Illinois Equity in Attainment

Malcolm X College
EQUITY PLAN

August 20, 2020

CITY COLLEGES of CHICAGO
Malcolm X

PARTNERSHIP FOR
COLLEGE COMPLETION
Accelerating action to close the graduation gap
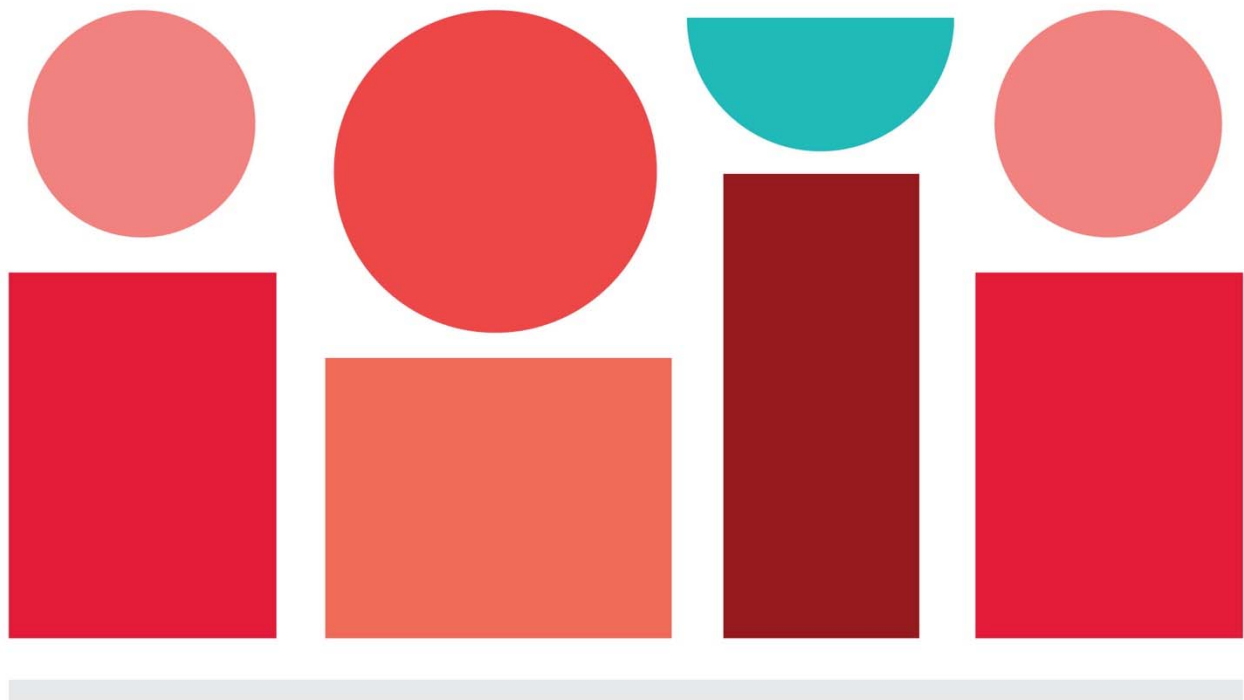
Executive Summary

Malcolm X College Equity Statement
We believe that all opportunities are within reach. MXC acknowledges the attainment gaps among the student racial, ethnic, socioeconomic, gender, and marginalized populations. MXC will eliminate these inequities within the institution.

Introduction

Over the last five years, Malcolm X College (MXC) has made advances in enrollment growth, emerging as a leader among the City Colleges of Chicago. Between FY2015 and FY2018, the college's IPEDS graduation rate has increased from 7% to 24% and the total number of awards earned annually by students increased from 996 to 1,650. In 2019, MXC was recognized by the National Institute for Staff and Organizational Development (NISOD) as a Promising Place to Work in Community Colleges and it received the TLC: Trust, Leadership & Commitment Award for its Adult Education program.

However, in that same time period, the College has not seen the same success with regard to equity in enrollment and attainment among student subgroups. The Black student population declined by 35% at the institutional level and by 22% in college credit hour enrollment. From FY15 to FY19, total enrollment of Hispanic students increased by 76% and credit hour enrollment doubled. An examination of credit accumulation; gateway course completion rates; fall-to-spring retention; fall-to-fall persistence; and completion rates reveals disparities in attainment that we find unacceptable.

With this plan, Malcolm X College affirms its commitment to fostering a culture of teaching and learning that affords each student an equitable opportunity to attain educational excellence. By partnering with Illinois Equity in Attainment (ILEA), we 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 Hispanic students and their higher-income and White peers are unacceptable and should be eliminated.
- Our efforts will be undertaken without sacrificing institutional quality or excellence or increasing admission standards.

This plan serves as a roadmap for the steps MXC will undertake toward closing gaps in degree attainment for low-income, first-generation, Black, and Hispanic students. The plan is a living document that is informed and revised through continued engagement of faculty, staff, administration, students, and community partners.

Current State

A review of student attainment data reveals that MXC must create a learning environment more conducive to the academic success of Black students, Hispanic students, and Pell Grant recipients. This plan is driven by the markedly disparate attainment rates among student subgroups in the following areas:

- Credit accumulation – Fall
- Credit accumulation – Fiscal Year
- Gateway course completion
- Fall-to-spring retention
- Fall-to-fall retention
- Completion

Future Vision

MXC's equity plan sets forth ambitious benchmark goals for each of the identified subgroups: Black, Hispanic, White, and Pell-recipients. Over the next five years, we will increase student attainment and, in particular, make substantial progress toward closing gaps in attainment within student subgroups. By the end of Fiscal Year 2025, the institution will accomplish the following measurable equity goals across key demographic student groups (Black, Hispanic, White) and socioeconomic student groups (Pell, Non-Pell) within the subgroups of Part-time and Full-time:

1. Increase Percentage of First Fall Credit Accumulation
2. Increase Percentage of First Year Credit Accumulation
3. Increase Percentage of Gateway Course Completion
4. Increase Percentage of Retention from Fall to Spring
5. Increase Percentage of Persistence from Fall to Fall
6. Increase Percentage of Completion in two years

Institutional Strategies

This plan, informed by an analysis of institutional data, is designed to identify and understand what is leading to inequities within the institution, create structures that increase equitable practices, and dismantle institutional barriers to equity. In FY2020, MXC initiated a number of strategic initiatives designed to close these gaps. Some of these initiatives include
- Establishment of an **Equity Roundtable** comprised of community partners, equity experts, and college stakeholders (faculty, staff, and students)
- Initiation of an **Equity Audit** to assess institutional practices in relationship to inequitable student attainment
- Implementation of a comprehensive **First Year Experience** for new students
- Enhancement of **faculty and staff development** in areas related to closing equity gaps
- Increasing **equity of access to economically productive career pathways**
- Creating vehicles through which to **engage Black and Hispanic student communities**

While we believe this will be a productive start, we know that we need to better understand the barriers to equitable student attainment in order to identify data-informed strategies. To that end, we will undergird our long-range efforts in a process of research and exploration through the implementation of the following strategies in FY2020 through the early part of FY2021. Malcolm X College is committed to conducting thorough due diligence as it identifies strategies that will close the institution's equity gaps. We know *where* the gaps occur. We seek to come to an informed understanding of *why* and *how* they occur. Findings from the Research and Explore and Equity Audit activities will inform specific programs and activities to address root causes of problems. Those programs will be piloted and evaluated, so that promising practices can be brought to scale institution-wide.

Evaluation Plan

This plan includes an evaluation component designed to measure the performance and quality of services and products to be implemented throughout the institution. The seven institutional equity goals will collectively ensure that MXC will eliminate disparities in academic achievement and dismantle structural impediments to success. MXC will establish an evaluation committee to consist of faculty, staff, students that will be charged with creating and implementing tools and assessment instruments for measuring progress toward the plan's objectives. The committee will be further charged with the collection, analysis, and reporting of data according to a regular and continuous cadence.

