Illinois Equity in Attainment
Richard J. Daley College
EQUITY PLAN: DETERMINATION AND TRANSFORMATION

August 20, 2020

CITY COLLEGES of CHICAGO
Richard J. Daley

PARTNERSHIP FOR
COLLEGE COMPLETION
Accelerating action to close the graduation gap

Executive Summary

Introduction

Richard J. Daley College is pleased to participate in the Partnership for College Completion's (PCC) Illinois Equity in Attainment initiative. Through the guidance and leadership of the PCC, Daley College has embarked on examining student and institutional-level data to identify student academic achievement gaps and assess the program, policies and practices essential to addressing the College's identified equity gaps. Equity is a priority for Daley College in order to accomplish the City Colleges of Chicago's open-access, social and economic mobility, and social justice mission. Equity is a priority across the college, inclusive of students, faculty, staff and administrators.

As a Hispanic Serving Institution (HSI), Daley College is committed to creating a safe and equitable environment for the college community. This HSI-designation bestows not only privilege but also responsibility to ensure that all students have equitable access to services and resources and to help them accomplish their academic and/or workforce goals. In addition, it is the responsibility of the collective college to champion and address inequities in attainment among African-American, Latinx and other underrepresented populations. It is with this knowledge that the College proceeds to learn from identified challenges and successes and be empowered to foster a campus community that values and prioritizes equitable classrooms, policies, and practices in an inclusive environment.

Current State

In terms of academic success, Daley College is proud to celebrate recent academic milestones. In the last year, Daley College has reached the highest Fall to Spring retention rates that is 71.9% for first-year college students and 67.7% Fall to Spring retention for the general population. However, when examining current data, both at the student and institutional level, there is still much work to be done to improve equity gaps. For example, Daley's male students of color do not successfully complete gateway courses (college-level math and English), do not complete college, and are not retained at the same rate as their female peers.

Future Vision

Daley College seeks to address completion and student outcome disparities through the *Determinants of Student Success* (DSS) framework. The DSS framework was created with the understanding that the success of the College and the success of the students are interconnected. The DSS framework, anchored in addressing the factors that impact students' achievement in and out of the classroom, works toward assuring that Daley College is ready to accept all students. This framework ensures that Daley College is focused on meeting students where they are academically, addressing student financial needs, and providing support and services to assist in social/emotional development.
- Academic factors

- Financial factors
- Social/Behavioral factors
- Campus climate factors

Institutional Strategies

Employing broad-based, cross-departmental strategies that incorporate national models and high-impact practices, Daley has identified four strategies that identify challenges and areas for improvement and are critical to addressing existing equity gaps. Based on the evidence, establishing a first-year experience program will address the specific needs of Daley students and will lead to significant improvements in retention and completion over the next five years. Gateway course success has been identified as a second equity gap. A specific strategy and several associated targeted initiatives have been proposed to improve the success rates in college-level English and math, consequently improving retention and completion outcomes. A third strategy focuses on Daley's adult education program which serves nearly half of the student population at the College. By improving student transitions from adult education (English as a Second Language and High School Equivalency) into credit and career programs, it is possible to move the needle toward equitable completion for Daley's Latinx adult learner students. Finally, by anchoring these strategies within a transformative framework, focused on equity and inclusion, these strategies will be institutionalized within the campus climate, thus establishing a solid foundation that will lead toward sustainable and continuous improvements at Daley.

Evaluation Plan

Daley College's equity plan is fluid and adaptable based on the transformation of our culture with the leadership of our faculty, staff and students. The evaluation plan is broad-based and focused on making incremental improvements on success in gateway courses, retention, completion, and campus climate.
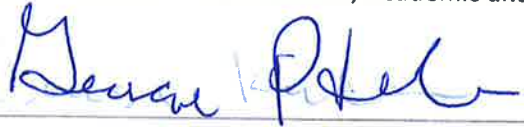
Signature Page

Richard J. Daley College

Equity Plan: 2020 - 2025

The following members of our college/university community have endorsed this Equity Plan:

