objective 3:Infuse diversity, equity, and inclusion principles in employee policies, practices, and professional development..
  CLC will build a culture of equity-mindedness among an increasingly diverse workforce and student body. CLC will review employee policies and practices to improve diversity of the college workforce and apply equity-minded practices in policy revisions that will support success of employees throughout their careers at the college. CLC will also

provide professional development for faculty and staff to orient employees to foundational concepts of equity and inclusion, provide examples and guidance of equity-based practices, and collaborate to shepherd colleagues to integrate equity into their daily work. Equity training will also coincide with training on the college's data warehouse so that reports and dashboards showcased to faculty and staff will provide disaggregated student data relevant to the equity concepts discussed in other trainings and important to current efforts. This strategy will support employees with intentional, scaffolded opportunities designed to lead to direct application of knowledge so that any employee, regardless of prior experience, can grow professionally and gain the knowledge and resources to ground their work in equity-based practices.

- Objective 4: Reimagine the student support model.
  CLC will create a barrier-free environment by reviewing systems and removing instances of power, privilege, and inequity in policies, procedures, and processes. This objective will focus on redesigning the college's model of student support services and processes as well as related policies so that institutionalized causes of student inequities are eliminated. This work will result in a cohesive, holistic student support model and set of policies that maximize opportunity for success of students across demographic groups.

- Objective 5: Resource students for success.
  CLC will improve efforts to assist students with financial resources and social services that can impact their academic success. This objective includes a significant research component for the college to better learn the needs and experiences of its students, including experiences outside of the classroom. CLC will develop a comprehensive picture of student resource needs, which may include assistance with finances, childcare, food, housing, internet access, and transportation, among others.

- Objective 6: Strengthen student transition opportunities.
  CLC will strengthen pathways for students to transfer to four-year institutions or to find employment directly after completing a credential. This effort will draw on improved connections to external transfer partners and local employers so that students experience seamless transitions as they leap into the next phase of their education or employment.

Evaluation of Efforts

For each of the objectives and strategies outlined in the plan, an evaluation plan will be developed and implemented over the time-frame of the Equity in Student Access & Success Plan. Evaluation plans will include data collection and analysis processes designed prior to implementation of strategies. The resulting evaluation findings will be used to measure progress toward a target (or set of targets) that define initiative success and to guide continuous improvement of student success efforts.

Endorsement Page

College of Lake County

Equity in Student Access & Success Plan: 2020 - 2025

This Equity in Student Access & Success Plan has been endorsed by the following members of our college community:

College of Lake County Board of Trustees

William M. Griffin; Chair of the Board of Trustees	2/25/2020
Catherine Finger; Vice Chair of the Board of Trustees	2/25/2020
Richard A. Anderson; Secretary of the Board of Trustees	2/25/2020
Amanda Howland; Board of Trustees	2/25/2020
Timothy S. Powell; Board of Trustees	2/25/2020
Julie Shroka; Board of Trustees	2/25/2020
Matthew J. Stanton; Board of Trustees	2/25/2020

College of Lake County Leadership Team

Lori Suddick; President	12/17/2019
Sue Fay; Executive Director, Human Resources	12/17/2019
Kenneth Gotsch; Vice President of Business Services & Finance/CFO	12/17/2019
Derrick Harden; Vice President of Strategy, Planning & Support	12/17/2019
Karen Hlavin; Vice President of Student Development	12/17/2019
Greg Kozak; Chief Information Officer	12/17/2019
Ali O'Brien; Vice President of Community & Workforce Partnerships	12/17/2019

Additional members of the CLC community who provided input and guidance on this plan, including the team who created the plan, are listed in ILEA Team section on page 59.

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)** initiative marks a major step forward for 28 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 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 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

The College of Lake County (CLC) is proud to be participating in the Illinois Equity in Attainment initiative to address racial and socioeconomic achievement gaps in our institution and in the state of Illinois. The College of Lake County is a comprehensive community college that provides a range of credentials including associate degree transfer, associate in applied science, certificates, as well as incumbent workforce training through professional development and customized training. Additionally, CLC provides adult basic education, English as a Second Language (ESL) and community personal enrichment. CLC offers a wide set of educational credentials representing career and technical fields of interest and liberal arts including 119 credit-bearing certificates and 52 Associate Degree programs. CLC's mission, background, and history set the context for the development of this Equity Plan and its position within the larger institutional strategy to advance student success.

Mission
The College of Lake County is a comprehensive community college committed to equitable high-quality education, cultural enrichment and partnerships to advance the diverse communities it serves. CLC's mission calls on the college to ensure that members of the Lake County community, including African-American, Latinx, and low-income community members, have access to education with equitable supports and design that leads to valuable credentials and ultimately social and economic prosperity.

Background
The College of Lake County has three campus locations in Grayslake, Waukegan (Lakeshore Campus), and Vernon Hills (Southlake Campus), as well as an online presence to serve community college District 532 in Lake County, Illinois. U.S. Census Bureau data provides

context for Lake County. Lake County has a population of 700,832 (2019 estimate). Approximately 7% of Lake County residents are Black/African American, 22% are Hispanic/Latinx of any race, and 61% are White. Of the Lake County population over age 25, just over half (51%) do not have a college degree. The median household income in Lake County is $86,244, but varies across communities within the county. For example, the median household income in North Chicago and Waukegan is below $50,000 while the median household income in Highland Park, Deerfield, Lake Bluff, and Lake Forest is at or above $130,000. An estimated 8% of people in Lake County have an income below the poverty level[1].

CLC has an annual unduplicated enrollment of over 20,000 students with FY2018 annual headcount of 23,794 and full-time equivalent (FTE) of 9,049. The fall 2019 headcount was 13,743 with an FTE of 7,849. The college employs 215 full-time faculty, 820 part-time faculty, and 554 staff.

History
The College of Lake County first opened for classes on September 25, 1969, welcoming 2,360 students to that first fall semester. In the years since then, more than 500,000 students have been served at CLC.

Over the past five years, CLC has begun to develop capacity to better understand and address achievement gaps between African-American and Latinx students compared to White students as well as low-income students. While many activities have been undertaken at the college, a few milestone developments are mentioned here for their relevance to the rest of the Equity in Student Access & Success Plan. Under a 2015-2018 Strategic Enrollment Management Plan, two committees, the African-American Student Outreach & Success Committee and the Latinx Student Outreach & Success Committee, were formed to help enhance both access and success of African-American and Latinx students. The college launched a Promise program in fall 2017, which provides financial and academic support to low-income high school graduates seeking to further their education at CLC. During the past several years, CLC's Diversity Council has evolved, now with broad representation and resources to advance diversity-related events, initiatives, and professional development. All of these teams and governance groups have played important roles in the development of this plan and will contribute to implementation of its strategies.

During the 2017-2018 academic year, the college administration prepared and presented data about CLC's equity gaps, specifically related to African-American and Latinx students. Presentations were provided across the college as well as to the Board of Trustees to establish a foundational understanding of the outcomes of CLC students. While this was not the first time equity data was reported at CLC, it marked an important step in beginning an institution-wide conversation about addressing opportunity gaps. Complementing this work was the expansion

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[1] U.S. Census Bureau. 2019. Quick Facts Lake County, Illinois.
https://www.census.gov/quickfacts/lakecountyillinois

of access to the college's data warehouse so that all faculty members could see data, including outcomes by racial/ethnic group, about the students in their courses and programs.

In May, 2018, Dr. Lori Suddick began serving as President of College of Lake County, bringing eighteen years of experience through her work in faculty and leadership roles at other two-year colleges. Dr. Suddick has continued to advance CLC's conversation around equity. Under her leadership, the college has joined Achieving the Dream's (ATD) fall 2019 cohort so that CLC can leverage ATD's systems of student success supports, with a strong emphasis on equity as a crucial element in a student-focused culture. Additionally, Dr. Suddick has led the college to refocus attention on the student experience, beginning with a new institutional definition of student success: achieving educational attainment for every student by providing personalized culturally relevant student learning experiences, grounded in equitable practice in an inclusive student-ready environment. Equity is ingrained in CLC's view of student success, centralizing its role in future efforts in access and success for students.

During the 2019-2020 academic year, equity continued to be a primary focus. Entering the college's fiftieth anniversary fostered reflection and bold thinking about setting the foundation for the next fifty years to achieve success for students and the community. CLC has adopted a new Strategic Plan, which launched in fall 2019. One of the six pillars of the Strategic Plan is Equity & Inclusion, and equity themes permeate through other pillars like Access & Success for Students as well. This Equity in Student Access & Success Plan will serve as the first phase of work to be completed under the Equity & Inclusion and Access & Success for Students pillars of the Strategic Plan.

Given its history and institutional context, College of Lake County is well-positioned to dramatically impact student success and achieve equity in attainment. The college's mission, the demographic shifts within the student and community populations, the current reality of student outcomes, and an opportunity to design a systemic student success framework call the college to urgently address issues of equity in the institution. While the college has significant opportunity gaps to close, a solid foundation has been laid to execute this Equity in Student Access & Success Plan.

1c: Equity, Diversity, and Inclusion Statements

During the spring of 2019, the College of Lake County's Diversity Council developed statements of equity, diversity, and inclusion to define and clarify these terms and their meaning in the college's context. The statements are integrated within and communicated as part of the 2020-2024 Strategic Plan. CLC will use these statements to frame and guide the work of the institution and also recognizes that the organizational understanding of these concepts will evolve over time. CLC expects that the Equity, Diversity, and Inclusion statements will be revisited in conjunction with the creation of a new Strategic Plan after FY2024. Inclusion is also a key value at CLC. It guides the way in which college employees do their work and is incorporated into the Strategic Plan along with the values of Purpose, Integrity, Excellence,

Unity, and Compassion. The Equity, Diversity, and Inclusion statements, which are also used to frame the work of this plan, are presented below:

Equity Statement:
The College of Lake County is committed to being equity-minded in how it supports its students and employees. Also, CLC is dedicated to instill the value of equity in each member of our community.

At CLC, equity means providing a high-quality education and employment in a safe, welcoming, and inclusive environment while meeting the particular needs of each community and individual. This value is imparted by providing professional and educational opportunities to instill the value of equity within each CLC community member.

To achieve this goal, CLC is committed to ensure that all policies, procedures, and processes are free of barriers and provide a seamless experience to all who come to CLC.

This includes ensuring each student is provided the tools and support to empower them to achieve their academic, career, and personal goals, and that each employee has the tools and opportunities to provide excellent service, excel in their job, contribute to the CLC community, and progress in their professional development.

CLC recognizes that equity is not resolved by using a one-size-fits-all approach. CLC is devoted to intentionally designing opportunities for students, faculty, staff, and community members to succeed while supporting each person's unique needs.

Diversity Statement:
The College of Lake County is committed to strengthening the diverse communities we serve. We stand to create an environment that names, embraces, and learns from differences through all policies, practices, and values. We encourage expression of one's own identity and foster an atmosphere where we learn from others.

The College of Lake County is dedicated to meeting the needs of everyone in our community, especially those who have been historically underserved. We are committed to being intentional about having crucial conversations to continually develop cultural competence and humility. At the College of Lake County, we celebrate and promote diversity because we believe that everyone benefits from being a part of a global society.

Inclusion Statement:
The College of Lake County is inclusive of all members of our diverse college community. We are committed to providing an inclusive environment where students, faculty, and staff can do their best in all of their endeavors. This is reflected through our policies, practices, beliefs, and actions.

Inclusiveness at CLC means that each person's input is heard and valued. The College is intentional when creating its entire organizational structure to ensure that there is representation of the diverse community it serves. By seeking input from the community as a whole, especially from people who have been traditionally silenced or ignored, CLC creates meaningful inclusion, leading to college-wide decisions, outcomes, and actions.

In addition to the statements above, CLC uses the image below designed by the Center for Urban Education to communicate and frame conversations about these terms.
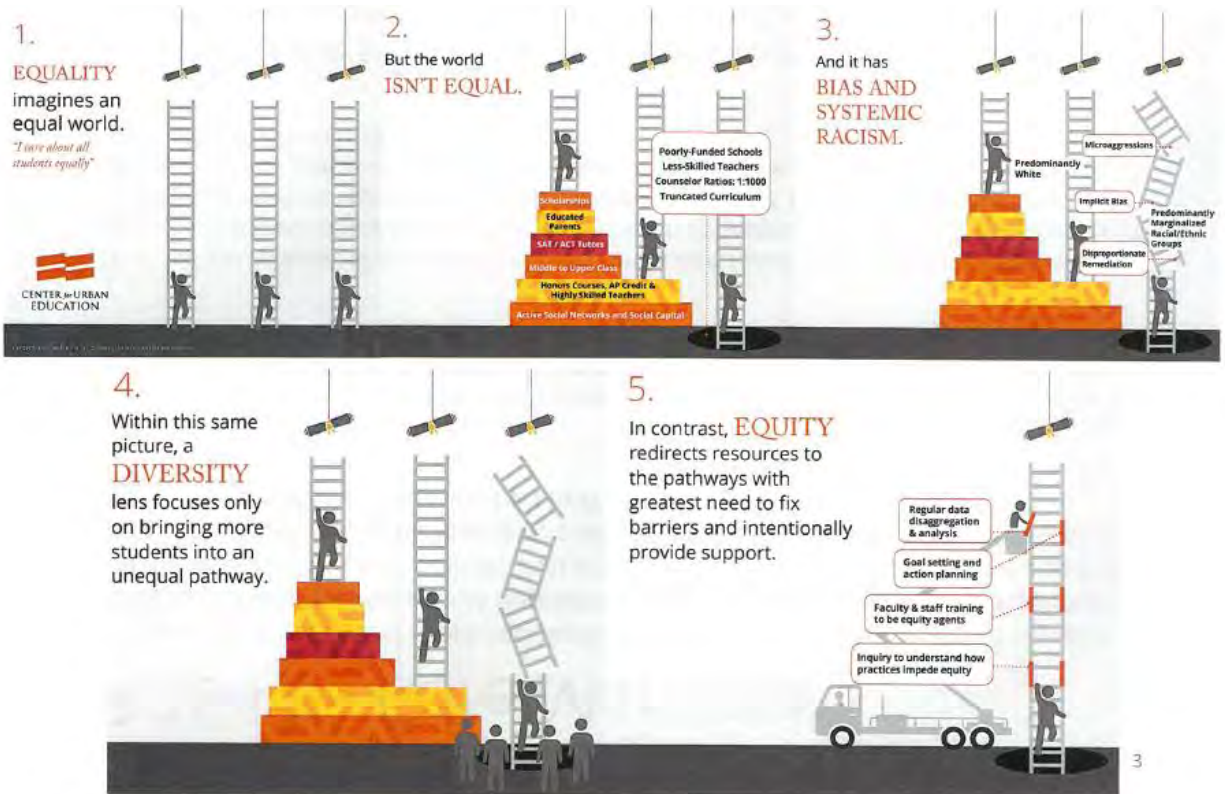
1d: Purpose of the Equity in Student Access & Success Plan

CLC's Equity in Student Access & Success Plan is intended to serve as a roadmap for outlining how College of Lake County 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. The table below shows the degree completion disparities between the following target student groups at CLC:

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

Student Group	Fall 2015 Full-Time IPEDS Cohort	
	3-year degree completion rate	3-year degree or certificate completion rate
African-American	14.5%	20.0%
Latinx	18.6%	25.0%
White	29.3%	32.8%
Pell Students	25.9%	30.7%
Non-Pell Students	24.1%	28.7%

The Equity in Student Access & Success Plan is intended to be an integrated component of over-arching institutional efforts to increase equity and degree completion. While the primary focus of this plan is on efforts that will most directly impact students, the plan also accounts for key efforts to diversify CLC's workforce and support employees to best serve the diverse student population.

1e: Campus Engagement Plan

The college undertook several engagement activities throughout the creation of this plan. The goal of engagement activities was to generate awareness of the college's equity work, ensure broad college-wide engagement across three campuses in the formation of the plan, and foster ownership of the plan throughout the faculty and staff of CLC. CLC's ten-person ILEA team held primary responsibility for engaging the college throughout the plan development. The engagement strategy for the Equity in Student Access & Success Plan involved a multi-pronged approach:

- Early awareness building and input opportunities during spring 2019
- Iterative review and revision from multiple stakeholders during the drafting process in spring 2019
- Intentional intersections with other major college initiatives during the creation of the plan through summer and fall 2019.
- Review of draft strategies by college stakeholders during fall 2019.

