

Illinois Equity in Attainment Initiative
OAKTON COMMUNITY COLLEGE EQUITY PLAN

December 6, 2019



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

Executive Summary

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, first generation, Latinx and Black students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

PCC offers direct support and resources to over 30 colleges and universities who have embraced the Equity Initiative. PCC works alongside these partner colleges, to which Oakton is one of them, to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices.

Reflecting its mission as the community's college, Oakton places great value on embracing diversity and advancing equity. As the College aims to advance equity by acknowledging the effects of systemic social injustices and intentionally designing the Oakton experience to foster success for all students, Oakton has partnered with the Illinois Equity in Attainment Initiative to establish an equity plan to foster improvements.

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Oakton will work toward closing gaps in degree attainment for low-income, first generation, Black, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, the Illinois Equity in Attainment Initiative seeks to prioritize 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 and White students
- Latinx and White students
- Students receiving Pell grants and those who are not eligible

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

Current State

Among students who start at Oakton Community College enrolling full-time (12 or more credits), a small proportion complete an associate's degree in two years. The percentage of students who complete a degree within two years has remained consistent between the 2014 and 2017 entering cohorts. However, the percent who complete within each racial or ethnic group fluctuate significantly between cohorts. This is due to the relatively low number of students who enroll full-time and the small number who complete in two years.

When looking at three-year graduation rates for students who started full-time, the trends are much clearer. For white students, the rate has hovered around 20 percent for the last four cohorts. In contrast, there is an upward trend for both black and Latinx students over the same time period. Therefore, the equity gaps in this metric have decreased but are not gone entirely.

The graduation rates for part-time students are low especially relative to the rates for full-time students. For the fall 2016 cohort, the three-year graduation rates for students who first enroll part-time students is between five and six percent for each racial and ethnic group.

The four-year completion rates for part-time students show inconsistent patterns as well. There were slight increases in the graduation rate for part-time black students. The four-year graduation rate for part-time Latinx students doubled between 2014 and 2015, after a slight decrease between 2013 and 2014. For white students the rate has increased and then decreased. Like the pattern for full-time students, in the fall 2015 cohort the graduation rate for Latinx students is higher than that of white students. However, equity gaps for black students remain.

When comparing the four-year completion rates of Pell and non-Pell recipients, a surprising trend emerges. Students who receive Pell Grants are more likely to graduate in four years than non-Pell recipients. The completion rates for both groups have been increasing over the last four cohorts. Similar findings (not discussed here) can be found when analyzing two-year and three-year completion rates.

The college has embarked upon the implementation of several initiatives, three in particular; Educational Plans, the Faculty Persistence Project, and Developmental Education initiatives, as a result of understanding and taking action on the data mentioned above. These initiatives are aligned with the Oakton Experience-which is rooted in equity and commits the college to intentional engagement by faculty and staff to support students as they successfully enter an individualized path, navigate college, grow academically and socially, and transition to their desired next step. The intended outcomes of these initiatives is to improve student persistence and completion and close the equity gaps that we've found in our data analysis.

Future Vision

The goal of this equity plan and the Illinois Equity in Attainment Initiative is to eliminate disparities in degree completion rates on Oakton's campus between Black and White students, between Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt). Oakton will continue to implement the use of educational plans and will continue to promote the Faculty Persistence Project in order to address completion and equity gaps.

To increase student success, given the equity gaps in developmental education, Oakton will implement the use of multiple measures to determine student placement in English courses and not rely solely on a placement test. In addition to multiple measures, developmental course

reform will also include implementing at scale a co-requisite model in English. The co-requisite English courses will provide supplemental instruction in college level courses.

For many years, Oakton has also invested in a math emporium model which has provided individualized and adaptive learning assignments to strengthen math skills and engage students in college-level math course material more quickly. This model has shown moderate student success, but has not met the needs of all students' learning styles. As a result, we are currently evaluating the program to identify strategies we can use to support different learning styles with the goal of increasing student math success.

The Developmental Education initiative team of the Student Success Team is also working on innovative projects to support students outside of math and English. Their current proposals include professional development programs that would increase understanding of Developmental Education pedagogy and the needs of students for faculty, staff, and administrators across the college, and offering opportunities for grassroots projects to take root that support students.

In addition to the curricular review and subsequent changes, Oakton will establish a mentoring program for Black students, similar to the ANDALE program developed to improve Latinx students' academic success.

We are confident that improved transitions to college level English and math, coupled with the use of multiple measures for placement, educational plans, faculty involvement in the Faculty Persistence Project and student of color mentoring programs, students will have the necessary tools and resources to be successful at Oakton Community College.

Institutional Strategies

In order to meet the equity goals set out by the institution, the following five college-wide strategies will be continued, scaled, and/or implemented. While they are not strategies specific to the two target groups, we believe that they will help us to close the racial gaps in retention and completion: 1) Continue to promote the Faculty Persistence Project to faculty and support faculty participation; 2) Ensure all students have Educational Plans; 3) Implement the use of multiple measures to determine English course placement; 4) Implement a co-requisite model for English courses using supplemental instruction; and 5) Evaluate and make recommendations to the existing Math Emporium to address different learning styles.

In addition to these five college-wide strategies, the institution has, or will be undertaking the following strategies directly targeting Black and Latinx student populations to include: 1) Continuing to provide advising, coaching, scholarship, mentorship support and leadership opportunities and training to ANDALE, the Association to Nurture and Develop the Advancement of Latinxs in Education; and 2) Establish a support program similar to Oakton ANDALE Program for Black Students where there will be supports, for example, by providing financial assistance and literacy education and training, the development of note-taking, test taking, and time

management skills, supporting students as they learn the rhythm of the college work-flow, and engagement in leadership roles on campus outside of roles that cater mainly to students of color (e.g. student government, student trustee, college committee participation);

Evaluating Impact

For the seven institutional strategies outlined in the prior section, we will evaluate the impact of each initiative through various methods such as measuring participation rates and impact on credit accumulations and grade point averages and compare pre- and post- implementation methods. Many of these are ongoing or piloted initiatives, so the evaluation strategies in some cases reflect ongoing data collection and analyses. Initiative teams for each of these strategies will continuously enhance evaluation measures to ensure that the given strategy is being efficiently implemented and is advancing the institutions overall progress to achievement of the plan goals.

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Signature Page

Oakton Community College

Equity Plan: 2020 - 2025

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

<u>Dr. Joianne Smith</u>	<u>December 6, 2019</u>
President	Date

<u>Dr. Karl Brooks</u>	<u>December 6, 2019</u>
Vice President for Student Affairs	Date

<u>Dr. Ileo Lott</u>	<u>December 6, 2019</u>
Vice President of Academic Affairs	Date

<u>Dr. Kelly Becker</u>	<u>December 6, 2019</u>
AVP of Institutional Effectiveness and Strategic Planning	Date

<u>Juletta Patrick</u>	<u>December 6, 2019</u>
AVP for Student Affairs/Dean of Access, Equity & Diversity	Date

<u>Sebastian Contreras Jr.</u>	<u>December 6, 2019</u>
Dean of Student Success	Date

<u>Anika Jones</u>	<u>December 6, 2019</u>
Assistant Professor, Anthropology and Sociology	Date

<u>Maryann Nedorost</u>	<u>December 6, 2019</u>
Associate Professor of Physical Therapy Assistant	Date

<u>Jennifer Jennings</u>	<u>December 6, 2019</u>
Coordinator, Project Implementation	Date

1. Introduction

1a: ILEA Overview

Despite improvements in high school completion 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 Initiative (ILEA)** marks a major step forward for 25 two-year and four-year public and private non-profit colleges and universities from northeastern Illinois and across the state who are committing to eliminate racial and socio-economic achievement gaps by 2025, while aggressively increasing completion rates on their campuses.

ILEA is the signature initiative of the Partnership for College Completion (PCC), a non-profit organization founded in 2016 to catalyze and champion policies, systems, and practices that ensure all students can graduate from college and achieve their career aspirations. With an initial focus on northeastern Illinois, PCC has set a goal to eliminate institutional achievement gaps in college degree completion for low-income, first generation, Latinx 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 embraced the Equity Initiative. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

By participating in ILEA, partners 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 Latinx 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 completion. The ILEA colleges and

universities will ensure the road to each degree path is clearly mapped out and communicated, guaranteeing that students can access courses when they need them to maintain momentum in pursuit of their degree.

The launch of the Initiative 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 Latinx students, 49.3 percent are earning degrees, a still-wide 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 completion outcomes across the diversity of our state’s higher education institutions benefits students, their families and the state of Illinois. A 3% increase in completion 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

Oakton Community College was founded in 1969 to serve the northeast corner of Cook County, Illinois. The College’s district is home to approximately 486,807 residents who live in 17 municipalities. Oakton has two campuses in Des Plaines and Skokie along with 240 off-site locations throughout the community and more than 90 online courses each year.

Oakton is part of an increasingly diverse district, with a growing population of Latinx and Asian residents in particular, and the College’s enrollments reflect that diversity. At Oakton, the 46,000 credit and noncredit students represent all ages, 55 nations, and a wide range of experience. More than half of the student population comes from racially and ethnically diverse backgrounds, bringing a wealth of perspectives to campus. Oakton students are also socioeconomically diverse with 40% of first-time, full-time students receiving Pell Grants. The majority of Oakton students attend part-time.

The College offers associate degrees (Associate in Arts, Associate in Science, Associate of Science in Engineering, Associate in Fine Arts, Associate in Applied Science, and Associate in General Studies) and certificates in 80 areas of study, ranging from health careers, science, and technology to business and liberal arts. Fifty-three percent of credit-earning students are enrolled in transfer programs with the highest enrollment in the liberal arts program. Thirty-two percent of credit-earning students are enrolled in career programs. Accounting, nursing, and

early childhood education are the career programs with the highest enrollment. The remaining 15% of credit-earning students are yet deciding which educational program to pursue.

Oakton has 151 full-time faculty and 395 part-time faculty. Faculty members boast top academic credentials, and their true passion is teaching. With a 15:1 student-faculty ratio, faculty engage students as individuals and guide their learning experience. Oakton also has 291 full-time staff, 77 part-time staff, and 32 administrators.

