Illinois Equity in Attainment

Olive-Harvey College
EQUITY PLAN

August 20, 2020

CITY COLLEGES of CHICAGO
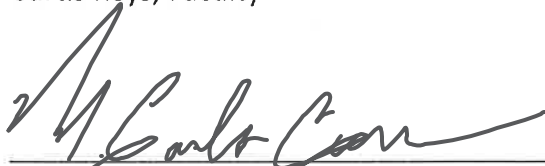**Olive-Harvey**

PARTNERSHIP FOR
COLLEGE COMPLETION
Accelerating action to close the graduation gap

Signature Page

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

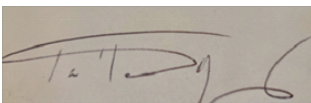*Kimberly Hollingsworth* _____ [Date]_____8/11/2020____
Kimberly Hollingsworth; President

_____ [Date]_____8/11/2020_____
Dr. Brandon Nichols; Vice President Academic & Student Affairs

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Curtis Keys, Faculty

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Mary Carr; Faculty

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Michelle Adams, Dean of Student Development

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Ta-Tanisha Young, Assistant Director of Research and Planning

_____ [Date]]_____8/11/2020____
Amanda Gettes, Director of Strategic Initiatives

Executive Summary

Introduction

Access to education is not only a fundamental right, it is pivotal to societal advancement and the development of the greater public. Equity serves as a counterbalance to access; ensuring both opportunity and fairness. In institutions of higher learning, creating an equitable environment requires the implementation of systems that support the success of students regardless of race, gender, class, age, ability, or religious affiliation.

Olive-Harvey College (OHC) fully embraces this ideology and diligently works to provide an equitable space in which the success of all students is center stage. Equally, OHC welcomes the opportunity to participate in the Illinois Equity in Attainment Initiative (ILEA); working in partnership to eliminate racial and socioeconomic achievement gaps by 2025.

Current State

Located in the far Southeast area of Chicago, Olive-Harvey is the southernmost college within the City Colleges of Chicago (CCC) system. The college serves 4,900 students annually in their pursuit of various academic and career goals. As a Predominantly Black Institution (PBI), 69% of the student population identify as Black/African American. OHC is also emerging as a Hispanic Serving Institution (HSI), with a population of 25% who identify as Hispanic/Latinx. While the institutional demographics are unique as compared to peer institutions, the composition of the student body is reflective of the surrounding communities. As such, OHC works closely with a number of Community Based Organizations (CBO) with the overarching goal of creating equitable spaces and educational opportunities beyond the physical confines of the campus.

Due to the distinctiveness of the student population, OHC elected to focus on equity gaps that exist between the following: 1) Black/African American and Hispanic /Latinx students and 2) Pell Grant recipients and Non-Pell Grant recipients 3) Part-time and Full-time students. These disparities are shown across success metrics such as credit hour accumulation, fall to spring retention, year to year persistence, successful Gateway course completion, and credential attainment. Along with the indicated achievement gaps, analysis of OHC data bared social barriers that impact student success. Among these were:

- Access to affordable textbooks and course materials
- Food insecurity
- Housing insecurity

Future Vision

Through the implementation of targeted institutional strategies, Olive-Harvey aims to eliminate inequities across all student success metrics. These disparities exist between racial/ethnic,

socioeconomic, and enrollment (part-time vs full-time) groups. In order to achieve such a lofty goal, OHC set the following targets as indicators of momentum for the supported groups:

- Increase in credit accumulation by 10%
- Improve Fall to Spring retention by 15%
- Improve Fall to Fall retention by 10%
- Increase degree/certificate attainment (within 200% of normal time to completion) by 10%

In assessing both the needs and current capacity of the institution, OHC finds the above targets to be both ambitious and attainable. Not all barriers to student success are academic. Armed with this understanding, OHC has developed institutional strategies that address the social barriers that impede student success. This double pronged approach of eliminating academic and social barriers affords OHC the unique opportunity to fully support students in a substantive way.

Institutional Strategies

Despite the homogeneity of a traditional PBI, there is no "one-size fits all" model that can meritoriously eliminate achievement gaps.   In creating and refining institutional strategies OHC leveraged historical data, nationally recognized best practices, and innovative tactics best suited to move the needle on student success. Strategies such as Impactful Advising, Supplemental Instruction, Academic Tutoring, Culturally Responsive Programming, and support to overcome social barriers are all critical to building an educational ecosystem rooted in equity.

Evaluating Impact

The evaluation of impact will be viewed using three lenses: the removal of social barriers, faculty and staff development, and student success. All initiatives will be assessed for impact and sustainability. Metrics with a 1:1 correlation to student success will be analyzed at both the start and end of each semester, where appropriate. The Office of Research and Planning will employ both quantitative and qualitative methods of analysis to fully capture efforts, successes, and areas of opportunity for institutional growth. All formative and summative findings will be shared in a multitude of ways; including but not limited to District level and partnership publications, College-Wide meetings, institutional committees, and workshops.

In order to be effective, a model of equity must be socialized and fully embedded in the practices and spirit of all stakeholders. To that end, a goal of OHC is to infuse culturally responsive programming into faculty and staff professional development. Multiple workshops will be included during Faculty Development Week. Similarly, a variety of Professional Development trainings will be provided throughout the year for both faculty and staff.

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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 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, Latino and African-American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort, PCC will offer direct support and resources to the 25 colleges and universities who have 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 Latino students and their higher-income and White peers are unacceptable and should be eliminated.
- These efforts will be undertaken without sacrificing institutional quality or excellence or increasing admission standards.

The ILEA colleges will conduct a deep analysis of their institutional data, develop equity plans that contain annual growth targets, and report progress toward their goals, which will be shared publicly. The colleges will also work to identify obstacles students face and develop programs and policies that break down unnecessary barriers to college graduation. The 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 African American students who start at four-year institutions earn bachelor's degrees within six years – a rate 32.7 percentage points below that of their White peers. For Latinos, 49.3 percent are earning degrees, a 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 graduation outcomes across the diversity of our state's higher education institutions benefits students, their families and the state of Illinois. A 3% increase in graduation rates is projected to produce $1.7B increase in net earnings, $132M increase in tax revenue, and $35M in public system savings. The progress of the ILEA member colleges and universities will provide a set of learnings that the Partnership will document and share with practitioners and policymakers across Illinois, the region and the nation, establishing a path forward that will promote equity in college achievement.

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

1b: Institution Overview

Olive-Harvey College, one of the City Colleges of Chicago, is a comprehensive community college located on the far southeast side of Chicago at 10001 South Woodlawn Avenue. The college serves over 4,900 students annually in their pursuit of a certificate, degree, GED, English as a second language and continuing education needs.

Olive-Harvey College's mission is to provide high quality educational programs and support services. We are dedicated to student learning and academic and career success through instructional excellence and responsiveness to student, business and community needs. Our goal is to support students in the completion of an associate degree in preparation for transfer to institutions of higher education and in preparation for immediate employment. Further, we support a wide array of excellent opportunities for life-long learning; career preparation, training, and advancement; and adult education including basic skills enhancement.

 As an institution,

- We believe that learning has the power to change lives.
- We value the diversity of people and perspectives.
- We prize excellence in instruction aimed at increasing student learning.
- We believe instruction should be relevant, current, and designed to allow students to compete in a global economy.

- We believe that instruction should prepare students to participate in society as responsible citizens and consumers.
- We believe our education programs should be accessible and affordable.

Olive-Harvey College's programs include associate degrees, basic and advanced certificates, adult education and special interest courses to prepare students to transfer to bachelor's degree programs or to move directly into the workforce. English as a Second Language (ESL) courses help students master the English language, while Adult Education courses prepare students to pass the HiSET examination. Non-credit classes range from short-term job training/career skills courses to personal development and leisure courses in a wide variety of areas.

Most of our students are full-time and recent high school graduates; however, many adults also attend classes. The average student age is 26 years old. Our average class size is 14.

Olive-Harvey College serves as the transportation, distribution, and logistics (TDL) hub for City Colleges of Chicago, offering a large selection of TDL programs to prepare students for the 110,000 TDL jobs coming to the region over the next decade. A $45 million TDL facility was recently completed to prepare students for careers in this growing sector. Additionally, the facility will be available to serve as a venue to host industry speakers and professional development workshops designed to create more qualified and competitive candidates for TDL jobs.

Below are charts that break down the ethnicity makeup of students (semester credit and adult education) and faculty for Fall 2018. This data was pulled from the IPEDS Datacenter. Typically, the IPEDS data are used in all federal and state reporting. This data is reflective of enrollment, program completion, and graduation rates; and thus, is used to guide the equity plan.

While Charts 1.1 - 1.4 display the demographic similarities across three groups; students, staff, and faculty, it is important to note that there are some differences. Twenty-six percent of the students are Hispanic/Latino, however only 7% of the full-time faculty are culturally reflective. Similarly, nearly seventy percent of OHC students identify as Black/African-American and yet only 57% of the full-time faculty mirror the student body.