_____ [Date] __August 17, 2020__

Janine Janosky, Ph.D., President

_____ [Date] __August 17, 2020__

Anne Panomitros - Vice President, Academic and Student Affairs

_____ [Date] __August 17, 2020__

George Kinlaw – Interim Dean, Instruction

_____ [Date] __August 17, 2020__

Erika E. de la Riva - Assistant Director, Research and Planning

_____ [Date] __August 17, 2020__

David Reavill, Ph.D., Professor, Mathematics

Table of Contents

1: Introduction

1a: ILEA Overview

Despite improvements in high school graduation and college matriculation rates for Illinois students, there are wide and persistent gaps in college completion rates, especially for low-income, first-generation students, and students of color. The launch of the **Illinois Equity in Attainment (ILEA)** marks a major step forward for 25 two-year and four-year public and private non-profit colleges and universities from northeastern Illinois and across the state that are committing to eliminating racial and socio-economic achievement gaps by 2025, while aggressively increasing completion rates on their campuses.

ILEA is the signature initiative of the Partnership for College Completion (PCC), a non-profit organization founded in 2016 to catalyze and champion policies, systems, and practices that ensure all students can graduate from college and achieve their career aspirations. With an initial focus on northeastern Illinois, PCC has set a goal to eliminate institutional achievement gaps in college degree completion for low-income, Latino and African American students in Illinois by 2025, establishing the region as a national leader in equity in attainment.

Beginning with this initial cohort, PCC will offer direct support and resources to the 25 colleges and universities that have volunteered to be members of ILEA. PCC will work alongside these partner colleges to jointly set commitments, identify appropriate evidence-based strategies to utilize on their campuses, and scale effective practices. PCC will support policy and practice change efforts that have the explicit goal of eliminating racial and socioeconomic degree completion gaps, while increasing institutional college completion rates overall.

By participating in ILEA, partners commit to a core set of principles:
- Colleges are responsible for graduating all of their degree-seeking students as quickly and efficiently as possible.
- All students can graduate with college degrees if they have the right information, tools, and supports.
- Achievement gaps between low-income, Black and Latino students and their higher-income and White peers are unacceptable and should be eliminated.
- These efforts will be undertaken without sacrificing institutional quality or excellence or increasing admission standards.

The ILEA colleges will conduct a deep analysis of their institutional data, develop equity plans that contain annual growth targets, and report progress toward their goals, which will be shared publicly. The colleges will also work to identify obstacles students face and develop programs and policies that break down unnecessary barriers to college graduation.

The launch of ILEA follows a galvanizing 2017 PCC report, "**Unequal Opportunity in Illinois: A Look at Who Graduates College and Why It Matters**," which found that only 33.7 percent of African American students who start at four-year institutions earn bachelor's degrees within six years – a rate 32.7 percentage points below that of their White peers. For Latinos, 49.3 percent are earning degrees, a gap of 17.1 percentage points. The completion gap between low-income and wealthier students is also alarming: according to Advance Illinois, only 37 percent of low-income students graduate in six years while 75 percent of wealthier students do.

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

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

1b: Institution Overview

Richard J. Daley College, as one of the City Colleges of Chicago, serves the diverse community of the Southwest of Chicago. Daley College's service catchment area includes: Ashburn, Bridgeport, Brighton Park, Chicago Lawn, Clearing, Gage Park, Lower West Side, McKinley Park, Near West Side, North Lawndale, South Lawndale and West Lawn.

Daley College provides opportunities for higher education, professional growth, and cultural enrichment through its credit, continuing education, and adult education programs. Daley College empowers its diverse community to achieve their goals through innovative education and programming in a supportive, inclusive, and equitable environment for lifelong learning.