Oakton's Mission and Equity Commitment

Reflecting its mission as the community's college, Oakton places great value on embracing diversity and advancing equity. Oakton's mission explicitly articulates the college's commitment to embrace the diversity of the Oakton community and honor it as one of the college's primary strengths. The college intentionally deepens this mission to advance equity by acknowledging systemic social injustices and purposely designing the Oakton experience to foster success for all service district members who access the institution. The Oakton mission states, "Oakton is the community's college. By providing access to quality education throughout a lifetime, we empower and transform our students in the diverse communities we serve." The mission provides a clear purpose for the college's work by valuing its identity as a community college and its accountability to the community within its service district, appreciating the diversity of Oakton's students and the communities it serves, recognizing the transformative power of education that Oakton provides, and focusing day-to-day operations on providing access to quality education.

In addition to the mission statement, "Success Matters," the 2018-2022 strategic plan, directly addresses Oakton's role in a diverse and multicultural society. The first strategic commitment, Equity Matters, commits the college to "create an environment that supports the inclusion, engagement, and learning of all students through resource allocation, curriculum development, inclusive policies and practices, and ongoing support." The objective of this major commitment is to develop a more robust, evidence-based examination to scrutinize institutional and societal barriers to equity to inform the development of a college equity plan that identifies opportunities and establishes priorities to address these barriers. This plan will help the college invest in equity-minded policies, practices, and behaviors that lead to success for all Oakton students from recruitment to goal attainment - with particular attention to students of color, first-generation college students, low income students, students with disabilities, international students, military-connected students, adult learners, LGBTQ students, religious minorities, and undocumented students.

The college also recognizes its role as an educational institution in facilitating knowledge, understanding, and communication across diverse perspectives and cultural positions. The importance of diversity and equity is reflected in the general education learning outcomes, two of which explicitly reference cultural diversity, engagement, and appreciation. Successful completion of a Global Studies course is a requirement for earning an associate degree, and a

host of academic concentrations that require students to engage with issues of diversity and systemic discrimination are regular offerings within the college's collective curricula. Some of these concentrations include but are not limited to the Global Studies, Women & Gender Studies, Peace & Justice Studies, and Jewish Studies programs.

The commitments explicit within Oakton's mission and Equity Matters statements follow the college's increasingly progressive dedication to diversity, inclusion, and equity. These deep commitments have resulted in the creation of impactful structures, programs, and services such as an entire sub-division entitled Access, Equity and Diversity (AED), a newly created Center for Campus Inclusion and Diversity, the Persistence Project - a nationally recognized initiative that promotes a pedagogy emphasizing equity-based, student-faculty engagement in order to increase student persistence, and Andale - an Association to Nourish and Develop the Advancement of Latinxs in Education.

The work through AED in conjunction with other institutional partners to infuse diversity and equity into the fabric of all that we do within the Oakton community has yielded impactful results related to access and completion for Oakton's Black and Latinx students including:

- **A record number of participants in the college's most recent commencement exercises in May 2019.** It was the largest ceremony in the history of the college and included High School Equivalency Certificate graduates, who were all students of color, for the first time.
- **Oakton's IPEDS completion rate steadily increased over several years, from 18 percent in 2015 to 20 percent in 2019.**
- The fall-to-fall persistence rates **of over 760 participants representing 31% of Oakton's new-student population** in the Persistence Project (promotes access and persistence towards completion through equity-based, student-faculty engagement) **increased to 66% in 2018-2019. The overall fall 2018-to-fall 2019 persistence rates for new students was 51.4% by comparison.**
- **The fall-to-fall persistence rates for Black students participating in the Faculty Persistence Project increased to 61% for the 2018-2019 academic year, almost mirroring rates for White and Latinx students.**
- **Latinx student participants persisted at a 46% rate in year 2014-2015 and jumped to an impressive rate of 54% during the 2017-2018 academic year, and 63% during 2018-2019.**

In Spring 2017, Oakton Community College completed the Institutional Capacity Assessment Tool (ICAT). One section of the assessment focuses on equity with a particular focus on how equity is embedded (or not) in the college's leadership and vision, strategy and planning, engagement and communication, policies and practices, teaching and learning, and the culture of evidence. The ICAT found that overall there was a strong level of capacity in place with regards to equity; however, some areas were rated lower than others. In particular, the college's use of data and culture of evidence to address equity and achievement gaps were lacking. As Oakton strives to

eliminate equity gaps, we are intentional about integrating practices and strategies informed by our data. Oakton's work and results around equity has helped to create a college environment where our diverse students can thrive and succeed. But, there's still plenty more work to do.

Despite the early success in these new initiatives, we acknowledge the need to use an equity lens to further review and revise current course placement policies, expand student mentoring programs, and implement best practices that address student's lack of success in developmental math and English courses.

ILEA and Oakton

As the College aims to advance equity by acknowledging the effects of systemic social injustices and intentionally designing the Oakton experience to foster success for all students, Oakton has partnered with the Illinois Equity in Attainment Initiative to establish an equity plan to foster improvements. The college has made some strides towards advancing equity as noted above, however, we acknowledge that there is still more work to do in relation to equity especially for our underserved and underrepresented students.

1c: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Oakton will work toward closing gaps in degree attainment for low-income, first generation, Black, and Latinx students. Due to the persistence and size of equity gaps across colleges and universities in Illinois, the Illinois Equity in Attainment Initiative seeks to prioritize 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 and White students
- Latinx and White students
- Students receiving Pell grants and those who are not eligible

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

1f: Campus Engagement Plan

The Strategic Planning, Accountability, and Resources Committee (SPARC) is a shared governance committee made up of administrators, faculty, staff, and students. SPARC led the planning process for the *Success Matters* 2018-2022 Strategic Plan, including the strategic commitment to equity. They held biweekly team meetings to make decisions about the planning process and strategy and to draft the plan. As part of the process, more than 1,000 survey respondents, focus group participants, and meeting attendees helped guide the development of the plan, and the college hosted 28 strategic conversations with faculty, staff, students, and trustees to discuss the development of the goals, objectives, activities, and outcomes. As a result, the larger college

community is aware of and has had the opportunity to give feedback on the institutional commitment to equity. SPARC will also support the implementation of the plan and monitor the progress of the initiatives.

Other standing committees and groups at the College will also be engaged to provide input on the development of the plan. In particular, the Student Success Team is a shared governance committee that is focused on improving student success and eliminating achievement gaps across different populations. This group has identified four institutional priorities to improve student success: academic pathways, faculty persistence project, first-year experience, and strategic enrollment management. As work on these initiatives has progressed, equity has been woven into the conversations and planning and will continue as more of these initiatives are scaled. Other groups that will provide feedback are the Council of Deans and the Strategic Enrollment Management (SEM) Team.

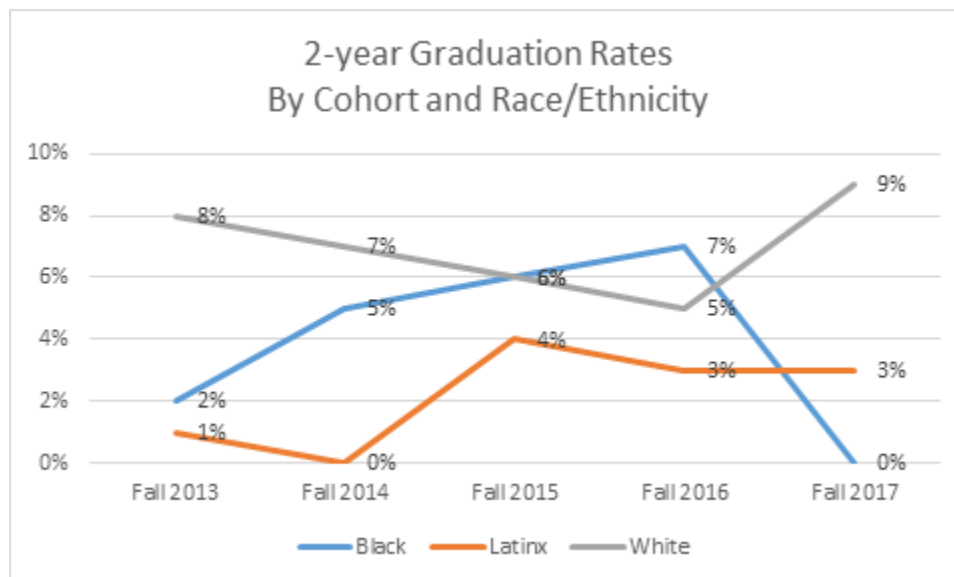
On October 24, 2019, Oakton hosted a learning opportunity called *All College Learning Day* for faculty and staff. The theme for this year was equity and the shared keynote, breakout sessions, and culminating activity were all centered on the theme. It was an opportunity for the college community to learn more about the institution's commitment to equity, institutional equity-related goals, what equity is, how to operationalize it within our respective work areas, and about the ILEA Equity Plan.

2. Current State

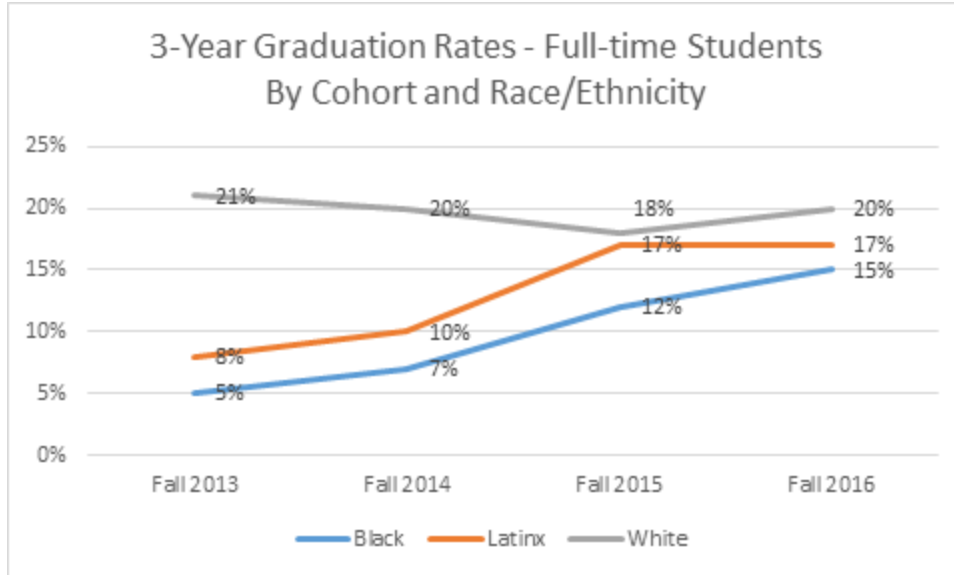
This section of the plan addresses the current state of Black, Latinx, and Pell -receiving student's completion rates as depicted through data charts and explanations of them in 2a-2c. Section 2d describes the initiatives implemented to address inequities and gaps in completion rates between the aforementioned student populations and white students at Oakton.