During the early part of the spring 2019 semester, the members of CLC's ILEA team helped communicate the process and importance of the Equity in Student Access & Success Plan. Campus-wide communications were sent to notify the college community about the Equity Plan. Additionally, members of CLC's ILEA team visited several key stakeholder groups, including the Diversity Council. Given significant opportunity to collaborate on equity work for student success, two Diversity Council members were identified to join CLC's ILEA team. In February and March of 2019, regular updates on the Equity in Student Access & Success Plan were provided to the Diversity Council. Two sessions to help build awareness and collect input from employees were held during CLC's Employee Development Days in spring 2019; all staff and faculty were welcome to attend the sessions. Scaffolding from the foundation of awareness-building, April-May 2019 engagement included meetings at each of the college's

employee senate groups. These meetings allowed for additional information about the plan to be shared as well as an opportunity for faculty and staff to provide ideas for the plan. Further vetting of the Equity in Student Access & Success Plan occurred throughout the fall 2019 semester.

Throughout the engagement plan, several review points were built into the drafting process. In addition to the review of Equity in Student Access & Success Plan drafts by CLC's ILEA team, the Diversity Council served as another venue for frequent review and feedback of strategies outlined in the plan. College leaders overseeing the development of CLC's new Strategic Plan also had touchpoints to review key elements of the Equity in Student Access & Success plan to ensure alignment. The Strategic Plan development process gathered input from internal and external college stakeholders including students and this feedback was used to inform the Equity in Student Access & Success Plan as well. These touchpoints helped lead to the equity, inclusion, and diversity statements and concepts being woven into the values and strategic pillars (especially Access & Success for Students, Equity & Inclusion, and Teaching & Learning Excellence) of the 2020-2024 Strategic Plan. The College Leadership Team served as another team of reviewers to help support the development of viable strategies that can be integrated into the institution.

The college intentionally leveraged other institutional initiatives to inform this plan. In February, a team (including three members of CLC's ILEA team), attended Achieving the Dream's Equity Institute, which helped provide framing for the current state and future vision sections of this plan. As CLC begins its experience as an Achieving the Dream college, further professional development and coaching opportunities will help the college weave equity work outlined in this plan into the systemic changes to establish a student-focused culture.

Below are specific engagement opportunities used to help develop CLC's Equity in Student Access & Success Plan:

Date	Activity	Purpose
Multiple dates throughout fall 2018 & spring 2019	Strategic Plan, Mission, Vision, and Values input sessions	These sessions were not specifically for the Equity in Student Access & Success Plan but input from these sessions was used in the creation of this plan and its alignment to the Strategic Plan, Mission, Vision, and Values of CLC
1/28/2019	Diversity Council meeting	Update on timeline and equity definition
2/19/2019	ATD Equity Institute	Foundational framing for current state and future vision
2/25/2019	Diversity Council meeting	Information session on introduction, current state, future vision sections; update on progress

3/4/2019	Check in meeting with AQIP Strategic Planning Team	Ensure alignment of Equity Plan with Strategic Plan
3/6/2019	Employee Development Day info & feedback sessions at CLC	One introductory session to provide background about PCC/ILEA and CLC's Equity Plan. Second session to collect input on current state, future vision, and initial strategy ideas
3/4 - 3/29/2019	Mid-semester faculty meetings and/or division meetings	Faculty input opportunities
3/18/2019	Diversity Council meeting	Provide overview of draft of introduction, current state, future vision Continue work on equity statement
4/11/2019	ILEA Spring Summit	Continue progress on Equity Plan and collaborate as a team
4/19/2019	Specialist Senate meeting	Input opportunity for specialist staff
4/22/2019	Faculty Senate meeting	Input opportunity for faculty
4/22/2019	Diversity Council meeting	Input session on strategies, capacity, and evaluation
4/25/2019	Admin/Prof Council	Input opportunity for admin/prof staff
4/30/2019	Student Government Association meeting	Input session with SGA student representatives
5/1 – 5/10/2019	Check in meeting with AQIP Strategic Planning Team	Update on progress, new developments Ensure alignment of Equity Plan with Strategic Plan
5/21/2019	Classified Senate meeting	Input opportunity for classified staff
6/19 – 21/2019	Achieving the Dream Kickoff Institute	Officially begin ATD work Use opportunity to further develop engagement with Equity in Students Access & Success Plan
8/15/2019	Faculty development week breakfast with Diversity Council	Input opportunity for faculty
8/17/2019	Adjunct faculty development day lunch with Diversity Council	Input opportunity for adjunct faculty

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9/3/2019	Grayslake employee lunch hosted by Diversity Council	Input opportunity for faculty and staff
9/18/2019	Employee input session	Input opportunity for faculty and staff
9/18 – 11/15/2019	Online employee input form	Online format for any CLC employee to provide input on the draft plan; allows for those not able to attend an in-person session to provide input.
9/30/2019	Lancer Success Team	Plan framing and prompt to review plan on own as a team member or at upcoming input sessions
10/7/2019	Employee input session	Input opportunity for faculty and staff
10/17/2019	Southlake employee lunch hosted by Diversity Council	Input opportunity for faculty and staff
11/7/2019	Employee input session	Input opportunity for faculty and staff
11/8/2019	Employee input session	Input opportunity for faculty and staff
11/14/2019	Lakeshore employee lunch hosted by Diversity Council	Input opportunity for faculty and staff
11/26/2019	Lancer Success Team	Review and recap of strategies and input gathered
12/4/2019	CLC ILEA Team Meeting	Review gathered feedback
12/17/2019	College Leadership Team	Final review
1/28/2020	Board of Trustees	Review of plan
2/25/2020	Board of Trustees	Endorsement of final plan

2. Current State

2a: Overview

The College of Lake County has reflected on the current state and recent outcomes of students across racial/ethnic groups and socioeconomic status in a number of ways. Strategies used to assess the current state have included:

- Review of equity data
- Administration of the Institutional Capacity Assessment Tool (ICAT) and discussion of themes during the Capacity Café on a small scale in fall 2018.
- Engagement with employees during Student Success Days
- Participation in Achieving the Dream's Equity Institute
- Structured brainstorming exercises of CLC's ILEA team members and with college stakeholders in meetings and input sessions
- The creation of a Student Success Scorecard for launch with the new Strategic Plan

These efforts have allowed CLC not only to gain understanding about the current state of students' outcomes, but also the culture, structures, and practices of the organization that contribute to systemic inequity.

Graduation Rates
Below are the graduation rates for African-American, Latinx, and White students over the past five cohorts using the first-time, full-time, degree/certificate seeking IPEDS cohorts. The graduation rates reported are at 150% of normal time to completion and include degrees and certificates.
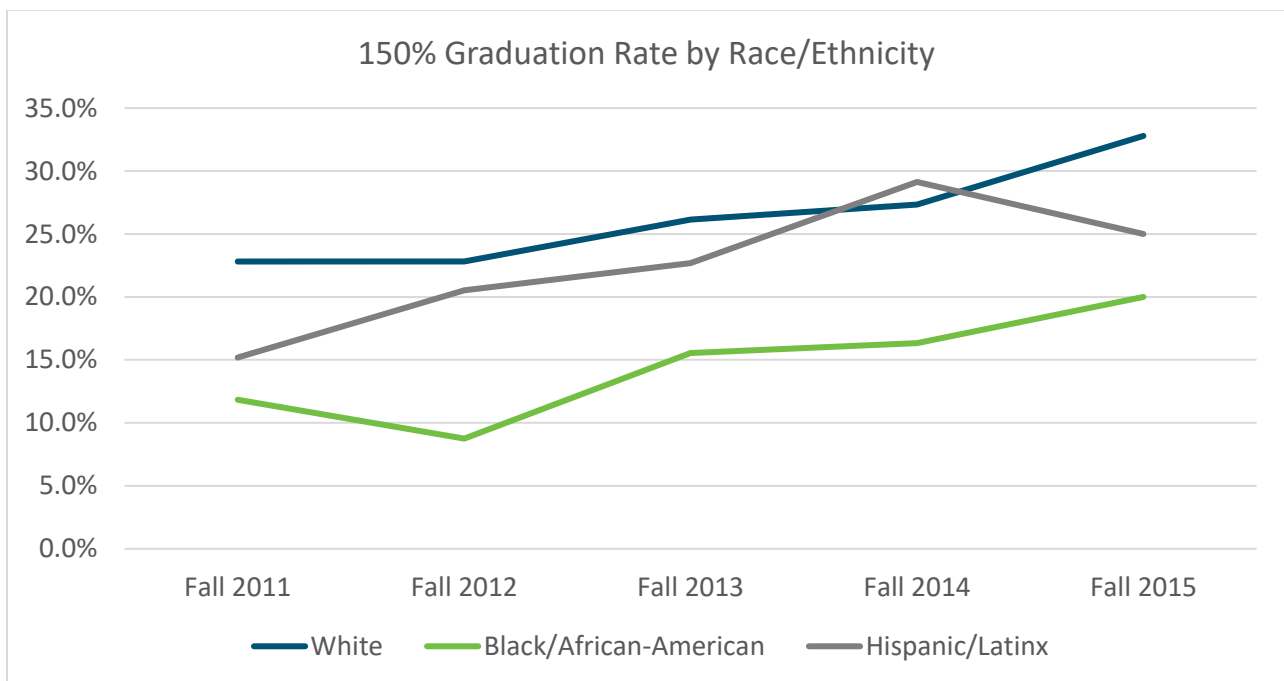
150% Graduation Rate by Race/Ethnicity

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate
White	609	22.8%	596	22.8%	593	26.1%	578	27.3%	552	32.8%
Black/African-American	76	11.8%	80	8.8%	90	15.6%	49	16.3%	60	20.0%
Hispanic/Latinx	237	15.2%	263	20.5%	314	22.7%	357	29.1%	388	25.0%

The graduation rates above demonstrate general positive progress in graduation rates among all groups over the past five cohorts. With the fall 2014 cohort, the gap in graduation rate between White and Latinx students was gone, but reappeared with the fall 2015 cohort. The graduation rate for African-American students has trended in a positive direction, but the count of students in the cohort remains fairly small, which can result in more volatility from one cohort to the next. The current data suggests a need to work on closing graduation rate gaps, but also a need to build capacity in sustaining equity in attainment.

150% Graduation Rate by Pell Status
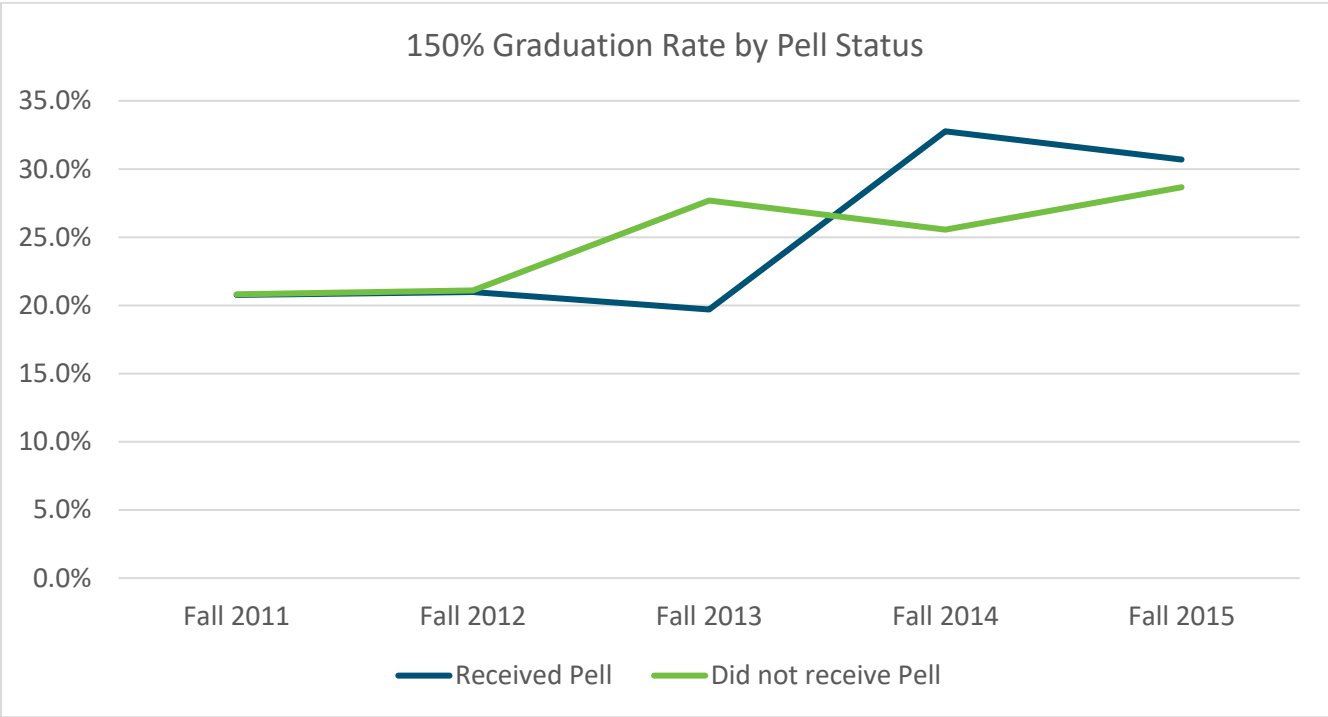
Pell Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate	# in cohort	150% Grad Rate
Received Pell	390	20.8%	386	21.0%	401	19.7%	354	32.8%	404	30.7%
Did not receive Pell	663	20.8%	654	21.1%	715	27.7%	747	25.6%	750	28.7%

There has been improvement in the graduation rate of Pell recipient students in the past two cohorts, where Pell students now exceed the performance of students who did not receive Pell. In fall 2014 the college started evaluating course eligibility for aid using its degree audit system. The college notified students if they were taking classes outside of their program requirements, which likely contributed to the improvement in completion within 150% of normal time. As efforts support more students to completion, the college must ensure the advancement of graduation rates also results in equitable attainment across all student groups while sustaining recent improvements.

Implications of Current State
As the ILEA team and stakeholders from around the college have reflected on the current state of student success at CLC, several contributing factors that perpetuate gaps in student access and success, and the broader implications these trends have on students, the college, and the community must be acknowledged. Currently, CLC's institutional practices have a limited ability to impact equity in attainment. Details of specific strategies CLC has attempted are described below in section 2b. While CLC will be leveraging Achieving the Dream's system of supports and its own student success framework (the Lancer Success Framework) to help redesign and reimagine the student experience, the current design does not provide a cohesive integrated experience from connection to completion for students. Students, particularly African-American, Latinx, and Pell-recipient students, lack needed supports; despite some success with current support initiatives, these efforts have impacted relatively small numbers of students. Budget constraints and small-scale program models have stifled innovation and limited broad-reaching, effective practices. These current practices have allowed institutional learning about potential strategies' strengths and weaknesses, but have also not resulted in fully closing achievement gaps.

In addition, the college's faculty and staff do not mirror the student population as outlined in the chart below:

Lake County, CLC Student, & CLC Faculty and Staff Comparison, FY18			
	Latinx	Black/ African American	White
All CLC Students	33.1%	6.9%	47.0%
Lake County Population	22.2%	6.9%	61.1%
Full-time Faculty	3.0%	8.1%	76.8%
Part-time Faculty	7.1%	3.8%	79.2%
Admin/Professional Staff	2.0%	19.6%	72.6%

The college has undertaken recent efforts to attract diverse pools of candidates to several faculty and administrative roles, which will be one step toward mirroring the student demographics of faculty and staff. However, the current picture of representation, along with limited faculty and staff training on issues of equity, can contribute to students' sense of belonging at CLC. In turn, this can affect how prospective students from diverse backgrounds view CLC as a primary option for education as well as how successful these students are when they do attend CLC. Currently, there exists several professional development opportunities for faculty and staff, but employees have voiced the need for clear, practical examples of how to integrate equity practices into their daily work.

Ultimately, the current state of institutional practices and employee development has provided an important foundation for our equity work, but has also contributed to the limited success in addressing achievement gaps. There is recognition of the broader societal impacts to these trends if the current state remains unchanged. If CLC does not address access and equity gaps in the county, the mission to strengthen the diverse communities in the district will not be met. The college will be at financial risk if it is unable to make the institution accessible to the district's populations in most need of higher education. If gaps in student success and completion persist, the workforce needs will be unmet, as will opportunities to attract new business and industry to Lake County. The income inequality and financial insecurity within the district will persist along class and racial lines. The need to focus attention on equity now is clear for the wellbeing of the college and the Lake County community.

Through this reflection on the current state the college not only sees the persistent gaps in educational attainment for African-American, Latinx, and Pell-recipient students, but also acknowledges the moral imperative in making changes to address these gaps. The specific strategies below are some, but not all, of the key efforts developed so far at the college that inform broader strategies for this Equity in Student Access & Success Plan.

2b: Past and Present Strategies

This section highlights some of the strategies employed by CLC over the past several years specifically targeted at improving outcomes for African-American, Latinx, and/or Pell-recipient students.