TABLE 1

Richard J. Daley College Total Enrollment
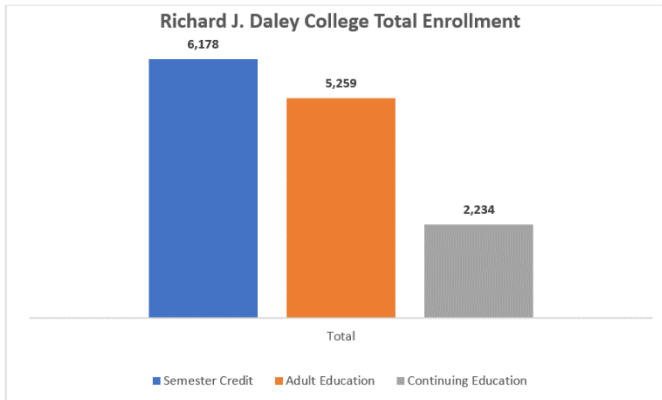
Across instructional areas, Daley College serves approximately 13,072 students annually (Table 1). Of the 13,072 students served – 6,178 enrolled in credit programs, 5,259 enrolled in adult education courses (English as a Second Language and High School Equivalency), and 2,234 enrolled in continuing education (i.e. offers non-credit programs for adults and child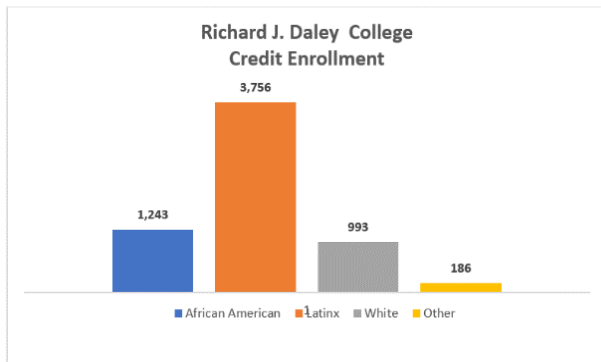ren, including professional development, personal interest, and academic enrichment courses). In terms of credit program, 49% of the students are enrolled full-time and 51% are enrolled in a part-time status.

TABLE 2

Richard J. Daley College Credit Enrollment

As a Hispanic Serving Institution, Daley College serves a diverse student body which is composed of 75% Latinx, 12% African American, 9% White students, and 9 % Other (Table 2). Credit program student demographics are as follows: 60% Latinx, 20% African American, 16% White students and 3% Other (Table 3). Adult education program demographics is as follows: 92% are Latinx, 3% African American, 2% White and 3% other groups.

TABLE 3

Richard J. Daley College Total Enrollment

African American: 1,563
Latinx: 9,792
White: 1,165
Other: 552
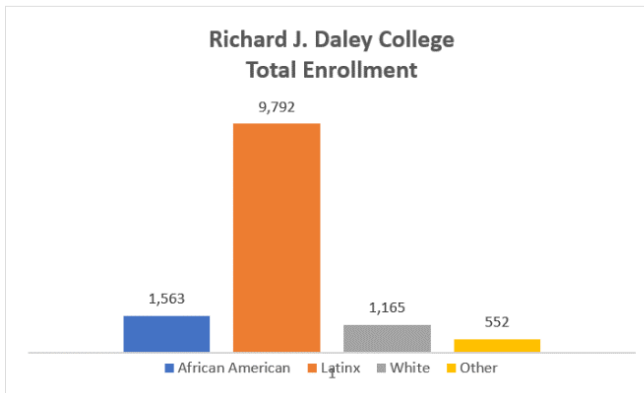
Daley College's diversity also extends to faculty, staff and administration. Daley College employs 619 higher education professionals. Daley College staff's ethnic and racial composition is as follows: 27.6% Latinx, 26.3% African American, 39.6% White, and 6.5% Other or Unknown. Currently, Daley has 30 administrators of which 41% are Latinx, 21% African American, and 38% are White. Among the 55 full-time faculty, 42% are White, 24% are African American, 11% are Latinx, 18% are Asian, and 6% are Other or Unknown.

Daley College offers five types of associate degrees which are designed for transfer to four-year institutions and/or entry into the workforce. Daley offers the following degree programs with course work that transfers to baccalaureate offering colleges and universities: Associate in Science, Associate in Engineering Science, Associate in General Studies, and Associate in Arts. Daley College also offers an Associate in Applied Science with six focus areas, including business, information technology, advanced manufacturing, child development, construction technology, and criminal justice. Additionally, Daley College awards basic and advanced certificates that are designed for career placement and/or stackable credentials.

1c: Equity Statement

Daley College is grounded on the principles of equity and inclusion, and is committed to ensuring each student is successful regardless of their external, internal, social or cultural contexts. To this end and overarching, our campus is an equitable community where each and every individual *is welcomed and supported. Creating and living this culture, of an equitable and inclusive community, are our first principles and the necessary ethos for the success of our students and the opportunities for our faculty, staff, student, and community to prosper.*

Daley College strives to close achievement gaps for all students, particularly for students of color, low-income students, first generation students, and other underrepresented student populations. Comprehensive student support services are designed to meet the needs of individual students.