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Malcolm X College

Equity Plan

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

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1: Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates especially for low-income, first-generation students, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 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, Hispanic and Black 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 Hispanic 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 Black 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 Hispanics, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

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

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

1b: Institution Overview

In the last five years, Malcolm X College (MXC) emerged as the leader in enrollment growth in both City Colleges of Chicago, as well as ranking # 1 among Illinois community colleges for spring semester enrollment growth from 2014 to 2019. MXC has continued to serve more students and produce higher outcomes growing fall to spring retention from 63.4% in Fiscal Year 2015 to 66.7% in the Fiscal Year 2019. Student Services implemented the one-stop-shop to streamline enrollment and registration processes. The graduation rate (IPEDS 150% graduation rate) increased from 7% in Fiscal Year 2015 to 24% in Fiscal Year 2018. Total awards earned by students increased from 996 in Fiscal Year 2015 to 1,650 in Fiscal Year 2018. Short-term certificates more than doubled from awarding 466 certificates in the Fiscal Year 2015 to 1,029 certificates in Fiscal Year 2018. The National Institute for Staff and Organizational Development (NISOD) recognized MXC as a 2019 Promising Places to Work in Community Colleges as well as the TLC: Trust, Leadership, & Commitment Award for the Adult Education program. The impact on students' lives and the greater Chicago community is unprecedented.

Over the course of the same five-year period, MXC has not had robust success with regards to equity in student success. Enrollment of Black[1] students declined by 35% at the institutional level, and declined 22% in college credit hour enrollment. Total Hispanic student enrollment increased 76% from FY15 to FY19, while Hispanic credit hour enrollment doubled in the same period.

Understanding the institution's demographic makeup is important to contextualizing this data. Malcolm X College is in the unique position of being simultaneously eligible for both the federal Predominantly Black Institution and Hispanic Serving Institution designations.

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[1] City Colleges of Chicago and Malcolm X College collect student ethnicity data by self-identification, and African-American is not an option. Students who identify as Black may also identify as African-American, but some students who identify as Black may not identify as African-American. In this document, we use the ethnicity label self-selected by students: Black.

MXC Student Demographics vs Employee – Spring 2020								
Spring 2020			% Total Employee	% FT Faculty	% FT Staff	% Adjunct	% PT Inst. Staff	% PT Non-Inst. Staff
Race/Ethnicity	Student Count	Percent	%	%	%	%	%	%
Hispanic	4338	49%	12%	4%	18%	11%	11%	13%
Black	3142	36%	53%	42%	55%	37%	51%	57%
White	711	8%	25%	35%	24%	36%	26%	16%
Asian	349	4%	8%	16%	1%	12%	8%	6%
Multi-Racial Non-Hispanic	206	2%	0%	0%	0%	0%	0%	0%
Not Specified	84	1%	1%	3%	1%	3%	3%	7%
Hawaii/Pac	10	0%	0%	0%	0%	0%	1%	2%
Am. Ind	5	0%	1%	0%	0%	1%	0%	1%
Grand Total	8845	100%	100%	100%	100%	100%	100%	100%

Percentages are rounded and may add to slightly more than 100

Credits Accumulated First Fall

Credit accumulation – the number of credits attained in the first semester of coursework – is considered predictive of degree completion and a means by which to measure progress toward that goal. First fall credit hour accumulation shows large disparities among Black students and their Hispanic and White peers. Hispanic students outperform all student segments with a credit hour accumulation. Full-time student credit hour accumulation is closer among the demographic populations; however, the accumulation rates of 7 credit-hours for part-time and 15 for full-time students are 22% or lower, meaning that fewer than 300 full-time students are on track to earning a degree in the four-year period.

The tables below present 7- and 15-credit hour benchmarks as prescribed by the ILEA framework, but it is important to note that it is common for part-time MXC students to enroll in 6-credit hours and for full-time students to enroll in 12.

	Credits Accumulated First Fall															
	Part-time (at least 7 credit hours)								Full-time (at least 15 credit hours)							
	Black		Hispanic		White		Pell		Non-Pell		Black		Hispanic		White	
Fall 2014	13%	23	34%	31	33%	-	19%	40	23%	17	4%	16	13%	23	9%	-
Fall 2015	17%	18	31%	30	70%	-	31%	40	20%	19	12%	28	23%	54	25%	-
Fall 2016	26%	41	31%	48	100%	-	33%	57	28%	43	12%	31	25%	80	17%	-
Fall 2017	27%	43	37%	54	28%	-	32%	61	30%	44	14%	32	22%	94	17%	-
Fall 2018	23%	37	51%	106	40%	-	44%	92	32%	60	18%	43	21%	97	21%	-

(continued columns)

	Pell		Non-Pell	
Fall 2014	6%	29	17%	12
Fall 2015	16%	60	25%	20
Fall 2016	15%	66	28%	50
Fall 2017	18%	86	23%	50
Fall 2018	19%	97	22%	52

Note. Redacted *N* values were below those deemed reliable for extrapolation. Caution should be used in interpreting percentages derived from low *N* values.

Note. Total *N* values for each subpopulation, each semester, can be calculated using the data provided.

Credit hour accumulation in the first year mirrors that of the fall. The margins between the Black student population and Hispanic student population are smaller than in the fall, and specifically, there is an 8% margin of achievement. The full-time credit hour accumulation is startling, with the highest rate of accumulation at 20% compared to the lowest at 3% for Black students. This means that 80% of full-time students are leaving the first year off-track to earning their associate degree within two years.

	Credits Accumulated First Year (including summer)																			
	Part-time (at least 7 credit hours)										Full-time (at least 15 credit hours)									
	Black		Hispanic		White		Pell		Non-Pell		Black		Hispanic		White		Pell		Non-Pell	
Fall 201	13%	23	26%	24	11%	-	16%	35	18%	13	3%	12	9%	16	0%	-	5%	25	9%	-
Fall 201	9%	10	20%	19	40%	-	25%	32	5%	-	9%	22	16%	38	25%	-	10%	39	22%	27
Fall 201	16%	25	23%	35	100%	-	27%	47	14%	22	7%	17	20%	64	0%	-	11%	50	20%	37
Fall 201	20%	31	28%	41	11%	-	26%	50	19%	28	6%	14	15%	62	11%	-	10%	47	19%	41

Note. Redacted *N* values were below those deemed reliable for extrapolation. Caution should be used in interpreting percentages derived from low *N* values.
Note. Total *N* values for each subpopulation, each semester, can be calculated using the data provided.

Gateway Course Completion

Gateway course completion in both part-time and full-time is the most alarming of the ILEA benchmark data points. The margin of gateway completion is unacceptable between Black students completing college-level English at a rate of 28% in the first year compared to their peers: Hispanic students (45%), White students (34%), Pell recipients[2] (45%), and non-Pell recipients (38%). The gap is overwhelming in Math. Black students complete college-level Math at a rate of 14% in the first year compared to their peers: Hispanic students (33%), White students (34%), Pell recipients (29%), and non-Pell recipients (26%). Overall, the majority of students complete neither college-level English nor Math in their first year at MXC.

Because of the large proportion of MXC's entering students placing into developmental education (~90%), much work has been done to support the pathway into college-level English and Math in the last fiscal year. Faculty have worked to develop co-requisite courses where students can complete college level math and English courses, while also taking a "supporting" developmental-level course. This allows students to complete college-level English and Math with the appropriate support needed for success.

	Gateway Course Completion																			
	English										Math									
	Black		Hispanic		White		Pell		Non-Pell		Black		Hispanic		White		Pell		Non-Pell	
Fall 2014	19%	107	41%	102	25%	18	32%	13	25%	215	9%	51	24%	61	22%	-	18%	-	14%	120
Fall 2015	31%	99	44%	133	33%	12	37%	-	37%	247	17%	54	28%	82	17%	-	21%	-	22%	147
Fall 2016	29%	111	42%	179	50%	11	29%	4	37%	313	17%	64	27%	116	33%	-	8%	-	23%	197
Fall 2017	28%	97	45%	228	34%	25	45%	13	38%	338	14%	47	33%	165	34%	-	29%	-	26%	229

Note. Redacted *N* values were below those deemed reliable for extrapolation. Caution should be used in interpreting percentages derived from low *N* values.
Note. Total *N* values for each subpopulation, each semester, can be calculated using the data provided.