African-American Student Success Initiatives

1. African-American Student Outreach & Success Committee (AASOSC). The AASOSC was established in 2015 and is comprised of a group of faculty, staff, and community members who plan, coordinate, assist in implementing, and evaluate a set of activities to improve recruiting and retention of African-American students. The committee's work includes:
   - Coordinating outreach programs to increase the presence of CLC to prospective students, targeting African American communities within the county.
   - Coordinating social, informational and educational activities for current African American students.
   - Leveraging members of the committee to track a caseload of students and provide case management.
   - Providing culturally relevant introduction for traditional and nontraditional students to College of Lake County.
   - Improving equity by providing access to resources and creating an environment of trust and community of wealth throughout students' college experience.
   - Implementing an intensive mentoring program by faculty, staff or community members.

   The committee serves to prepare and consult on the design of these various activities, which are implemented largely through the Multicultural Student Center. Across the various activities championed by the committee, 107 students (about 9% of the African-American student population) were served in fall 2018 and spring 2019.

2. Academic Purpose & Preparation for Success (APPS) Blueprint Scholars Program. The APPS Blueprint program was a key initiative of the African-American Student Outreach & Success Committee. The APPS Blueprint program launched in fall 2018 with a goal to infuse equitable practices into a cohort of African-American students in order to improve first-to-second term and first-to-second year retention. The initial pilot of the program in fall 2018 included:
   - Financial resources to cover the cost of books in the students' first semester
   - Resources and supplies for each student including an HP Stream laptop, a pre-paid public transportation pass, a calculator needed for the student's math class (if relevant), and a flash drive
   - Weekly success seminars and workshops, similar to a first-year experience course, to provide practical strategies and tools to be successful college students
   - Access to an advisor and financial aid specialist during multiple group meetings in the first semester

- Weekly contact with an assigned mentor (volunteer faculty, staff, and community members).

The results of this program showed some promise for providing students with a network of peers on a small scale, but did not show accomplishment of student academic success intended. The program initially attracted 39 students, which fit with recruitment goals as a pilot program. Some students dropped from the program and 28 actively participated. Actively participating students achieved an 89% retention rate from fall 2018 to spring 2019, which was higher than the initial goal for the program (72%, which was 1% higher than the prior year retention rate for African-American students). Fall average GPA was the same as non-participants (2.42). Despite some positive initial retention data, the students struggled to successfully complete the courses they attempted, particularly developmental Math. By the spring semester, active students had a high course withdrawal rate (18.5% of enrollments ended in a withdrawal) and low course success (C or better) rate (59%), and an average term GPA of 2.17. By comparison, similar African-American students not participating in APPS had a withdrawal rate of 16.3%, a course success rate of 62.3% and an average GPA of 2.48. While these outcomes did not align with what was intended for program participants, there are elements of the program, like having a network of peers and feeling supported by a dedicated mentor, that students found beneficial. Further analysis and review of this program yielded important insight to inform full-scale onboarding and first year experiences designed during 2019-2020, tailored for certain populations, and implemented during the course of this plan.

Latinx Students

1. Latino Student Outreach & Success Committee (LSOSC). The LSOSC was established in fall 2013 under the Enrollment Management Commission. Similar to the AASOSC, this team is comprised of faculty, staff and community members who plan, coordinate, assist in implementing, and evaluate a set of activities to improve recruiting and retention of Latinx students. The committee's work includes:
   - Advising the college on ways to support Latinx students
   - Advocating for programs, events, services, training, and resources, as well as Spanish bilingual content
   - Hosting events for parents of CLC students to provide education about college processes and opportunities
   - Investigating and improving services at CLC to more equitably serve Latinx students
   - Promoting training initiatives and professional development opportunities for CLC faculty and staff
   - Collaborating with PR & Marketing to develop marketing and communication materials in Spanish

- Directly providing mentoring and case management support for Latinx students in the Éxito program.

Many of the efforts described above are facilitated by committee members, with strong leadership from the Multicultural Student Center. Across the various activities championed by the committee, 274 students (about 4% of the Latinx student population) were served in 2018-2019.

2. Éxito Program. The Éxito program developed from the "Latino Student Success Pilot Program," which was an outreach and retention effort where CLC staff provided targeted messaging and case management of Latinx students leading up to and throughout their first semester. Through the Éxito program, members of the Latino Student Outreach and Success Committee are each assigned a caseload of incoming students to mentor and support. The staff from different key areas at the college create a welcoming environment and support system for the students. The program helps students to connect with the institution and many of them participate in college clubs and organizations. Students are also encouraged to participate in a variety of workshops and activities organized by staff from the Multicultural Student Center. The program also offers peer mentors to these students. Some of the key program metrics from the time it began are described below:

- **Fall 2015 cohort (151 students analyzed for retention comparison; 296 total students served)**

  o The retention rate for Fall 2015 to Spring 2016 (first-to-second term) of the students participating in the Latinx Success Pilot Project was 93.4% vs 79.5% for the comparison group. 13.9% higher than the control group of non-participants. This was a statistically significant difference.

  o The retention rate for Fall 2015 to Fall 2016 (first-to-second year) of the students participating in the Latinx Success Pilot Project was 78.8% vs 65.6% for the comparison group. 13.2% higher than the control group of non-participants. This was a statistically significant difference.

  o The success rate for Fall 2015 through Summer 2018 (first term to most recent term) of the students participating in the Latinx Success Pilot Project was 65.6% (34.4% graduated, 7.9% transferred, 23.2% are still enrolled) vs 52.3% (24.5% graduated, 10.6% transferred, 17.2% are still enrolled) for the comparison group.

- **Fall 2016 cohort (39 students analyzed for retention comparison; 80 total students served)**

  o The retention rate for Fall 2016 to Spring 2017 (first-to-second term) of

the students participating in Éxito was 94.9% vs 88.4% for the comparison group. 6.5% higher than the control group of non-participants.

- o The retention rate for Fall 2016 to Fall 2017 (first-to-second year) of the students participating in Éxito was 82.1% vs 81.0% for the comparison group. 1.1% higher than the control group of non-participants.

- **Fall 2017 cohort (56 students analyzed for retention comparison; 100 students served)***

- o The retention rate for Fall 2017 to Spring 2018 (first-to-second year) of the students participating in Éxito was 92.9% vs 90.4% for the comparison group. 2.5% higher than the control group of non-participants.

*Although the success rates for the Fall 2017 cohort were only slightly higher than that comparison group, students were served with less human resources due to the loss of a retention specialist holding a caseload.

Students receiving Pell Grants

1. Promise Program. CLC's Promise Program was launched in fall 2017 with a cohort of 48 students. The program provides Lake County high school seniors an opportunity to earn a debt-free associate's degree. Eligible students receive a scholarship, earn extra money to help with college expenses, gain professional skills and create a plan to graduate in two years. To qualify for the program, students must enter CLC in the fall term following their on-time graduation from any CLC district high school, reside in CLC's district, have a high school GPA of 2.3 or higher, place into Intermediate Algebra and demonstrate College Reading and Writing Readiness, and meet expected family contribution (EFC) requirements.

Students participating in the Promise Program receive:

- Free college: students receive a scholarship that pays your tuition and fees (after financial aid is applied).
- Extra money: students can earn an additional $300 per semester to help with expenses.
- Individual support: an assigned academic coach helps students stay on track.
- Academic plan: students create a career or transfer plan with an advisor/student development counselor so that they graduate in two years.
- Professional development: students participate in career and leadership activities to build their skills.

Since fall 2017, another cohort of 51 students began in fall 2018. To date, Promise students have positive leading indicators of success:

- The Fall 2017 Promise cohort has maintained a cumulative GPA of 3.02.
- Promise students are successfully completing about 80% of the courses they attempt.
- At the end of their first year, 69% of the fall 2017 Promise students had earned enough credits to stay on track to graduate on time.

Summary and Lessons Learned

With the main strategies employed to advance student success for African-American, Latinx, and low-income students, CLC has learned several lessons that have informed modifications to college efforts. Some of the key lessons learned include:

- The relatively small scale of current efforts means that broader improvements in student success are incremental and slow. While the college community knew that the impact of current programs would be limited given the number of participants, scaling these initiatives has been a challenge. Attracting more students to participate actively in APPS, Éxito, and the Promise program presents one challenge, and finding enough dedicated resources and wrap-around supports to ensure success has presented another challenge to scaling these programs more broadly. Furthermore, defining what specific activities within these programs are benefiting and not benefitting students has been challenging to determine and requires further data collection and analysis.
- A best practice to encourage students to take advantage of existing support services and activities is to integrate these services into the structure of a program. For example, the Promise program shifted from optional workshops that would allow students to earn a stipend to a structured, free course that delivered similar content but attracted more students to participate and earn the stipend.
- Dedicated resources are helpful to students' success, but require intentional planning to most effectively provide. In both the APPS and Éxito programs, mentors to students have been primarily faculty and staff serving as volunteers above and beyond their regular position at the college. While these employees are committed to the students' success, they have limited capacity to serve a limited number of students given their regular work obligations. CLC has sought, and successfully received in the case of the Éxito program, external funding to further develop and provide personnel to focus on students' success.
- Current strategies have heavily focused on student development support. Better integration of student academic supports and systemic changes in academic processes could enhance the strategies the college employs and scales in the future.

The data show that current strategies have been somewhat successful, particularly in the case of Latinx and Pell-recipient students. Despite well-planned and intended efforts, little progress has been made so far to improve outcomes for African-American students. Still, the current

strategies have illustrated important considerations for the college as it moves forward in this equity work. Despite some good progress in graduation rate, intentional efforts to sustain and continually improve completion rates are needed. The future vision and strategies of this Equity in Student Access & Success Plan will build on the successful elements of the current practices to most effectively progress toward closing opportunity gaps.

3. Future Vision

3a. Goal

The College of Lake County's goal of this Equity in Student Access & Success Plan, leveraging its work with the Illinois Equity in Attainment Initiative and Achieving the Dream (ATD), is for all full-time students in the class of students entering in fall 2024, regardless of race/ethnicity and income level, to reach a 45% 3-year graduation rate (including degree and certificate completion). The overall 150% graduation rate for the fall 2024 cohort will be 45% and each racial/ethnic group will have a graduation rate of at least 45%.

In addition to CLC's goal to improve completion rates, the college will also work to bring equity to the full pathway of a student's experience from entry to completion and transfer to four-year universities or transition to the workforce. Through the work outlined in this plan, the College of Lake County will accomplish additional goals specific to the objectives and strategies outlined in section four of this plan. These goals are intended to contribute to the graduation rate goal, and enhance opportunities for successful transition beyond credential completion. *(Note: specific metrics and goals are outlined below and also in the interim benchmarks appendix).*

3b. Vision

The future vision of the College of Lake County is to close opportunity gaps among student populations by creating a systemic design that fosters an inclusive student-ready environment, providing full-scale, yet personalized, culturally relevant student learning experiences, grounded in equitable practice. This vision is to uphold the definition of student success at CLC: achieving educational attainment for every student by providing personalized culturally relevant student learning experiences, grounded in equitable practice in an inclusive student-ready environment.

Reaching this future vision entails several institutional changes. CLC's vision is that it will have mechanisms for continual development and delivery of culturally-relevant and personalized learning experiences. CLC will have an organizational structure as well as policies, processes, and procedures that are designed around the students' needs. These efforts will eliminate silos in the organization so that students have integrated, seamless, and easily navigable educational experiences. CLC will utilize intentional strategic planning and data to drive decisions and prioritize efforts that best advance equity in access and success for students. Every employee will live the CLC values of Excellence, Purpose, Integrity, Compassion, Unity, and Inclusion in visible ways so that students feel welcome and valued, and the student voice is not only heard, but used in the design of the systemic student success framework at CLC.

This future vision of a systemic student-focused design will be developed within CLC's Lancer Success Framework. The Lancer Success Framework, which was developed along with the 2020-2024 Strategic Plan and specifically the Access & Success for Students Strategic Pillar, provides a framework for an integrated seamless experience for every student beginning with the first point of contact and continuing through the student's exploration, planning for

success, experiential learning, academic progress, timely completion and transition to the workforce or university. Each strategy outlined in this plan and any future student success efforts will be positioned within this framework to guide CLC strategically toward improved experiences and outcomes for students.
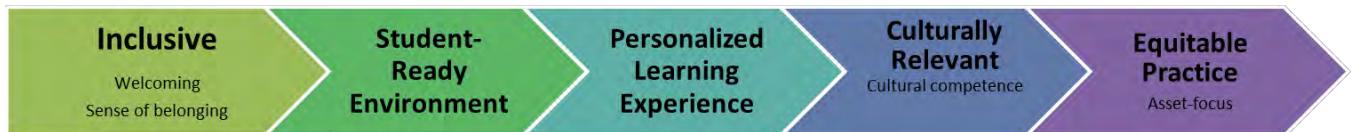
CLC recognizes the inequities that currently exist, and will leverage this framework to design an institution where systemic barriers are dismantled and resources are equitably distributed so that all students can succeed. CLC must actively engage in work to eradicate the gaps in access and success for African-American, Latinx, and low-income students in order to elevate the cultural wealth of Lake County, meet workforce demands with top talent, create income equality across communities and build equity in educational attainment for the region.

3c. Interim Benchmark Goals

The interim benchmark measures are described in association with specific strategies in section 4 of this plan. In order to reach the overarching goal of a 45% completion rate, CLC will seek to instill positive behaviors in students, reflected in dramatic improvements in student credit accumulation, completion of college-credit bearing Math and English, and persistence to their second year. These leading indicators have been correlated with CLC's graduation rate goal to ensure alignment of progress toward degree and certificate attainment for all student groups.

4. Institutional Objectives & Strategies

The College of Lake County plans to execute strategies in six core areas or objectives. The process for selecting these six core objectives of focus included a thorough review of institutional data, ILEA team member discussions, and input from college faculty, staff, and students during ten opportunities throughout the spring 2019 semester, and results of the college's Institutional Capacity Assessment Tool and Capacity Café. These objectives were further reviewed and refined based on input on the proposed objectives and strategies collected through eleven college input sessions and an online input form available to all CLC employees during the fall 2019 semester. Each core objective includes a description, rationale for selecting this approach and its purpose, related goals, and specific strategies and tactics within the broad objective. Where possible, strategies will be connected to other institutional improvements or efforts; this will help the equity work outlined in this plan to be closely woven into other institutional priorities. This plan serves as a guide for the Access & Success for Students and student-focused aspects of the Equity and Inclusion pillars of CLC's new Strategic Plan, launched in 2019-2020. As the college entered Achieving the Dream in 2019, this national network will provide critical resources, supports, and frameworks that will be employed to help design and execute several strategies outlined in this Equity in Student Access & Success Plan.

Each objective and its underlying strategies are intended to be implemented or phased into implementation at full scale at the college, making the new and enhanced experiences part of every student's academic journey at CLC. As such, each objective will include reviewing and revising institutional policies, practices, and processes through an equity lens to remove systemic barriers to student success. Although intended for all students, the objectives and strategies outlined in this plan were developed to especially advance success of African-American, Latinx, and low-income students who could most benefit from these efforts to close opportunity gaps at CLC. The rationale and purpose of each objective along with goals will articulate the connection of these full-scale efforts to the key populations of African-American, Latinx, and low-income (Pell-recipient) students. This plan does not assume that "a rising tide will lift all ships." Each strategy and tactic will incorporate personalized, culturally relevant approaches. This overarching guiding principle will ensure that inequities present at students' entrance to the college are addressed, and that supports deployed are tailored to the needs of diverse groups of students within the overarching designs outlined in this plan.

The visual displayed below illustrates the timeline for each objective and strategy. Coloration reflects the level of development, with light coloration indicating a research phase, medium coloration indicating a design/planning phase, and dark coloration indicating an implementation phase of the work. Details of these objectives and strategies are described in the sections following the summary visuals.

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
1. Reengineer onboarding experiences	1a.	Design intake	Implement redesigned intake and application process to route students to relevant FYE and services				
	1b.	Research/Review NSO, FYE · Design personalized FYE for all	Implement personalized, culturally relevant FYE and associated policies for all students				
2. Enhance opportunities for credit accumulation	2a.	Design revised transfer credit process and policy	Implement revised transfer credit process and policy				
	2b.	Implement English co-requisite change, Math general education pathway change, and transitional Math & English in high schools; assess and revise if needed					
			Review Math pre-requisites	Implement Math pre-requisite changes			
	2c.	Research class schedule	Design responsive schedule	Implement responsive class schedule including relevant experiential learning			
	2d.	Review Adult Ed ICAPS	Expand ICAPS opportunities				
	2e.	Review dual credit options	Design expanded dual credit	Implement expanded dual credit offerings			
	2f.	Research teaching practices	Design teaching practices for CLC	Implement and assess teaching practices			
3. Infuse DEI Principles in Employee Policies, Practices, & Professional Development	3a.	Review employee practices	Revise employee practices	Implement equity-minded employee practices and policies from recruitment to retirement			
	3b.	Research equity training	Prepare equity trainers	Implement college-wide foundational equity training; phased in			
	3c.	Design equity behaviors		Communicate / train on equity behaviors			
	3d.	Design equity-focused teaching & learning PD	Implement culturally-relevant instructional design, curriculum development, and assessment training				
	3e.	Design DWH training · Implement DWH training	Design DWH training · Implement DWH training	Design DWH training · Implement DWH training	Design DWH training · Implement DWH training	Design DWH training · Implement DWH training	Implement DWH training
	3f.		Design cross-training	Implement cross-training on student supports for faculty & staff			
4. Reimagine support model	4a.	Research model via ATD · Design new model with personalized, equitable practice & policies		Implement new institutional, cohesive model and policies			
5. Resource students for success	5a.		Research student needs beyond classroom	Design new or redesign existing services	Implement new / redesigned services		
6. Strengthen transition opportunities	6a			Research transfer barriers & identify partners in ILEA	Design improved transfer paths with ILEA partners	Implement improved transfer paths with ILEA partners	
	6b			Research employment opportunities	Design improved employment paths	Implement improved employment paths	

Each objective fits within one or more components of College of Lake County's Lancer Success Framework from access to success, as shown in the visual below.