2a& 2b: Black Students & Latinx Students

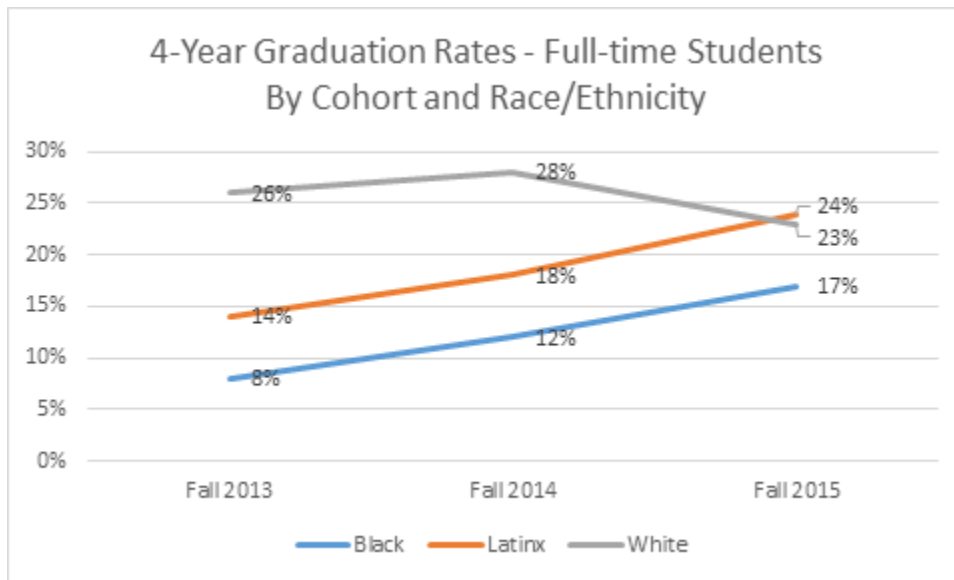
Among students who start at Oakton Community College enrolling full-time (12 or more credits), a small proportion complete an associate's degree in two years. The percentage of students who complete a degree within two years has remained consistent between the 2014 and 2017 entering cohorts. However, the percent who complete within each racial or ethnic group fluctuate significantly between cohorts. This is due to the relatively low number of students who enroll full-time and the small number who complete in two years. The chart below provides details on two-year completion rates broken down by race and ethnicity.



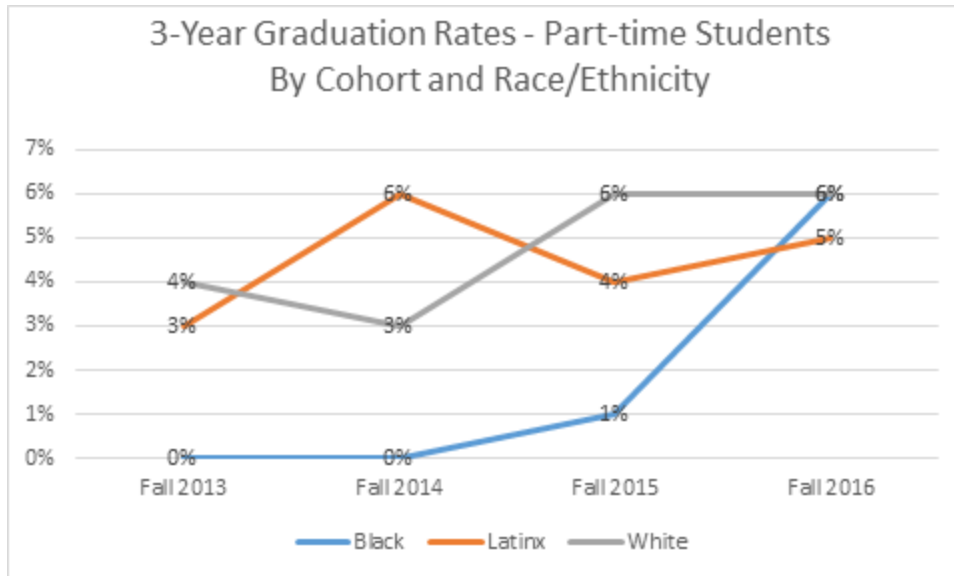
When looking at three-year graduation rates for students who started full-time, the trends are much clearer. For white students, the rate has hovered around 20 percent for the last four cohorts. In contrast, there is an upward trend for both black and Latinx students over the same time period. Therefore, the equity gaps in this metric have decreased but are not gone entirely.



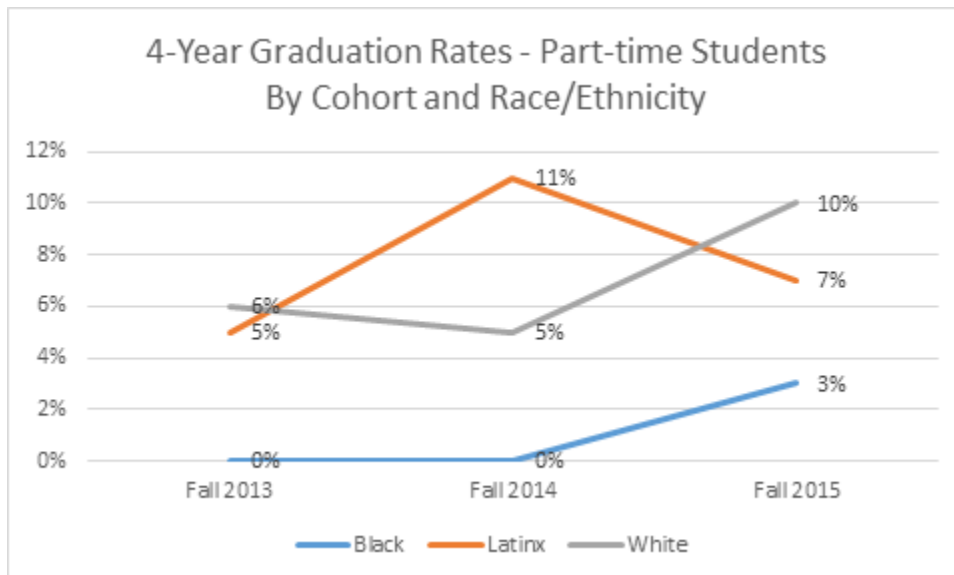
Four-year graduation rates for full-time students show similar trends. For black and Latinx students, there is an upward trend in four-year rates. And for the fall 2015 cohort, Latinx have higher four-year graduation rates than white students. The rate for white students increased between the 2013 and 2014 cohorts but decreased for the 2015 cohort.



The graduation rates for part-time students are low especially relative to the rates for full-time students. Below, we report three-year and four-year graduation rates for part-time students. For the fall 2016 cohort, the three-year graduation rates for students who first enroll part-time students is between five and six percent for each racial and ethnic group.

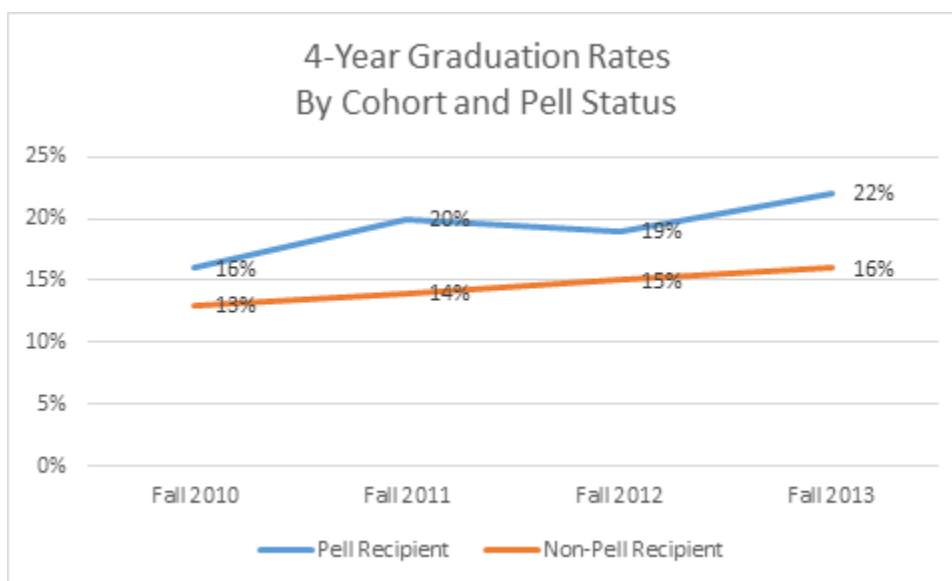


The four-year graduation rates for part-time students show inconsistent patterns as well. There were slight increases in the graduation rate for part-time black students. The four-year graduation rate for part-time Latinx students doubled between 2014 and 2015, after a slight decrease between 2013 and 2014. For white students the rate has increased and then decreased. Like the pattern for full-time students, we see that in the fall 2015 cohort the graduation rate for Latinx students is higher than that of white students. However, equity gaps for black students remain.



2c: Students receiving Pell Grants

When comparing the four-year completion rates of Pell and non-Pell recipients, a surprising trend emerges. Students who receive Pell Grants are more likely to graduate in four years than non-Pell recipients. The completion rates for both groups has been increasing over the last four cohorts. Similar findings (not presented here) can be found when analyzing two-year and three-year completion rates.