Chart 1.1: Race/Ethnicity of Olive Harvey Students

OHC Student Ethnicity Breakdown (Fall 2018)
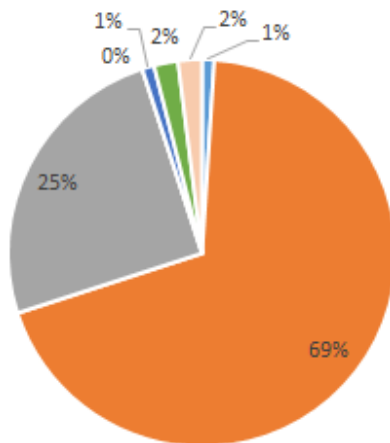
1%
0%
2%
2%
1%
25%
69%

- Asian
- Black or African American
- Hispanic/Latino
- Nonresident alien
- Race and ethnicity unknown
- Two or More Races
- White

Chart 1.2: Race/Ethnicity of Olive-Harvey Full-Time Faculty

Percent of full-time faculty by race/ethnicity (Fall 2018)
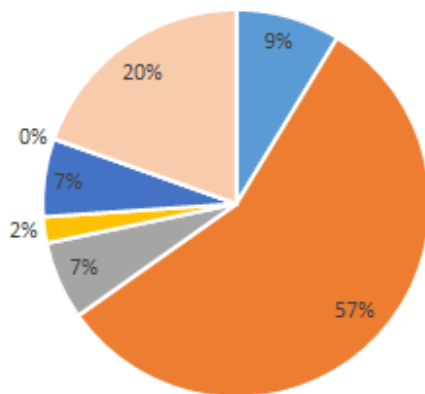
9%
20%
0%
7%
2%
7%
57%

- Asian
- Black or African American
- Hispanic/Latino
- Nonresident alien
- Race and ethnicity unknown
- Two or more races
- White

Chart 1.3: Race/Ethnicity of Olive-Harvey Full-Time Staff

Percent of full-time staff by race/ethnicity (Fall 2018)

4%
1%
10%
1%
5%
15%
64%

- Asian
- Black or African American
- Hispanic/Latino
- Nonresident alien
- Race and ethnicity unknown
- Two or more races
- White

Chart 1.4: Race/Ethnicity of Olive-Harvey Part-Time Employees

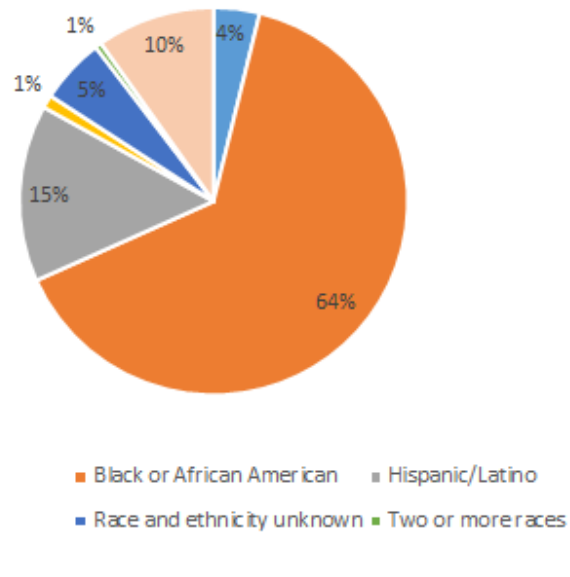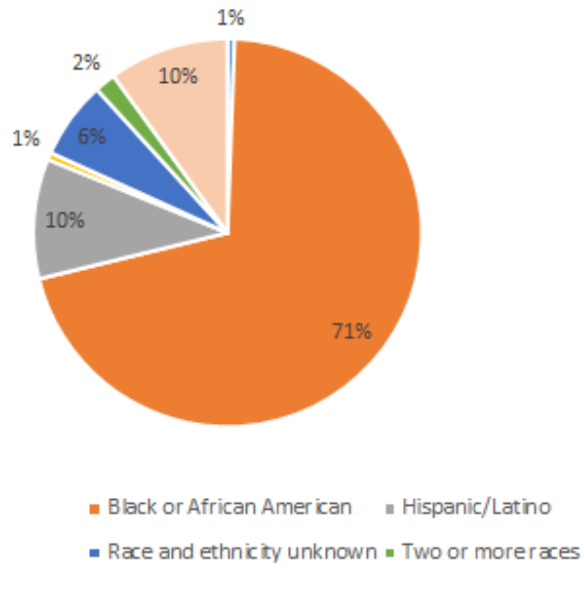Percent of part-time faculty and staff by race/ethnicity (Fall 2018)

1%
2%
10%
1%
6%
10%
71%

- Asian
- Black or African American
- Hispanic/Latino
- Nonresident alien
- Race and ethnicity unknown
- Two or more races
- White

1c: Purpose of the Equity Plan

The ILEA Equity Plan is intended to serve as a roadmap for outlining how Olive-Harvey College will work toward closing gaps in degree attainment for low-income, first generation, African American, and Latino/a 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 (Section 2) please find the degree completion disparities between the following target student groups:

- African-American students and Latino 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.

Olive-Harvey College recognizes that our students, who come from low-income backgrounds come to college with a diverse cache of strengths that includes tenacity, insight, and dedication to their studies and their families. Unfortunately, they also struggle to find "their most authentic selves" - from the cost of tuition, to navigating their commitment to family and prioritizing their jobs, to living up to the social norms and expectations of what it really means to be a college student.

So what is the purpose of our plan? Olive-Harvey endeavors to challenge faculty and staff to empower students from low-income backgrounds to defy the odds and develop their considerable strengths. The first step is to simply acknowledge that systemic barriers exist. A recent national study found that 36 percent of the 43,000 college students surveyed had experienced food insecurity in the previous thirty days (Goldrick-Rab et al. 2018). This has prompted Olive-Harvey College to look more closely into this as a potential impediment to persistence and completion. This plan will lead Olive-Harvey College to a place where educators begin to have very pointed and strategic conversations around how we prepare ourselves to be "student-ready" versus students being "college-ready". The institution must take responsibility and accountability in ensuring it has the appropriate framework, polices, and practices in place to support the needs of our students. This plan will be the springboard to developing high-impact strategies that focus on the students who enroll in our college with significant academic and social challenges.

1d: Campus Engagement Plan

President Kimberly Hollingsworth is committed to developing and implementing an inclusive plan dedicated to eliminating racial and socioeconomic achievement gaps on the Olive-Harvey campus by 2025. To that end, she appointed a diverse group of campus leaders to participate in the development of this equity plan – leaders whose primary responsibilities directly influence enrollment. The team included deans, directors and faculty. The work of this group was facilitated by Olive-Harvey College's Director of Strategic Initiatives, Ms. Amanda Gettes and was structured around and in alignment with the college's mission and core values.

The Equity Team met bi-weekly to examine and explore data culled from various climate surveys (#Real College; Achieving the Dream, Institutional Capacity Assessment Tool) to identify areas of focus where Olive-Harvey College's efforts in equity attainment could make the most impact. Through close examination of institutional data, climate surveys and dialogue, the Team identified Food and Housing Insecurity, as well as Textbooks, as areas that warranted the most focus to ensure students received equitable access and opportunity to be successful in their academic pursuits. Many of our students have indicated issues such as being unable to consistently pay rent and utilities, living in high crime areas, and having more residents in a home than intended. These are all key indicators of housing insecurity. The same is true in terms of food insecurities as more than 80% of Olive-Harvey students have an estimated family contribution (EFC) of zero. In addition, data obtained from our third-party vendor revealed that approximately 30% of our students were able to purchase books. Any one of these barriers can greatly impede academic success. For those students impacted by more than one social barrier, it becomes even more critical to provide additional support.

We also recognize that students often enter institutions of higher education and are met with immediate academic hurdles. Therefore, Olive-Harvey College will also be implementing strategies to support students from the start if placement scores show that additional assistance may be necessary to succeed.

The result of this collaborative and inclusive process is a plan with overarching, college-wide goals and strategies with specific, measurable global objectives. These efforts will drive organizational and cultural change, helping Olive-Harvey College reduce and ultimately eliminate the equity gap that exists at our institution.

Our first step was to create an Equity Statement that reflects the voice of the entire college community. The committee created four different statements after collaborating as the core group. These four statements were then shared via survey with all Faculty, staff and administrators. Based on the results, the following statement was officially adopted in November 2019:

Olive-Harvey College believes that equal access to higher education is a fundamental right of all students. We will work to mitigate barriers that impede our students' ability to be successful.

The statement will be put forth, shared, and implemented with the same vigor as our institutional mission statement; ensuring that all future work is guided by our commitment to equity.

Additional outreach and engagement strategies can be seen below in our calendar grid. We anticipate that these engagement efforts coupled with intentional approaches outlined in the Institutional Strategies section will narrow the equity gaps that currently exist within the college.