Objectives & Strategies	Link: Initial interest through submission of the application	Launch: Enrollment through completion of "gatekeeper" courses	Learn: Entry into course of study through completion of 75% of requirements	Leap: Complete course of study through earning credential with labor market value
1. Reengineer onboarding experiences	●	●		
2. Enhance opportunities for credit accumulation		●	●	
3. Infuse DEI Principles in Employee Policies, Practices, & Professional Development	●	●	●	●
4. Reimagine support model	●	●	●	●
5. Resource students for success	●	●	●	●
6. Strengthen transition opportunities		●		●

1: Reengineer Student Onboarding Experiences (Strategic Plan 1.2, 1.3, & 2.1)

Alignment

- Strategic Pillar 1: Access & Success for Students
  - Strategy 2: Integration of CLC Student Success Definition - Integrate the elements of the CLC student success definition throughout the student experience
  - Strategy 3: Student Momentum - Evaluate policies and processes that drive momentum for student success
- Strategic Pillar 2: Equity & Inclusion
  - Strategy 1: Policy & Procedure - Create a barrier-free environment by removing instances of power, privilege and inequity in policies, procedures and processes
- Lancer Success Framework: Link & Launch

Description

The College of Lake County seeks to review, redesign, and implement a college-wide first year experience that provides a personalized, culturally-relevant onboarding for new students entering the college. The first year experience for students encompasses new student orientation, college success courses and workshops, selection and documentation of an education plan, and other early opportunities for students to learn about CLC and engage at the institution. It is essential that onboarding experiences that occur prior to a student's first year experience also be redesigned in a way that aligns and supports the seamless transition of students into CLC. As a result, this work entails redesigning recruiting and onboarding experiences in conjunction with first year experiences. Importantly, these efforts extend to community programming and workforce training housed within CLC's Community & Workforce Partnership division as well as Adult Education offerings because these programs provide an avenue to connect potential college credit students to the institution. Applying an equity lens to the programming in these areas will improve onboarding and access for Latinx, African-American, and low-income people in Lake County. This effort began in 2019-2020 with a review of the existing new student orientation and student success offerings to design a comprehensive onboarding and first-year experience for all students with elements tailored for students from different backgrounds and experiences entering CLC. Learning from the APPS and Éxito programs was leveraged to identify best practices that will become integrated into the college's full-scale first year experiences for African-American and Latinx students. The practices and policies associated with students' first year experiences, including who is required to participate in which experiences, will be a crucial component of this effort so that all students have a relevant first year experience. The new design, completed in March 2020, involves embedding personnel dedicated to onboarding students in local high schools, community organizations, and businesses to facilitate case management style onboarding and orientation. Personnel dedicated to providing ongoing guidance would be assigned to students based on fields of interest from students' start of classes until completion and/or transfer.

Rationale & Purpose

Qualitative feedback from faculty, staff, and students indicated a need for better communication to students about the available resources at the college as well as early identification of a clear educational plan. Currently the college offers an in-person and online new student orientation as well as academic advising, career exploration, and student success courses and workshops to equip students with the information and skills to succeed at CLC. Internal research has shown that students who attend CLC's new student orientation (NSO) have higher retention rates than students who do not attend. For example, first-time, full-time degree/certificate seeking students entering in fall 2016 who attended NSO had a first-to-second term retention rate of 88% while students in the same cohort who had not attended NSO had a first-to-second term retention rate of 66%. These retention gaps are especially wide for African-American students (79% retention for NSO attendees and 42% retention for non-attendees) and also exist for Latinx students (88% retention for NSO attendees and 75% for non-attendees) and white students (90% retention for NSO attendees and 72% for non-attendees). CLC also offers personal development and success courses, but gaps in success rates persist between African-American and Latinx students compared to White students. Most importantly, not all students are required to leverage these resources and not all students do. Student success courses and workshops are optional, and the new student orientation is required only of students who completed high school within the past two years. One of the most notable gaps is with CLC's African-American students; because these students tend to be more likely to take a break between high school and attending CLC, these students have historically been less likely to be required to attend the new student orientation. This pattern shifted with fall 2018 applicants, but African-American students still tend to have lower rates of completing NSO as shown in the table below. These patterns suggest a need for a full-scale, culturally relevant NSO experience provided to all students.

Applicants by Ethnicity, NSO Requirement and Attendance, Fall 2016-Fall 2018

Fall Term Planning to Enroll	Ethnicity	Total New Applicants	New Applicants Required to have NSO		Completed NSO	
		#	#	% of total new applicants	#	% of total new applicants
2016	White	2005	1076	53.7%	665	33.2%
	African-American	525	271	51.6%	109	20.8%
	Latinx	1246	908	72.9%	563	45.2%
2017	White	2041	1123	55.0%	696	34.1%
	African-American	531	291	54.8%	114	21.5%
	Latinx	1598	1180	73.8%	728	45.6%
2018	White	2096	1134	54.1%	636	30.3%
	African-American	580	339	58.4%	123	21.2%
	Latinx	1654	1238	74.8%	667	40.3%

Goals

Phase in a first-year experience for students including new student orientation so that at least 50% of new college credit students have a first-year experience by academic year 2020-2021 and 100% of new college credit students have a first-year experience by academic year 2021-2022 and beyond.

Strategies & Tactics

1a. Student intake. In conjunction with a revised college application for admission to be implemented in academic year 2020-2021, CLC will implement a redesigned intake questionnaire and process to route students to relevant first-year experiences and services. The application for admission will be developed and deployed first, but the intake form will be created to build on initial information collected in the application. The intake will begin to be tested by October 2020 so that students applying to begin attending CLC in spring 2021 will have completed the intake form. The intake questionnaire could include questions about students' background, life outside of the college, and self-reported strengths, areas for improvement, and confidence in preparation for college. This will allow the college to direct students to first year experiences including new student orientations, support programs like Éxito or other resources, success workshops, and courses designed to foster students' success skills.

1b. Onboarding & first-year experiences. CLC will implement a personalized, culturally relevant, and career relevant onboarding and first year experiences for all students. During academic year 2019-2020, the college's Lancer Success Design and Front-Line Team (a sub-team of the college's student success team) researched and reviewed the current new student orientation and first year experiences available to CLC students. Comparing these practices to national best practices and reviewing which students are not accessing these experiences, the team collaborated to design a set of onboarding and first year experiences with required elements for every student tailored to different types of students. The team leveraged two Achieving the Dream experiences (the Kickoff Institute and the Holistic Student Supports Institute) as key resources to reflect on current practices, investigate national best practices, and outline plans to take back to CLC's full student success team. A comprehensive new onboarding and first year experience redesign was completed in March 2020 with a corresponding reorganization of several Student Development departments to facilitate the new design. Implementation plans have begun, including reorganization, personnel training, supportive technology purchasing, and budgeting, with an initial launch of the new model scheduled for students beginning in spring 2021. The college will also recommend the most relevant onboarding and first year experiences for students based on the new student intake form responses.

Connections to Other Institutional Efforts

The college will redesign its application for admission during the 2019-2020 academic year. This provides an opportunity to consider what type of information the college could collect for

students as they link to the institution so that student data can be used to guide students toward the most relevant onboarding and first year experiences. With the new application leveraging the college's CRM technology (Target X), customized and automated communication campaigns can be utilized as one means of scaling this effort institution-wide.

2: Enhance Opportunities for Credit Accumulation (Strategic Plan 1.3, 1.4, & 1.5)

Alignment

- Strategic Pillar 1: Access & Success for Students
    - Strategy 3: Student Momentum - Evaluate policies and processes that drive momentum for student success
    - Strategy 4: Affordability - Improve affordability for students by reducing the time to complete a credential, creating cost efficiencies and developing resources to support success
    - Strategy 5: Flexibility - Increase online, flexible and accelerated delivery methods to increase access and learning options that lead to student success
- Lancer Success Framework: Launch & Learn

Description

The College of Lake County will use multiple strategies to improve means by which students can accumulate credit hours and progress toward a credential at CLC. The strategies include improved processes for granting credit for prior learning at entry, developmental education changes to allow for earlier access to credit-bearing English and math courses, class scheduling structures that could facilitate more students attending full-time instead of part-time, and co-enrollment programs for Adult Education students. Institutional policies and practices associated with awarding credits, advising students on credit hour load, and developmental education will be reviewed as these opportunities are enhanced.

Rationale & Purpose

The purpose of this set of strategies is to help students make progress toward a credential in a timely fashion. Data shows that African-American and Latinx students at CLC tend to enroll as part-time students more frequently than white students. In fall 2018, 71% of African-American students and 71% of Latinx students enrolled part-time, while 65% of white students enrolled part-time. Comparing within groups of students who enroll as full-time or part-time, African-American and Latinx students tend to accumulate fewer credits than White students. Among part-time cohorts of students, 21% of African-American, 25% of Latinx, and 31% of white students accumulate at least 15 credits that count toward a credential within their first year. For students entering full-time, only 6.5% of African-American, 14% of Latinx, and 17% of white students accumulate at least 30 credits counting toward a credential within their first year. Focus groups conducted with non-traditional age students at CLC in spring 2019 revealed an opportunity to hasten students' credit accumulation by improving processes for awarding

credits for prior education. Expanding current dual credit offerings will provide a means for traditional students to accumulate credit while completing high school. CLC efforts to optimize transfer-in credit processes and implement class schedule structures that facilitate greater full-time enrollment can help address these gaps.

Contributing to the gaps in accumulation of credits that count toward a credential is disproportionate placement in developmental education, which can require students to take courses that do not bear credits counting toward a credential. Among Latinx students entering in fall 2018, 71% needed developmental math courses and 26% needed developmental English courses. For African-American students entering in fall 2018, 76% needed developmental math courses and 31.9% needed developmental English courses. By comparison, for white students entering in fall 2018, 57% needed developmental math and only 12% needed developmental English. Because students of color and low-income students are more likely to enter CLC needing developmental education and are less likely to successfully complete a gateway credit-bearing English or math course within their first year, this objective also includes strategies to improve developmental education pathways. CLC's Integrated Career & Academic Preparation System (ICAPS) programs, which provide career and technical education pathways to Adult Education students, will serve as another strategy to advance students' ability to accumulate credits toward credentials. Finally, teaching and learning efforts that can reduce withdrawal rates provides another opportunity for CLC to improve the amount of credits students earn that counts toward a credential.

Goals

The goals related to these strategies focus on credit accumulation and gateway course completion metrics. Detailed targets, including annual breakdowns and disaggregations by race/ethnicity and Pell status, are outlined in the table below.

Across racial/ethnic groups and students receiving or not receiving Pell:

- At least 39% of students who begin part-time in fall 2024 will accumulate at least 7 college credits within their first term, and at least 38% will reach at least 15 college credits within their first year.
- At least 26% of students who begin full-time in fall 2024 will accumulate at least 15 college credits within their first term, and at least 25% will reach at least 30 college credits within their first year.
- For students beginning at CLC in fall 2024, at least 86% will complete a gateway English course within their first year and at least 38% will complete a gateway math course within their first year.

Current State and Future Targets by Metric and Student Group

Metric	Current & Target	African-American	Latinx	White	Pell students	Non-Pell students
% of part-time cohort students accumulating at least 7 credits in their first term	Current (Fall 2018 cohort)	28.8%	30.3%	36.4%	38.5%	30.7%
	Target (Fall 2024 cohort)	38.7%	38.7%	38.7%	38.7%	38.7%
% of full-time cohort students accumulating at least 15 credits in their first term	Current (Fall 2018 cohort)	21.9%	13.9%	21.5%	15.9%	20.6%
	Target (Fall 2024 cohort)	26.4%	26.4%	26.4%	26.4%	26.4%
% of part-time cohort students accumulating at least 15 credits in their first year	Current (Fall 2017 cohort)	20.9%	24.7%	30.8%	32.8%	24.9%
	Target (Fall 2024 cohort)	38.0%	38.0%	38.0%	38.0%	38.0%
% of full-time cohort students accumulating at least 30 credits in their first year	Current (Fall 2017 cohort)	6.5%	13.9%	17.1%	15.8%	16.8%
	Target (Fall 2024 cohort)	25.1%	25.1%	25.1%	25.1%	25.1%
% of full & part-time cohort students successfully completing college credit English in their first year	Current (Fall 2017 cohort)	47.2%	71.6%	71.1%	75.0%	67.5%
	Target (Fall 2024 cohort)	85.7%	85.7%	85.7%	85.7%	85.7%
% of full & part-time cohort students successfully completing college credit Math in their first year	Current (Fall 2017 cohort)	14.6%	24.1%	34.1%	26.6%	29.3%
	Target (Fall 2024 cohort)	38.0%	38.0%	38.0%	38.0%	38.0%

Strategies & Tactics

2a. Credit for prior learning. The college will design a revised and streamlined process for granting credit to students for prior learning experiences including transferring in credits from other institutions. Improvements include quicker turn-around and better communication to students regarding transfer credits so that students can make more informed course selections with advisors and counselors, avoid unnecessary classes, and have a clear picture of their educational plan.

2b. Math and English placement. The English department will scale a co-requisite model of the college's gateway composition course. This change will allow students who previously would have required one developmental English course before beginning the college credit English course (and before meeting pre-requisites for several other college-level classes) to enter directly into the college credit English

composition course with an additional support class to ensure success. Over the past several years, the English department has utilized, assessed, and expanded this model and full-scale implementation was accomplished during the 2019-2020 academic year.

During spring 2019, the Math department utilized the existing general education math pathway (Math 140/141/142) to serve as a pre-requisite to College Algebra required for students seeking to transfer and major in business or those seeking majors in the sciences. Currently, these students might elect to take one developmental math course despite qualifying for the general education math courses because the developmental course led to a variety of paths the student might be seeking. While the general education math courses already existed at CLC, they did not count as a pre-requisite to other, higher-level math (i.e. College Algebra). By making these courses count as a pre-requisite, students who place at this level will no longer need to take a developmental math course and can earn credits toward an Associate degree credential through their first math class (Math 140/141/142). In addition to this change, the math faculty will be leading faculty from departments around the institution in a curriculum and math pre-requisite review process. As faculty review whether the math pre-requisite for their program fits the learning necessary to be successful in their program, they might also decide to alter math pre-requisites which could provide additional pathways for students to more quickly earn credits that count toward a credential. Departments will be asked to use the fall 2020 semester to review math pre-requisites and submit curriculum changes to be reviewed and approved for the 2021-2022 academic year.

2c. Class schedule. The class schedule will be reviewed and designed to provide flexible, responsive patterns to better meet the needs of CLC students. The college will consider what class schedules will allow for students to earn more credits within a single semester. For example, classes could have a duration of eight weeks and be scheduled so that a student takes two classes during the first eight weeks of a semester and another set of two classes during the second eight weeks of the semester. Importantly, changes to the schedule will be accompanied by improvements in student supports to ensure students receive the assistance needed to succeed in an eight-week or other revised format. This strategy will also consider online and blended (hybrid) courses as a method to improve chances of credit accumulation. Intentional course pairings and offerings at the Southlake and Lakeshore campuses will also integrate this effort across the institution. Arranging course offerings to provide at least the minimum requirements for the General Education Core Curriculum (GECC) at all of CLC's campuses has been an important first step.

2d. ICAPS opportunities. The College of Lake County currently offers multiple courses to transition students from Adult Education to career programs. Bridge courses prepare students for the transition. These experiences can be followed by enrollment in Integrated Career & Academic Preparation System (ICAPS) programs where students can earn a career certificate in one year or less while maintaining support as an Adult Education student for successful course completion.   CLC has ICAPS programs in

Certified Nurse Assisting, Medical Office Assisting, Phlebotomy Technician, Automotive Technology, and HVAC/Refrigeration Engineering Technology. Future programs planned are Administrative Management and Technology, Computer Information Technology, and Mechatronics Technology. These opportunities can improve transition of Adult Education students into college credential programs, and increase the amount of college credits these students can earn while still benefitting from Adult Education services.