2d: Strategies to Improve Completion Rates

Rooted in equity, the Oakton Experience is dedicated to intentional engagement by faculty and staff to support students as they successfully enter an individualized path, navigate college, grow academically and socially, and transition to their desired next step. In an effort to create systemic change as we strive towards realizing the Oakton Experience, the college has embarked upon the implementation of several initiatives, three of which are discussed below, in order to improve student persistence and completion.

Educational Plans

Educational plans are a program map developed jointly by advisors and students using the pre-majors and curricular pathways in place at the college. In a one-on-one conversation between the advisor and student, an educational plan is created based on the student's academic and/or career goals (whether here at Oakton or someplace else), the length of time the student wants to attend Oakton, and the student's placement levels in reading, writing, and math. Placement information is particularly important as many students are placed into developmental education and the plan helps to outline their plan of action for completing the developmental education sequence.

For students, developing an educational plan is an opportunity for students to both get academic advising and to leave their advising appointment with a clear set of curriculum to meet their educational goals - certificate or degree completion and/or transferring to a four-year institution. Educational plans can help students to anticipate the courses needed in future semesters and understand the length of time to complete certain sets of courses. An example of an educational plan is below:



Office of Advising, Transitions, and Student Success

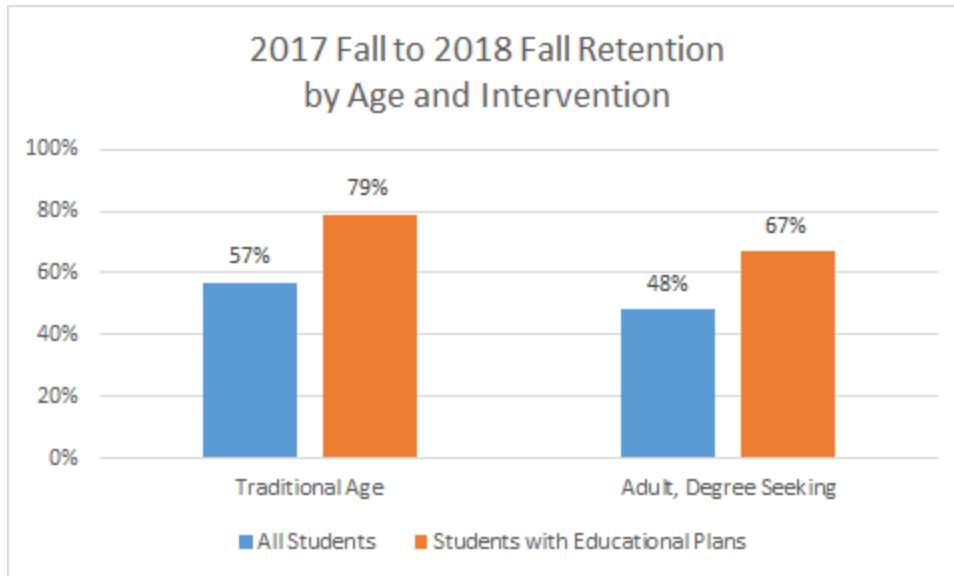
Name: Student Example **Oakton ID:** **Advisor:** Joe Hanafee **Today's date:** 12/11/17

Long-term academic goal/plan (e.g., earn Associate's degree, transfer, possible major, other): AA and transfer to major in business (perhaps DePaul)

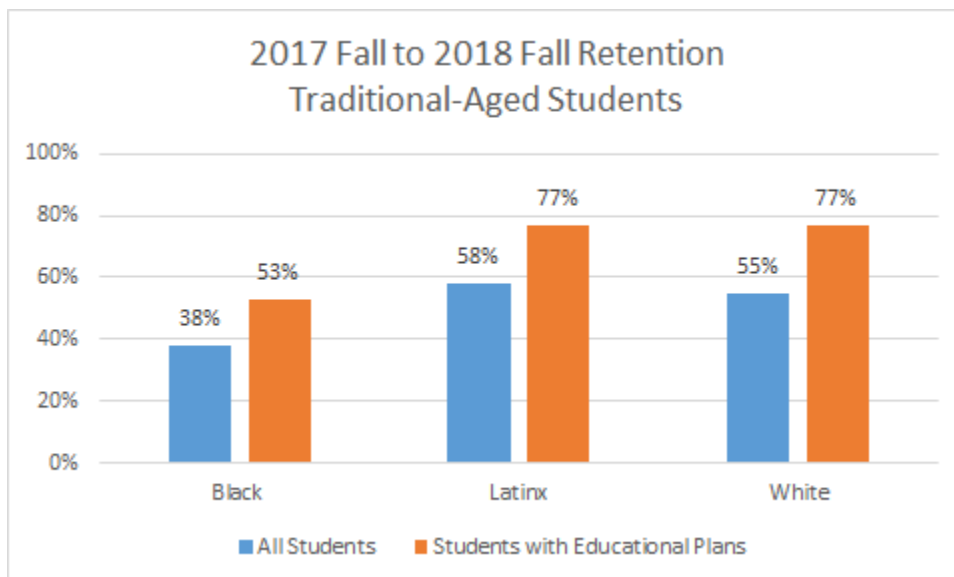
Prior Cumulative Credit Hours: _____

Fall Semester 2017	Fall Semester 2018	Fall Semester _____
Course	Course	Course
Egr 094 (3)	Acc 153 (4)	
Egl 097 (3)	Chm 101 or 105 (4)	
Mat 140 (3)	Phi 106 (3)	
Eco 201 (3)	soobhs (3)	
Semester credit hours: 6 (6)	Semester credit hours: 14	Semester credit hours:
Cumulative credit hours: 6	Cumulative credit hours: 40	Cumulative credit hours:
Spring Semester 2018	Spring Semester 2019	Notes:
Course	Course	
Mat 180 (4)	Acc 154 (4)	
Egl 101 (3)	Fine Art (3)	
Eco 202 (3)	Mat 190 (4)	
Spe 103 (3)	Business Elective (3)	
Semester credit hours: 13	Semester credit hours: 14	
Cumulative credit hours: 19	Cumulative credit hours: 54	

Thirty-one percent of new students in Fall 2017 developed educational plans. The majority (91%) of students with educational plans were traditional-age students. Retention for students with educational plans was higher than the overall College retention rate for both traditional-age students and adult students by approximately 20 percentage points.

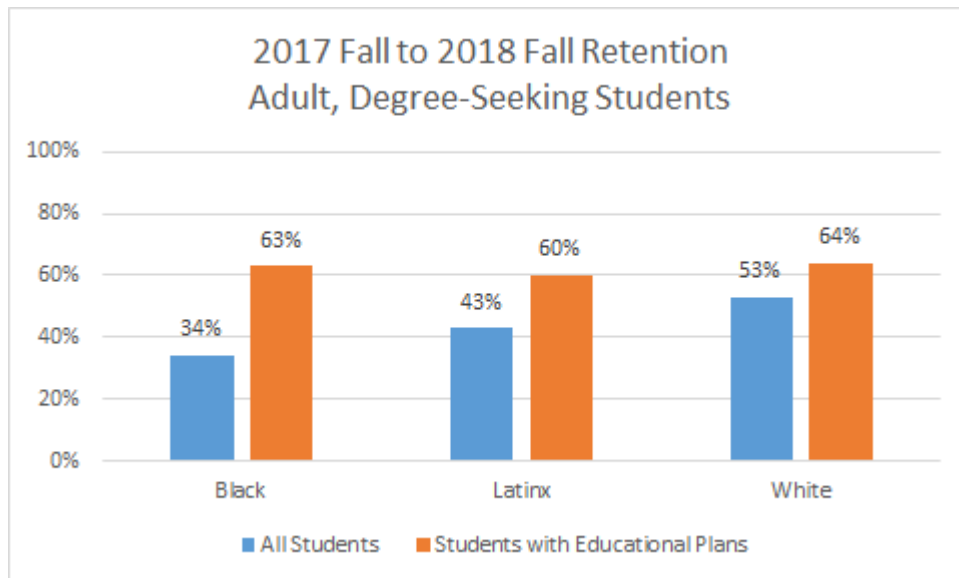


The retention numbers by race and ethnicity also show promising results. In particular, traditional-age Latinx students with educational plans have the same retention rates as white students. Black students also have a large increase fall-to-fall retention when they have educational plans; however, they still lag behind their white and Latinx peers by a significant margin. The reasons for this gap will be something to investigate in the future and to monitor as educational plans are scaled to a wider audience.



Among adult students, there is a similar pattern of increased retention for those who developed educational plans across all racial groups. Retention is increased between 11 and 29 percentage points. In this case, the retention rates - particularly for those with educational plans - are more

consistent across racial/ethnic groups, with the caveat that the number of students in these categories is relatively low.



Unfortunately, not all new students have created an educational plan in conjunction with an advisor because of the current high student caseload. With a current caseload of 794:1, advising does not currently have the capacity to have every student complete an educational plan.

During the 2018-2019 academic year, The Office of Advising, Transitions, and Student Success (OATSS) set the goal of 52% of new traditional and degree-seeking adult students having an educational plan. To meet this goal, an educational planning working group met regularly throughout the year, spearheaded call campaigns (run by Peer Advisors) to encourage students to schedule an appointment to create an educational plan, ensured OATSS has had a presence at various Oakton events, and developed and implemented internal reporting documents used to track individual and group performance related to educational planning completion and other advising activity with students. As a result, OATSS surpassed their goal with 61% of new traditional and degree-seeking adult students developing educational plans.

For academic year 2019-2020, the goal is to have 75% of new traditional-age and degree-seeking adult students develop an educational plan. The hiring of 3 additional academic advisors in the 2019-2020 school year will enable the department to reach more students.

Faculty Persistence Project

The second initiative to improve student persistence and completion is the Faculty Persistence Project. Started in Spring 2016, it is a faculty-developed engagement protocol in which each student becomes known as an individual person and a learner. These activities along with others that the faculty designed and initiated in the first weeks of class were believed to help students

feel welcomed, feel comfortable speaking with the professor and participating during class, and become aware of their own academic performance in the class resulting in an improved sense of caring and possibly better grades and student retention.