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[2] City Colleges of Chicago and Malcolm X College collect data on Pell Grant disbursement, not Pell eligibility. In this document, "Pell" and "Non Pell" students signify only disbursement, and not exclusively eligibility based on income.

Fall-to-Spring Retention

Fall to spring retention in the first year demonstrates the same gaps in retention across demographic populations as viewed in earlier metrics. Black students are retained at a 37% rate; Hispanic students at a 54% rate, and White students at a 63% rate. Part-time non-Pell students are retained at the lowest rate of 30% compared to Pell students at 63%.

There is the largest margin when comparing the retention of part-time and full-time students. Part-time Black students are retained at 37%, while full-time students are retained at 66%; part-time Hispanic students at 54%, while full-time are retained at an 81% rate. White students are retained at a 63% vs 89% rate, respectively. Part-time non-Pell students are retained at the lowest rate of 30%, while full-time Pell students are retained as high as 82%.

This data suggests that while there is an unacceptable rate of retention between Black students, Hispanic students, and White students, the largest margin is between part-time and full-time students. This suggests that the MXC model currently serves full-time students better than part-time students, regardless of the nuances of the metrics.

| | Fall to Spring Retention | | | | | | | | | | | | | | | | | | | |
| | Part-Time Students | | | | | | | | | | Full-Time Students | | | | | | | | | |
	Black		Hispanic		White		Pell		Non-Pell		Black		Hispanic		White		Pell		Non-Pell	
Fall 2014	44%	76	62%	56	38%	-	52%	111	42%	30	70%	265	77%	134	75%	-	74%	378	62%	41
Fall 2015	40%	42	50%	46	75%	-	59%	75	27%	24	69%	161	85%	197	67%	-	79%	296	69%	81
Fall 2016	43%	64	54%	81	100%	-	66%	113	30%	44	79%	202	83%	266	83%	-	83%	359	74%	132
Fall 2017	44%	66	52%	72	71%	-	60%	108	36%	49	71%	167	79%	334	82%	14	82%	394	64%	140
Fall 2018	37%	61	54%	110	63%	-	63%	130	30%	55	66%	151	81%	368	89%	17	82%	408	65%	151

Note. Redacted *N* values were below those deemed reliable for extrapolation. Caution should be used in interpreting percentages derived from low *N* values.
Note. Total *N* values for each subpopulation, each semester, can be calculated using the data provided.

Fall-to-Fall Persistence

Low Fall-to-Fall persistence disproportionately impacts MXC's Black student population. In the Fall-to-Fall persistence, the weight of the entire aggregation of the metrics comes to light. The small numbers of students who remain, as well as the proportion of those students, particularly Black students, is alarming.

| | Fall to Fall Persistence | | | | | | | | | | | | | | | | | | | |
| | Part-Time Students | | | | | | | | | | Full-Time Students | | | | | | | | | |
	Black		Hispanic		White		Pell		Non-Pell		Black		Hispanic		White		Pell		Non-Pell	
Fall 2014	20%	33	43%	38	13%	-	27%	56	29%	20	36%	135	53%	89	25%	-	42%	210	41%	26
Fall 2015	18%	19	43%	38	60%	-	38%	47	22%	18	47%	103	68%	147	33%	-	55%	191	61%	68
Fall 2016	27%	39	39%	57	100%	-	44%	73	21%	31	48%	116	74%	222	67%	-	61%	249	63%	105
Fall 2017	27%	40	45%	62	43%	-	41%	74	29%	39	48%	109	66%	259	53%	-	61%	278	55%	109

Note. Redacted *N* values were below those deemed reliable for extrapolation. Caution should be used in interpreting percentages derived from low *N* values.
Note. Total *N* values for each subpopulation, each semester, can be calculated using the data provided.

1c: Equity Statement

We believe that all opportunities are within reach. MXC acknowledges the attainment gaps among the student racial, ethnic, socioeconomic, gender, and marginalized populations. MXC will eliminate the inequities within the institution.

1d: Purpose of the Equity Plan

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

- Black students and White students
- Hispanic students and White students
- Students receiving Pell grants and those not receiving Pell grants

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

1e: Campus Engagement Plan

We believe that the development and implementation of a successful, comprehensive Equity Plan needs to be informed by a cross-functional team that is representative of all campus constituents: faculty, staff, administrators, students, and community members. The Equity Planning Committee, has designed a number of vehicles by which these members may participate.

In January 2019, the Office of Institutional Effectiveness launched a campus-wide Climate Survey to all faculty, staff, and administrators in an effort to gather feedback regarding their feelings and perceptions. The Climate Survey results were shared at the college-wide meeting in January and in a Shared Governance meeting during the same month. The Climate Survey allowed the campus-community to begin discussions regarding the growing interest on campus in the themes of respect, diversity, and professional development. Launching the Climate Survey was the unofficial start of engagement in equity talks across the campus. This survey and its results provided an important and seamless transition into the implementation of the Partnerships for College Completion (PCC) Institutional Capacity Assessment Tool (ICAT). At the same time, we created the Equity Planning Committee whose charge was to plan for and implement equity strategies on campus and to finalize an equity plan for MXC in collaboration with the campus community.

In February 2019, MXC administered the ICAT to all faculty, staff, and administration. Following the implementation of the survey in February, the survey responses were shared in a debriefing meeting with campus senior leaders, and with students, faculty, and staff in roundtable discussions led by a member of ILEA/PCC, and later shared with the entire campus community during an all-college meeting.

The institution has in place several structures for collaboration and sharing of the plan. Since February 2019, the institution has engaged in equity discussions through the following committees/bodies:

- Equity Planning Committee (Faculty, Staff, Administrators)
- Momentum Committee (Faculty, Staff, Administrators)

- Shared Governance (Students, Faculty, Staff, Administrators)
- Monthly College Wide Meetings (Students, Faculty, Staff, Administrators)
- Institutional Effectiveness (Administrators, Staff)
- Senior Leaders (Administrators)
- February ICAT Debriefing Meeting (Administrators)
- April Roundtable Discussions (PCC/ILEA, Students, Faculty, Staff, Administrators)
- ILEA 2019 Spring and Fall Summits
- Faculty Council (Faculty)

During Fall 2019, MXC hosted college-wide meetings with a theme of equity. At each meeting, a new discussion topic focused on equity engaged the entire campus community. We commenced the academic year with a Faculty Development Week Data Summit that centered on discussions of program and subject course success rates and selective program admissions. In November, the Equity Planning Committee shared highlights of the draft plan and renewed its call for membership at a college-wide meeting. The committee also invited those college members without the availability or desire to join to offer feedback in person or in writing. Outside of committee membership, anyone in the campus community (student, staff, faculty, administrator) can engage in equity discussions at scheduled Shared Governance Committee meetings, which allow for free open discussion within the institution. In addition, the institution has in place a standing committee (Momentum Committee) dedicated to the development and implementation of strategic initiatives across the campus that include equity efforts focused on the areas of student enrollment, persistence, and retention.

Engagement of the broader campus community has, to date, included a feedback session involving student leaders and key partners, including representatives from the Illinois Medical District, Rush University, the Office of Alderman Walter Burnett, ENLACE, and Austin Coming Together. Austin Coming Together is a consortium of over 50 community organizations that are aligned to increase the collective impact of the member organizations on improving education and economic development outcomes for the Austin community. The plan for community engagement also includes collaboration with West Side United, a valued partner. The mission of West Side United is to build community health and economic wellness on Chicago's West Side and build healthy, vibrant neighborhoods.

Further engagement of the community will take place through the sharing of the equity statement and the strategic initiatives in the equity plan with the various advisory boards connected to MXC. We will also work closely with the MXC Student Government Association leadership and the newly established Black Student Union to communicate the equity plan to the student body and to elicit student feedback. Finally, in Spring and Summer 2020, the entire campus community (faculty, staff, administrators, and students) will engage in an institutional equity audit designed to uncover ways in which MXC's practices contribute to or undermine equity in student attainment. This audit will culminate in a whole-school Equity Institute dedicated to understanding these findings and implementing responsive strategies.