2e. Dual Credit Options. The College of Lake County offers dual credit courses in 28 subjects in both career and technical and baccalaureate transfer fields currently. These offerings are delivered in Lake County high schools as well as at the Lake County Technology Campus, which is utilized by public high schools in Lake County for career and technical education courses and is located on the grounds of College of Lake County. Continued expansion of enrollment in existing course offerings as well as adding new course offerings at new locations provides an opportunity for students to earn college credits prior to completing high school. Additional credits counting toward a credential provides another mechanism for students to accelerate their progress. Perkins V funding can be leveraged to support further development of the student progression from high school to college within career and technical education programs.

2f. Support Learning with Teaching & Learning Excellence. Another core component to retaining and supporting students' successful completion within courses is the teaching and learning methods utilized. Active and collaborative learning, faculty and student relationships, and experiential learning are key strategies within CLC's Strategic Plan. As the college progresses into this work, faculty leaders can integrate these practices and monitor the impact on students, particularly African-American students who tend to have higher withdrawal rates than other students at CLC. Specific details of the strategies employed will be developed by faculty over the course of CLC's Strategic Plan.

Connections to Other Institutional Efforts

The strategies included to enhance opportunities for credit hour accumulation are linked to several institutional efforts. The revised process for evaluating credits students transfer into CLC is part of a Record's department goal for 2020-2021. Likewise, the English and Math departments are driving the changes in their own curriculum that will accelerate access to credit-bearing courses. The research, design, and implementation of changes to CLC's class schedule will integrate with the creation of a Integrated Marketing & Enrollment Plan which was developed during the 2019-2020 academic year.

3: Infuse Diversity, Equity, and Inclusion Principles in Employee Policies, Practices, and Professional Development (Strategic Plan 2.1, 2.2, 2.3, & 3.4)

Alignment

- Strategic Pillar 2: Equity & Inclusion
    - Strategy 1: Policy and Procedure – Create a barrier-free environment by removing instances of power, privilege and inequity in policies, procedures, and processes
    - Strategy 2: Professional Development - Develop role-specific knowledge in every employee so they apply demonstrated skill in inclusive practices, diversity, sense of belonging, cultural competence and equity-mindedness in their daily work
    - Strategy 3: Data-informed Decisions - Use disaggregated student data to identify opportunity gaps in achievement and inform decisions about system changes
- Strategic Pillar 3: Teaching & Learning
    - Strategy 4: Professional Development - Engage all new, full-time and adjunct faculty in ongoing professional development intentionally designed to foster equity-minded, reflective and data-informed practice to improve student learning and success outcomes
- Lancer Success Framework: Link, Launch, Learn, Leap

Description

Another cornerstone of the equity work at the College of Lake County will be to develop and support a diverse workforce at the college. Recruiting, hiring, and systems of employee support and development will be reviewed and addressed to embed inclusive, equity-minded principles. CLC will provide professional development for faculty and staff to orient employees to foundational concepts of equity, provide examples and guidance of equity-based practices, and collaborate to shepherd colleagues to integrate equity into their daily work.

Rationale & Purpose

While many CLC employees are already committed to equity in attainment for students, like any large organization not all current employees have had opportunities to learn about equity and what it entails for their work with students. CLC's fall 2018 Institutional Capacity Assessment Tool (ICAT) results revealed a desire among faculty and staff for additional training around equity concepts. Within the Equity capacity area, some of the lowest ranked sets of items included leadership and vision (average score of two items was 2.1 out of 4.0), strategy and planning (average score of three items was 1.9 out of 4.0), teaching and learning (average sore of four items was 2.1 out of 4.0), and culture of evidence (one item scored 2.0 out of 4.0). The fall 2018 Capacity Café follow-up conversations to the ICAT revealed the need for a clear definition of equity, which has since been developed by CLC's Diversity Council and included in this section 1 of this plan.

ICAT results from fall 2019 showed progress in leadership and vision with an equity lens (average score of two items was 3.4 out of 4), which reflected the work of defining equity for

the institution and incorporating equity clearly into the new strategic plan. Areas still for further improvement based on the fall 2019 ICAT results include policies and practices (average of score of three items was 2.9 out of 4.0) and teaching and learning (average score of two items was 2.9 out of 4.0) related to equity. Providing more specific professional development can help CLC improve these areas.

Adding to the college's equity statement should be specific behaviors that provide faculty and staff with practical, every-day examples of equity in action. Additionally, foundational training on working with diverse populations and designing culturally responsive classrooms, curricula, policies, and experiences will advance the college's equity work. Based on the college's strategic plan, explicitly building equity into broad student success and teaching and learning efforts is underway and needs to be accompanied by professional development to ensure practitioners at CLC are well-versed and prepared to apply an equity lens to their by the college community.

Importantly, in fall 2018, one of the lowest scored items on the ICAT was use of the data to address achievement gaps. In fall 2019's ICAT results, this item had an average score of 2.9 out of 4.0 and 46% of respondents indicating that they did not know if data was disaggregated to identify equity gaps and inform improvements. To address this capacity, equity training will lead to actionable approaches that participants can use in their work. Equity training will also coincide with training on the college's data warehouse so that reports and dashboards showcased to faculty and staff will provide disaggregated student data relevant to the equity concepts discussed in other trainings and important to current efforts. This strategy will support employees with intentional, scaffolded opportunities designed to lead to direct application of knowledge so that any employee, regardless of prior experience, can grow professionally and gain the knowledge and resources to ground their work in equity-based practices and use of evidence.

Goals

By the 2022-2023 academic year, all full- and part-time faculty and staff (all employees) will have participated in a training on foundational concepts of equity, diversity, and inclusion and at least one position-specific training on integrating equity into daily work. During 2020-2021, an Employee Success Framework and Faculty Success Framework will be created as organizational tools of employees' career from recruitment to retirement at CLC. These frameworks will illustrate the ways in which employees are exposed to diversity, equity, and inclusion principles to effectively serve CLC's diverse student population.   Training on foundational equity concepts will be phased in beginning in academic year 2020-2021. Building on the foundational training, employees will begin to have access to position-specific training opportunities in 2020-2021 and beyond; these professional development opportunities will be phased in across the institution.

Strategies & Tactics

> **3a. Equity-minded Employee Policies & Practices to Support a Diverse Workforce**. Policies and practices that shape the employee experience from initial connection to CLC to retirement will

be reviewed with an equity lens. Currently the diversity of college employees does not match the diversity of students and the Lake County community as shown in the table below.

Lake County, CLC Student, & CLC Faculty and Staff Comparison, FY18			
	Latinx	Black/ African American	White
All CLC Students	33.1%	6.9%	47.0%
Lake County Population	22.2%	6.9%	61.1%
Full-time Faculty	3.0%	8.1%	76.8%
Part-time Faculty	7.1%	3.8%	79.2%
Admin/Professional Staff	2.0%	19.6%	72.6%

An important part of students' successful access and success to the institution is to see faculty and staff who look like them and can bring shared cultural experiences into the learning environment. The college recognizes that a diverse and inclusive workforce also helps the entire organization learn about and value people of different backgrounds who all bring important perspectives. College of Lake County seeks to increase the diversity of its incoming workforce by revising policies and practices related to recruiting, hiring, and onboarding.   An important first step in this work was the creation of a Total Rewards Philosophy for CLC employees that embeds equity-minded practices to foster a diverse, supportive, high-performing work environment; recognize employee accomplishments; address equity in salary and benefit programs; provide access to high-quality health, disability and other insurance; and support holistic employee wellness. The philosophy provides a guiding set of principles for current employees and can attract an increasingly diverse workforce. Additionally, cultural competency training will be provided to leaders and search committee members so that they can more equitably assess candidates for employment at the college. CLC's Human Resources team and Diversity Council will partner to lead and monitor these efforts.

In addition to recruitment and hiring practices to diversify the workforce, CLC will evaluate policies and practices impacting employees throughout their career at the college. Building on the Total Rewards Philosophy as a foundation, CLC will create an Employee Success Framework to outline phases of an employee's career journey and detail key experiences that support any employee's success. The framework will infuse opportunities for employees to develop understanding and application of diversity, equity, and inclusion practices. The college policies and practices that shape employees' experiences in each phase will also be reviewed and revised to be more equitable and support retention and success of a diverse workforce.

Work has begun to change recruiting and hiring practices and will continue in 2020-2021 with search committee training. The Employee Success Framework will be designed with broad representation from across the college during FY2021. Review and revisions to key experiences, policies, and practices reflected in the framework are expected to continue over the next several years. This strategy will be evaluated by tracking the diversity among new hires and utilizing employee surveys like Achieving the Dream's Institutional Capacity Assessment Tool (ICAT). A question in this tool will allow CLC employees to assess the degree to which faculty

and staff hiring, retention, and promotion policies are in place to address equity, diversity, and inclusion and response ratings will be monitored over time.

3b. Foundational equity training. The college will provide all employees with a base level of training in equity in higher education. This training will help to develop a common understanding across the college of equity, diversity, and inclusion concepts, as well as their importance in the higher education landscape. Training programs already developed by third-party vendors will be reviewed and assessed for fit during the 2019-2020 academic year. In successive years, a team of CLC staff and faculty will undergo "train the trainer" experiences so that the college develops an internal resource to provide the training to the rest of the college. Additionally, Lake County community members might join CLC representatives to become trainers as well. By academic year 2020-2021, internal experts will be prepared to begin offering the foundational training to faculty and staff across the institution. Importantly, this training will provide a consistent message and experience for employees and be offered in multiple delivery modes so that it is accessible by employees in different roles and across CLC's campuses.

3c. Equity Behaviors. CLC's Diversity Council developed an equity statement in spring 2019 (included in the Introduction section of this plan). Additionally, diversity and inclusion statements were developed to provide clarity to these terms and an anchor for the college community to tie to in their work. To further build on these statements, the college will document practices and behaviors that exemplify the application of equity, inclusion, and diversity. As a value of the college, inclusion already has a specified definition and associated behaviors; practical examples of equity work will further enhance employees' understanding. This effort will develop role-specific applicable knowledge for every employee about how to create a student-ready environment, including inclusive practices, diversity, sense of belonging, cultural competence, asset-focus, and equity mindedness. The equity behaviors will be developed over the 2019-2020 and 2020-2021 academic years. A communication and training campaign will launch to expose employees to these behaviors.

3d. Teaching & Learning through an Equity Lens. Training specific to classroom and co-curricular techniques to apply equity-based practices will be provided. Scaffolding from the foundational equity concepts training and expanding upon equity behaviors, this strategy will offer deep learning on integrating equity into student learning experiences through multiple avenues, including curriculum development, instructional design, and assessment. In academic year 2019-2020, a taskforce began to develop a Faculty Success Framework illustrating experiences from initial employment at CLC to retirement. Faculty and staff will learn how to embed equity concepts, such as inclusion and social justice within the academic curriculum and in co-curricular activities. To support this work, expansion of resources dedicated to faculty professional development, currently supported by one faculty position with release time, is important. Anticipated changes might include three additional trainers: one focused on

embedding instructional technologies for student success, one focused on adjunct faculty, and one focused on equity, inclusion, and diversity.

In 2019-2020, two cohorts of CLC faculty completed a year-long series of online professional development modules on teaching and learning developed by the Association of College and University Educators (ACUE). The modules covered a range of topics including pedagogy, assignment design, and curriculum, and equity themes were integrated throughout the modules. The ACUE faculty professional development program served a total of 63 faculty in the first year (2019-2020) and will serve as a cornerstone of equity-oriented teaching and learning training as it is phased in to additional faculty over the next several years.

Additionally, the college will leverage the implementation of a new learning management system in academic year 2020-2021 as a touchpoint for faculty to receive training both on the new system and on best practices of instructional design. Designing for the learner will help all CLC students, but especially first-generation college students who are often students of color. Finally, culturally-responsive assessment approaches can greatly benefit students while also improving measurement of students' learning. Training on assessment through an equity lens will be provided by the college's Assessment Coordinator and Assessment of Student Learning Committee. To integrate this effort, the college will utilize assessment of college-wide learning outcomes (CLOs) as well as Academic Department Review as key training touchpoints.

The college also seeks to document the changes in teaching and learning experiences resulting from this training. To the extent possible, existing structures like curriculum maps of learning outcomes and college-wide and department-level assessment plans will be used. Periodic audits of the learning management system could facilitate reporting on implementation of instructional design best practices. Faculty and co-curricular staff will also be encouraged to maintain their own electronic portfolio to document their own learning through training, changes attempted, and reflection on implementing equity-based approaches.

3e. Equity-Focused Data Warehouse Training. Overlapping with the numerous professional development opportunities outlined in strategies 3a-c will be training on the college's data warehouse. The data warehouse has an online interface for faculty and staff to view and engage with data relevant to their role at the institution. CLC's Office of Institutional Effectiveness, Planning, and Research will provide data warehouse reports and dashboards, as well as training to access and use these reports and dashboards,that closely connect to stages of equity work outlined in this plan. For example, reports focused on first term and first year student outcomes were highlighted as the college worked on a first year experience design in academic year 2019-2020 (strategy 1b). Reports showcasing credit hour accumulation will be developed as the college implements more flexible, student-focused class scheduling (strategy 2c). Assessment of student learning data will be surfaced to users wishing to see results of implementing culturally-responsive curriculum, instructional design, and assessment (strategy 3c).

3f. Faculty and Staff Cross-training on Student Support Services. The college offers a wealth of student supports, but qualitative input from the college community suggests that not all faculty and staff are equally knowledgeable about the available services. While students' knowledge is intended to be improved through a full-scale first year experience, faculty and staff could benefit from training so that they can expertly refer students to the appropriate resources as students need them. This training will be designed as a new student support model is being designed during the 2020-2021 academic year (see strategy 4d.1 below). This training will not only serve as communication to the college community regarding a new student support model, but will include specific reasons and methods for connecting students to needed supports. Supplementing the training opportunities will be job aids and reference resources that are maintained and up-to-date, so that faculty and staff across the college can have readily available, accurate resources to best support students.

Connections to Other Institutional Efforts

The training efforts outlined in this objective are woven into multiple other institutional activities. As mentioned above, Human Resources will lead policy and practice review work as well as professional development offerings. The Diversity Council will be leveraged to help develop equity behaviors. The Office of Institutional Effectiveness, Planning, and Research will weave equity-focused reports and training into their larger effort to improve use of the data warehouse. The college will use the implementation of a new learning management system as an opportunity to revisit professional development on instructional design. While many professional development opportunities will rely on internal resources, external resources will also be important to helping the college design and implement full-scale training. Through participation in Achieving the Dream, the college will gain access to numerous webinars, toolkits, and professional development experiences that will provide valuable opportunities to learn about equity-based practices and the best work among community colleges in the country in advancing equitable outcomes for students.

4: Reimagine the Student Support Model (Strategic Plan 1.3 & 2.1)

Alignment

- Strategic Pillar 1: Access & Success for Students
    - Strategy 3: Student Momentum - Evaluate policies and processes that drive momentum for student success
- Strategic Pillar 2: Equity & Inclusion
    - Strategy 1: Policy & Procedure - Create a barrier-free environment by removing instances of power, privilege and inequity in policies, procedures and processes
- Lancer Success Framework: Link, Launch, Learn, Leap

Description

The College of Lake County will create a barrier-free environment by reviewing systems and removing instances of power, privilege, and inequity in policies, procedures, and processes. This objective will focus on redesigning the college's model of student support services and processes as well as related policies so that institutionalized causes of student inequities are eliminated. This work will result in a cohesive student support model and set of policies that maximize opportunity for success for students across demographic groups.

Rationale & Purpose

Like many large institutions, the College of Lake County has a large system of support services. While this network of departments and teams provides excellent service to students, the college lacks a holistic and integrated model connecting the services into a cohesive, easily navigable system for students. To the extent possible, the College of Lake County will work to eliminate obstacles for students rather than add additional resources for students to overcome obstacles the college puts in place. While additional resources for students in most need will be an essential objective of this equity plan (see objective 5), the college can be a steward of resources by first reviewing and redesigning or removing potential barriers for students before adding new or expanding existing resources.

In focus groups and input sessions held during spring 2019, students repeatedly commented on being unaware the college offers certain services, and that they did not know what certain offices provided. Staff input for the Equity in Student Access & Success Plan also mentioned the need for a clearer, streamlined structure of student support. Additionally, staff referenced flexible or revised policies at institutional and classroom levels that would be more responsive to students, including low-income students and students of color. As the college reorganizes student support services so that Counseling, Advising and Transfer, Enrollment Services, Student Life, and Testing, Library, and Academic Success are under one division, there is an opportunity to redesign these services as well as the policies and procedures they utilize.