Faculty who participate in the project agree to do the following in the first three weeks of class:

- Set clear, high academic standards but not policies that easily doom students
- Learn names and have students learn one another's names
- Give feedback on an assignment or quiz
- Hold 15-minute, one-to-one "get-to-know-you" conferences with each student

In the rest of the semester, faculty agree to do the following:

- Acquaint students with resources and opportunities at Oakton Community College
Attend at least one co-curricular event with students
- Contact students who are struggling in class and offer them help
- Talk with students about completing an associate degree or certificate
- Participate in assessment activities for the project as a whole

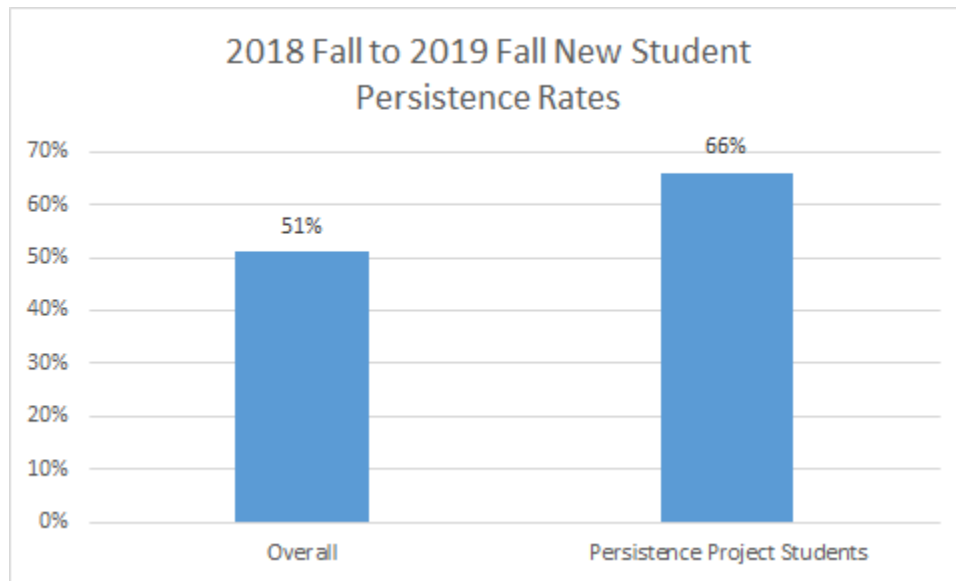
At Oakton, we believe that the Faculty Persistence Project is equity in action. It requires the faculty member to understand the needs of each individual learner. When a faculty member knows a student's personal circumstances, they can help connect them with holistic support - for example, connect them to a student success fund, help obtain textbooks, connect them to our institution's Caring Closet, and have more flexible deadlines.

Participation by faculty is entirely voluntary, and because of the time intensive nature of the individual meetings, faculty are encouraged to implement it in only one course per semester. Beginning in Spring 2019, in an effort to encourage and recognize participation by adjunct faculty, a stipend was offered to compensate for the extra office hours required for the project. Adjunct faculty can receive up to \$150, which is converted into LHEs based on their lane and step. The stipend is based on 10th day enrollment. In 2018-2019, approximately half of the participants were adjunct faculty.

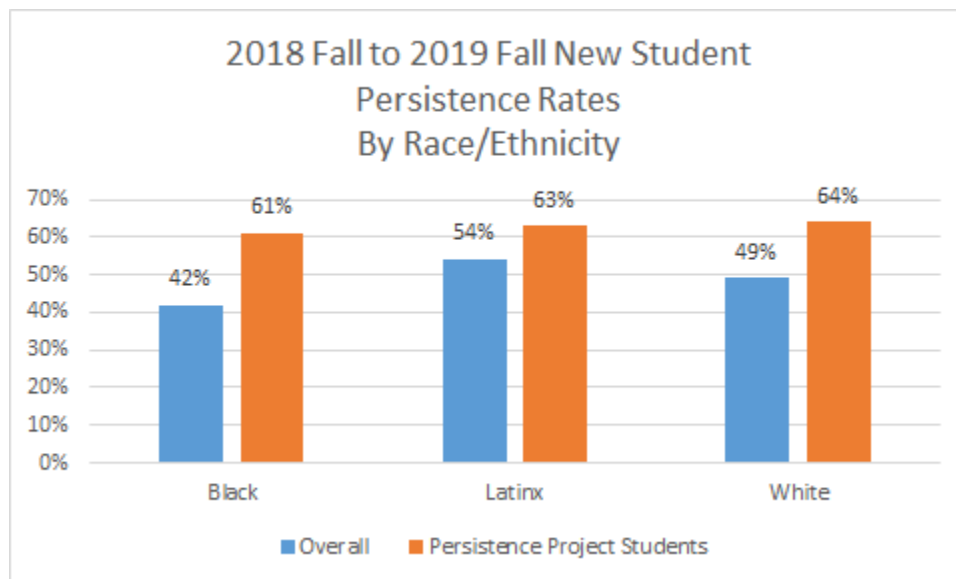
As a result, faculty participation has increased over the years. In 2018-2019, 155 faculty participated in the Faculty Persistence Project, impacting 265 course sections (5% of all course sections offered in the academic year). Further, 31% of new students in Fall 2018 were in at least one course section in the Faculty Persistence Project.

When we compare students who are in Faculty Persistence Project courses to those who are not, we find higher retention rates for those who have faculty who engage in these practices. These results have held for both fall-to-spring and fall-to-fall persistence. The graph below shows the

percentage of new students enrolled in Fall 2018 who enrolled in Fall 2019 (or completed a degree or credential). As the graph shows, students who are in courses where faculty participate in the Faculty Persistence Project have higher retention.



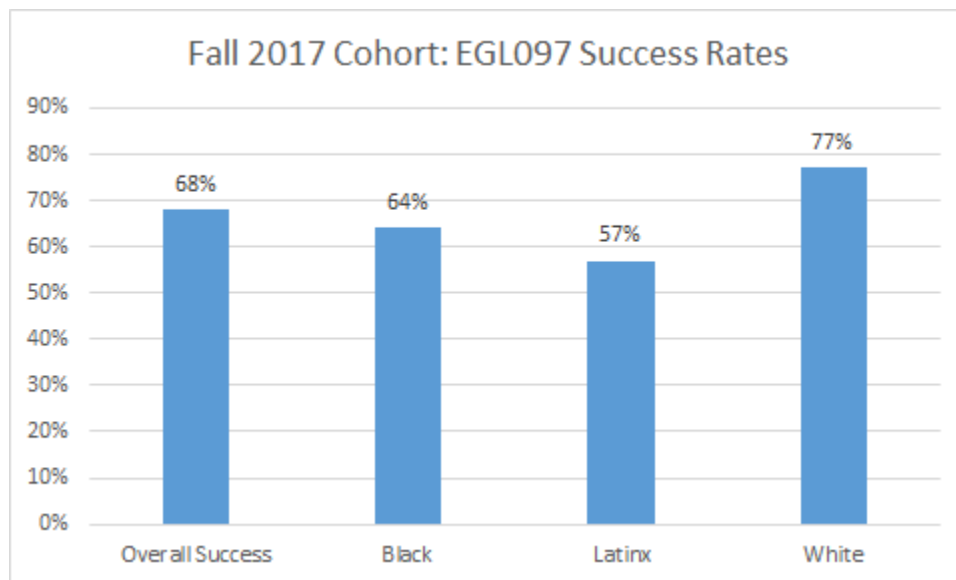
When we breakdown the results by race/ethnicity, we see that the largest gains in retention are for black students. Black students in the Persistence Project are retained at a rate 19 percentage points higher than the overall rate for black students. Latinx students and white students in the Persistence Project also persist at higher rates than the overall rates for those racial categories. For new students impacted by the Persistence Project, the equity gaps in student persistence are very small. These data show that this is a promising practice that may help Oakton to close equity gaps in persistence.



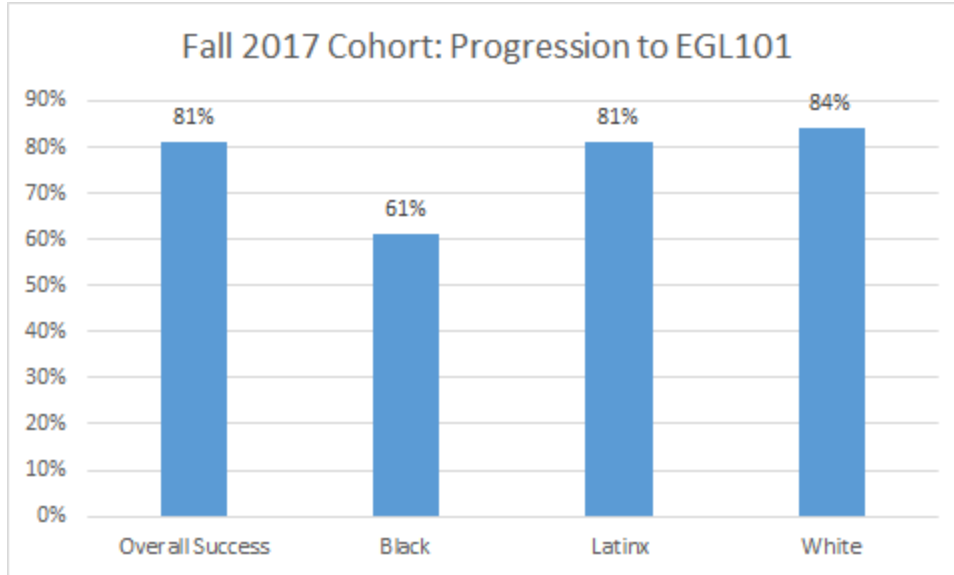
Investigating Developmental Education

In addition to these two initiatives, we recognize that closing or reducing equity gaps at Oakton requires a more intentional and strategic review and reform of developmental education. Among students who earned associate's degrees at Oakton Community College in Spring 2017 and Spring 2018, approximately 32% took any developmental courses. The majority of those students only take one or two developmental courses in total (57%).