2. Current State

2a: Black Students

Black students are overwhelmingly underserved at MXC. Credit hour accumulation for Fall and the fiscal year and gateway course completion are low. The data shows that MXC is able to retain Black students from Fall to Spring, but fail to retain from Fall to Fall, especially among part-time students. This clearly inhibits the path to completion, which is lowest among Black students at MXC.

	African American/ Black Students											
	Credit Accumulation - 1st Fall		Credit Accumulation - 1st Year		Gateway Course Completion		Fall to Spring Retention		Fall to Fall Persistence		Completion	
	Part-Time	Full-Time	Part-Time	Full-Time	English	Math	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time
Fall 2014	13%	4%	13%	3%	19%	9%	44%	70%	20%	36%	11%	12%
Fall 2015	17%	12%	9%	9%	31%	17%	40%	69%	18%	47%	8%	12%
Fall 2016	26%	12%	16%	7%	29%	17%	43%	79%	27%	48%	11%	14%
Fall 2017	27%	14%	20%	6%	28%	14%	44%	71%	27%	48%	10%	20%
Fall 2018	23%	18%					37%	66%			12%	18%

2b: Hispanic Students

Data shows that MXC is not providing a learning environment for Hispanic students to accumulate credit hours to completion. Hispanic students' retention rates are strong, especially among full-time students from fall to spring. However, retention does not always equal persistence. Credit hour accumulation among Hispanic students is remarkably low, especially in the fiscal year calculation for full-time students. It appears as though Hispanic students are taking courses at MXC for an entire fiscal year, but are not successfully passing courses to accumulate credit hours to make progress toward degree completion.

	LatinX/ Hispanic											
	Credit Accumulation - 1st Fall		Credit Accumulation - 1st Year		Gateway Course Completion		Fall to Spring Retention		Fall to Fall Persistence		Completion	
	Part-Time	Full-Time	Part-Time	Full-Time	English	Math	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time
Fall 2014	34%	13%	26%	9%	41%	24%	43%	77%	43%	53%	23%	21%
Fall 2015	31%	23%	20%	16%	44%	28%	43%	85%	43%	68%	24%	28%
Fall 2016	31%	25%	23%	20%	42%	27%	39%	83%	39%	74%	26%	30%
Fall 2017	37%	22%	28%	15%	45%	33%	45%	79%	45%	66%	23%	39%
Fall 2018	51%	21%						81%			17%	29%

2c: Students Receiving Pell Grants

As noted before, the retention rate among full-time students is the highest, and this is no different for Pell Grant recipients. However, the credit hour accumulation and Gateway course completion demonstrates that retention does not always lead to completion. It is clear, like Black and Hispanic populations at MXC, that MXC can retain full-time students the best, but students are unable to continue propelling into degree completion with steady credit hour accumulation. We believe we need to learn more about our Pell recipients and what we can do to better serve them.

3. Future Vision

Goal

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on our campus between Black and White students, between Hispanic and White students, and between low-income and higher-income students (as indicated by Pell receipt). Specifically, we seek to attain the following seven equity goals.

MXC's equity plan sets forth ambitious benchmark goals for each of the identified subgroups: Black, Hispanic, White, and Pell-recipients. Over the next five years, we will increase student attainment and, in particular, make substantial progress toward closing gaps in attainment within student subgroups. By the end of Fiscal Year 2025, the institution will accomplish the following equity goals across key demographic student groups (Black, Hispanic, White) and socio economic student groups (Pell, Non-Pell) within the subgroups of Part-time and Full-time:

1. Increase the percentage of First Fall Credit Accumulation

2. Increase the percentage of First Year Credit Accumulation

3. Increase the percentage of Gateway Course Completion

4. Increase the percentage of Retention from Fall to Spring

5. Increase the percentage of Persistence from Fall to Fall

6. Increase the percentage of Completion in two years

7. Increase the net promoter score

These goals are further explicated in the tables on the following pages.

Credits Accumulated First Fall										
	Part-time (at least 7 credit hours)					Full-time (at least 15 credit hours)				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	24%	34%	34%	46%	34%	12%	22%	22%	21%	24%
Fall 2020	26%	35%	35%	47%	37%	14%	23%	23%	22%	25%
Fall 2021	28%	36%	36%	48%	40%	17%	24%	24%	23%	26%
Fall 2022	31%	37%	37%	49%	43%	19%	25%	25%	24%	27%
Fall 2023	34%	38%	38%	50%	46%	22%	26%	26%	26%	28%
Fall 2024	37%	39%	39%	51%	49%	25%	27%	27%	28%	29%
Fall 2025	40%	40%	40%	52%	52%	28%	28%	28%	30%	30%

Credits Accumulated First Year										
	Part-time (at least 15 credit hours)					Full-time (at least 30 credit hours)				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	17%	25%	25%	28%	21%	8%	16%	16%	12%	21%
Fall 2020	19%	26%	26%	29%	23%	10%	17%	17%	14%	21.5%
Fall 2021	21%	27%	27%	30%	25%	12%	18%	18%	16%	22%
Fall 2022	23%	28%	28%	31%	27%	14%	19%	19%	18%	22.5%
Fall 2023	25%	29%	29%	32%	29%	16%	20%	20%	20%	23%
Fall 2024	27%	30%	30%	33%	31%	19%	21%	21%	22%	24%
Fall 2025	31%	31%	31%	34%	34%	22%	22%	22%	25%	25%

Gateway Course Completion										
	Part-time					Full-time				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	39%	57%	51%	53%	43%	29%	42%	47%	36%	32%
Fall 2020	45%	59%	54%	55%	45%	35%	46%	49%	40%	37%
Fall 2021	51%	61%	57%	58%	50%	40%	50%	51%	44%	42%
Fall 2022	57%	63%	60%	61%	55%	45%	50%	54%	48%	47%
Fall 2023	63%	65%	63%	64%	60%	50%	52%	56%	52%	51%
Fall 2024	69%	67%	66%	67%	65%	55%	56%	58%	56%	56%
Fall 2025	70%	70%	70%	70%	70%	60%	60%	60%	60%	60%

	Fall-to-Spring Retention									
	Part-time					Full-time				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	46%	56%	56%	63%	34%	75%	83%	83%	84%	25%
Fall 2020	49%	58%	58%	64%	35%	78%	84%	84%	85%	30%
Fall 2021	53%	60%	60%	65%	39%	81%	85%	85%	86%	35%
Fall 2022	57%	62%	62%	66%	43%	84%	86%	86%	87%	40%
Fall 2023	61%	64%	64%	67%	47%	87%	87%	87%	88%	45%
Fall 2024	65%	66%	66%	68%	51%	90%	88%	88%	89%	50%
Fall 2025	68%	68%	68%	70%	55%	90%	90%	90%	90%	55%

	Fall-to-Fall Persistence									
	Part-time					Full-time				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	26%	44%	44%	43%	31%	48%	66%	66%	63%	57%
Fall 2020	29%	45%	45%	44%	33%	51%	67%	67%	64%	59%
Fall 2021	32%	46%	46%	45%	36%	55%	68%	68%	65%	62%
Fall 2022	35%	47%	47%	46%	39%	60%	69%	69%	67%	65%
Fall 2023	40%	48%	48%	47%	42%	65%	70%	70%	69%	68%
Fall 2024	45%	49%	49%	48%	45%	70%	71%	71%	71%	70%
Fall 2025	50%	50%	50%	50%	50%	72%	72%	72%	72%	72%

|	Completion in 4 Years									
	Part-time					Full-time				
	Black	Hispanic	White	Pell	Non-Pell	Black	Hispanic	White	Pell	Non-Pell
Fall 2019	13%	25%	25%	31%	31%	21%	33%	33%	43%	51%
Fall 2020	16%	26%	26%	32%	32%	24%	34%	34%	44%	52%
Fall 2021	19%	27%	27%	33%	33%	29%	35%	35%	45%	53%
Fall 2022	22%	28%	28%	34%	34%	31%	36%	36%	48%	54%
Fall 2023	25%	29%	29%	35%	35%	34%	37%	37%	51%	55%
Fall 2024	30%	30%	30%	36%	36%	36%	38%	38%	54%	56%
Fall 2025	31%	31%	31%	37%	37%	39%	39%	39%	57%	57%

4. Institutional Strategies

Equity Statement:

The overarching goal for the MXC Equity Plan is to identify and understand what is leading to inequities within the institution, create structures that increase equitable practices, and dismantle institutional barriers to equity.