Goals

The college will implement a cohesive student support model, along with equity-based policies, practices, and procedures by academic year 2021-2022.

The student support model and revised policies will contribute to institutional scorecard metrics where equitable outcomes will be advanced including:

- Percent of students with assigned advisor
- Percent of students with an education plan

Targets for increasing these metrics will be set once a model for student support is determined and more details about assigned advisors and education plans are developed.

Ultimately, this effort is intended to contribute to retention and completion. Details regarding these goals are outlined in the interim benchmarks appendix. From these efforts, in

combination with others, across racial/ethnic groups and students receiving or not receiving Pell:

- At least 63% of students who begin part-time in fall 2024 will persist to fall 2025.
- At least 80% of students who begin full-time in fall 2024 will persist to fall 2025.
- At least 31% of students who begin part-time in fall 2024 will complete a degree or certificate within three years, and at least 38% will complete a degree or certificate within four years.
- At least 31% of students who begin full-time in fall 2024 will complete a degree or certificate within two years, and at least 45% will complete a degree or certificate within three years.

Current State and Future Targets by Metric and Student Group

Metric	Current & Target	African-American	Latinx	White	Pell students	Non-Pell students
% of part-time cohort students persisting from fall 1 to fall 2	Current (Fall 2017 cohort)	34.9%	50.6%	54.2%	56.7%	47.1%
	Target (Fall 2024 cohort)	62.5%	62.5%	62.5%	62.5%	62.5%
% of full-time cohort students persisting from fall 1 to fall 2	Current (Fall 2017 cohort)	50.0%	75.8%	69.7%	70.3%	72.4%
	Target (Fall 2024 cohort)	80.0%	80.0%	80.0%	80.0%	80.0%
% of full-time cohort students completing a degree or certificate within 2 years	Current (Fall 2016 cohort)	4.5%	13.5%	21.3%	15.9%	18.3%
	Target (Fall 2024 cohort)	30.6%	30.6%	30.6%	30.6%	30.6%
% of part-time cohort students completing a degree or certificate within 3 years	Current (Fall 2015 cohort)	13.0%	21.0%	16.0%	22.5%	16.1%
	Target (Fall 2024 cohort)	30.8%	30.8%	30.8%	30.8%	30.8%
% of full-time cohort students completing a degree or certificate within 3 years	Current (Fall 2015 cohort)	20.0%	25.0%	32.8%	30.7%	28.7%
	Target (Fall 2024 cohort)	45.0%	45.0%	45.0%	45.0%	45.0%
% of part-time cohort students completing a degree or certificate within 4 years	Current (Fall 2014 cohort)	18.3%	21.2%	21.9%	24.9%	21.0%
	Target (Fall 2024 cohort)	38.0%	38.0%	38.0%	38.0%	38.0%

Strategies & Tactics

4a Student Support Model. The College of Lake County will review existing student support services and redesign the model currently used so that students can have personalized,

culturally relevant support experiences grounded in equitable practices. A team from CLC attended Achieving the Dream's Holistic Student Supports Institute in October of 2019 to begin a thorough research, reflection, and planning process for institutional changes. This work will be an outgrowth of the reengineered student onboarding and first year experience. The student support model will be redesigned to reflect the onboarding and first year experiences that are ideal for students, as determined by the team working on onboarding and first year experience design. The 2020-2021 academic year will be used to collaboratively design a new model and integrate equity-based practices into the design. The new model will launch in fall 2021 (or earlier if time and resources allow) with broad communication and training (see strategy 3e). In conjunction with redesigning the support structure, the business processes and policies will need to be redesigned to also provide culturally-relevant, flexible approaches that keep student success at the center of the practices. For example, if the student support model included an assigned student advisor or counselor, the current practices to route students to an advisor, counselor, or faculty member at intake and certain credit hour thresholds will need to be redesigned as well. An essential element of this strategy will be to design the new student support model to equitably serve CLC's branch campuses, Lakeshore, Southlake, and Online.

Connections to Other Institutional Efforts

Although the bulk of this work will involve departments within the Student Development division of CLC, these efforts will have an institutional scope and span many departments and teams. It will integrate with the broader student success team efforts at the college. While it is not entirely or solely focused on equity, it has the potential to greatly enhance equity in attainment at CLC. Redesign work will be done in a way to most benefit those students who have had the most significant lack of opportunities upon entering CLC. Achieving the Dream will serve as an important resource and partner for this work beginning with the Holistic Student Supports Institute.

5: Resource Students for Success (Strategic Plan 1.3 & 1.4)

Alignment

- Strategic Pillar 1: Access & Success for Students
    - Strategy 3: Student Momentum - Evaluate policies and processes that drive momentum for student success
    - Strategy 4: Affordability - Improve affordability for students by reducing the time to complete a credential, creating cost efficiencies and developing resources to support success
- Lancer Success Framework: Link, Launch, Learn, Leap

Description

Following the effort to redesign the student support model and associated policies, practices, and procedures, the College of Lake County will improve efforts to assist students with financial resources and social services that can impact their academic success. This objective includes a significant research component for the college to better learn the needs and experiences of its students, including experiences outside of the classroom. By leveraging a new student intake process (see strategy 1a) as a tool to also research student needs, CLC will develop a comprehensive picture of student resource needs which may include assistance with finances, childcare, food, housing, internet access, and transportation, among others. The strategies employed in this work will optimize existing departments providing these services so that they can be accessed and used by students most in need. Relevant policies and business processes connected to these services will be reviewed and redesigned as these services are enhanced or expanded.

Rationale & Purpose

While the college currently lacks detailed quantitative data regarding student needs outside of the classroom, front-line staff working with students report hearing about these types of challenges from students. National data suggests that food and housing insecurity pose challenges to significant numbers of students. Based on a fall 2018 survey of students at two-year and four-year institutions in the United States, the Hope Center for College, Community, and Justice found that 45% of respondents were food insecure in the prior 30 days, 56% of respondents were housing insecure in the previous year, and 17% were homeless in the previous year[2].

At CLC, over 30% of students who withdrew from one or more classes report personal or financial reasons for withdrawing. These reasons include unexpected family responsibilities, health concerns, difficulty paying for tuition, fees, and books as well as nor receiving the financial aid expected. Among students who withdrew from all classes in fall 2017, 42% cited personal reasons for withdrawing (just as many as those citing academic concerns), and 10% cited financial reasons. Personal and financial reasons for withdrawing are more often cited by Latinx and African-American students compared to white students, making this a key equity issue for the college to explore. Notably, these populations have higher withdrawal rates (18.7% for African-American students and 14.0% for Latinx students in fall 2017-spring 2018) compared to white students (12.1% withdrawal rate in fall 2017-spring 2018).

Students who receive Pell assistance have lower withdrawal rates (12.2% in fall 2017-spring 2018) compared to non-Pell recipients (13.5% in fall 2017-spring 2018). This is true across racial/ethnic groups. However, a relatively low percentage of CLC students access Pell funding, and it is possible that more might qualify. Only about 22% of fall 2018 students received Pell. Among students from towns in Lake County with a median household income of less than $75,000 (the bottom third of zip codes ranked by household income) only 28% received Pell.

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[2] Goldrick-Rab, S., et.al. (2019). College and University Basic Needs Insecurity: A National #Realcollege Survey Report. The Hope Center for College, Community, and Justice.

Students from these communities who did receive Pell had a 14% higher retention rate to spring 2019 (77% compared to 63% for students not receiving Pell). This data suggests that financial aid through Pell can be an important component to students' success but that perhaps not all CLC students who qualify are applying to receive financial aid.

CLC provides many services already to support students' needs outside of the classroom, but better reflection on how well those services are designed for maximum access is a needed next step.

Goals

This strategy will lead to multiple goals related to student progression toward completion. Ultimately, this strategy is tied to the graduation goal of 45% degree/certificate completion rate for the class entering in fall 2024. A more direct impact of these efforts will be contributing to parity and reduction in withdrawal rates so that 10% or less of course attempts result in a withdrawal across all student racial/ethnic groups and income levels by academic year 2024-2025. These efforts will also contribute to improved retention rates, bringing students from racial/ethnic groups and income levels to a fall-to-fall retention rate of 63% for part-time and 80% for full-time students in the cohort entering in 2024-2025.

Strategies & Tactics

> **5a. Research, Design, and Improve Student Resources.** This strategy will begin with researching student needs and understanding the lives of CLC students. Data from the student intake process, the student withdrawal survey, and student focus groups, and qualitative input from the APPS and Éxito mentors and mentees, can be analyzed to inform new or enhanced services for students. The research phase of this strategy will be completed during the 2020-2021 academic year. The 2021-2022 academic year will focus on designing or redesigning services to improve student access to assistance with finances, food, housing, childcare, transportation, and other needs. Integrating these services into the new student support model will also occur during this design and planning phase. The specific services will depend on the research phase of this strategy. Implementation will occur during the 2022-2023 academic year. This timeline allows for the reengineered first year experience (strategy 1b) and redesigned student support model (strategy 4a) to occur first; these efforts at a minimum will offer insights about student resource needs and might also address some of those needs through implementation of new student experiences. Given this context, this strategy will allow for flexibility so that CLC can build on other efforts and address remaining gaps. Importantly, these efforts will require intentional planning to ensure access to resources is equitably provided to students at branch campuses, Lakeshore, Southlake, and Online.

Connections to Other Institutional Efforts

In addition to the connections to other Equity in Student Access & Success Plan strategies already mentioned, this effort could connect to broader institutional initiatives. Depending on the types of services developed through this strategy, there could be connections to the college's Master Facilities Plan if, for example, new or enhanced services require new space. As

the college strengthens its community partnerships as another key pillar of the institutional strategic plan, there might also be important referral networks developed in the community to connect students to resources outside of the college.

6: Strengthen Student Transition Opportunities (Strategic Plan 4.2 & 4.3)

Alignment

- Strategic Pillar 4: Community & Workforce Partnerships
  - Strategy 2: Enrollment & Talent Pipelines - Develop enrollment and talent pipelines at all campus locations, through middle school engagement, dual credit pathways, adult education pathways, transfer pathways and apprenticeship programs
  - Strategy 3: Workforce Alliances - Build alliances with workforce partners in high-demand fields across industry sectors to develop new credentials, expand capacity of existing programs and leverage apprenticeships to meet regional workforce needs across all campuses, emphasizing manufacturing, healthcare, information technology and education talent pipelines
- Lancer Success Framework: Launch, Leap

Description

The College of Lake County will strengthen pathways for students to transfer to four-year institutions or to find employment directly after completing a credential. This effort will draw on improved connections to external transfer partners and local employers so that students experience seamless transitions as they leap into their next phase of education or employment.

Rationale & Purpose

The College of Lake County seeks to not only improve student experiences leading to a credential, but also to improve students' connection to further education or employment after graduation. For the cohort of first-time, full-time, degree/certificate seeking students beginning at CLC in fall 2015, African-American and Latinx students have lower transfer rates (20.0% and 14.4%, respectively) compared to white students (21.6%) at the end of three years. This pattern has been fairly consistent over the past five cohorts of students, with the Latinx student transfer rate remaining between 12.6% - 20.2%, the African-American student transfer rate remaining between 17.6%-27.6%, and the White student transfer rate remaining between 21.6%-30.0%. Partnerships with intentional transfer pathways for students of color can improve access to four-year institutions.

Employment data for fiscal year 2015 CLC graduates reveals disparities by race/ethnicity as well. For graduates who did not continue their education (and thus might be expected to be working), 82% of white graduates, 81% of Latinx graduates, and 78% of African-American graduates were employed for at least one quarter within the first year after completing a credential at CLC. Among those who found work, White graduates tended to have higher

average quarterly wages ($8,772) one year after completing a credential at CLC compared to Latinx graduates ($7,496) and African-American graduates ($7,962). Partnerships to improve employment rates and earnings is an imperative part of the college's equity strategy if socioeconomic inequalities in Lake County are to be reduced.

Goals

The class of CLC students entering in academic year 2024-2025, will reach a three-year transfer-out rate of 30% across all racial/ethnic groups.

Among students completing a degree or certificate in academic year 2023-2024 who do not transfer, at least 85% will have found employment within one year of completion at CLC across all racial/ethnic groups.

Strategies & Tactics

6a. Strengthen Transfer Relationships. This strategy will focus on enhancing transfer opportunities and easing transition processes, policies, and procedures. The College of Lake County will leverage the ILEA network to partner with at least one popular transfer destination for CLC students that is also participating in ILEA. Potential partners include Northern Illinois University, University of Illinois Chicago, and University of Illinois Urbana-Champaign. These are popular transfer destinations for CLC students, but enrollment of Latinx and African-American students from CLC at these destinations remains lower than enrollment of white students from CLC; furthermore, there are gaps in the numbers of enrolling Latinx and African-American students compared to those completing a Bachelor's degree. The ILEA network will allow CLC to develop a deep partnership with leading transfer institutions. Research on barriers for students and opportunities for improvement will occur during the 2021-2022 academic year, followed by a phase of revised design and policy in collaboration with a four-year partner during academic year 2022-2023, and finally implementation of improved transfer paths in academic year 2023-2024. This timeline allows for CLC and ILEA partners to first develop foundational student success efforts outlined in other strategies so that CLC students are best prepared for success and partner institutions are best equipped to support transfer students.

6b. Strengthen Employment Opportunities. This strategy will focus on developing employment pathways with local businesses in Lake County. CLC will leverage existing partnerships with Lake County Partners and the Lake County Workforce Development Board to identify opportunities for CLC students to meet labor market demands. During the 2021-2022 academic year, research will be conducted to identify opportunities to enhance employment pathways including internships, apprenticeships, and placement in Lake County after completion of credentials at CLC. The 2022-2023 academic year will be dedicated to designing new employment pathways that optimize access for students across income levels and racial/ethnic groups. By 2023-2024, CLC will begin implementing improved employment opportunities for students and graduates, continuing to develop these opportunities over time. CLC will pay close attention to

developing intentional relationships in communities with large African-American, Latinx, and low-income populations so that these efforts not only improve social mobility for CLC students, but also serve as drivers of economic development in Lake County communities.

Connections to Other Institutional Efforts

As the College of Lake County launches a strategic plan in 2019-2020 with a key pillar focused on community and workforce partnerships and realignment of the organization to support these efforts, there is an opportunity to develop transfer and employment opportunities through an equity lens.

5. Evaluation Plan

Each of the six objectives and the supporting strategies outlined in this plan will be evaluated throughout the time-frame of the plan so that progress toward goals is tracked and efforts are modified as needed to better reach desired outcomes. While specific metrics are connected to each objective and strategy, as described in section four of this plan, the overarching evaluation approach will remain consistent across the strategies. Each strategy will have a documented plan that will be used to guide evaluations, a measurement and target (or set of measurements and targets) to define initiative success, and a data collection and analysis process leading to evaluation and continuous improvement. The core elements of each of these pieces are outlined below.

Documented Project Plans

- Objective: a statement summarizing each major intended area of focus, described in section four of this Equity in Student Access & Success Plan. The six objectives articulate what efforts the college plans to accomplish through this plan.
- Strategies: overarching approaches employed to accomplish goals within a broad objective. Strategies are detailed in section four of this plan.
- Logic Model: each strategy will have a documented model including inputs (resources), tactics and activities to execute a strategy, intended outputs of the work, intended outcomes, and intended impact on organizational goals.
- Milestones: set points in time by which the project is expected to accomplish key activities or produce key outputs.
- Goals: statements detailing a specific, measurable, achievable, relevant, and time-bound (SMART) accomplishment that the project seeks to achieve.