Table 1.1: Scheduled Tasks

Date	Activity	Purpose
Fall 2019	Survey for Equity Statement Adoption	Shared governance model for Equity Statement
Fall 2019	Disability Services, meeting student needs in the classroom	Providing guidance on removing potential barriers to learning
Fall 2019	Chief Diversity Officer with City of Chicago speaking at FDW week	All City Colleges will be invited to the speaking engagement for Professional Development
Fall 2019	Introduction of ILEA Plan	Share plan with entire college at our first College-wide meeting for FA19
Spring 2020	Safe Space training by ALLY	Provide Professional Development for faculty and staff around creating and maintaining safe and welcoming environments.

2. Current State

2a: African-American & Latino Students

The charts below illustrate a couple of equity gaps that have historically existed at Olive-Harvey College. While the ILEA guide stated that the performance of white students should be included in the comparison, we do not believe it is appropriate to include their outcomes due to the very small number of white students that attend Olive-Harvey. Within the Fall 2015 full-time, first-time degree/certificate-seeking undergraduate student cohort of 151 students, only 2 identified as white. Very low numbers also existed in previous cohorts. The population size is too small to make valid comparisons.

Due to the uniqueness of our institution, we are choosing to focus on the equity gaps between: 1) Black and Hispanic students, and 2) Pell-recipients and non-Pell-recipient students. Historically, Hispanic students have had a much higher graduation rate within 150% of normal time to completion than Black students. This gap narrowed in the past year, but there is an important caveat to this data. A part of the increase can be attributed to inaugural inclusion of Commercial Driving License (CDL) students in the first-time, full-time student cohort (Fall 2015). This program is majority African-American, and the students complete at a very high rate due to the fact that the program only lasts a semester.

Chart 2.1: Graduation Trends by Race/Ethnicity
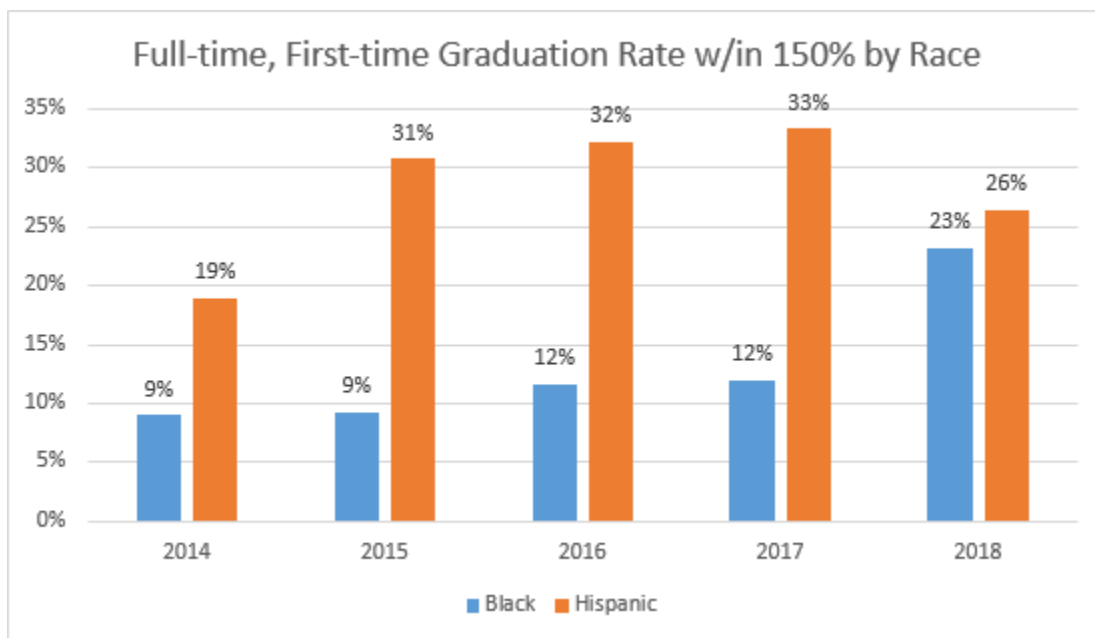
- While the population Black/African-American students is significantly larger than that of their Latino counterparts, the graduation rate is notably lower across most years.

- The narrowing of the graduation gap in 2018 is most likely due to the high number of CDL graduates, which included a large number of Black/African-American students.

2b: Students receiving Pell Grants

Chart 2.2: Graduation Trends for Pell and Non-Pell Students

Full-time, First-time Graduation Rate w/in 150% by Pell Status
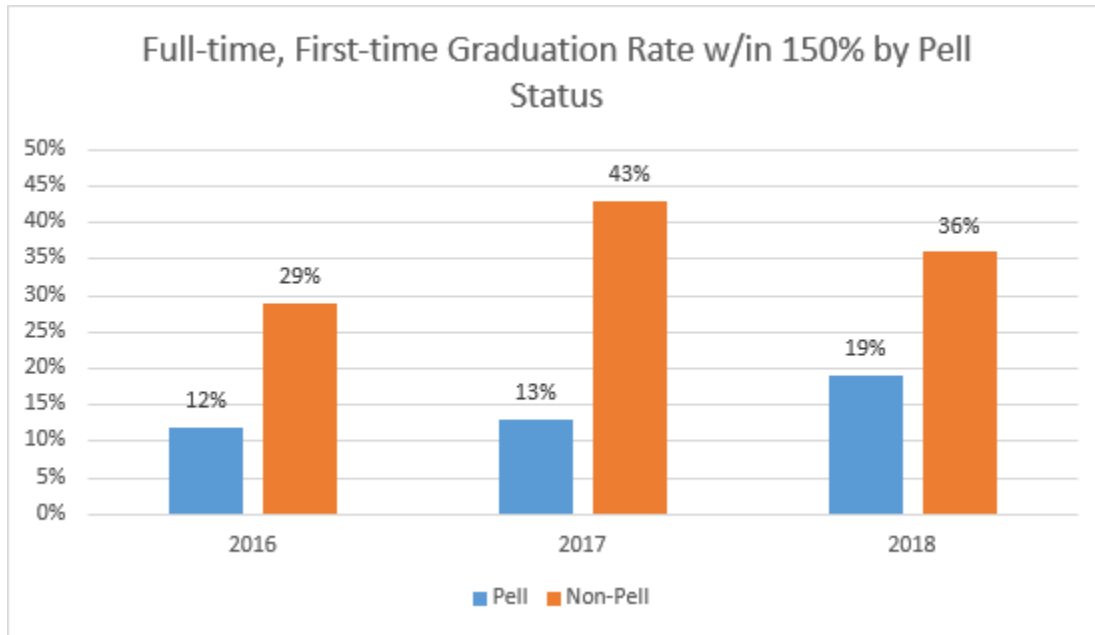
- Non-Pell recipients consistently graduated at a higher rate than Pell recipients.
- Unique to 2018, there is a notable bump in the percent of Pell recipient graduates. Many of the CDL completers were also Pell recipients, thus increasing the number of graduates for the year.

Similar to Black students, Pell-recipient students have not completed at an equally high rate as Non-Pell recipient students. While there is a narrowing of the equity gap between the Pell and Non-Pell groups in 2018; it is not as significant as it appears. In 2018, the Pell recipient completer group was comprised largely of African American students who obtain the CDL certification. Due to the correlative relationship, strategies employed to increase the enrollment of African American students into the program gap also increased the number of Pell recipients. Inversely, the number of non-Pell recipients decreased. This increase also resulted in a narrowing of the gap during that academic year.

2C: Credential Completion

We have implemented several strategies in the past several years to address low completion rates. These have included but were not limited to: intrusive advising, expanded tutoring, and early alert academic monitoring. Considering that our institution is predominantly black, and a large majority of IPEDS cohorts are Pell-recipient students, almost all strategy decisions we make impact Black and Pell-recipient students and are designed with these student groups in mind. Over the past decade, our graduation rate within 150% of normal time has skyrocketed, increasing by a phenomenal 800%. For Fiscal Year (FY) 2008, our graduation rate was 3%. In 2018, this rate had increased to 24%. However, our institutional lens has been one of equality rather than true equity. As such, we believe that we can make an even greater impact by implementing targeted equity-based initiatives. This is evidenced by the positive impact of CDL graduates, who represented 20% of the 2018 certificate completers.