Strategic Equity Approach:

MXC's strategic approach reflects our Theory of Change, which calls for a collaborative inquiry into beliefs, policies, and practices at the College that perpetuate inequities in student subgroup outcomes. This inquiry is followed by the development and implementation of a set of promising interventions. The efficacy of those interventions will then be evaluated so that ineffective strategies can be improved upon or ended, and so that effective strategies can be scaled toward the success of more students.
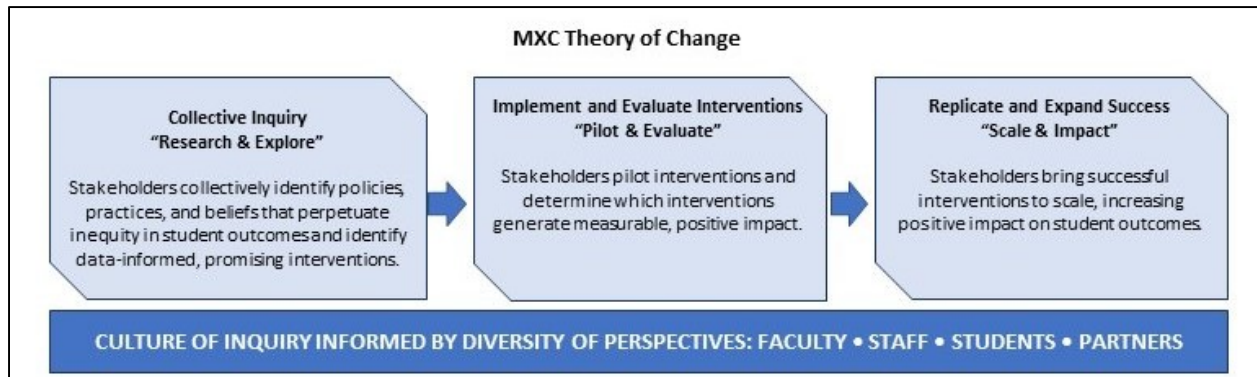
In Year 1 (FY 2019-20), MXC will implement promising strategies while initiating a comprehensive process to **Research and Explore** areas at Malcolm X College in which equity gaps exist, understand the reasons for those gaps both through a wide social equity lens and through a Malcolm X College-specific vantage point, and identify strategies to close them. In Years 2 and 3 (FY2020-21 and FY 2021-2022), we will **Pilot and Evaluate** strategies to address those college-specific issues. In Years 4 and 5 (FY2022-23 and FY2023-24), we will **Scale and Impact**, expanding upon strategies that have proven successful.

This work will be conducted in the context of MXC's four Strategic Goals**:**
1. Propel the **momentum** to increase institutional **success**.
2. **Grow** and provide an esteemed **quality** of teaching and learning to compete with elite institutions.
3. Guarantee **equity** within the institution.
4. **Empower** individuals to grow and self-advocate to make an impact on personal and professional achievement.

In order to advance our equity goals, MXC analyzed our current state to identify several promising strategic initiatives for implementation in fiscal years 2019 and 2020.

I.	**MXC Strategic Goal:** Propel the momentum to increase institutional success.

Equity Strategy 1a. Establish an Equity Roundtable. MXC will identify and regularly convene a core group of "equity champions" – community partners, equity experts, and college stakeholders (faculty, staff, and students) – who are committed to advancing equity in student attainment by surfacing concerns and making recommendations for improvement.

Equity Strategy 1b. Commence an institutional equity audit to assess institutional practices in relationship to inequitable student attainment. We seek to identify and understand how to dismantle the barriers to student success that are perpetuated by individual, collective, and institutional policies and practices. MXC will partner with the University of Southern California Center for Urban Equity to carry out this work. The outcome of this initiative will include an institutional equity syllabus that presents an institutional curriculum to address gaps in equity and institutional equity policies, practices, and student outcomes. This curriculum will inform MXC-specific strategies in FY 2021 – 2023 for closing equity gaps.

Equity Strategy 1c. Implement a comprehensive First Year Experience (FYE): The Momentum Committee designed and sponsored a common FYE for all new students. The FYE was create to help students find community and guidance on their academic and life journey. Elements of FYE include the following:

- **New Student Online Orientation (NSO-O)** is an online orientation for new-to-college and transfer students that introduces them to the college for the first time, key steps to enrolling, accessible information that students can reuse throughout the term to find student success resources like the Wellness Center, academic advising, and academic support services.
- **Malcolm X-perience** is an in-person component of the NSO-O. The Malcolm X-perience connects students to discuss goals and career aspirations. This program helps students enroll, succeed at placement tests, and connect with each other.
- **Hawks Week:** Hawks Week is the start of the term celebration, which culminates in convocation. This faculty-led component sets the tone for the year, welcoming all students to MXC and facilitating faculty, student, and staff community.
- **Basic Certificate (BC) Initiative** connects students with career certificates early in their academic careers that align with their goals. If students demonstrate predictive drop-out behaviors, a short-term certificate could be an effective path to a stackable credential and increase retention.
- **Seminar Series:** MXC will host ten seminars, four per term, and two in the summer. The seminars will follow the student life cycle. The themes of the seminar will be Thrive, Care, Dream, and Achieve. The Thrive series will focus on student success tools, Care will focus on student self-care tactics including visiting the wellness center, academic support, academic advising, and financial literacy. Dream is focused on career exploration and planning for the next term. Achieve is focused on success at finals and finishing strong through the end of the semester. We plan to have cross-functional faculty- and staff-led components as well as connect students with peers. The seminar series will be structured as a gradual release program that models success then empowers students to demonstrate competencies and success tactics.
- **Cohort Management:** This component is structured to identify predictive behaviors that signal success and struggle in students. The first step is to identify early alert measures that signal warning signs, including payment deadline notifications, book purchase, and

attendance. The student identification alert helps a student self-identify struggle and need for support. The final alert is faculty and staff identification through an early alert flag that indicates a student service or academic alert would benefit a student.

II. MXC Strategic Goal: Grow and provide an esteemed quality of teaching and learning to compete with elite institutions.

Equity Strategy 2a: Provide support to faculty through the hire of a Director of Assessment who will assist faculty in developing and implementing instructional interventions. The collective impact of this work will be the creation of a faculty-driven Assessment Board.

Equity Strategy 2b. Launch an Equity Data Summit for Faculty Development Week. In Fall 2019, MXC launched a faculty-led exploration of course success data, pathway declaration, program application and enrollment, and completion data, to understand where there are significant disparities of student and institutional outcomes among economic and racial/ethnic groups.

Equity Strategy 2c. Increase faculty and staff awareness about student bandwidth and its impact on the success of Black, Hispanic, and Pell-receiving students. MXC has commenced a series of workshops for faculty and staff on student learning and achievement from a systemic perspective. We realize that the attentional resources – bandwidth – for learning of many of our students have been and are being diminished by the negative effects of persistent economic insecurity and discrimination and hostility against non-majority groups based on race, ethnicity, national origin, sexual orientation or gender identity, and other aspects of difference. Recognizing that these students are no different than their peers in terms of cognitive capacity, we know that we need to look at our environment and see what we are doing – in and outside the classroom - that is enhancing or detracting from the cognitive resources students need to be successful in college. Creating learning environments that are affirming, in which all students feel like they belong, that are safe for all their identities, and that offer layers of support while maintaining high academic standards can help students recover bandwidth so they can succeed in school. One of the fundamental challenges in our equity work is to understand the kinds of things that are robbing students of bandwidth. When we see this more clearly, we are better able to look at institutional and classroom environments and think about ways to help students recover and learn to their full potential.