Daley College does not discriminate on the basis of race, national origin, ethnicity, gender, age, religion, citizenship, sexual orientation or identification, marital status, disability, veteran status, membership or lawful participation in the activities of any organization. Daley College is committed and leads from the position that access to high-quality and affordable education in an inclusive environment is the right of all students.

1d: Purpose of the Equity Plan

The ILEA Equity Plan will serve as a roadmap to outline how Richard J. Daley College intends to close achievement gaps for all students and provide opportunities for adult education students to transition into credit bearing programs.

An important part of this plan is Daley's commitment to supporting faculty, staff and administrators in promoting a culture of equity and inclusion in the following areas: access and equity; diversity in the curriculum; campus climate; teaching and learning; and development. Lastly, this plan highlights a community-engaged approach whereby Daley College will partner with community stakeholders to provide access and advocate for services, programs, and policies that impact student success.

This plan is meant to be fluid and adaptive as Daley's campus climate transforms into one where equity and inclusion are at the forefront across instructional areas, departments and stakeholders inclusive of students, faculty, administrators, staff and industry and community partners. While the overarching goals may not change, activities and tactics might shift to maintain continuity with the evolving campus culture.

1e: Campus Engagement Plan

Daley College's ILEA Leadership Team was first introduced to PCC's ILEA in October 2018. Daley's ILEA Leadership Team is inclusive of the following individuals: Janine Janosky, PhD, Anne Panomitros, George Kinlaw, Erika de la Riva, Silva Villa and Rafael Godina. The broader Daley College community was presented to the Illinois Equity in Attainment initiative in January 2019 when the Institutional Capacity Assessment (ICAT) was distributed to Daley's faculty and staff soliciting their input on the seven essential areas guided by Achieving the Dream's Institutional Capacity Framework. Based on this framework, the following seven areas are identified as essential to supporting and empowering students in achieving their goals: Leadership and Vision; Data and Technology; Equity, Teaching and Learning; Engagement and Communication; Strategy and Planning; and Policies and Practices. Seventy-two Daley College employees completed the assessment.

Following the implementation of the ICAT, the PCC facilitated the ICAT Debrief Meeting at Daley College on February 14, 2019. Paula Hanley and Rebecca Popelka from PCC served as facilitators; Lisa Castillo-Richmond and Julian Williams from PCC were also present. Daley's ILEA Leadership Team, as well as 26 faculty, staff and administrators participated in the debrief conversation. This meeting offered faculty and staff the opportunity to review Daley College's ICAT results and discuss strengths, opportunities, and the necessary action steps to build capacity that serve as the foundation for building the Daley College's Equity Plan.

Based on the ICAT data and debriefing conversation, it was determined that Daley has a strong basic level of capacity. To complement the debrief session, the results of ICAT were presented at the March 2019 College-Wide meeting. In addition to using the ICAT results to inform Daley College's Equity Plan,

these findings also provided insights in the development of Daley's Strategic Enrollment Plan and Five-Year Strategic Plan.

The plan has been presented to Daley's Faculty Council, to the members of the staff and faculty on campus, and Student Government Association, which are all supportive of the strategies outlined in this plan.

2. Current State

The data analyzed for this plan consists of a selected group of key educational outcomes (see tables 4-9 below) which have informed the proposed interventions for this plan.

Daley College will focus on the equity gaps associated with African American and Latinx students as well as students receiving Pell funding.

Daley College's Data Overview and Highlights

2a. African American Students

- Recent data from The Partnership for College Completion highlighted several achievement gaps among African American students:
    - African American students are over-represented at institutions that are the least funded and often have lower completion rates.
    - 11,100 fewer African Americas students attended Illinois' public and private nonprofit colleges in 2017, compared to 2007, despite a change in the number of high school graduates.
    - Most of Illinois' African American community college students are placed into non-credit-bearing developmental education courses which are often barriers to degree attainment.

- At Daley College, African American students have the largest achievement gaps across all the indicators being monitored for this Equity Plan.
    - Credit hour accumulation rate, both Fall and Fiscal Year, is lowest among full-time students compared to part-time students.
    - In terms of Gateway courses, African Americans students encounter challenges taking and passing both English and Math and have less favorable outcomes with Math.
    - Although African American students are retained from Fall to Spring, Fall to Fall retention decreases considerably for both full-time and part-time students.
    - Finally gender performance gaps were observed among African Americans; achievement lowest among males compared to their female peers.