Chart 2.3: IPEDS Cohort Graduation Rates
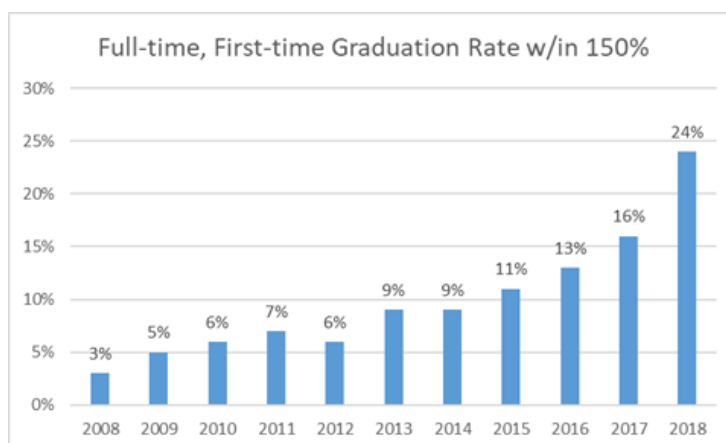
Low accumulation of credits indicates an area of opportunity to shore up student support. According to a study conducted by The Community College Research Center (CCRC), students who enroll in at least 15 credit hours during their initial semester graduate at a higher rate than those who do not. Building on this finding, OHC examined data to determine the percentage of students who accumulated at least 15 hours (7 hours for part-time students) in their first semester. OHC has elected to utilize the IPEDS cohorts as a sample, to examine credit accumulation. As the IPEDS cohort comprises approximately 26% of the OHC student body, and is fairly reflective of the overall student population.

Table 2.1: First Semester Credit Accumulation

Cohort	Institutional credits accumulated first fall																			
	Part-time students earning at least 7 CH (# and %)										Full-time students earning at least 15 CH (# and %)									
	African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students	
	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	14	15%	11	46%	N/A	N/A	18	19%	<10	30%	10	6%	<10	26%	N/A	N/A	13	6%	6	24%
Fall 2015	15	8%	<10	19%	N/A	N/A	17	23%	<10	2%	18	14%	13	34%	N/A	N/A	24	19%	11	23%
Fall 2016	23	17%	<10	32%	N/A	N/A	16	22%	16	8%	13	15%	10	30%	N/A	N/A	11	12%	12	35%
Fall 2017	18	15%	<10	22%	N/A	N/A	15	22%	11	7%	24	18%	15	33%	N/A	N/A	31	20%	12	33%
Fall 2018	15	14%	<10	30%	N/A	N/A	20	32%	<10	6%	27	26%	14	33%	N/A	N/A	34	27%	<10	24%

- While the gap appears to narrow slightly over time, Latino student outperform Black/African American students in credit accumulation at the part-time and full-time level.
- Each year excluding 2014, part-time Pell students accumulated credit during their initial semester at a higher rate than Non-Pell students. The same is true for full-time Pell students in 2018.

Table 2.1 shows Pell students being more successful in accumulating credit hours in the first semester than their Non-Pell counterparts at the part-time level. Unfortunately, this is not a true indicator of success among Pell students since the initial Non-Pell part-time population was very small. This bears out when comparing the success rate of Pell students vs Non-Pell students at the full-time level.

When examining the differences in the performance of Black/African American and Latino students, the pattern continues. The Latino students accumulate first semester credit hours at a higher rate than Black/African American students across each year; at both the part-time and full-time level. This highlights the need for additional supports for Black/African American students.

Table 2.2: First Year Credit Accumulation

Cohort	Institutional credits accumulated first year																			
	Part-time students earning at least 15 CH (# and %)										Full-time students earning at least 30 CH (# and %)									
	African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students	
	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	19	21%	<10	33%	N/A	N/A	21	22%	<10	26%	<10	5%	<10	16%	N/A	N/A	11	5%	<10	16%
Fall 2015	12	6%	<10	19%	N/A	N/A	15	20%	<10	2%	17	13%	10	26%	N/A	N/A	17	13%	12	26%
Fall 2016	11	8%	<10	21%	N/A	N/A	12	16%	<10	2%	10	11%	<10	15%	N/A	N/A	11	12%	<10	12%
Fall 2017	<10	7%	<10	16%	N/A	N/A	<10	13%	<10	4%	19	14%	13	29%	N/A	N/A	28	18%	<10	19%

- **From 2016 to 2017 there is a decline in the percentage of students who accumulated 15 credit hours across all groups excluding Non-Pell students.**
- **First year credit accumulations mirror the results of first semester accumulation as Latino students were more successful than Black/African-American students.**

2D: Remediation Support

One of the major challenges faced by Olive-Harvey is students' academic unpreparedness for college. Historically, over 90% of new-to-college students have needed remediation, with few moving quickly into college-level coursework. Table 2.3 below outlines the gateway course completion for students based on race/ethnicity and Pell status. Contrary to previous data trends, Pell recipients completed English gateway courses at a higher rate than Non-Pell

recipients. While this pattern is not mirrored in Math gateway course data, the gap between Pell and Non-Pell students is consistently narrow. In terms of English college level course, Latino students complete at a much higher rate than African American students; ranging from 13% to 23% across the five cohorts. As evidenced by the data there is a great need to provide additional supports to OHC students.

Table 2.3: Gateway Course Completion

Cohort	Gateway course completion																			
	English										Math									
	African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students	
	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	73	28%	27	45%	N/A	N/A	84	35%	22	31%	37	14%	20	34%	N/A	N/A	53	18%	10	23%
Fall 2015	55	29%	31	53%	N/A	N/A	73	44%	19	34%	35	19%	23	40%	N/A	N/A	42	22%	20	27%
Fall 2016	45	31%	21	45%	N/A	N/A	48	50%	21	34%	26	18%	18	39%	N/A	N/A	35	23%	10	23%
Fall 2017	56	27%	32	50%	N/A	N/A	71	57%	22	32%	54	25%	26	42%	N/A	N/A	67	30%	18	29%
Fall 2018	27	18%	18	31%	N/A	N/A	35	50%	11	19%	20	13%	18	32%	N/A	N/A	26	18%	15	19%

- While not a direct comparison, it should be noted that a higher percentage of students completed English gateway course in their first fall term, than Math gateway courses.
- The most recent Fall 2018 data revealed a decline in completers across all student groups. This decline is at least in part attributed to a decline in enrollment and an increase in students who placed into developmental courses.

At OHC the successful completion of college level English courses within the first year caps at 32%. Similarly, the rate of successful completion of college level Math courses is also low, 27%. As it is critical to the overall success of students to experience positive progression in the first year of college, OHC seeks to provide greater support to students in college level English and Math courses. In keeping with the standard of excellence as outlined in the institutional Strategic Plan, OHC will strengthen the partnership of faculty and tutoring staff in order to best guide students toward success. A part of this practice will include providing tutors with finalized syllabi for entry level English and Math courses prior to the start of the semester. This will better enable tutors to plan for the varying levels of support they need to provide throughout the term.

In addition to the above, OHC aims to continue to firmly support the students who place below college level English and Math. The college took swift action in implementing a number of initiatives. As a result of widespread efforts, including the Level UP Program, the Boot Camp Program, the Accelerated Learning Program, and the Math Emporium, Olive-Harvey has experienced some narrowing of the remediation gap.

Perhaps the most successful of these remediation efforts is the Accelerated Learning Program, which was implemented in Fall 2012. Accelerated Learning was designed for students who test just below college-level in math or English. These students are placed into both the college-

level math or English course, as well as a co-requisite math or English course to obtain supplemental assistance where needed. The outlined support strategies yielded two significant results:

- The number of new students needing remediation and advancing to college ready status within one year grew from 27% in FY 2013 to 56% in FY2018.
- In FY13, only 1% of students enrolled in remedial coursework were enrolled in co-requisite courses. In FY18, 33% of students enrolled in remedial coursework were enrolled in co-requisite courses.

Our GradesFirst-driven Early Alert Program has also contributed to increasing graduation rates. Olive-Harvey implemented the Early Alert Program in Fall 2010 to allow faculty to identify students at risk of failing classes. Retention and intervention activities, such as referrals to support services, tutoring, counseling and study skills workshops were made possible using this strategy. To further facilitate the process for faculty and others to document the early alert process, a 100% web-based system was implemented that included features such as: enhanced early alerts, progress reporting, advising center management, tutor management, appointment scheduling, a communication center for e-mail and text messaging, assignment tracking, attendance monitoring, and robust reporting. The application focuses on helping advisors more effectively improve student retention and completion. While these interventions have shown some success in moving the needle as related to completion, OHC must continue to refine our methods in order to equitably support students and increase completion across all groups.

2E: Retention

Retention is a key stability index for institutions of higher education. Beyond being an early indicator of long term student success, it also illuminates how well a given institution supports and engages its students. Table 2.4 shows high rates of retention for full-time Latino students. Excluding Fall 2015, each cohort year realized a retention rate greater that 80%. The retention rate for Black/African American students was at or above 70% from 2014 to 2018.

When examining the retention rates for full-time Pell students, the findings are similar to those of the full-time Black/African American students. Full-time Pell students were retained at rates that varied from 72% - 80%.

Unfortunately, the retention rates for part-time students were significantly lower across all groups. Part-time Black/African American students had retention rates of less than 50% across all cohorts. Conversely, Part-time Latino students were retained at rates that ranged from 56% to 63%; excluding fall 2015.