Equity Strategy 2d. Facilitate an All-Staff Equity Institute. The MXC Equity Audit will culminate with a two-day, all-staff Equity Institute. This session will examine program-, course-, and section-level data as it directs members of the institution away from deficit mindedness toward an equity-informed lens. At this Institute, the Equity Roundtable will introduce members of the College to equity strategies identified via the Equity Audit for FY2021 – 2024 implementation.

III. MXC Strategic Goal: Guarantee equity within the institution

Equity Strategy 3a: Revise the annual planning process to require departments to transition from setting SMART Goals (*Strategic, Measurable, Ambitious, Realistic, and Time-bound*) to setting SMARTIE Goals, noting the inclusion of a focus on *Inclusivity* and *Equity*.

Equity Strategy 3b. Ensure equity of access to economically productive career pathways.

- MXC will infuse approximately $6 million in capital investment funding to increase the capacity of West Side Learning Center. The renovation will facilitate credit course offerings and enhance classroom capacities for biology labs and Adult Education courses. In addition, the WSLC will house the College's new Cybersecurity program. This expansion will allow students who reside on the far West Side of Chicago to enroll in many of the same courses and services offered at the main campus while eliminating barriers posed by a commute to the main campus.
- MXC plans a partnership with Gift of Hope, a not-for-profit organ and tissue donation organization, to expand access to its Career and Technical Education programs in Phlebotomy, Medical Assistant, Personal Fitness Trainer, and Physical Therapist Assistant to residents of the city's South Side.

IV. Empower individuals to grow and self-advocate to make an impact on personal and professional achievement.

Equity Strategy 4a: **Support students in the establishment of a Black Students Union (BSU)** to ensure that the unique needs of the college's Black student population are surfaced and addressed.

Equity Strategy 4b. **Create vehicles to engage Black and Hispanic student communities.** MXC will host regular conversations to engage Black and Latinx students regarding their perspectives on disparities in academic and professional outcomes at Malcolm X College. In December 2019, it resumed its annual **Kwanzaa** celebration – for years, the largest in the nation. In addition, MXC President David Sanders will launch a **Male Mentoring Initiative** for Black males in Spring 2020. These programs focused on Black students are complemented by expanded Día de los Muertos and Hispanic Heritage Month celebrations on campus, including hosting speaker Congressman Jesús "Chuy" García for a discussion of the issues specifically facing our Hispanic student population.

Equity Strategy 4c. Implement Project MPACT to support up to 190 students drawn from the West Side of Chicago – 60% of whom will be Black – in short-term job training and placement in high-paying industries. The project offers last-dollar tuition and wraparound services that include career development and financial literacy workshops.

Equity Strategy 4d. Respond to students' housing and food insecurity to address basic needs in support of student retention. MXC reviewed findings from the April 2019 #RealCollege Survey from the Hope Institute. Through this research, MXC learned that nearly 45% of 686 responding students are food insecure and 56% are housing insecure. In response, MXC expanded its food pantry, establishing the MXC Fresh Market, to offer fresh produce in addition to packaged goods. In addition, MXC is exploring the feasibility of offering campus-based student housing to students in need.

Looking Toward the Future

The strategies above reflect initiatives that were developed using existing actionable data. **Our period of research and exploration (FY 2020), guided by conversations with the Equity Roundtable, other internal equity champions, and the Equity Audit will yield an institution-wide Equity Syllabus that details specific strategies for future initiatives.** This plan is a living document. As such, the goals and objectives presented herein will remain constant, while specific activities and strategies will be updated

on the basis of a cycle of implementation, evaluation, and reflection. Our institutional learning will guide our institutional actions.

4a: Black Students

Strategy 1, FY20: Research and Explore:

- o **Objective:** Identify and understand equity gaps for Black student populations through
    - Strengths, weakness, opportunity, and threats analysis
    - Conducting student qualitative and quantitative research for student equity population segments
    - Critical conversations
    - Identifying equity champions
    - Rigorous statistical analyses focused on identifying relationships between institutional practices and student outcomes

- o **Objective:** Identify the racial and ethnic representation of faculty and staff to explore opportunities to ensure faculty and staff reflect the MXC student populations in satisfaction of accreditor recommendations and in response to current research into student success factors

Strategy 2, FY21-FY22: Pilot and Evaluate, serving 10% of MXC's Black student population

- o **Objective:** Based on findings from strategy 1, develop, plan, secure funding, and pilot programs for Black student populations

- o **Objective:** Based on findings from strategy 1, apply and analyze the impact of equity pilot programs

Strategy 3, FY23: Scale and Impact, serving greater than 50% of MXC Black student population

- o **Objective:** Based on findings from strategy 2, ensure a warm and welcoming environment that affirms identities, honors cultures, increases bandwidth, and values prior knowledge from Black student experience

- o **Objective:** Based on findings in objective strategy 2; execute three or more scaled programs that serve greater than 50% of the MXC Black student population.

4b: Hispanic Students

Strategy 1, FY20: Research and Explore:

- o **Objective:** Identify and understand equity gaps for Hispanic student populations through
    - Strengths, weakness, opportunity, and threats analysis
    - Conducting student qualitative and quantitative research for student equity population segments
    - Critical conversations
    - Identifying equity champions

- Rigorous statistical analyses focused on identifying relationships between institutional practices and student outcomes

  - o **Objective:** Identify the racial and ethnic representation of faculty and staff to explore opportunities to ensure faculty and staff reflect the MXC student populations in satisfaction of accreditor recommendations and in response to current research into student success factors

Strategy 2, FY21-FY22: Pilot and Evaluate, serving 10% of MXC's Hispanic student population

- o **Objective:** Based on findings from strategy 1, develop, plan, secure funding, and pilot programs for Hispanic student populations

- o **Objective:** Based on findings from strategy 1, apply and analyze the impact of equity pilot programs

Strategy 3, FY23: Scale and Impact, serving greater than 50% of MXC Hispanic student population

- o **Objective:** Based on findings from strategy 2, ensure a warm and welcoming environment that affirms identities, honors cultures, increases bandwidth, and values prior knowledge from Hispanic student experience

- o **Objective:** Based on findings in objective strategy 2; execute three or more scaled programs that serve greater than 50% of MXC Hispanic student population.

4c: Pell Recipients

Strategy 1, FY20: Research and Explore:

- o **Objective:** Identify and understand equity gaps in student populations with Pell funding and students not financial aid eligible through
  - Strengths weakness, opportunity, and threats analysis
  - Conducting student qualitative and quantitative research for student equity population segments
  - Critical conversations
  - Identifying equity champions
  - Rigorous statistical analyses focused on identifying relationships between institutional practices and student outcomes with student outcomes
  - Leverage #RealCollege survey data to inform equity initiatives on food and housing insecure students

- o **Objective:** Identify the proportional staffing and support mode**l** to support Wellness Center, Food and Housing Security Specialists, and community partnerships with mission-aligned organizations.

Strategy 2, FY21-FY22: Pilot and Evaluate, serving greater than 10% of MXC Pell Recipient student population

- **Objective:** Based on findings from strategy 1, develop, plan, secure funding, and pilot programs for food and housing insecurity

- **Objective:** Based on findings from strategy 1, apply and analyze the impact of equity pilot programs

Strategy 3, FY23: Scale and Impact, serving greater than 50% of MXC food and housing insecurity student population

- **Objective:** Based on findings from strategy 2, ensure a warm and welcoming environment that affirms identities, honors cultures, increases bandwidth, and values prior knowledge from individuals' experiences

- **Objective:** Based on findings in objective strategy 2; execute three or more scaled programs that serve greater than 50% of MXC's food and housing insecure student population

5. Evaluation Plan

The equity plan integrates the services and products of the many departments or units within the MXC community. As such, the evaluation plan is designed to encompass the measurement of the performance and quality of these services and products throughout the institution and among the key stakeholders. The seven institutional equity goals will collectively ensure that MXC will eliminate disparities in student achievement by dismantling structural impediments to student success. Through awareness, preparedness, and action, the implementation of the evaluation plan will put MXC in a position to effectively address our equity goals.