The visual below summarizes the elements needed in project plans so that evaluations can accurately portray and measure plan strategies:

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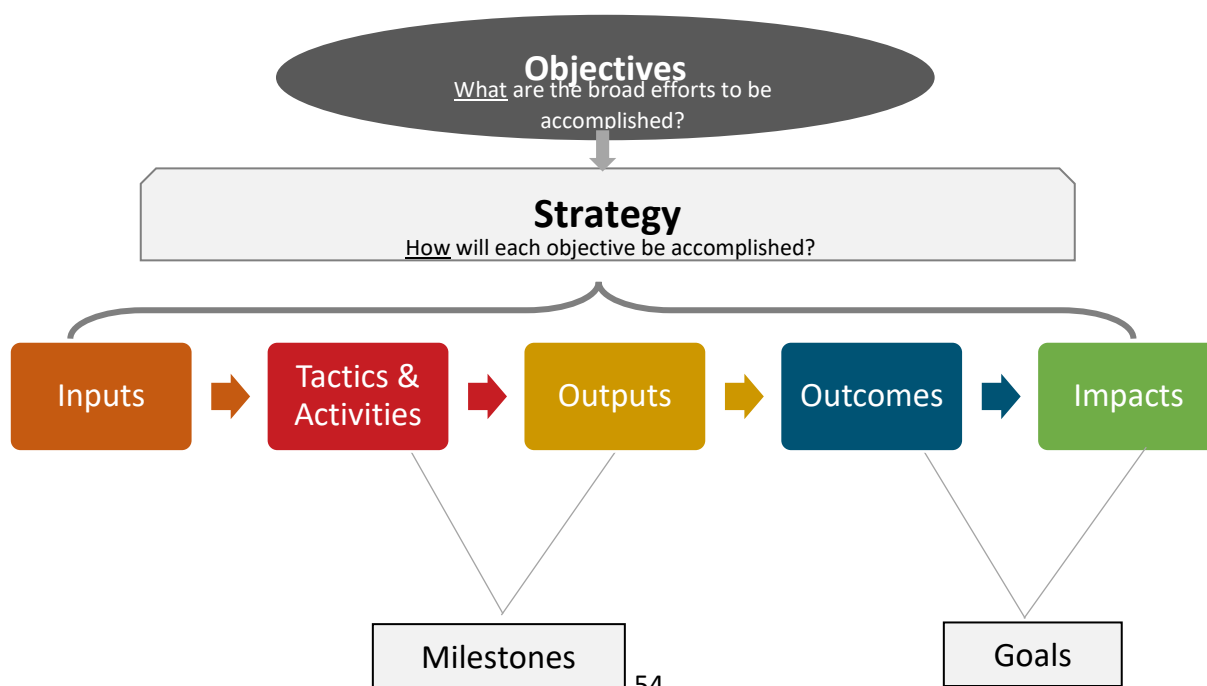
Measurements and Targets

- Key performance indicator (KPI): a metric used to show the effectiveness of an effort in achieving its intended objectives and goals. The Equity in Student Access & Success Plan strategies relate to one or more KPIs included in the Access & Success for Students and Equity & Inclusion Strategic Plan Scorecards.
- Targets: a specific, measurable value a program aims to achieve. Annual targets are set for key performance indicators tied to each strategy. Progress toward targets will serve as a measurement of effectiveness.

Evaluation and Improvement

- Data collection and analysis plan: during the design phase of each strategy, a plan for recording essential data will be created so that analyses to evaluate effectiveness and project impact can be completed.
- Key monitoring and evaluation questions: Each strategy will be evaluated to answer 1) to what extent the project execute its intended activities and outputs and reach its milestones, 2) to what extent did the project accomplish intended outcomes and goals, and 3) to what extent does the project impact institutional objectives.

This evaluation framework will allow for the college to measure effectiveness of its efforts and make improvements or shift resources as needed to most effectively advance student success.

6. Budget

College of Lake County Budget Process

Annually, CLC administrators, faculty, and staff undergo a budget development process to align funding with the college's Strategic Plan and specific efforts to advance the strategies within that plan. Budget priorities are set in collaboration with the Board of Trustees to provide focus to requested changes to the budget for the next fiscal year. Administrators are asked to work collaboratively to bring forward strategic and aligned budget requests, which are reviewed and prioritized by the College Leadership Team before being presented to the Board of Trustees for final approval.

Given the annual budget process as well as the expectation that many of the strategies described in this plan will require time to research and design, exact budget amounts and sources will be determined on an ongoing basis. CLC will align design planning timelines with the budget timeline so that designs can incorporate funding plans and be resourced effectively for implementation. As overarching guiding principles for resourcing student success efforts, CLC seeks to 1) maximize use of existing resources, 2) strategically use existing and seek future grant funding to support strategies within this Equity in Student Access & Success Plan, and 3) partner with external organizations to provide resources for implementing or expanding strategies outlined in this plan.

Budget Considerations

The table below presents preliminary considerations for resourcing the strategies of this plan. These budget considerations should be read as potential methods for funding CLC's work. As specific initiatives are designed, budget requests and funding sources will be identified and woven into annual budgeting processes.

Budget Considerations Table

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Strategy 1: Reengineer student onboarding experiences	Within design plan, maximize use of existing funding, personnel, and technology; initial phase-in of new design during fall 2020 expected to require funding for staff training and technology; further funding required in years 2-5 as new model is brought full scale. Personnel responsible for onboarding students who are embedded in high schools estimated to cost **$360,000** if expanded from one high school (currently in place) to a total of seven high schools in Lake County.	Maximize existing funding from departments currently working on elements of onboarding and first year experience. Leverage Perkins funding for onboarding of special populations in partnership with community organizations. Seek additional funding to support expansion of high school embedded personnel responsible for onboarding.	Accompany redesign with reorganization of departments and budgets so that future budgets reflect the new design and resources required to support it.
Strategy 2: Enhance opportunities for credit accumulation	English faculty to support Accelerated Learning Program (ALP) co-requisite model (approved for FY2021) Leverage state grant funding to support expansion of ICAPS programs	Use existing funding and maximize use of state funding for ICAPS programs	Strategies can be supported through existing funding

Strategy 3: Provide professional development leading to equity-based practices	Continue funding for ACUE faculty professional development into future years. Additional funding might be needed to support professional development for faculty and staff, which will be determined as employee and faculty success frameworks are developed. Anticipated expansion of CLC's current teaching & learning center to add three new trainers focused on embedding instructional technologies for student success, adjunct faculty training, and equity, inclusion, and diversity is estimated to cost **$200,000** annually. Continue funding of data warehouse and visualization tools.	Existing funds will need to be reallocated to faculty and staff professional development efforts to fund participation by more employees in current offerings (e.g. ACUE). Seek additional external funds to support expansion of trainers for faculty professional development.	Integrate ACUE funding and funding of other key professional development components into annual budgets for Teaching & Learning Center and Human Resources. When possible, partner with other colleges for joint funding and use of professional development opportunities; Use training opportunities to develop CLC in-house equity leaders who would provide ongoing training to faculty and staff.
Strategy 4: Reimagine the student support model	Maximize use of existing funding and resources in reimagined design Begin planning for revised design in conjunction with reengineered onboarding Phased in change could allow for gradual budget increases as needed to support expansion. Establishing a case management model to facilitate seamless transition for students between onboarding and their academic career at CLC currently estimated at **$450,000** in new funding. Case management technology (development of current CLC systems or purchase of new system) is expected to be needed to support design.	Once designed, identify budgeting plan for leveraging existing funds and requesting reallocation over time as additional resources are required. Seek external funding to accelerate and support expansion of redesigned model.	Streamlining the student support model will help reduce redundancies in services provided across departments, which can create cost efficiencies that will help sustain the improvements long-term.

Strategy 5: Resource students for success	Dependent on research to identify student needs (e.g. housing, food, childcare, etc.). Anticipated reimagining of existing Promise program to allow for first semester tuition-free for broad set of students expected to require at least **$500,000** in new funding.	Seek external funding to support expansion and reimagining of Promise program. Leverage community partnerships to provide additional resources (e.g. food, housing, etc.)	Incorporate fundraising into CLC Foundation annual efforts.
Strategy 6: Strengthen transition opportunities	Utilize existing funding to continue to develop CLC's Community & Workforce Partnerships division Leverage ILEA network to strengthen transfer opportunities	Reallocate funds as needed to support improvement of transfer and employment.	Embed funding in Community & Workforce Partnership division for long-term ownership and dedicated resources supporting these efforts.

7. Timeline

Objectives & Strategies		Pre-Year: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022	Year 3: 2022-2023	Year 4: 2023-2024	Year 5: 2024-2025
1. Reengineer onboarding experiences	1a.	Design intake	Implement redesigned intake and application process to route students to relevant FYE and services				
	1b.	Research/Review NSO, FYE / Design personalized FYE for all	Implement personalized, culturally relevant FYE and associated policies for all students				
2. Enhance opportunities for credit accumulation	2a.	Design revised transfer credit process and policy	Implement revised transfer credit process and policy				
	2b.	Implement English co-requisite change, Math general education pathway change, and transitional Math & English in high schools; assess and revise if needed					
			Review Math pre-requisites	Implement Math pre-requisite changes			
	2c.	Research class schedule	Design responsive schedule	Implement responsive class schedule including relevant experiential learning			
	2d.	Review Adult Ed ICAPS	Expand ICAPS opportunities				
	2e.	Review dual credit options	Design expanded dual credit	Implement expanded dual credit offerings			
	2f.	Research teaching practices	Design teaching practices for CLC	Implement and assess teaching practices			
3. Infuse DEI Principles in Employee Policies, Practices, & Professional Development	3a.	Review employee practices	Revise employee practices	Implement equity-minded employee practices and policies from recruitment to retirement			
	3b.	Research equity training	Prepare equity trainers	Implement college-wide foundational equity training; phased in			
	3c.	Design equity behaviors		Communicate / train on equity behaviors			
	3d.	Design equity-focused teaching & learning PD	Implement culturally-relevant instructional design, curriculum development, and assessment training				
	3e.	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training / Implement DWH training	Design DWH training	Implement DWH training
	3f.		Design cross-training	Implement cross-training on student supports for faculty & staff			
4. Reimagine support model	4a.	Research model via ATD / Design new model with personalized, equitable practice & policies		Implement new institutional, cohesive model and policies			
5. Resource students for success	5a.		Research student needs beyond classroom	Design new or redesign existing services	Implement new / redesigned services		
6. Strengthen transition opportunities	6a			Research transfer barriers & identify partners in ILEA	Design improved transfer paths with ILEA partners	Implement improved transfer paths with ILEA partners	
	6b			Research employment opportunities	Design improved employment paths	Implement improved employment paths	

8. ILEA Team

ILEA Core Team	
Nick Branson	Assistant Director, Institutional Effectiveness, Planning, & Research / Student Success Strategy
Karen Hlavin	Vice President, Student Development
Ali O'Brien	Vice President, Community & Workforce Partnerships
ILEA Leadership Team	
Michelle Carter	Librarian
Erin Fowles	Dean, Enrollment Services
Jesse Morales	Adult Education Operations & Compliance Manager / Diversity Council Co-Chair
Beverly Phelps	Multicultural Coordinator / Diversity Council Representative
Christian Roldan-Johnson	Associate Dean, Engineering, Math, & Physical Sciences / Diversity Council Co-Chair
Theresa Ruiz-Velasco	Faculty & Department Chair, Spanish
Arlene Santos-George	Dean, Adult Education and ESL
Lori Suddick	President
Key Campus Groups Consulted for Equity Plan Development	
Board of Trustees	
College Leadership Team	
Leadership Council	
Faculty Senate	
Specialist Senate	
Classified Senate	
Diversity Council	
Student Government Association	
Resource Development	
Lakeshore Campus	
Southlake Campus	

8. 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). Secondarily, 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.

Appendix: Historic Trends & Future Targets

Cohort		Cohort Sizes									
		Part-time students					Full-time students				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2011	Count	92	201	353	213	519	76	236	608	364	689
	% of total cohort	12.6%	27.5%	48.2%	29.1%	70.9%	7.2%	22.4%	57.7%	34.6%	65.4%
Fall 2012	Count	100	234	363	197	590	80	262	589	334	706
	% of total cohort	12.7%	29.7%	46.1%	25.0%	75.0%	7.7%	25.2%	56.6%	32.1%	67.9%
Fall 2013	Count	86	261	419	235	641	90	313	593	446	704
	% of total cohort	9.8%	29.8%	47.8%	26.8%	73.2%	7.8%	27.2%	51.6%	38.8%	61.2%
Fall 2014	Count	60	241	302	197	471	49	357	578	355	767
	% of total cohort	9.0%	36.1%	45.2%	29.5%	70.5%	4.4%	31.8%	51.5%	31.6%	68.4%
Fall 2015	Count	46	281	269	187	484	62	393	557	409	785
	% of total cohort	6.9%	41.9%	40.1%	27.9%	72.1%	5.2%	32.9%	46.6%	34.3%	65.7%
Fall 2016	Count	42	265	231	153	447	67	438	577	396	840
	% of total cohort	7.0%	44.2%	38.5%	25.5%	74.5%	5.4%	35.4%	46.7%	32.0%	68.0%
Fall 2017	Count	43	259	201	180	382	46	459	492	444	713
	% of total cohort	7.7%	46.1%	35.8%	32.0%	68.0%	4.0%	39.7%	42.5%	38.4%	61.6%
Fall 2018	Count	52	363	220	200	499	64	511	522	429	834
	% of total cohort	7.4%	51.9%	31.5%	28.6%	71.4%	5.1%	40.5%	41.3%	34.0%	66.0%

Leading Indicators

Italicized, red numbers are future estimates/targets

Cohort		Credits accumulated first fall									
		Part-time students (at least 7)					Full-time students (at least 15)				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	Count	15	79	114	76	158	3	56	113	56	145
	% of cohort	25.0%	32.8%	37.7%	38.6%	33.5%	6.1%	15.7%	19.6%	15.8%	18.9%
Fall 2015	Count	11	80	87	50	152	8	47	109	62	145
	% of cohort	23.9%	28.5%	32.3%	26.7%	31.4%	12.9%	12.0%	19.6%	15.2%	18.5%
Fall 2016	Count	13	85	80	62	134	3	53	122	56	158
	% of cohort	31.0%	32.1%	34.6%	40.5%	30.0%	4.5%	12.1%	21.1%	14.1%	18.8%
Fall 2017	Count	13	85	70	61	131	6	76	99	80	139
	% of cohort	30.2%	32.8%	34.8%	33.9%	34.3%	13.0%	16.6%	20.1%	18.0%	19.5%
Fall 2018	Count	15	110	80	77	153	14	71	112	68	172
	% of cohort	28.8%	30.3%	36.4%	38.50%	30.7%	21.9%	13.9%	21.5%	15.9%	20.6%
Fall 2019	Count	*14*	*93*	*85*	*69*	*145*	*14*	*72*	*120*	*74*	*171*
	% of cohort	*30.5%*	*31.7%*	*36.8%*	*38.5%*	*32.0%*	*22.6%*	*16.0%*	*22.3%*	*17.6%*	*21.6%*
Fall 2020	Count	*15*	*97*	*86*	*69*	*151*	*14*	*81*	*124*	*81*	*179*
	% of cohort	*32.1%*	*33.1%*	*37.1%*	*38.6%*	*33.3%*	*23.4%*	*18.1%*	*23.1%*	*19.4%*	*22.6%*
Fall 2021	Count	*15*	*101*	*86*	*69*	*157*	*14*	*91*	*129*	*89*	*187*
	% of cohort	*33.8%*	*34.5%*	*37.5%*	*38.6%*	*34.7%*	*24.1%*	*20.2%*	*23.9%*	*21.1%*	*23.5%*
Fall 2022	Count	*16*	*105*	*87*	*70*	*163*	*15*	*100*	*133*	*96*	*194*
	% of cohort	*35.4%*	*35.9%*	*37.9%*	*38.6%*	*36.0%*	*24.9%*	*22.2%*	*24.8%*	*22.9%*	*24.5%*
Fall 2023	Count	*17*	*109*	*88*	*70*	*169*	*15*	*110*	*137*	*103*	*202*
	% of cohort	*37.1%*	*37.3%*	*38.3%*	*38.7%*	*37.4%*	*25.7%*	*24.3%*	*25.6%*	*24.7%*	*25.5%*
Fall 2024	Count	*18*	*113*	*89*	*70*	*175*	*16*	*119*	*142*	*111*	*209*
	% of cohort	*38.7%*	*38.7%*	*38.7%*	*38.7%*	*38.7%*	*26.4%*	*26.4%*	*26.4%*	*26.4%*	*26.4%*