Table 2.4 Fall to Spring Retention

Cohort	Fall to Spring Retention																			
	Part-time students										Full-time students									
	African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students	
	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	44	46%	15	63%	N/A	N/A	46	48%	16	52%	138	71%	29	81%	N/A	N/A	160	72%	20	74%
Fall 2015	37	29%	14	42%	N/A	N/A	36	51%	26	14%	88	71%	29	74%	N/A	N/A	103	77%	21	54%
Fall 2016	48	43%	13	57%	N/A	N/A	44	57%	22	23%	64	70%	29	88%	N/A	N/A	75	77%	23	70%
Fall 2017	42	43%	17	63%	N/A	N/A	41	58%	18	28%	107	77%	41	91%	N/A	N/A	130	81%	27	82%
Fall 2018	37	44%	14	56%	N/A	N/A	46	66%	<10	15%	81	72%	37	86%	N/A	N/A	108	80%	21	60%

- In 2017, Full-time Latino students were retained at a rate of 91% after one semester.
- Part-time Black/African-American students appear to struggle to persistent from fall to spring, with more than half failing to be retained.

In examining the total fall to spring retention rate, 64% of OHC students currently persist from fall to spring. While this is a small increase from last year (63.5%), OHC is currently leveraging the Office of Student Services to significantly move the retention needle. Through Student Services, OHC will roll out initiatives that specifically aim to increase student involvement in various programming and governance activities. Common thought rooted in existing practices of the Student Affairs community, indicate a strong correlation of student "belonging" and retention.

In addition to increasing student involvement, OHC is engaging students around course and instructional delivery preferences. In Spring 2020, OHC is surveying both traditional and adult learners to ascertain instructional delivery models (lecture, hybrid, etc.) in which students are most likely to enroll. Students are also queried as to time of day, preferred days of week, and most significantly – specific courses that are of interest and would result in their enrollment. Just as a sense of "belonging" impacts retention, it follows that actively engaging students in the learning process greatly supports student persistence.

OHC has set the target of a 73% fall to spring retention rate to be realized over the next three fiscal years. Building on the momentum of the current increase while implementing the above tactics, OHC will confidently attain its retention goal.

Table 2.5 Fall to Fall Retention

Cohort	Fall to Fall Retention																			
	Part-time students										Full-time students									
	African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latino/a Students		White Students		Pell Students		Non-Pell Students	
	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	28	29%	14	58%	N/A	N/A	31	32%	13	43%	70	37%	22	61%	N/A	N/A	82	38%	16	62%
Fall 2015	16	13%	11	33%	N/A	N/A	17	25%	13	7%	48	39%	21	55%	N/A	N/A	58	44%	16	41%
Fall 2016	23	22%	<10	36%	N/A	N/A	24	32%	<10	10%	41	45%	23	70%	N/A	N/A	49	51%	18	55%
Fall 2017	24	25%	10	40%	N/A	N/A	27	38%	<10	11%	67	49%	32	73%	N/A	N/A	88	56%	16	50%

- Since 2015, each year retention increased for full-time students across all groups, Non-Pell recipients.
- Part-time Black/African American students were consistently retained at rates of less than 30%.

It is not uncommon to see lower rates of retention over the span of a year (i.e. fall to fall), than those shown from fall to spring. Yet, fall to fall retention rates hit alarming lows for part-time students overall. As displayed above in Table 2.5, these rates were particularly low for part-time Black/African-American and Non-Pell students. This in conjunction with the data shared in Table 2.4 indicates the need for greater retention efforts to be deployed by the institution. According to the National Student Clearinghouse, the average fall to fall persistence rate for public two-year colleges is 62%. Currently, OHC students persist from fall to fall at a rate of 52%. This is significantly lower than the national average and of great concern to the institutional leadership. As the college embarks on previously discussed initiatives to increase fall to spring retention, it is postulated that fall to fall retention will increase as well. Despite this belief, OHC will be intentional in its efforts to engage students in order to best support retention efforts.
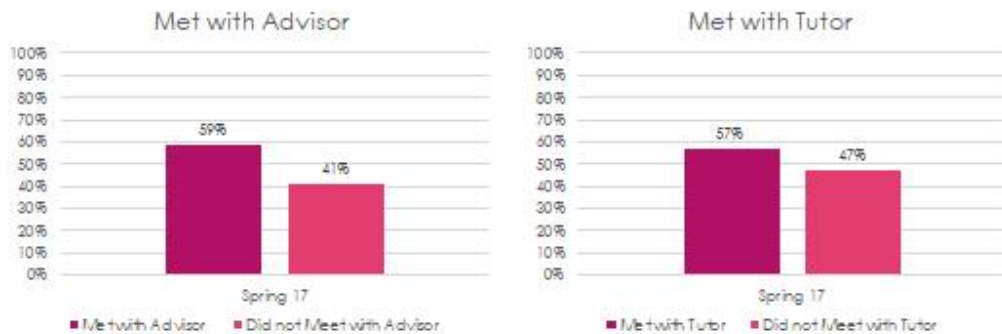
2F: Student Success

A series of analyses done several years ago revealed increased usage over time of the GradesFirst early alert system and demonstrated its positive impact on student success. In Fall 2010, faculty identified 86 students as needing additional supports, defined by GradesFirst as "At-risk" to be successful in their classes. In Fall 2015, faculty identified 479 students who needed additional supports to be successful in their classes, with 180 of these students eventually meeting with a tutor. Faculty began using the early alert system at a greater rate after the initial rollout in 2010 and were able to assist twice as many students. Additionally, data from Spring 2015 to Spring 2016 indicates that course success rates for this identified group of students increased by seven percentage points (45% to 52%), based upon our information on grades in OpenBook.

Furthermore, analysis of data show that students who consistently met with an advisor had higher course success rates than those who did not meet with an advisor, 46% versus 54% in Spring 2016. This finding was additionally supported in Fall 2016 when students identified by

their faculty as needing additional supports to be successful, took advantage of advising and/or tutoring. Additionally, these identified students were more likely to be retained in Spring 2017 if they met with an advisor and/or tutor during the Fall 2016. The graph below illustrates Spring 2017 success rates for those students identified as needing support who met with either an advisor or tutor compared to those students identified as needing support who did not meet with an advisor or tutor.

At-risk Students Course Success Rates

Met with Advisor

59%
41%

Spring 17
■ Met with Advisor   ■ Did not Meet with Advisor

Met with Tutor

57%
47%

Spring 17
■ Met with Tutor   ■ Did not Meet with Tutor

CITY COLLEGES of CHICAGO
Olive-Harvey
Education that Works

3. Future Vision

Goal

The goal of this equity plan is to eliminate disparities in degree and certificate completion rates on our campus between African-American and Latino/a students, and between low-income and higher income students (as indicated by Pell eligibility).

Interim Benchmark Goals

As illustrated in the tables below, credit accumulation goals are projected to increase incrementally across all student populations. And while we will see a narrowing of the gap across the board, the percentages for student populations migrate more closely for those who accumulate at least 15 credit hours (part-time) and 30 credit hours (full-time) in the first year of enrollment.

Table 3.1 Projected Fall Credit Accumulation

Cohort	Credits accumulated first fall									
	Part-time students (at least 7)					Full-time students (at least 15)				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	15%	30%	N/A	32%	7%	27%	33%	N/A	27%	25%
Fall 2020	17%	31%	N/A	33%	9%	28%	34%	N/A	28%	26%
Fall 2021	19%	31%	N/A	33%	11%	29%	34%	N/A	28%	27%
Fall 2022	21%	32%	N/A	34%	13%	30%	35%	N/A	29%	28%
Fall 2023	23%	32%	N/A	34%	15%	31%	35%	N/A	29%	29%
Fall 2024	25%	32%	N/A	34%	17%	32%	35%	N/A	29%	29%

Table 3.2 Projected First Year Credit Accumulation

| Cohort | Credits accumulated first year | | | | | | | | | |
| | Part-time students (at least 15) | | | | | Full-time students (at least 30) | | | | |
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	8%	16%	N/A	13%	5%	15%	29%	N/A	19%	20%
Fall 2020	10%	17%	N/A	14%	7%	17%	30%	N/A	20%	21%
Fall 2021	12%	17%	N/A	14%	9%	19%	30%	N/A	21%	22%
Fall 2022	14%	18%	N/A	15%	11%	21%	31%	N/A	22%	22%
Fall 2023	16%	18%	N/A	15%	13%	23%	31%	N/A	23%	23%
Fall 2024	18%	18%	N/A	15%	15%	25%	31%	N/A	24%	24%

Olive-Harvey aims to improve the performance and overall completion rate for students in English and Math gateway courses. Most notably, the gap between Black/African-American and Latino students in both English and Math gateway courses.