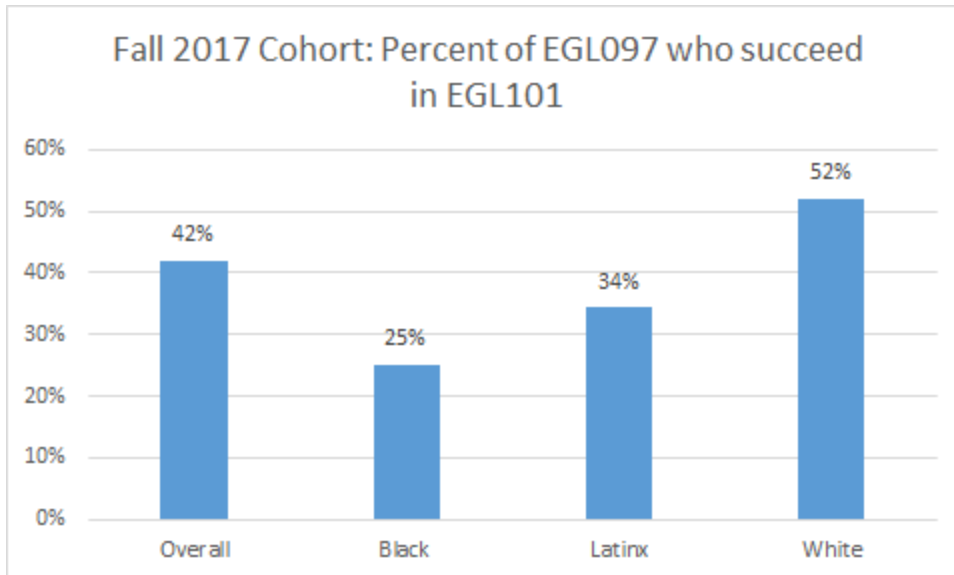
Of students who took English 097 (EGL097), Developmental Composition II, as their first English course, 68% of students were successful in the course. As can be seen in the chart below, pass rates for English 097: Developmental Composition II vary by race. In the Fall 2017 cohort of new students, Latinx students were the least likely to have success in the course with a 57% success rate compared to 77% for white students and 64% of black students in the cohort.



Among those who passed EGL097, 81% took college-level English (English 101: Composition I). However, there are disparities in progression to college-level work among those who are eligible to take the course. In particular, black students who pass EGL097 were less likely to take EGL101 - 61% compared to Latinx and white students who progress at rates 20 percentage points higher.



The majority of this cohort who enrolled in EGL101 were successful in the course. Overall, 76% of this group of EGL101 participants were successful. Of the original cohort who started their English coursework in EGL097, 42% were later successful in EGL101. However, there are race/ethnicity differences in the percent of students who succeed in EGL101 based on who started in EGL097.



Through a very intentional overhaul of the entire English Department over the past several years, every aspect of the department from curriculum to program structure to placement practices was changed. These changes have included:

- Minimized time to college-level courses. As of Spring 2020, Oakton will no longer offer any discrete developmental reading or writing courses, and instead will offer only integrated reading-writing courses. Therefore, five courses (EGL 092, 093, 094, 096, and 097) have been replaced with two courses (EGL 095 and EGL 098).
- Corequisite coursework. In addition, the English Department now also offers a 2 LHE corequisite course, EGL 099, that students take with EGL 101. EGL 099 will be our highest enrolled developmental English course. This is by design, as the corequisite model is best practice.
- Multiple exit points. The department has discontinued using a high-stakes exit-test as the primary indicator of whether students advance to the next level in the reading or writing sequence. Instead, Students are able to move from any level developmental English course directly into EGL 101, meaning a student who places into our lowest developmental English course, EGL 095, can take EGL 101 directly after taking EGL 095 if the student earns an A in EGL 096.
- Multiple placement measures. Students can place directly into college-level English courses (English and reading courses) based on high school GPA, ACT score, or our in-house placement test.
- Placement Procedures. We have updated our placement procedures, in collaboration with The Testing Center and Advising Services to better identify and intervene with incoming students who were initially placed in developmental English but who may actually be ready for college-level. This includes changing messaging to students and allowing students to retest.
- Placement rates and in-house testing. Just under 20% of incoming students place into developmental English courses at Oakton. This placement rate is far below the oft-cited 50% national placement rate into developmental courses. This is due to the fact that Oakton uses an in-house writing placement measure, the WSAT, that provides a far more accurate measure of students' writing than the commonly used standardized placements tests, such as Accuplacer writing.

With the implementation of the strategies above, the English Department saw several positive outcomes, as well as some achievement gaps that need to be further addressed. For the department's high-enrollment developmental English courses (EGL-092, EGL-094, and EGL-097), since the move to using grades on coursework as the sole measure of whether a student advances in the sequence, the pass rates have ranged from the high 50%'s to the high 60%'s.

There is an achievement gap where white students pass Oakton's developmental courses at a higher rate than do black or Latinx students. Black students lag behind white students by 5%, and Latinx students lag behind white students by 6%. However, the achievement gap here is very small. It is beyond the current scope to identify the causes of the achievement gap, but typically

achievement gaps have roots in racialized inequities that begin long before students enter college as well as in longstanding institutional structures that privilege whiteness. OCC's small achievement gap may suggest relative equity in our evaluation, placement, and/or curricular practices, as well as the culturally relevant curriculum and instruction of our faculty.

For Fall of 2018, only 19% of new students were referred into developmental writing, and only 18% of new students were referred into developmental reading. These numbers are low, especially for an open-admissions school, and they provide compelling evidence that Oakton is not needlessly placing college-ready students into developmental coursework.

One of the English Department's goals is for developmental reading courses to help students meet the literacy demands of college-level composition (EGL-101). During the past five years, the success rate of these students in EGL-101 on first attempt ranged from 57% -- 69%, with an average rate of 62%. Given that these students enter OCC substantially more under-prepared than the average student in EGL-101, this slightly lower but nearly comparable success rate provides strong evidence that developmental reading is fulfilling a key goal.

One of the most striking results comes from data on the English Department's EGL-099/101 co-requisite pilot program. Students who started in the pilot co-requisite program in Fall 2018 (29 students) were compared against students who started in the traditional sequence with EGL-097 in Fall 2017 (269 students). An impressive 76% of the pilot students passed EGL-101 on the first attempt (the same semester as EGL-099), whereas only 39% of the traditional students enrolled in and passed EGL-101 on their first attempt within one year. By way of comparison, EGL-101 has an overall pass rate of 69% on first attempt, which shows that EGL-099/101 students are out-performing their peers in EGL-101. Although EGL-099 students assess as better prepared than the average student who starts in EGL-097, these results are very promising.

Other data reveals that OCC is much more successful than comparable college systems in terms of the number of students who pass college level composition in their first year (regardless of their starting point). At OCC, 53% of students (regardless of their first placement) pass EGL-101 in their first year. This compares with 25% in the California Community College System, and 44% in the Connecticut system.

These preliminary analyses provide some insight into the potential role that developmental education can play in promoting equity at Oakton.

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 Latinx and White students, and between low-income and higher income students (as indicated by Pell receipt).

Oakton Community College will continue to implement the use of educational plans and will continue to promote the Faculty Persistence Project. Both of these programs have seen some level of student success for Black and Latinx students.

To increase student success, given the equity gaps in developmental education, we will implement the use of multiple measures to determine student placement in English courses and not rely solely on a placement test.

In addition to multiple measures, developmental course reform will also include the piloting of a co-requisite model in English. The co-requisite English courses will provide supplemental instruction in college level courses. College level English courses are a gateway to other course success for all students. Without the success in college level English, students are less likely to be retained, persist and graduate. This co-requisite course could contribute to reducing equity gaps for Black and Latinx students in developmental English courses. We anticipate that the English co-requisite model along with the use of multiple measures could reduce the numbers of students placed into developmental courses and increase the number of students taking college level English.

For many years, Oakton has also invested in a math emporium model which has provided individualized and adaptive learning assignments to strengthen math skills and engage students in college-level math course material quicker. This model has shown moderate student success, but has not met the needs of all students' learning styles. As a result, we are currently evaluating the program to identify strategies we can use to support different learning styles with the goal of increasing student math success.

The Developmental Education initiative team of the Student Success Team is also working on innovative projects to support students outside of math and English. Their current proposals include professional development programs that would increase understanding of Developmental Education pedagogy and the needs of students in the faculty, staff, and administrators across the college, and offering opportunities for grassroots projects to take root that support students.

In addition to the curricular review and subsequent changes, we will establish a mentoring program for Black students, similar to the Andale program developed to improve Latinx students'

academic success. This new mentoring program will supplement other established programs like TRIO, Andale, grant-funded mentorship for students of color in CTE programs, and grant-funded program to assist underrepresented students in STEM (namely students of color).

Through SPARC and the Student Success Team, we are also committed to identifying and addressing college policies and practices that remain barriers to student success. These teams will revise policy and practice using an equity lens to support equity and inclusion and student success.

We are confident that improved transitions to college level English and math, coupled with the use of educational plans, multiple measures, faculty involvement in the Faculty Persistence Project and student of color mentoring programs, students will have the necessary tools and resources to be successful at Oakton College.

As a result of these curricula and co-curricular changes Oakton expects to use the following benchmarks to reduce/eliminate equity gaps for Black and Latinx students.

Interim Benchmark Goals and Metrics

Degree Completion

1. Increase the completion percentage of first-time students (full- and part-time) who complete a degree or certificate within three years from 20 to 23%. (SEM related)
2. Increase the completion percentage of first-time students who transfer without a degree or certificate within three years from 33 to 35%.