2b. Latinx Students

- Recent data from The Partnership for College Completion has highlighted several key achievement gaps among Latinx students:
    - From 2007 to 2017, Illinois Latinx high school graduates increased by 81% and Latinx college enrollment nearly doubled. Despite this increase, low transfer and completion rates, the rate of four-year degrees awarded to Latinx graduates did not keep pace with enrollment increase.

- Though Illinois is lauded for leading the nation in graduation rates for transfer students, Latinx community college students are about 30% less likely to transfer than White students.
- The completion rate for the Illinois' Latinx community college students is 25%, compared to 37% for White community college students. Furthermore, Latinx students at four-year public universities graduate at a rate of 41%, compared to 55% for White students.

- At Daley College, persistence and degree completion are major achievement gaps among Latinx students.
  - Although Latinx students have slightly better Fall to Fall and Fiscal Year retention rates compared to other student subgroups, this does not translate to degree completion.
  - Low credit hour accumulation rates, for both Fall to Fall and Fiscal Year, are performance gaps likely contributing to degree completion.
  - In terms of Gateway courses, Latinx students also encounter challenges taking and passing both English and math and have less favorable outcomes with math.
  - Similar to African Americans, gender performance gaps were observed among Latinx males compared to their female Latinx peers.

2c. Students receiving Pell Grants

- Daley College's data reveal a considerable persistence and degree completion gap among Pell recipients compared to non-Pell recipients, primarily among full-time students.
  - Pell recipients generally have considerably better Fall to Spring retention, this trend, however, does not trend does not translate to Fall to Fall rates.
  - In terms of Gateway courses, both Pell and non-Pell recipients encounter challenges taking and passing math.

As referenced earlier, Daley College, similar to other colleges and universities involved in this partnership, have analyzed the following educational outcome metrics to inform their equity plans:

- Associate degree completion within four years among both full-time and part-time students (Table 4)
- Fall to Spring retention among both full-time and part-time students (Table 5)
- Fall to Fall retention for both full-time and part-time students (Table 6)
- Credit accumulation in the fall semester – 15 or more credits accumulated for full-time students and 7 or more credits cumulative for part-time students (Table 7)
- Credit accumulation in the first year – 15 or more credits accumulated for part-time students or 30 or more credits cumulative for full-time students (Table 8)
- Gateway courses – Taking and passing college-level English and math in the first year (Table 9)

The data below compares the above referenced academic outcomes for Daley College students according to race/ethnicity, gender and Pell grant eligibility. The tables below provide conditional formatting and can be interpreted as follows:

- Red – indicates the lowest data set.
- Green – indicates the highest values in the data set.

This report includes data for the Daley College's Construction Technology academic program which is designed to grant credit courses to the International Brotherhood of Electrical Workers (IBEW) technical training program. This program is a contractual arrangement between Daley College and IBEW. The IBEW program is a five-year full-time apprenticeship program. Daley College provides industry approved college credit courses that count towards the educational module of the program. In the first year, students enroll in classes full-time the first semester and then transfer to the apprenticeship component of the program. For the first three years, the students follow this program structure – one semester of classes followed by the apprenticeship training. In the final two years of the program, the students enroll in full-time apprenticeship and do not enroll in courses at Daley.

Program requirements and admission are determined by industry need and IBEW's ability to place apprentices with companies. Daley College does not directly impact the enrollment or outcomes of the students in this program. Sixty percent of the students enrolled in the Construction Technology program are White. In addition, 90% of the full-time White students in this data set are enrolled in Daley's Construction Technology program.

The program structure as referenced earlier directly impacts several of the outcome metrics in this plan as will be evident in the data presented in the next section: 1) Fall to Spring retention – since Fall starters stop out during the Spring semester to complete the apprenticeship component of the program, retention rates tend to be considerably lower for full-time White students, 2) Completing 30 credit hours in the first year – similar to the previous metric, this group of students, specifically White full-time students, tend to have lower outcomes, 3) Degree or Certificate Completion within Four Years – based on the design of the program, students enrolled in this program, specifically White full-time students, have considerably high completion rates, as students earn a basic certificate in their first semester and an advanced certificate their second year. Note that some students in this program proceed to earn an associate degree.