Table 3.3 College Level Course Completion

| Cohort | Gateway course completion | | | | | | | | | |
| | English | | | | | Math | | | | |
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	28%	50%	N/A	57%	33%	26%	42%	N/A	30%	30%
Fall 2020	30%	51%	N/A	58%	35%	28%	43%	N/A	31%	31%
Fall 2021	32%	51%	N/A	58%	37%	30%	43%	N/A	32%	32%
Fall 2022	34%	52%	N/A	59%	39%	32%	44%	N/A	33%	33%
Fall 2023	36%	52%	N/A	59%	41%	34%	44%	N/A	34%	34%
Fall 2024	38%	52%	N/A	59%	43%	36%	44%	N/A	35%	35%

In tandem with enrollment, retention is a critical issue for the college. With the steady decline of retention over the past five years across all City Colleges, it is imperative that we are intentional in our efforts to retain students as we go forward. By building on strategies previously discussed in the plan and developing new initiatives as indicated in the "Vision" section, we expect to consistently narrow the retention gap across all student groups each year. The same is true for completion rates. As targeted strategies to retain and provide students with multiple tools for success are implemented, we will realize a greater number of student completers.

Table 3.4 Fall to Spring Retention

Cohort	Fall to Spring Retention									
	Part-Time					Full-Time				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
	%	%	%	%	%	%	%	%	%	%
Fall 2019	55%	72%	N/A	67%	43%	66%	79%	N/A	74%	51%
Fall 2020	60%	72%	N/A	67%	66%	69%	79%	N/A	74%	51%
Fall 2021	64%	70%	N/A	68%	66%	66%	77%	N/A	75%	55%
Fall 2022	66%	73%	N/A	69%	69%	68%	78%	N/A	75%	58%
Fall 2023	69%	75%	N/A	71%	71%	70%	77%	N/A	75%	60%
Fall 2024	70%	77%	N/A	72%	72%	72%	79%	N/A	76%	65%

Table 3.5 Fall to Fall Retention

Cohort	Fall to Fall Retention									
	Part-time students					Full-time students				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	26%	40%	N/A	38%	12%	50%	73%	N/A	56%	51%
Fall 2020	28%	41%	N/A	39%	14%	52%	74%	N/A	57%	52%
Fall 2021	30%	41%	N/A	39%	16%	54%	74%	N/A	57%	53%
Fall 2022	32%	42%	N/A	40%	18%	56%	75%	N/A	58%	54%
Fall 2023	34%	42%	N/A	40%	20%	58%	75%	N/A	58%	55%
Fall 2024	36%	42%	N/A	40%	22%	60%	75%	N/A	58%	56%

Table 3.6 Credential Attainment Within Four Years (Full-Time)

Cohort	Degree/Certificate in 4 years				
	Full-time students				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	23%	43%	N/A	23%	60%
Fall 2020	25%	43%	N/A	25%	60%
Fall 2021	27%	44%	N/A	27%	60%
Fall 2022	29%	44%	N/A	29%	61%
Fall 2023	31%	45%	N/A	31%	61%
Fall 2024	33%	45%	N/A	33%	61%

Table 3.7 Credential Attainment Within Four Years (Part-Time)

Cohort	Degree/Certificate in 4 years				
	Part-time students				
	African-American Students	Latino/a Students	White Students	Pell Students	Non-Pell Students
Fall 2019	30%	46%	85%	27%	64%
Fall 2020	30%	46%	85%	28%	64%
Fall 2021	32%	48%	85%	29%	66%
Fall 2022	32%	48%	85%	30%	66%
Fall 2023	34%	50%	85%	31%	68%
Fall 2024	34%	50%	85%	32%	68%

Vision: Olive-Harvey College Student Required Course Textbooks Equity Plan

Olive-Harvey College students' ability to purchase their required textbooks prior to the first day of class is vital for student success. The most successful students are those who use varied resources to enhance their learning experience at the college. As stated previously in this report, only ~30% of enrolled students were able to purchase textbooks for their courses. Providing students with easy-unrestrained access to all required course materials, technology and supplies is fundamentally crucial to their academic success. Olive-Harvey College's core goal is to support students in the completion of an associate degree in preparation for transfer to institutions of higher education and in preparation for work in the global economy.

Olive-Harvey College supports a wide array of excellent opportunities for life-long learning; career preparation, training, and advancement; and adult education including basic skills enhancement. To support the college's goals, this proposal and the questions below are constructed to identify potential barriers students may experience when purchasing required textbooks for courses in which they are enrolled. We pose these questions to assist us in keeping top of mind all scenarios, positive and negative, that students may encounter when purchasing textbooks.

Questions:

- Is OHC able to bill required textbooks to students' accounts? (Thus allowing students to leverage financial aid and/or selected installment plans to obtain course materials).
- Is OHC able to establish guarantee agreements to ensure students have required textbooks at the start of the course?
- Should OHC place "purchase boundaries" on book vouchers to ensure that they are used only for required textbooks and not for other means?
- What is the "order time to delivery" once an order is placed with the online book vendor?
- What delivery options can be implemented for students when purchasing books from the online book vendor, i.e. pick up at OHC, delivery to the school or delivery to their home?
- How can OHC leverage the new Evolution Center as the central City Colleges of Chicago textbook distribution/pick-up location for all CCC campuses during the start of each term?
- How is City Colleges of Chicago, and specifically Olive-Harvey College, addressing the high cost of textbooks?
- Does the textbook buyback program at OHC contribute to student equity?
- How can OHC provide opportunities for federal work-study students to assist in the distribution of required textbooks on their home campus during the start of the semester and during textbook buyback period?

Proposal:

- Respond to our own questions.
- Create problem-solution strategies that address inequities in the student textbook purchasing process.
- Institute a "Buy Required Textbook Fair" during the first week of each semester.
- Engage students to obtain feedback and insight regarding the possibility of textbook rentals and Open Educational Resources (OER).

Vison for Being a Student Ready Institution: Infuse Culturally Responsive Programming

Institutions of higher education are often viewed as "safe spaces". Beyond the physical comfort and intellectual freedom, there is an innate expectation of respect and trust within the classrooms. This environment is best supported when there is a clear understanding of the varying views unique to each student based on their individual demographic, political, and socioeconomic realities.

In an effort to become a "student ready" institution and destination of choice, OHC deems it is imperative to provide culturally responsive development opportunities for both faculty and staff. These professional development opportunities will be provided to faculty throughout the year and will focus on Reflective Practice, the Talents of Teaching, and Excellence with Caring.

Additionally, OHC plans to develop departmental Faculty Textbook Review Committees. These committees will evaluate department textbooks for implicit bias, ensuring that academic freedom is not impinged. The college will analyze these data annually in order to preclude micro-shifts that lead to adverse longitudinal changes.

Vision for closing the gap of disparity: Food Security

Food Insecurity has been a growing concern on campus and other community colleges across the country. This distress is seen as an obstacle to college completion due to students not having the resources to sustain themselves while attending college.   Food insecurity brings serious consequences for student success. The HOPE Lab found that 56 percent of community college students experienced low or very low food security. In one study, the majority of students experiencing food insecurity reported missing classes and study sessions, and not buying required textbooks (Allison, 2018). Ted Allison from the Young Invincibles (2018) writes that "Hunger also impairs cognitive development into adolescence and adulthood, leading to poorer test scores and the inability to fully engage in classes. With roughly half of college

students earning a degree on time, and serious disparities for African American and Latino students, policymakers must consider campus hunger an integral part of our lagging student success rates."

Olive-Harvey College will implement two initiatives to connect more students to food resources, thus offering solutions to closing the gap on food insecurities.

The College will implement the following:

- Open a permanent food pantry on campus to give students access to food resources for them and their household.
- Develop a partnership with Illinois Hunger Coalition to have an increased presence to sign students up for SNAP benefits.