In FY2021, the institution will establish an evaluation committee of faculty, staff, students and partners across the units of the institution charged with the creation and implementation of the evaluation tools and assessment instruments for measuring the objectives of the equity plan. The tools and instruments will be aligned to the results and findings of the first year SWOT analysis included in the equity plan. The committee charge will also include the collection, analysis, and reporting of data to the equity committee consistently and continuously throughout the cycles of implementation. The committee focus will be to ensure that the equity objectives are measured accurately and reliably.

During this first year, the evaluation committee will identify and/or design valid and reliable tools and instruments for the collection of qualitative and quantitative data for the measurement of objectives. For example, tools will be constructed to identify the extent to which activities were completed, how many participants were involved, the level of learning of participants, and other data. The design of the instruments would be reflective of the expectation in quality and performance related to each task and objective.

FY2022 will be focused on piloting the initiatives and using appropriate instruments to collect data and information on strengths and the need for improvements. In the second year, we will establish benchmarks for the specific equity measures and begin the first implementation cycle and collection of data.

In FY2023, all activities will be in full implementation along with the consistent and continuous collection of data.

By the end of Fiscal Year 2025, the institution will accomplish the following measurable equity goals:

1. Increase the percentage of First Fall Credit Accumulation to at least 28%.

2. Increase the percentage of First Year Credit Accumulation to at least 22%.

3. Increase the percentage of Gateway Course Completion to at least 35%.

4. Increase the percentage of Retention from Fall to Spring to at least 55%.

5. Increase the percentage of Persistence from Fall to Fall to at least 38%.

6. Increase the percentage of Completion in two years to at least 25%.

7. Increase the net promoter score from 60% to at least 80% out of a possible rating of 100%.

Goals	Associated Activities/ Tasks*	Data Methodology	Measurement Timeline	Owner
1. Increase the percentage of First Fall Credit Accumulation across all equity demographics (PT/FT, Ethnicity, Pell) to at least 20%	1.a Conduct Faculty Development Week Equity Data Summit 1.b Construct, pilot, and scale a First Year Experience (all associated events)	CCC Defined: New students enrolled in credit in a given fall, credential-seeking, including Early College students who matriculated to college grouped by OpenBook Starting Cohort Term, excluding Transfer In students	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee
2. Increase the percentage of First Year Credit Accumulation across all equity demographics to at least 20%	2.a. Enhance advising to ensure all students receive consistent and aligned advisement. 2.b. Increase first year students' usage of academic support services	New students enrolled in credit in a given fall, credential-seeking, including Early College students who matriculated to college grouped by OpenBook Starting Cohort Term, excluding Transfer In students	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee
3. Increase the percentage of Gateway Course Completion across all equity demographics to at least 24%	3.a. Leverage cohort management informed by data to create an "always alert" enhanced version of early alert 3.b. Ensure students are placed at the highest level possible, enrolled, connected with academic support services, retained from fall to spring, and progress to the next level gateway course.	New students enrolled in credit in a given fall, degree-seeking, including Early College students who matriculated to college, including summer starters that also enroll in fall, grouped by OpenBook Starting Cohort Term	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee
4. Increase the percentage of Persistence from Fall	4.a. Prioritizes new student development, student service	New students enrolled in credit in a given fall, credential-seeking,	Yearly	Equity Committee, MXC Senior

to Spring across all equity demographics to at least 58%	utilization, and course progression. 4.b. Formulate a first year financial aid application process to ensure applicant convert to first year students secure financial aid for their 1st year	grouped by OpenBook Starting Cohort Term, excluding Transfer In students		Leadership, Evaluation Committee
5. Increase the percentage of Persistence from Fall to Fall across all equity demographics to at least 38%	5.a. Develop an advising course to transform advising from transactional to a coaching model resulting in progression from spring to second year fall enrollment. 5.b. Formulate a first year financial aid application process to ensure first year students secure financial aid for their 2nd year	New students enrolled in credit in a given fall, credential-seeking, including Early College students who matriculated to college grouped by OpenBook Starting Cohort Term, excluding Transfer In students	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee
6. Increase the percentage of Completion in two years across all equity demographics to at least 25%	6.a. Increase the percent of 150% completion through First year course progression and course accumulation through coordinated scheduling initiatives 6.b. Ensure payment through financial aid services, financial aid verification, and credit hour accumulation will increase the % of students who complete in 150%.	Taking and Passing college level math and English courses IPEDS graduation rate and IPEDS retention rate of current cohorts.	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee
7. Increase the Net-promoter score across all equity demographics from 6 to at least 8 out of	7.a. Assess First Year Experience 7.b. Design faculty and staff professional development to	7.a. Student satisfaction survey with net-promoter score question.	Yearly	Equity Committee, MXC Senior Leadership, Evaluation Committee

a possible rating of 10	increase the net-promoter score	7.b. faculty, and staff satisfaction survey with net-promoter score question.		

* This is a dynamic plan. Strategies will be added and/or refined throughout the "Research and Explore" and "Pilot and Evaluate" phases.

Tasks	Instrument	Objectives	Measurement Timeline	Owner
Task 1: Faculty Development Week – equity data summit	Action Plan Rubric	90% of action plans scored at the acceptable level on the Action Plan Rubric	Yearly	Equity Committee, Evaluation Committee
Task 2: FYE - New Student Online Orientation	NSO Quizzes	75% of participants would score at least 80% correct on items.	Each Semester	Equity Committee, Evaluation Committee
Task 3: FYE - MX Experience	Student Engagement Instrument, Activity Net Promoter	75% of participants would score at least a level 2 on engagement Instrument	Each Semester	Equity Committee, Evaluation Committee
Task 4: New Assessment Structure with an Assessment Board	Department Assessment Plan (DAP) rubric	80% of DAP are scored at acceptable levels on the DAP rubric	Yearly	Director of Assessment
Task 5: Equity Audit completion	Equity Audit	An Equity Scorecard will be completed on the basis of interviews, surveys, classroom and observations, syllabus reviews	Summer 2020	Equity Committee, Evaluation Committee
Task 6: New Annual Plan Structure that introduces SMARTIE goals	Departmental annual plans	100% of departmental goals will reflect components dedicated to advancing inclusion (I) and Equity (E)	Yearly	Program Planning Committee, Department Heads
Task 7: Satellite site program offerings	Program kick-off	2 new satellite locations will be established: one on the South Side and one on the West Side	FY 2021	President, VP Academic Affairs, VP Inst. Effectiveness, Dean – Health Sciences, Dean – Continuing Education
Task 8: Project MPACT implementation	Quarterly Reports, Final Report	190 students will participate with a minimum 60% Black population; 145 students will complete programs within the grant year	Fall 2020	WEI Executive Director, VP Inst. Effectiveness (PI)

This plan will be updated as additional tasks are identified through the FY 2020 Equity Audit process.

Outputs	Instrument or Evidence	Timeline	Owner
Output 1: Identify and understand equity gaps	SWOT	Year 1	Equity Committee
Output 2: Increase the representation of staff to reflect the MXC student populations	HR Data	Years 2 - 5	MXC Senior Leadership
Output 3: Develop, plan, secure funding, and pilot programs	List of programs, amount of secured funds, Planning reports	Years 1 - 3	Equity Committee, Evaluation Committee
Output 4: Apply and Analyze the impact of equity pilot programs	Gains in the seven institutional equity goals listed in table above	Years 2 - 5	Equity Committee, MXC Senior Leadership, Evaluation Committee
Output 5: Create a warm and welcoming environment that affirms identities, honors cultures, and values prior knowledge from individuals' experience	Institutional Climate Survey, Net-Promoter Score results	Year 5	MXC Senior Leadership,
Output 6: Execute three or more scaled programs that serve greater than 50% of MXC Black and Hispanic student populations	Scaled programs will be executed based on results from the objectives listed in table above.	Years 4 - 5	Equity Committee, MXC Senior Leadership,
This plan will be updated as additional tasks are identified through the FY 2020 Equity Audit process.			