Table 4: Completion in 4 Years — Part-time and Full-time Students

Overall full-time students have better degree or certificate completion rates compared to part-time students. Full-time White students have the highest credential completion rates compared to African American and Latinx students. As it relates to other full-time minority students, Latinx students have slightly better credential attainment rates compared to their African American peers.

Cohort	College	Degree or Certificate within 4 years*																			
		Part-time students										Full-time students									
		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2012	DA	15	8%	44	13%	13	27%	70	22%	53	20%	51	17%	124	35%	59	65%	141	26%	155	61%
Fall 2013	DA	11	6%	53	16%	10	24%	43	17%	64	21%	42	15%	178	40%	97	75%	174	30%	211	65%
Fall 2014	DA	9	7%	39	14%	7	21%	52	23%	34	13%	39	18%	117	34%	51	71%	131	31%	132	56%
Fall 2015	DA	7	6%	42	16%	4	19%	21	12%	33	15%	40	26%	138	38%	101	86%	100	30%	184	57%
Fall 2016	DA	9	12%	34	17%	3	14%	29	20%	17	10%	28	25%	143	37%	123	88%	90	30%	214	61%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

Note: This particular metric tracks students enrolled in a given starting cohort for four years.

Table 5: Fall to Spring Retention – Part-time and Full-time Students

Full-time students across all sub-groups have considerable higher Fall to Spring retention rates compared to part-time students. Full-time Latinx students have higher Fall to Spring retention compared to their peers. Fall to Spring retention considerably decreases among part-time students. Part-time White students have the highest Fall to Spring retention rate compared to their peers.

Cohort	College	Fall to Spring Retention																			
		Part-time students										Full-time students									
		African-American		Latinx Students		White Students		Pell Students		Non-Pell Students		African-American		Latinx Students		White Students		Pell Students		Non-Pell Students	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	DA	65	43%	209	62%	19	49%	171	67%	137	47%	166	67%	289	82%	30	83%	367	79%	134	70%
Fall 2015	DA	44	37%	146	53%	15	65%	114	60%	99	42%	104	71%	288	80%	24	75%	290	85%	132	64%
Fall 2016	DA	34	40%	114	53%	14	67%	102	66%	65	37%	71	65%	300	81%	16	73%	265	83%	130	68%
Fall 2017	DA	34	43%	113	56%	16	80%	96	69%	72	42%	68	72%	269	76%	13	42%	244	81%	112	58%
Fall 2018	DA	39	45%	111	52%	9	64%	99	68%	64	36%	75	71%	298	72%	16	67%	265	82%	130	56%
Fall 2019	DA	25	56%	137	62%	9	64%	102	63%	73	58%	75	75%	338	80%	22	63%	309	80%	131	72%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

Table 6: Fall to Fall Retention – Part-time and Full-time Students

While the previous table highlights strong retention rates among full-time students, this trend does not translate to Fall to Fall retention. A significant decrease in Fall to Fall retention can be observed among all sub-groups for both full-time and part-time students. This decrease is more pronounced among African American students.

Cohort	College	Fall to Fall Retention																		
		Part-time students										Full-time students								
		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	DA	38	25%	143	43%	13	33%	106	42%	97	33%	93	39%	204	60%	19	58%	222	49%	102	55%
Fall 2015	DA	20	17%	95	35%	8	36%	72	39%	54	23%	61	43%	229	65%	19	59%	205	61%	107	53%
Fall 2016	DA	26	32%	94	44%	8	40%	84	56%	48	28%	47	44%	240	67%	8	38%	197	64%	105	57%
Fall 2017	DA	26	33%	85	43%	11	65%	72	53%	53	32%	53	58%	199	58%	8	47%	173	60%	91	53%
Fall 2018	DA	22	26%	78	37%	6	46%	64	44%	44	26%	34	34%	220	55%	12	52%	164	53%	107	47%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

Table 7: First Fall Semester Credit Accumulation – Part-time Students Earning at Least 7 Credit Hours and Full-time Students Earning at Least 15 Credit Hours

Full-time White students have the highest percentage of students who earn at least 15 credit hours in their first fall semester in college. In comparison, African American and Latinx full-time students earn at least 15 credit hours in the first term at a lower percentage. In terms of part-time students, African Americans represent the highest student subgroup earning at least seven credits their first fall semester, while Latinx have the lowest credit accumulation among part-time students.