Olive-Harvey College opened its first pop-up food pantry in Fall 2016 to provide essentials to students who did not have food for themselves or their family. That academic year we serviced 941 students (duplicated) with the pop-up food pantry. In the 2018 – 2019 academic year, the pop-up food pantry serviced 1,006 students. We are on track to serve more than 1,300 students this year; approximately 25% of our total enrollment.
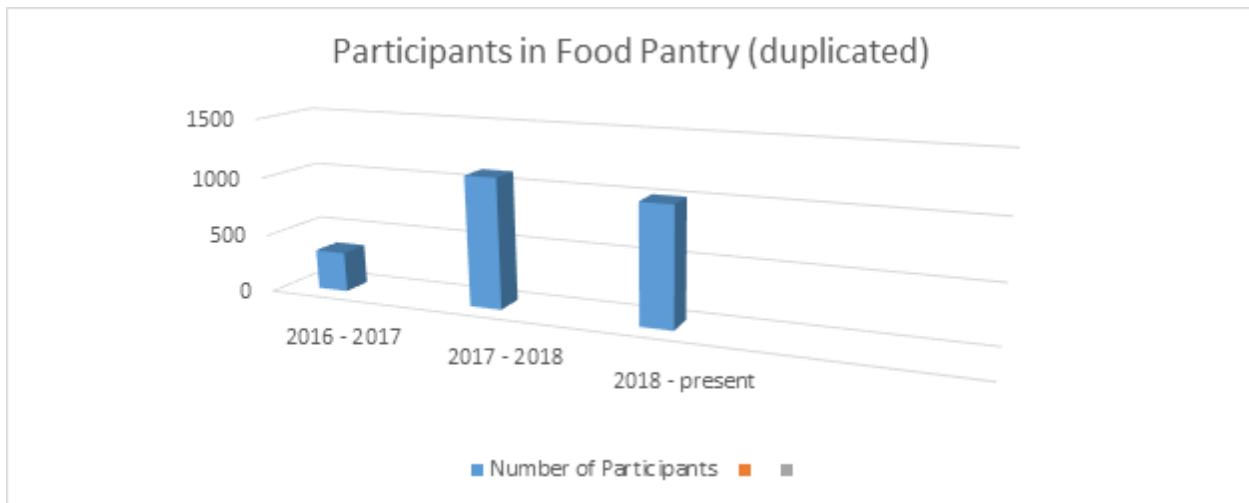
The monthly pop-up food pantry is open to all Olive-Harvey College students in all college programs. The vision for the Food Pantry is to offer services and eliminate one barrier to student success. By having a stand-alone permanent food pantry on campus, the college can offer a food availability option multiple times a month for all students at various times of the day to outreach to day and evening students. This collaboration is with the Chicago Greater Food Depository who assists us in tracking the number of students and families supported by the initiative. We can also track the students with our CCC database to determine consistent enrollment. The OHC Food Pantry was rolled out fall 2019.

More than 80% of the Olive-Harvey college credit students are eligible for Pell Grants with a low estimated family contribution of zero. Students who meet this with an enrollment eligibility, qualify for Supplemental Nutrition Assistance Program (SNAP) of the Illinois. Olive-Harvey College works to strengthen its partnership with the Law Project of the Chicago Coalition for the Homeless and Illinois Hunger Coalition to bring the agencies to campus weekly to inform students of benefits and get students signed up who are eligible as well. All students that are enrolled in career programs at Olive-Harvey and considered low-income can qualify for the SNAP program as well. This initiative aims to give students access to food resources for their household.

Vision for closing the gap of disparity: Housing Security

Similar to the issues around food insecurities, housing insecurity is a barrier that our students face at a growing rate. According to Giselle Routhier, Director of Coalition for The Homeless: "Housing has become more of a national topic in recent years, and for good reason…we're seeing exploding rates of homelessness and high unaffordability…". In examining the previously cited survey conducted by the Hope Lab, we see how harshly this problem has impacted our students. Within the City of Chicago Colleges system (CCC), 60% of the students surveyed reported experiencing some level of housing insecurity over a twelve-month period. Even more alarming, at Olive-Harvey College, 68% of the survey participants identified periods of housing insecurity within the same time frame. It is imperative that the institution takes action to address this disparity.

Olive-Harvey College will initiate a three tiered approach to provide solutions to the closing the gap of housing insecurity:

- Provide targeted support via the on campus Wellness Center for those who have emergency housing needs.
- Leverage our current relationship with Chicago State University to pilot on campus housing opportunities.
- Explore the feasibility of building dormitories on the OHC campus in the future.

4. Institutional Strategies

Required Course Materials Equity Plan Strategies

Indicator(s) most impacted – Retention, Credit Accumulation, and Completion: By reducing/removing the financial barriers associated with the cost of books, students are more likely to persist and complete.

While tuition at a community college may be more manageable than that at a four-year college or university, textbook and material costs are often staggeringly high and frequently blindside students who are least able to afford them. Oftentimes, students are faced with the choice of purchasing food or purchasing textbooks. Given that community colleges serve the majority of minorities in higher education, this reality is inequitable. Further, the myriad of cultural bias implicit in publisher developed instructional materials provides further "sting" to the unrelenting punch of textbooks costs.

As part of its Equity Plan, Olive-Harvey College intends to implement the following strategies to help reduce the burden of costly textbooks on its students where possible, as well as introduce strategies that encourage faculty to explore their own cultural knowledge base to develop more culturally responsive instructional material selection and teaching. Strategies will be launched in Fall 2020 and evaluated in a systematic way to determine if there is any correlation or impact on reducing identified implicit bias and closing the equity gap for our students.

Create a "Reprocessed Book Program"
- Invite faculty to participate in a "reprocessed book project" where faculty will identify a text or texts that they will use for a period of two years purchased by the Perkins Grant. These books will be available for checkout by the students who register for the course for the duration of the semester. There will be no cost to students. The college will collect student outcome data for pathway courses that utilize "reprocessed book program" materials and disaggregate by demographics to understand whether participation in the program impacted student course success or completion.

Open Textbook Faculty Incentive Program
- Set aside a small amount of "incentive" funding to encourage full time faculty to adopt Open Education Resources (OER) for their courses. Using OER materials will reduce the amount of money students have to spend on books each semester. The program will be funded by multiple areas, depending upon the faculty members' department: Perkins for CTE faculty; PBI STEM for Math, CSC and Science faculty; and library funds for the remaining departments. The college will collect student outcome data for courses that utilize OER and disaggregate by demographics to understand whether the use of OER correlates with course completion and/or success.

All Digital Model
- Work with department chairs and faculty to identify one content area that agrees to go "all-digital" to keep text costs down. For example, all History courses could move to all digital materials.
- Explore e-book platforms.
- The college will collect student outcome data for the content area that chooses to utilize all digital material and disaggregate by demographics to understand whether the use of digital material correlates with course completion and/or success.

Develop OHC Open Education Resource website
- Work with IT to create an Open Education Resource website that provides easy access to faculty to explore, review and adopt Open Education Resource materials for their courses during the textbook adoption period (OpenStax).
- The college will collect OER website usage data to determine faculty usage, as well as survey faculty to determine website content and links.

Textbook Rental Program
- Institute a Textbook Rental Program that includes book and material rentals for students.
- Increase library reserves.
- The college will collect student outcome data for those who participate in the rental program and disaggregate by demographics to understand whether participation in the rental program correlates with course completion and/or success.

Strategies to Create More Culturally Infused Programming

Indicator(s) most impacted - Retention and Credit Accumulation: Conventional data indicates that students perform better and realize greater learning outcomes in culturally responsive educational environments.

- Provide workshops at Fall 2020 FDW for faculty and staff to learn about Culturally Responsive Teaching and multicultural education. The college will evaluate all workshops to obtain participant feedback and workshop effectiveness data (context, increased knowledge, change in thinking or behavior, increased competence or confidence, etc.). Workshops/training will be ongoing as needed.
- Demand a bully-free workplace and explore adopting a restorative justice program.
- Provide training for faculty and staff to learn how to be allies for marginalized populations. Through focus groups and surveys the college will collect and evaluate data from all training programs. Findings such as effectiveness of content delivery including context, increased knowledge, change in thinking or behavior, increased competence or confidence, etc. will all aid in developing sustainable support mechanisms for faculty and staff.

- Provide faculty an opportunity to voluntarily take the Implicit Association Tests (Implicit.Harvard.edu) both before and after attendance at professional development workshops to self-assess any growth or awareness of implicit bias. Provide support via targeted third party training in identified areas of need.

Strategies to Reduce Food Insecurity

Indicator(s) most impacted - Retention and Completion: By reducing/removing the socio-economic barrier of food insecurity students are more likely to persist and complete.

- Creation of a Permanent Food Pantry On Campus

  Olive-Harvey has opened a permanent food pantry on campus to offer students accessibility to food resources. Students can't concentrate when they are hungry, and many of Olive-Harvey College's students struggle with food insecurity. Students are able to stop in to the permanent food pantry and obtain fresh produce and non-perishable items on a weekly basis. The pantry center will also house a counseling staff member to provide information about other supportive resources that may be helpful to students struggling with food resources. The department will continuously track the population served through the pantry program.

- Communicate and engage students to sign up in SNAP benefit program

  Host organizations affiliated with the Illinois Hunger Coalition will be invited to campus weekly to educate students about benefits available to them, and when possible, enroll students in the SNAP program. The initiative includes outreach to students who qualify for the program through table visits and direct communication which include mailings and classroom announcements. The campus will monitor how many students sign up through the host organizations and track the types and opportunities for outreach.

Strategies to Reduce Housing Insecurities

Indicator(s) most impacted - Retention and Completion: By reducing/removing the socio-economic barrier of housing insecurity, students are more likely to persist and complete

Leveraging the Campus Wellness Center in Combating Housing Insecurity

The Olive-Harvey College Wellness Centers provides both mental health and social services support, and is accessible to all students. Currently students utilize the center in a multitude of ways. As specifically related to housing issues, the center serves students in two targeted ways:

- Providing limited emergency funding to alleviate challenges with paying rent.
- Working directly with students to access community resource (e.g. emergency shelters, navigating public housing processes, searching for affordable housing).