Lagging Indicators

1. 2-year Completion Rates for FT
2. 3-year Completion Rates for FT
3. 3-year Completion Rates for PT

Leading Indicators

1. Credits accumulated first fall semester (FT at least 15, PT at least 7)
2. Credits accumulated first year (at least 30, PT at least 15)
3. Gateway course completion
4. Fall-to-Fall persistence goal: Goal: Increase the fall-to-fall persistence of all first-time students (full- and part-time) from 51% (2017-18) to 54% by 2023

4. Institutional Strategies

Rooted in equity, the Oakton Experience is dedicated to intentional engagement by faculty and staff to support students as they successfully enter an individualized path, navigate college, grow academically and socially, and transition to their desired next step. The following institutional strategies help the College to realize and achieve the Oakton Experience and are designed to improve student success for all students at Oakton with a particular focus on providing equitable access and support to Black and Latinx students.

4: College-wide Strategies

In order to meet the equity goals set out by the institution, the following five college-wide strategies will be continued, scaled, and/or implemented. While they are not strategies specific to the two target groups, we believe that they will help us to close the racial gaps in retention and completion.

Strategy 1: Continue to promote the Faculty Persistence Project to faculty and support faculty participation

To continue to support faculty participation in the Faculty Persistence Project, we will continue to incentivize the participation of adjunct faculty through additional monetary compensation. In addition, this initiative team aims to offer additional professional development to aid faculty in more effectively implementing the core strategies of the initiative. Further, the committee will review and evaluate data from prior years and in particular, aim to better understand faculty retention and burnout from the program as well as how faculty might be effectively recruited to the program.

Strategy 2: Ensure all students have Educational Plans

As of 2019-2020, the goal is to have 75% of degree seeking students develop an educational plan. This will be made possible by the hiring and onboarding of three additional academic advisors in the 2019-2020 school year - thereby increasing the reach and availability of advisors to students.

Strategy 3: Implement the use of multiple measures to determine English course placement

We piloted the use of multiple measures for placement into EGL 101 in Fall 2018 and have continued to pilot in Fall 2019. Instead of relying solely on test scores (placement test or ACT English/SAT Evidence Based Reading and Writing), incoming students could place into EGL 101 with a 2.75 high school GPA if they graduated from high school in the last three years and did not take any ESL courses while in high school. In the 2018-2019 school year, many students who were eligible for placement using their high school GPA also submitted test scores and/or took the placement exam. As a result, we identified institutional procedures that were a challenge to students using their high school GPAs for placement and have strengthened communication to

applicants about the process. Analysis of Fall 2019 data is forthcoming, and assessment of students placed through multiple measures will continue.

Strategy 4: Implement a co-requisite model for English courses using supplemental instruction

In the Spring 2019, the English department piloted a co-requisite course, EGL 099/101: Writing Tutorial/Composition. This course places eligible developmental students directly into college-level English (EGL 101) in the first semester with supplemental instruction to support their success (enrollment in EGL 099). Early results show that students in the co-requisite courses have a higher pass rate in EGL 101 than students who take EGL 101 alone. They also have higher success than students who start in developmental English courses. This program will be scaled in the 2019-2020 school year, and part of the curricular revision will involve professional development for developmental English faculty that addresses issues of equity and current best practices.

Strategy 5: Evaluate and make recommendations to the existing Math Emporium to address different learning styles

As mentioned previously, Oakton has an established math emporium model to provide individualized and adaptive learning assignments to strengthen math skills and engage students more quickly in college-level math course material. This model has shown moderate student success, but we realize that further investigation into the model and student success data. As a result, we will be using data to evaluate the program and to identify strategies we can use to support different learning styles with the goal of increasing student math success.

In addition to these five college-wide strategies, the institution has, or will be undertaking the following strategies directly targeting Black and Latinx student populations.

4a: Latinx Students Strategies

Strategy 1: Continue to staff and support the ANDALE program for Latinx students

ANDALE, the Association to Nurture and Develop the Advancement of Latinxs in Education, first began in the 2012-2013 academic year, and provides intrusive and individualized support needed to access Oakton and persist to completion.

ANDALE students are led by one part-time staff person, through Oakton's access, equity, and diversity subdivision, coordinating and providing direct support for the program in collaboration with several college faculty, other staff, and administrators. All of these staff work together to make ANDALE successful- offering opportunities to:

- attend workshops that provide leadership development and the necessary tools for academic success — from reading textbooks to developing effective study habits;

- receive academic advising and tutoring/student group support;
- participate in community-service projects;
- network and interact with important Latinx role models;
- engage with parents and family members of Oakton’s Latinx students through meet and greets where there are learning opportunities for parents on how to help their Oakton student be successful;
- receive coaching and mentoring through an intergroup peer leadership program;
- meet new friends with similar aspirations for the future;
- learn about scholarships;
- attend (fully-funded) conferences; and
- celebrate at an end-of-year event

Participation of Latinx students in ANDALE has increased from 12 students in 2013 to 62 in 2017. The number of active participants in ANDALE have fluctuated during the 2018 and 2019 academic years between 45 and 60 students as a result of ANDALE students graduating and transferring to four-year institutions. Since 2013, and due to the strategic direction of providing intentional academic advising and academic support for ANDALE students, the mean grade point average of ANDALE participants has been as high at 3.2, with a 2.9 recorded as the lowest mean grade point average.

In response to the growing population of students that identify as Latinx, the institution continues to grow the student participation in ANDALE. As the fastest growing college student population, both nationally and at Oakton, it is imperative that Oakton focuses on Latinx student success if as a college we are to reach our strategic goal of increasing the number of degrees and certificates earned by students. Although Latinxs are going to college in greater numbers than ever, they still underperform when compared to their peers in other ethnic and racial groups along several performance measures.

In order to scale the ANDALE program, continue its growth, and achieve set persistence and completion goals, Oakton will expand its partnerships with internal departmental constituents. Such expansion will allow for more faculty, staff, and administrators to expand outreach efforts in recruiting ANDALE students, and allow for more participation among these groups in supporting ANDALE related efforts (e.g. mentoring, intentional advising, parent outreach and education, etc.). In turn, we increase the chances and likelihood of more Latinx students participating in the ANDALE program, and for Latinx students to persist and complete.

4b: Black Students Strategies

Strategy 1: Establish a support program for Black Students similar to the ANDALE Program

Oakton seeks to provide social, enrichment, and academic support to Black students through a program that offers an intensive first year of activities which will include:

- partnering with appropriate Oakton departments to assist with Black student recruitment to the college and into this program;
- meet and greet welcome receptions, opportunities for networking, peer mentoring, and coaching with second year students;
- attending mandatory twice weekly study sessions and receiving intentional academic advising;
- engaging with faculty, staff, and administrators across the college through career related internships, networking activities, study abroad, and volunteer research opportunities;
- financial assistance and literacy education and training;
- understanding U.S. History as related to the plight of Blacks in American society and the historic and modern-day Black experience outside of slavery and the Civil Rights movement;
- engaging in leadership roles on campus outside of roles that cater mainly to students of color (e.g. student government, student trustee, college committee participation);
- the art of Mindset Shifting where students learn about resilience, self-value and actualization, confidence building, and step by step approaches to getting through adverse situations;
- developing note-taking, test taking, and time management skills, and supporting students as they learn the rhythm of the college work-flow;
- opportunities for free expression through music where students can express feelings about issues they're facing through songs; and
- social gatherings to build a sense of belonging and a welcoming atmosphere.

The college hopes to dedicate one staff person to coordinating and leading the program for Black students at Oakton with the intent to help these students to access the college and increase Black students' persistence through to completion of their identified educational goals. Program recruitment will largely consist of intentional outreach to identified students.

4c: Pell Recipients

Given the data presented in this report regarding course success for students receiving Pell, there is no need to design a specific strategy for Pell recipients.

Timeline: January 2020-December 2025 (TO BE DETERMINED)

Strategy	Semester Initiated	Duration
Faculty Persistence Project	2015	Ongoing
Educational Plans	F18	Ongoing
Implement Multiple Measures	F20	
Implement Co-requisite English model	F19	Ongoing
Evaluate and make changes to the Emporium Math model	F20	
Support and staff Andale	2013	Ongoing
Establish a mentoring program for Black students	S21	

5. Evaluating Impact

For the seven institutional strategies outlined in the prior section, below are the various ways we propose evaluating the impact of each initiative. Many of these are ongoing or piloted initiatives, so the evaluation strategies in some cases reflect ongoing data collection and analyses. Initiative teams for each of these strategies will continuously enhance evaluation measures to ensure that the given strategy is being efficiently implemented and is advancing the institutions overall progress to achievement of the plan goals.

Strategy 4-1: Continue to promote the Faculty Persistence Project to faculty and support faculty participation

For the Faculty Persistence Project, we will continue to track its impact on fall-to-spring retention and fall-to-fall retention with a particular emphasis on understanding racial equity gaps. We will also continue to track the number of students impacted, particularly the percent of new students, as well as faculty participation rates from both full-time and adjunct faculty.

- Measure Participation Rate
 - # and % of full-time faculty participating in Faculty Persistence semester-to-semester
 - # and % of adjunct faculty participating in Faculty Persistence semester-to-semester
 - # and % of students enrolled in at least one Faculty Persistence section semester-to-semester
 - # and % of White students enrolled in at least one Faculty Persistence section semester-to-semester
 - # and % of Black students enrolled in at least one Faculty Persistence section semester-to-semester
 - # and % of Latinx students enrolled in at least one Faculty Persistence section semester-to-semester
- Measure Impact
 - Credit accumulations, GPA, retention rates and completion rates versus students not enrolled in a Faculty Persistence section
 - White Students enrolled in a Faculty Persistence section
 - White Students not enrolled in a Faculty Persistence section

- Black Students enrolled in a Faculty Persistence section
- Black Students not enrolled in a Faculty Persistence section
- Latinx Students enrolled in a Faculty Persistence section
- Latinx Students not enrolled in a Faculty Persistence section

Strategy 4-2: Ensure all students have Educational Plans

In the coming year, we will increase tracking of students who have developed an educational plan to better understand the relationship between educational plans and retention and degree completion.