Leading Indicators *Italicized, red numbers are future estimates/targets*

Cohort		Credits accumulated first year									
		Part-time students (at least 15)					Full-time students (at least 30)				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	Count	10	59	91	62	122	2	43	98	45	126
	% of cohort	16.7%	24.5%	30.1%	31.5%	25.9%	4.1%	12.0%	17.0%	12.7%	16.4%
Fall 2015	Count	7	59	81	51	115	5	34	107	49	141
	% of cohort	15.2%	21.0%	30.1%	27.3%	23.8%	8.1%	8.7%	19.2%	12.0%	18.0%
Fall 2016	Count	4	67	71	53	107	1	43	113	48	144
	% of cohort	9.5%	25.3%	30.7%	34.6%	23.9%	1.5%	9.8%	19.6%	12.1%	17.1%
Fall 2017	Count	9	64	62	59	95	3	64	84	70	120
	% of cohort	20.9%	24.7%	30.8%	32.8%	24.9%	6.5%	13.9%	17.1%	15.8%	16.8%
Fall 2018	Count	*10*	*72*	*71*	*59*	*113*	*4*	*63*	*92*	*66*	*133*
	% of cohort	*20.9%*	*24.7%*	*30.8%*	*32.8%*	*24.9%*	*6.5%*	*13.9%*	*17.1%*	*15.8%*	*16.8%*
Fall 2019	Count	*11*	*79*	*74*	*61*	*123*	*6*	*71*	*99*	*73*	*144*
	% of cohort	*23.8%*	*26.9%*	*32.0%*	*33.6%*	*27.1%*	*9.6%*	*15.8%*	*18.4%*	*17.3%*	*18.2%*
Fall 2020	Count	*12*	*85*	*77*	*62*	*132*	*8*	*80*	*106*	*79*	*155*
	% of cohort	*26.6%*	*29.1%*	*33.2%*	*34.5%*	*29.2%*	*12.7%*	*17.7%*	*19.8%*	*18.9%*	*19.6%*
Fall 2021	Count	*13*	*92*	*79*	*64*	*142*	*9*	*88*	*113*	*86*	*166*
	% of cohort	*29.5%*	*31.4%*	*34.4%*	*35.4%*	*31.4%*	*15.8%*	*19.5%*	*21.1%*	*20.4%*	*21.0%*
Fall 2022	Count	*15*	*98*	*82*	*65*	*152*	*11*	*96*	*120*	*92*	*177*
	% of cohort	*32.3%*	*33.6%*	*35.6%*	*36.3%*	*33.6%*	*18.9%*	*21.4%*	*22.4%*	*22.0%*	*22.4%*
Fall 2023	Count	*16*	*104*	*85*	*67*	*162*	*13*	*105*	*128*	*99*	*188*
	% of cohort	*35.2%*	*35.8%*	*36.8%*	*37.1%*	*35.8%*	*22.0%*	*23.3%*	*23.8%*	*23.6%*	*23.7%*
Fall 2024	Count	*17*	*111*	*87*	*68*	*172*	*15*	*113*	*135*	*105*	*199*
	% of cohort	*38.0%*	*38.0%*	*38.0%*	*38.0%*	*38.0%*	*25.1%*	*25.1%*	*25.1%*	*25.1%*	*25.1%*

Leading Indicators

Cohort		Gateway course completion									
		English					Math				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	Count	55	382	609	377	813	5	120	235	115	296
	% of cohort	50.5%	63.9%	69.2%	68.3%	65.7%	4.6%	20.1%	26.7%	20.8%	23.9%
Fall 2015	Count	57	413	581	412	815	10	125	240	139	314
	% of cohort	52.8%	61.3%	70.3%	69.1%	64.2%	9.3%	18.5%	29.1%	23.3%	24.7%
Fall 2016	Count	48	469	577	397	838	11	148	233	139	312
	% of cohort	44.0%	66.7%	71.4%	72.3%	65.1%	10.1%	21.1%	28.8%	25.3%	24.2%
Fall 2017	Count	42	514	493	468	739	13	173	236	166	321
	% of cohort	47.2%	71.6%	71.1%	75.0%	67.5%	14.6%	24.1%	34.1%	26.6%	29.3%
Fall 2018	Count	*50*	*531*	*546*	*450*	*841*	*24*	*287*	*444*	*271*	*598*
	% of cohort	*47.2%*	*71.6%*	*71.1%*	*75.0%*	*67.5%*	*14.6%*	*24.1%*	*34.1%*	*26.6%*	*29.3%*
Fall 2019	Count	*57*	*549*	*565*	*460*	*879*	*31*	*315*	*453*	*290*	*627*
	% of cohort	*53.6%*	*73.9%*	*73.6%*	*76.8%*	*70.5%*	*18.5%*	*26.4%*	*34.7%*	*28.5%*	*30.8%*
Fall 2020	Count	*63*	*566*	*583*	*471*	*917*	*37*	*343*	*461*	*310*	*657*
	% of cohort	*60.0%*	*76.3%*	*76.0%*	*78.6%*	*73.6%*	*22.4%*	*28.7%*	*35.4%*	*30.4%*	*32.2%*
Fall 2021	Count	*70*	*584*	*602*	*482*	*955*	*43*	*370*	*470*	*329*	*687*
	% of cohort	*66.5%*	*78.7%*	*78.4%*	*80.4%*	*76.6%*	*26.3%*	*31.1%*	*36.0%*	*32.3%*	*33.7%*
Fall 2022	Count	*77*	*601*	*621*	*493*	*993*	*50*	*398*	*479*	*349*	*716*
	% of cohort	*72.9%*	*81.0%*	*80.9%*	*82.2%*	*79.7%*	*30.2%*	*33.4%*	*36.7%*	*34.2%*	*35.1%*
Fall 2023	Count	*84*	*619*	*639*	*503*	*1031*	*56*	*426*	*487*	*368*	*746*
	% of cohort	*79.3%*	*83.4%*	*83.3%*	*84.0%*	*82.7%*	*34.1%*	*35.7%*	*37.4%*	*36.1%*	*36.6%*
Fall 2024	Count	*90*	*636*	*658*	*514*	*1068*	*63*	*453*	*496*	*387*	*775*
	% of cohort	*85.7%*	*85.7%*	*85.7%*	*85.7%*	*85.7%*	*38.0%*	*38.0%*	*38.0%*	*38.0%*	*38.0%*

Leading Indicators

Italicized, red numbers are future estimates/targets

Cohort		Fall 1 to Fall 2 persistence									
		Part-time students					Full-time students				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2014	Count	20	133	157	111	237	25	272	407	256	561
	% of cohort	33.3%	55.2%	52.0%	56.3%	50.3%	51.0%	76.2%	70.4%	72.1%	73.1%
Fall 2015	Count	18	144	142	97	246	36	279	424	306	575
	% of cohort	39.1%	51.2%	52.8%	51.9%	50.8%	58.1%	71.0%	76.1%	74.8%	73.2%
Fall 2016	Count	17	132	119	88	212	34	326	411	290	588
	% of cohort	40.5%	49.8%	51.5%	57.5%	47.4%	50.7%	74.4%	71.2%	73.2%	70.0%
Fall 2017	Count	15	131	109	102	180	23	348	343	312	516
	% of cohort	34.9%	50.6%	54.2%	56.7%	47.1%	50.0%	75.8%	69.7%	70.3%	72.4%
Fall 2018	Count	*16*	*148*	*125*	*102*	*213*	*30*	*341*	*374*	*295*	*574*
	% of cohort	*34.9%*	*50.6%*	*54.2%*	*56.7%*	*47.1%*	*50.0%*	*75.8%*	*69.7%*	*70.3%*	*72.4%*
Fall 2019	Count	*18*	*153*	*128*	*104*	*225*	*33*	*345*	*384*	*302*	*584*
	% of cohort	*39.5%*	*52.6%*	*55.6%*	*57.6%*	*49.7%*	*55.0%*	*76.5%*	*71.4%*	*71.9%*	*73.6%*
Fall 2020	Count	*20*	*159*	*131*	*106*	*237*	*36*	*348*	*393*	*308*	*594*
	% of cohort	*44.1%*	*54.6%*	*57.0%*	*58.6%*	*52.2%*	*60.0%*	*77.2%*	*73.1%*	*73.5%*	*74.9%*
Fall 2021	Count	*22*	*165*	*134*	*107*	*248*	*39*	*351*	*402*	*315*	*604*
	% of cohort	*48.7%*	*56.5%*	*58.4%*	*59.6%*	*54.8%*	*65.0%*	*77.9%*	*74.9%*	*75.1%*	*76.2%*
Fall 2022	Count	*24*	*171*	*138*	*109*	*260*	*42*	*354*	*411*	*322*	*614*
	% of cohort	*53.3%*	*58.5%*	*59.7%*	*60.6%*	*57.4%*	*70.0%*	*78.6%*	*76.6%*	*76.8%*	*77.5%*
Fall 2023	Count	*26*	*177*	*141*	*111*	*272*	*45*	*357*	*420*	*329*	*624*
	% of cohort	*57.9%*	*60.5%*	*61.1%*	*61.5%*	*59.9%*	*75.0%*	*79.3%*	*78.3%*	*78.4%*	*78.7%*
Fall 2024	Count	*29*	*183*	*144*	*113*	*283*	*48*	*360*	*430*	*336*	*634*
	% of cohort	*62.5%*	*62.5%*	*62.5%*	*62.5%*	*62.5%*	*80.0%*	*80.0%*	*80.0%*	*80.0%*	*80.0%*

Degree & Certificate Completion   *Italicized, red numbers are future estimates/targets*

Cohort		Degree or Certificate in 2 years				
		Full-time students				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2011	Count	6	22	68	40	75
	% of cohort	7.9%	9.3%	11.2%	11.0%	10.9%
Fall 2012	Count	5	29	75	29	98
	% of cohort	6.3%	11.1%	12.7%	8.7%	13.9%
Fall 2013	Count	10	53	90	59	123
	% of cohort	11.1%	16.9%	15.2%	13.2%	17.5%
Fall 2014	Count	4	76	111	78	144
	% of cohort	8.2%	21.3%	19.2%	22.0%	18.8%
Fall 2015	Count	6	64	121	73	159
	% of cohort	9.7%	16.3%	21.7%	17.8%	20.3%
Fall 2016	Count	3	59	123	63	154
	% of cohort	4.5%	13.5%	21.3%	15.9%	18.3%
Fall 2017	Count	*2*	*62*	*105*	*71*	*131*
	% of cohort	*4.5%*	*13.5%*	*21.3%*	*15.9%*	*18.3%*
Fall 2018	Count	*5*	*81*	*118*	*77*	*168*
	% of cohort	*8.2%*	*15.9%*	*22.6%*	*18.0%*	*20.1%*
Fall 2019	Count	*7*	*83*	*129*	*84*	*173*
	% of cohort	*11.9%*	*18.4%*	*24.0%*	*20.1%*	*21.8%*
Fall 2020	Count	*9*	*94*	*136*	*93*	*187*
	% of cohort	*15.7%*	*20.8%*	*25.3%*	*22.2%*	*23.6%*
Fall 2021	Count	*12*	*105*	*143*	*102*	*201*
	% of cohort	*19.4%*	*23.3%*	*26.6%*	*24.3%*	*25.3%*
Fall 2022	Count	*14*	*116*	*150*	*111*	*215*
	% of cohort	*23.1%*	*25.7%*	*28.0%*	*26.4%*	*27.1%*
Fall 2023	Count	*16*	*127*	*157*	*120*	*229*
	% of cohort	*26.9%*	*28.2%*	*29.3%*	*28.5%*	*28.9%*
Fall 2024	Count	*18*	*138*	*164*	*128*	*243*
	% of cohort	*30.6%*	*30.6%*	*30.6%*	*30.6%*	*30.6%*

Degree & Certificate Completion   *Italicized, red numbers are future estimates/targets*

Cohort		Degree or Certificate in 3 years (150% normal time)									
		Part-time students					Full-time students				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2011	Count	9	40	53	28	90	9	36	139	76	143
	% of cohort	9.8%	19.9%	15.0%	13.1%	17.3%	11.8%	15.2%	22.8%	20.8%	20.8%
Fall 2012	Count	9	24	57	34	64	7	54	134	70	149
	% of cohort	9.0%	10.3%	15.7%	17.3%	10.8%	8.8%	20.5%	22.8%	21.0%	21.1%
Fall 2013	Count	4	44	69	37	99	14	71	155	88	195
	% of cohort	4.7%	16.9%	16.5%	15.7%	15.4%	15.6%	22.7%	26.1%	19.7%	27.7%
Fall 2014	Count	10	36	50	37	77	8	104	158	116	196
	% of cohort	16.7%	14.9%	16.6%	18.8%	16.3%	16.3%	29.1%	27.3%	32.8%	25.6%
Fall 2015	Count	6	59	43	42	78	12	98	183	126	225
	% of cohort	13.0%	21.0%	16.0%	22.5%	16.1%	20.0%	25.0%	32.8%	30.7%	28.7%
Fall 2016	Count	*5*	*56*	*37*	*34*	*72*	*13*	*110*	*189*	*122*	*241*
	% of cohort	*13.0%*	*21.0%*	*16.0%*	*22.5%*	*16.1%*	*20.0%*	*25.0%*	*32.8%*	*30.7%*	*28.7%*
Fall 2017	Count	*7*	*58*	*36*	*42*	*69*	*11*	*126*	*169*	*144*	*219*
	% of cohort	*15.3%*	*22.2%*	*17.8%*	*23.5%*	*18.0%*	*23.1%*	*27.5%*	*34.3%*	*32.5%*	*30.7%*
Fall 2018	Count	*9*	*85*	*43*	*49*	*99*	*17*	*153*	*187*	*147*	*273*
	% of cohort	*17.5%*	*23.5%*	*19.7%*	*24.6%*	*19.8%*	*26.3%*	*30.0%*	*35.8%*	*34.3%*	*32.8%*
Fall 2019	Count	*9*	*72*	*50*	*46*	*98*	*18*	*146*	*201*	*151*	*276*
	% of cohort	*19.7%*	*24.7%*	*21.5%*	*25.6%*	*21.6%*	*29.4%*	*32.5%*	*37.4%*	*36.1%*	*34.8%*
Fall 2020	Count	*10*	*76*	*54*	*48*	*106*	*19*	*158*	*209*	*159*	*292*
	% of cohort	*21.9%*	*25.9%*	*23.4%*	*26.6%*	*23.5%*	*32.5%*	*35.0%*	*38.9%*	*37.8%*	*36.8%*
Fall 2021	Count	*11*	*79*	*58*	*50*	*115*	*21*	*169*	*217*	*166*	*308*
	% of cohort	*24.2%*	*27.1%*	*25.3%*	*27.7%*	*25.3%*	*35.6%*	*37.5%*	*40.4%*	*39.6%*	*38.9%*
Fall 2022	Count	*12*	*83*	*62*	*52*	*123*	*23*	*180*	*225*	*174*	*324*
	% of cohort	*26.4%*	*28.4%*	*27.1%*	*28.7%*	*27.1%*	*38.8%*	*40.0%*	*41.9%*	*41.4%*	*40.9%*
Fall 2023	Count	*13*	*86*	*67*	*54*	*131*	*25*	*191*	*233*	*181*	*341*
	% of cohort	*28.6%*	*29.6%*	*29.0%*	*29.8%*	*29.0%*	*41.9%*	*42.5%*	*43.5%*	*43.2%*	*43.0%*
Fall 2024	Count	*14*	*90*	*71*	*55*	*140*	*27*	*203*	*242*	*189*	*357*
	% of cohort	*30.8%*	*30.8%*	*30.8%*	*30.8%*	*30.8%*	*45.0%*	*45.0%*	*45.0%*	*45.0%*	*45.0%*

Degree & Certificate Completion   *Italicized, red numbers are future estimates/targets*

Cohort		Degree or Certificate in 4 years				
		Part-time students				
		African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2011	Count	10	49	69	42	107
	% of cohort	10.9%	24.4%	19.5%	19.7%	20.6%
Fall 2012	Count	10	34	65	44	77
	% of cohort	10.0%	14.5%	17.9%	22.3%	13.1%
Fall 2013	Count	6	53	83	47	117
	% of cohort	7.0%	20.3%	19.8%	20.0%	18.3%
Fall 2014	Count	11	51	66	49	99
	% of cohort	18.3%	21.2%	21.9%	24.9%	21.0%
Fall 2015	Count	*8*	*59*	*59*	*47*	*102*
	% of cohort	*18.3%*	*21.2%*	*21.9%*	*24.9%*	*21.0%*
Fall 2016	Count	*6*	*61*	*44*	*38*	*83*
	% of cohort	*15.2%*	*23.1%*	*19.0%*	*24.6%*	*18.6%*
Fall 2017	Count	*7*	*65*	*42*	*47*	*78*
	% of cohort	*17.4%*	*25.0%*	*20.8%*	*26.1%*	*20.5%*
Fall 2018	Count	*10*	*98*	*50*	*55*	*112*
	% of cohort	*19.6%*	*26.9%*	*22.5%*	*27.5%*	*22.4%*
Fall 2019	Count	*10*	*84*	*56*	*52*	*110*
	% of cohort	*21.8%*	*28.7%*	*24.3%*	*29.0%*	*24.3%*
Fall 2020	Count	*11*	*89*	*60*	*55*	*118*
	% of cohort	*24.0%*	*30.6%*	*26.1%*	*30.4%*	*26.1%*
Fall 2021	Count	*12*	*95*	*64*	*57*	*127*
	% of cohort	*26.1%*	*32.5%*	*27.9%*	*31.9%*	*28.0%*
Fall 2022	Count	*13*	*100*	*68*	*60*	*136*
	% of cohort	*28.3%*	*34.4%*	*29.7%*	*33.4%*	*29.9%*
Fall 2023	Count	*14*	*106*	*73*	*63*	*144*
	% of cohort	*30.5%*	*36.2%*	*31.5%*	*34.8%*	*31.8%*
Fall 2024	Count	*17*	*111*	*87*	*68*	*172*
	% of cohort	*38.0%*	*38.0%*	*38.0%*	*38.0%*	*38.0%*