In building on these efforts, it is the intent of OHC to work with District Office in thinking of ways to strengthen the relationships with social service agencies, in order to increase our ability to assist students facing housing insecurities.

Shared Dormitory Pilot Program

Olive-Harvey College has initiated conversations with Chicago State University (CSU) related to developing a pilot program that would enable OHC students to utilize the dormitories at CSU. Good faith steps have been taken to sketch out the feasibility of the plan, including discussion about specifics groups of students to participate in the pilot (e.g. athletes, student leaders, etc). While no agreement has been formalized, we are confident in the process and inevitable result.

On-Campus Housing

The best solution to addressing the housing insecurity experienced by OHC students, is the development of on-campus housing; it is also the most arduous. We are currently in the very early stages of exploring this possibility; socializing the idea while identifying potential third party investors who endeavor to support this effort. Understanding that this strategy will take time to develop, the two previously mentioned housing initiatives will be leveraged to address the immediate of students.

Understanding that students face a variety of academic and social barriers to success, Olive-Harvey College strives to address those outlined in this report using an equitable approach that supports all students. The key to our approach will be ongoing reflection, evaluation, and supplementation of needs as indicated by data.

Strategies to Create More Impactful Advising

Indicator(s) most impacted – Retention, Gateway Completion, and Completion: Consistent, high touch advising yields greater student outcomes related to retention, course advancement, and program completion.

The Office of Instruction and Academic Advising will collaborate to create "course schedule cohorts" for students based upon placement data. Full time course schedule cohorts with math or English, a Social Science course, a College Success course, and an elective will be created for first term students who may need additional supports at the start of their first term of enrollment.

Olive-Harvey College will utilize a cohort model to ensure that students have the support of their peers and the college as they start their post-secondary education. Additionally, the college will integrate wrap-around services such as financial aid and academic advising into the cohort to ensure that students purchase their textbooks early, register for future cohorts appropriately, and reach out for assistance when needed. The college will collect student outcome data for those who participate in the course schedule cohorts and disaggregate by demographics and placement scores to understand whether participation in the cohort model correlates with course completion and/or success.

5. Evaluating Impact

Creation of a Permanent Food Pantry On Campus

The goal of this strategy will be to decrease food insecurity by providing greater access to food. Indicators of impact will include:

- Number of students (duplicated and unduplicated) served by the food pantry
- Number of students counseled by counselor at the food pantry
- Quantity of food items distributed
- Course success rates of students served by the food pantry
- Completion rates of students of students that are served by the food pantry
- Level of food insecurity as reported on surveys such as the Real College Survey

Communicate and engage students to sign up in SNAP benefit program

The goal of this will strategy will be to decrease food insecurity by enrolling students in the SNAP benefits program, which will provide them with more resources to purchase food. Indicators of impact will include:

- Number of organizations affiliated with the Illinois Hunger Coalition that visit the campus
- Frequency of campus visits by these organizations
- Number of student interactions through table visits
- Number of students reached through communications such as emails, mailing, and classroom announcements
- Number of students that sign up for SNAP benefits
- Number of students that receive SNAP benefits
- Course success rates of students that receive SNAP benefits as a result of OH efforts
- Completion rates of students that receive SNAP benefits as a result of OH efforts

Required Course Textbooks Equity Plan Strategies

The goal of these strategies will be to increase access to textbooks so that students can have the resources they need to succeed in their courses. There are three specific strategies: reprocessed book program, open textbook faculty incentive program, all digital model, OHC open education resource website, and textbook rental program.

Reprocessed Book Program

The first indicator of impact will be if the reprocessed book program is created. Other indicators of impact will include:

- Number of faculty participating in the program

- Number of books purchased
- Number of students that check out books
- Number of books that are checked out
- Number of books that are returned
- Course success rates of students that participate in the program
- Completion rates of students that participate in the program

Open Textbook Faculty Incentive Program

The first indicator of impact will be if the open textbook faculty incentive program is created. Other indicators of impact will include:

- Amount of incentive funding set aside
- Amount of incentive funding utilized
- Number of faculty adopting Open Education Resources (OER) for their courses
- Percentage of courses utilizing OER's
- Course success rates of students in courses utilizing OER's

All Digital Model

Indicators of impact include:

- Number of content areas that go all digital
- Course success rates of students in content areas that go all digital

Develop OHC Open Education Resource website

Indicators of impact include:

- Whether website is created
- Level of use by faculty of the website

Textbook Rental Program

Indicators of impact include:

- Whether program is created
- Quantity of textbooks rented
- Course success rates of students utilizing program

Infuse Culturally Responsive Programming into Faculty and Staff Professional Development

Indicators of impact include:

- Number of workshops for FDW
- Number of trainings for Professional Development

Impact on Student performance, retention, and credit accumulation

Indicators of impact include:

- Number of students (and associated GPA) taking advantage of optimal number of advising sessions.
- Number of students (and associated GPA) taking advantage of tutoring services.
- Increase in fall to spring and fall to fall retention rates.
- Increase in the number of full –time student attaining 15 credit hours in their first college semester and 30 credit hours within the first year (7 and 15 respectively for part-time students).
- Integration of student feedback from in-house and national surveys (e.g. CCSSE)

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Food pantry			GCFD award to OHC $3000. 00 to start up food pantry which include refrigeration and storage units. Campus will supply staff (wellness intern) and space for pantry. Food supplies will be donated by GCFD.
SNAP sign up	$ 0.00 (tabling)		Organizations will be scheduled through the wellness center to come to campus.
Reprocessed textbook program	TBD	PBI Grant, STEM Grant, Library General Fund	A budget line was added to the FY20 budget to account for Equity minded projects.
All digital model	TBD	New funding – General Fund	Obtain quote on price for digital models and build into General Fund under different Academic programs.
OHC Open Resource website	No cost to college	None needed	Work with IT Department to create a sustainable website that is accessible.
Textbook rental	TBD	Increase library funding	A budget line was added to the FY20 budget for Equity-minded projects.
Infuse Culturally Responsive Programming into Faculty and Staff Professional Development	TBD	New funding – General Fund	Provide workshops at Fall FDW for faculty and staff to learn about Culturally Responsive Teaching and multicultural education.
Course Schedule Cohorts	No cost to college	None needed	Office of Instruction and Academic Advising collaborate to develop course "bundles" based upon pre-requisites and placement data. Block registration.

Housing Assistance through the Wellness Center	No additional cost to the college	Currently grant funded	Strengthen our community partnerships to increase resources available to students.
Dormitory Pilot	TBD	Existing funds	N/A (Exploration stage)
On Campus Housing	TBD	New private/third party funding	N/A (Exploration stage)

7. ILEA Team

ILEA Core Team	
Kimberly Hollingsworth	President
Curtis Keyes, Jr.	Assistant Professor of African American Studies and History
Michelle Adams	Dean of Student Services
Stephanie DeCicco	Dean of Instruction
David de Medicis	Assistant Director of Research & Planning
Ta-Tanisha Young	Assistant Director of Research & Planning
Amanda Gettes	Director of Strategic Initiatives

ADDENDUM

For decades, there has been a great deal of discussion related to institutions of higher education and their ability to thrive in a virtual space. To be sure, a number of colleges and universities offer online courses, programs and a select few operate fully in a digital environment. However, most institutions relied heavily on their brick and mortar facilities to implement all facets of erudition. This changed in March 2020, as the Coronavirus pandemic challenged all schools to shift and deliver high quality education in the virtual space. Olive-Harvey, along with the six sister City Colleges, rose to the challenge and quickly provided students with a safe, affordable, premium option to continue their education – rooted in effective communication and supportive engagement.

Communication and Sharing of Information

As virtual technology becomes more commonplace during the pandemic, higher education institutions are finding innovative ways to communicate with and provide feedback to students. Most recently, however, we believe that, as an institution, we have erroneously presumed that our students are technologically savvy. In reality, we have learned that our students are "smartphone" savvy. Many students have indicated, via conversations with academic advisors, that the preferred method of communication is text messaging.

Understanding this to be the case, Olive-Harvey College endeavors to leverage our existing GradesFirst system to increase touch points with our students. GradesFirst has been vitally important to our retention efforts – faculty currently utilize the Early Alert function to identify students that are "at risk" of being unsuccessful in their courses. Olive-Harvey College has one of the largest usage rates in the District. Understanding this phenomenon, our goal is to communicate critical, time-sensitive information to students via text messaging (per the CCC Responsible Technology Use Policy). This very intentional effort meets our students where they are and ensures that they are "connected" to the college whether they are face-to-face or learning remotely.

Engaging Students in a Virtual Space

In addition to providing critical and timely information to students, OHC strove to create a rich and engaging cyber learning option. In making this shift many faculty members prepared by maximizing online training opportunities (e.g. Zoom, BrightSpace, etc.). Utilizing these tools, faculty were able to leverage Early Alert and GradesFirst system in new ways that supported both synchronous and asynchronous learning. As a result, more than 90% of OHC faculty have actively engaged with their students remotely.