- Measure Participation Rate
 - # and % of students with an Educational Plan semester-to-semester
 - # and % of White students with an Educational Plan semester-to-semester
 - # and % of Black students with an Educational Plan semester-to-semester
 - # and % of Latinx students with an Educational Plan semester-to-semester
- Measure Impact
 - Credit accumulations, GPA, retention rates and completion rates versus students without an education plan
 - White Students with Educational Plans
 - White Students without Educational Plans
 - Black Students with Educational Plans
 - Black Students without Educational Plans
 - Latinx Students with Educational Plans
 - Latinx Students without Educational Plans

Strategy 4-3: Implement the use of multiple measures to determine course placement

We will continue to track the patterns of initial placement in English in order to compare the pre- and post-implementation of multiple methods. As we have more cohorts placed through multiple methods, we will also be able to track them through the college-level English sequence and better understand the relationship between college-level placement and degree completion and/or transferring to a four-year institution.

- Measure Participation Rate

- # and % of students placed via multiple measures semester-to-semester
- # and % of White students placed via multiple measures semester-to-semester
- # and % of Black students placed via multiple measures semester-to-semester
- # and % of Latinx students placed via multiple measures semester-to-semester
- Measure Impact
 - Initial placement levels, course performance, GPA, retention rates and completion rates versus students placed via traditional solutions
 - White Students placed via multiple measures
 - White Students not placed via multiple measures
 - Black Students placed via multiple measures
 - Black Students not placed via multiple measures
 - Latinx Students placed via multiple measures
 - Latinx Students not placed via multiple measures

Strategy 4-4: Implement a co-requisite model for all English courses using supplemental instruction

Like in previous semesters, we will track course success rates in EGL 099/101 to compare to students who solely take EGL 101. We will also compare progression between EGL 099/101 students and students who place into developmental English courses. As we have additional cohorts of students in the co-requisite course, we can compare course success over time and have more robust data for breakdowns by race/ethnicity.

- Measure Participation Rate
 - # and % of students enrolled in English co-requisites semester-to-semester
 - # and % of White students enrolled in English co-requisites semester-to-semester
 - # and % of Black students enrolled in English co-requisites semester-to-semester
 - # and % of Latinx students enrolled in English co-requisites semester-to-semester
- Measure Impact
 - Course performance, GPA, retention rates and completion rates versus students enrolled in non-co-requisite solutions
 - White Students enrolled co-requisite solutions

- White Students enrolled in non-co-requisite solutions
- Black Students enrolled co-requisite solutions
- Black Students enrolled in non-co-requisite solutions
- Latinx Students enrolled co-requisite solutions
- Latinx Students enrolled in non-co-requisite solutions

Strategy 4-5: Evaluate and make recommendations to the existing Math Emporium to address different learning styles

As an initial strategy, evaluation will be based on the completion of both the evaluation and recommendations. Once recommendations are made, we will be able to better decide how to evaluate any changes to the Math Emporium model.

Strategy 4a-1: Continue to staff and support the ANDALE program for Latinx students

Track and compare ANDALE student participation for growth patterns from year to year. Evaluation of the relationship to retention/completion rates of Latinx students receiving support through the ANDALE program and Latinx and White students who are not. Additionally, track student involvement in program over time and compare ANDALE student retention rates and completion rates from year to year.

- Measure Participation Rate
 - # of ANDALE program events offered per semester
 - # and % of Latinx students receiving ANDALE program services
 - Involvement levels (ANDALE program events attended) per student
- Measure Impact
 - GPA, retention rates and completion rates versus other Latinx and White students
 - White Students
 - Latinx Students receiving program services
 - Latinx Students not receiving program services
 - Latinx Students participating in 50% or more of offered program events
 - Latinx Students participating in less than 50% of offered program events

Strategy 4b-1: Establish a support program for Black Students similar to the ANDALE Program

Track and compare student participation for growth patterns from year to year. Evaluation of the relationship to retention/completion rates of Black students receiving support through the program and Black and White students who are not. Additionally, track student involvement in program over time and compare participating Black student retention and completion rates from year to year.

- Measure Participation Rate
 - # of program events offered per semester
 - # and % of Black students receiving program services
 - Involvement levels (program events attended) per student
- Measure Impact
 - GPA, retention rates and completion rates versus other Black and White students
 - White Students
 - Black Students receiving program services
 - Black Students not receiving program services
 - Black Students participating in 50% or more of offered program events
 - Black Students participating in less than 50% of offered program events

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Faculty Persistence Project	\$ In Kind	Institutional/Existing	Annual Operating Budget Allocation w/ 5% increase
Educational Plans	\$195,000.00 (3 Salaries/benefits)	Institutional/New	Annual Operating Budget Allocation
Multiple Measures	\$ In Kind	Institutional/Existing	Annual Operating Budget Allocation w/ 5% increase
Co-requisite English Course	\$ In Kind	Institutional/Existing	Annual Operating Budget Allocation w/ 5% increase
Evaluate and Adjust Math Emporium Model	\$ In Kind	Institutional/Existing	Annual Operating Budget Allocation w/ 5% increase
Continue to Staff and Support Latinx Students	\$57,590.00 (PT Salary, operational Costs)	Institutional/Existing	Annual Operating Budget Allocation w/ 5% increase
Establish Mentoring Program for Black Students	\$57,590.00 (PT Salary, operational Costs)	Institutional/New	Annual Operating Budget Allocation

7. ILEA Team

ILEA Core Team	
First name, Last name	Position
Dr. Joianne Smith	President
Dr. Karl Brooks	Vice President for Student Affairs
Dr. Ileo Lott	Vice President of Academic Affairs
Dr. Kelly Becker	Assistant Vice President of Institutional Effectiveness and Strategic Planning
ILEA Leadership Team	
Dr. Joianne Smith	President
Dr. Karl Brooks	Vice President for Student Affairs
Dr. Ileo Lott	Vice President of Academic Affairs
Juletta Patrick	Assistant Vice President for Student Affairs/Dean of Access, Equity, and Diversity
Sebastian Contreras Jr.	Dean of Student Success
Anika Jones	Assistant Professor, Anthropology and Sociology
Maryann Nedorost	Associate Professor of Physical Therapy Assistant
Jennifer Jennings	Coordinator, Project Implementation
Key Campus Leaders Consulted for Equity Plan Development	
Student Success Team	

8. Glossary

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.
Cohort	A way of grouping students to compare across a number of access, performance, persistence, and completion indicators. In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered the college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondly, we also refer to the ILEA cohort as the group of 25 member colleges and universities.
Completion Gap	The difference in college completion rates between student groups at the same college or university. ILEA is focused on the completion gap between Black and White students, Latinx and White students, and low-income and higher income students (as indicated by Pell receipt).
Completion Rate	The percentage of a school's first-time, first-year undergraduate students who complete their program within 150% of the published time for the program.
Cultural Diversity	Cultural diversity is the existence of a variety of cultural or ethnic groups within a society, including the shared language, beliefs, values, norms, and behaviors passed from one generation to the next. Cultural diversity is important because workplaces and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another. As we do so, we understand that academic excellence is rooted in diversity and equity, and through diversity and equity and other demonstrable abilities, we achieve academic excellence. We must, however, have a level of understanding about each other first in order to facilitate collaboration and cooperation towards academic excellence.

<p>Diversity</p>	<p>Diversity is recognition of the different identities and cultures reflected in schools, workplaces, communities, and nations in which we live. It includes all the ways in which people differ, encompassing the characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, gender identity and expression, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. Oakton’s definition also includes the diversity of thought: ideas, perspectives, and values, recognizing that individuals can affiliate with multiple identities.</p>
<p>Early Momentum Indicator</p>	<p>Indicators that provided a better understanding of the speed or rate at which progress or the lack thereof changes. Early Momentum Indicators are best used with other indicators and tools because they don’t work to identify the direction of movement, only the timeframe in which the change is occurring.</p>
<p>Equality</p>	<p>Equality has been a long-standing practice within the U.S. educational system, including at Oakton Community College. Equality occurs when all students are treated the same: the same status, rights, and opportunities. Equality promotes fairness and justice by extending the same opportunity and treatment to everyone.</p>
<p>Equity</p>	<p>Equity is “fairness or justice in the way people are treated.”¹ Equitable treatment ensures that all individuals have access, opportunity, and support needed to succeed while striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.</p>
<p>Equity Plan</p>	<p>The ILEA Equity Plan is intended to serve as a roadmap for outlining how Oakton Community College will work toward closing gaps in degree attainment for low-income, first generation, Black, and Latinx students.</p>

¹ Merriam-Webster simple definition.

<p>Graduation Rate</p>	<p>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).</p>
<p>Illinois Equity in Attainment Initiative (ILEA)</p>	<p>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.</p>
<p>Inclusion</p>	<p>Inclusion is the act of creating environments in which any individual or group is welcomed, respected, supported, and valued, enabling full participation in that environment. An inclusive climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or "implicit bias" helps organizations to be deliberate about addressing issues of inclusivity.</p>
<p>Institutional Strategy</p>	<p>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.</p>
<p>Lagging Indicator</p>	<p>A metric that represents the measurement of a specific output over time. For ILEA, an example of a lagging indicator is a completion rate, by time to degree and particular student population. Graduation rates are our ultimate goal.</p>

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.
Persistence	A measure of student enrollment referring to the number or percent of students who continuously enroll (or complete a degree or certificate) in subsequent semesters or sequential academic years (for example, fall to spring or fall to fall). Generally, it refers to continuous enrollment at any higher education institution by the student, but it is often used interchangeably with and measured by retention at the same institution.
Retention	A measure of student enrollment referring to the number or percent of students who continuously enroll (or complete a degree or certificate) in subsequent semesters or sequential academic years at Oakton Community College.
SEM	Strategic Enrollment Management (SEM) aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health. (Source: Ruffalo Noel Levitz)
SPARC	The Strategic Planning, Accountability, and Resources Committee is a shared governance committee made up of administrators, faculty, staff, and students.
SST	Student Success Team (SST) is an effective network of students, faculty, staff, and administrators dedicated to improving student success at Oakton Community College with a focus on equitable attainment of student outcomes. Student success is defined as “attainment of academic and personal outcomes that are identified and developed through collaboration between the student and the College.” Student success is a comprehensive, holistic effort involving every facet of the institution. The Student Success Team oversees a broad range of matters in order to coordinate efforts for the continual improvement of student success at Oakton.