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing/Seeking)	Sustainability Plan
Research and Explore	Normal institutional budget procedures	Reallocate, redirect, and appropriate existing funding toward equity practices (Illinois Community College Board – Workforce Equity Initiative; US Department of Education Predominantly Black Institutions)	Existing: Create equity prioritization rubric for budget requests to detail how requests will impact equity
Pilot and Evaluate	Normal institutional budget procedures	Reallocate, redirect, and appropriate existing funding toward equity practices	Existing: Create equity prioritization rubric for budget requests to detail how requests will impact equity
Scale and Impact	Normal institutional budget procedures, most likely with implications to increase budget surrounding scaling piloted programs.	Reallocate, redirect, and appropriate existing funding toward equity practices; apply for continued Predominantly Black Institutions (PBI) or Hispanic Serving Institutions (HSI) grant, and Workforce Equity Project grant through ICCB.	Existing: Create equity prioritization rubric for budget requests to detail how requests will impact equity; develop plans so strategies can be institutionalized and maintained over time with institutional budget.

---**Appendix**---

1. **Objective:** Identify and understand equity gaps
   1. **Key Result:** Conduct strengths, weakness, opportunity, and threat (SWOT) analysis
      1. **Task:** Formalize equity committee roles and responsibilities
      2. **Task:** Conduct national research on equity best practices
      3. **Task:** Inventory internal best practices and gaps
   2. **Key Result:** Conduct student qualitative and quantitative research for student equity population segments
      1. **Task:** Conduct growth mindset intervention
      2. **Task:** Black male focus group
      3. **Task:** Black female focus group
      4. **Task:** Hispanic male focus group
      5. **Task:** Hispanic female focus group
   3. **Key Result:** Host critical conversations about inequities
      1. **Task:** Conduct data summit at faculty development week to unpack inequity in classroom-level data
      2. **Task:** Host implicit bias discussion in all functional areas
      3. **Task:** Create institutional equity syllabus for College Wide
      4. **Task:** Conduct forums to educate on equity
   4. **Key Result:** Identify equity champions
      1. **Task:** Identify student champions
      2. **Task:** Identify staff champions
      3. **Task:** Identify faculty champions
      4. **Task:** Create a forum for critical equity conversations
   5. **Key Result:** Conduct rigorous statistical analyses focused on identifying relationships between institutional practices and student outcomes with student outcomes
2. **Objective:** Increase the representation of staff to reflect the MXC student populations
3. **Objective:** Develop, Plan, Secure Funding, and pilot programs
   1. **Key Result:** Based on findings in objective 3.1; develop programs
   2. **Key Result:** Based on findings in objective 3.1; develop plans
   3. **Key Result:** Based on findings in objective 3.1; securing funding
      1. **Task:** Integrate into Malcolm X budgeting process
      2. **Task:** Apply for HSI and renew PBI grants
      3. **Task:** Secure private sector funding
      4. **Task:** Partner with community-based organizations with mission alignment
   4. **Key Result:** Based on findings in objective 3.1; execute three or more pilot programs that serve greater than 20% of MXC Black and Hispanic student population
      1. **Task:** Establish pilot program team, define roles and responsibilities
      2. **Task:** Determine goals, objectives, and impact measures
      3. **Task:** Design Communication Plan
      4. **Task:** Define target population
      5. **Task:** Implement pilot program
      6. **Task**: Evaluate pilot

4. **Objective:** Apply and analyze the impact of equity pilot programs
    1. **Key Result:** Compare the impact of pilot programs through A/B statistical testing to determine the return on investment for pilot programs
        1. **Task:** compare equity outcomes for groups
        2. **Task:** Project impact of scaled operation
    2. **Key Result:** Prioritize programs based on impact
        1. **Task:** Determine the areas for the quickest wins for equity
        2. **Task:** Determine the target populations for objective 3.4
5. **Objective:** Create a warm and welcoming environment that affirms identities, honors cultures, increases bandwidth, and values prior knowledge from individuals experience
    1. **Key Result:** Implement equity-focused professional development for all faculty and staff; both full and part-time staff
        1. **Task:** Understand tools that can be leveraged to increase equity in education
        2. **Task:** Understand soft skills that need to be developed to increase equity
        3. **Task:** Scale professional development for equity online for open access for all roles
        4. **Task:** Design institutional equity syllabus and leverage college-wide to implement and host critical conversation on equity
6. **Objective:** Based on findings in objective 3.1 - 3.4; execute three or more scaled programs that serve greater than 50% of MXC Black and Hispanic student population
    1. **Key Result:** Establish scaled equity program team
        1. **Task:** Define roles
        2. **Task:** Outline responsibilities
        3. **Task:** Secure sponsorship
    2. **Key Result:** Create program scope and impact
        1. **Task:** Scale goals
        2. **Task:** Scale objectives
        3. **Task:** Scale budget
        4. **Task:** Scale impact measures
    3. **Key Result:** Design Communication Plan
        1. **Task:** Define target population
        2. **Task:** Determine best platform for communication
        3. **Task:** Leverage student ambassadors
    4. **Key Result:** Implement scaled programs
    5. **Key Result:** Evaluate scaled programs
        1. **Task:** Determine impact of ILEA benchmarks
        2. **Task:** Design, track, and monitor leading indicators
        3. **Task:** Debrief impact and analyze outcomes

7. Timeline

Initiatives in Year 1 have been informed by existing actionable data. Activities in Year 2 through Year 5 will be further informed by a college-wide Equity Audit process intended to uncover institutional practices that promote inequitable student outcomes. We believe that this intentional analysis will help the College to identify specific activities and interventions most likely to effect the changes we seek.

Year 1 | FY 2020
Research & Explore

- Develop Equity Audit scope & launch audit to understand reasons behind Black, Latinx, and low-income student equity gaps
- Establish Equity Advisory Council (EAC) comprised of college- and community-based equity champions
- Implement immediate actions based on existing actionable data (First Year Experience; Faculty Development Week Data Summit; Student Housing Feasibility Survey; student bandwidth examination; engagement of Black student communities via formation of Black Student Union, Project MPACT, Male Mentoring Initiative, Kwanzaa celebration)

Year 2 | FY 2021
Pilot & Evaluate

- Develop Institutional Equity Syllabus -- a set of coordinated, data-informed initiatives based on results of systematic inquiry (Equity Audit)
- Convene all-staff/faculty Equity Institute to unveil Institutional Equity Syllabus
- Develop and pilot programs for targeted student populations
- Modify evaluation plan as warranted to analyze impact of equity pilot programs

Year 3 | FY 2022
Pilot & Evaluate

- Develop and pilot programs for targeted student populations
- Apply and analyze impact of equity pilot programs

Year 4 | FY 2023
Scale & Impact

- Execute three or more scaled programs that serve greater than 50% of MXC targeted student populations
- Analyze impact of scaled programs, making modifications as warranted

Year 5 | FY 2024
Scale & Impact

- Execute three or more scaled programs that serve greater than 50% of MXC targeted student populations
- Analyze impact of scaled programs, making modifications as warranted

8. ILEA Team

ILEA Core Team	
David A. Sanders	President
Dr. Cia Verschelden	Vice President of Academic Affairs
Katonja Webb	Vice President of Institutional Effectiveness
Akiza Boddie-Willis	College Advisor
Steve Damarjian	Assistant Director, Research & Planning
Mario Diaz	Dean of Student Services
Jared Deane	Associate Dean, Health Sciences
Lizz Gardner	Executive Director, Workforce Equity Initiative
Dr. Rebecca Gibbons	Director of Assessment
Dr. Gail Grabczynski	Professor
Dr. Morgan Halstead	English Department Chair & Faculty Council President
Linda Jackson	Financial Aid Advisor
Abra Johnson	Professor
Gregory Nault	Professor & Faculty Council Vice President
Sherece Thompson	Professor
Annie Zalewski	Director of Strategic Initiatives

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 a 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 Black and White students, Hispanic, 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 Black, Hispanic, 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, Black, and Hispanic 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.