Cohort	College	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		Latinx Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	DA	10	14%	61	28%	2	13%	50	31%	26	16%	14	10%	41	16%	9	39%	35	12%	36	26%
Fall 2015	DA	13	19%	64	31%			46	35%	41	25%	13	14%	54	18%	6	23%	31	12%	45	26%
Fall 2016	DA	7	15%	52	32%	4	36%	34	30%	30	26%	12	15%	75	24%	29	78%	42	17%	77	38%
Fall 2017	DA	19	41%	51	38%	2	20%	38	44%	34	31%	8	12%	50	17%	24	71%	17	7%	66	38%
Fall 2018	DA	16	32%	57	38%			40	41%	36	32%	17	26%	65	20%	24	73%	46	21%	62	30%
Fall 2019	DA	11	42%	38	25%	2	33%	31	26%	20	28%	9	14%	36	12%	45	75%	14	5%	84	48%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

Table 8: Fiscal Year Credit Accumulation – Part-time Students Earning at least 15 Credit Hours and Full-time Students Earning at Least 30 Credit Hours

Compared to data in Table 5, this data highlights an alarming decrease in the percentage of full-time students who persisted to the second semester and completed at least 30 credit hours in their first year. This trend translates across all full-time student sub-groups. Part-time students persist at a higher rate and proceed to accumulate at least 15 credit hours in their first year. However, considerably fewer African American and Latinx part-time students accumulate at least 15 credit hours compared to White part-time students.

As referenced previously, students enroll full-time in Daley College's Construction Technology during their first semester in the program and proceed to the apprenticeship component of the program in their second semester. This explains the drastic decrease in White students who do not proceed to accumulate 30 credit hours in the first year.

Cohort	College	Institutional Credits Accumulated First Year (including summer)																			
		Part-time students earning at least 15 CH (# and %)										Full-time students earning at least 30 CH (# and %)									
		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students		African-American Students		Latinx Students		White Students		Pell Students		Non-Pell Students	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	DA	10	14%	45	21%	3	19%	40	25%	20	12%	6	4%	34	13%	2	9%	28	9%	17	12%
Fall 2015	DA	4	6%	42	20%	2	22%	30	23%	21	13%	7	8%	45	15%	3	12%	27	10%	29	17%
Fall 2016	DA	5	10%	43	27%	4	36%	35	31%	19	17%	8	10%	56	18%	1	3%	41	17%	27	13%
Fall 2017	DA	19	41%	32	24%	3	30%	32	37%	22	20%	5	8%	38	13%	1	3%	16	7%	28	16%
Fall 2018	DA	11	20%	46	26%	3	30%	43	55%	18	23%		0%	15	6%	2	6%	10	13%	7	9%
Fall 2019	DA	8	22%	47	24%	5	54%	45	27%	16	20%	4	6%	15	5%	1	2%	11	4%	9	5%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

Table 9: Students Taking and Passing College Level English or Math in the First Year

The table below reveals a difference in gateway course completion – students generally have a considerably higher course completion rate in English compared to mathematics. Compared to their peers, Latinx students have the highest percentage of students taking and passing college-level English in their first year in college. In terms of mathematics course completion, Latinx students have the highest course completion rate, however, that course completion rate is considerably lower compared to English course success rate.

Cohort	College	Gateway Course Completion																			
		English										Math									
		African-		Latino/a		White Students		Pell Students		Non-Pell		African-		Latino/a		White Students		Pell Students		Non-Pell	
		#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%	#*	%
Fall 2014	DA	53	25%	212	46%	13	32%	172	35%	110	38%	22	10%	104	23%	9	23%	87	19%	52	19%
Fall 2015	DA	51	34%	226	49%	13	39%	187	40%	109	44%	18	12%	106	23%	4	13%	76	20%	55	19%
Fall 2016	DA	36	28%	218	50%	13	30%	163	50%	109	44%	15	12%	108	25%	5	11%	84	24%	47	18%
Fall 2017	DA	38	36%	166	41%	13	29%	139	45%	84	32%	20	18%	106	25%	8	18%	77	25%	60	21%
Fall 2018	DA	36	34%	217	48%	11	28%	170	54%	98	33%	11	9%	99	22%	7	18%	65	20%	53	17%
Fall 2019	DA	42	44%	259	52%	15	22%	223	52%	95	37%	12	12%	113	23%	8	13%	97	23%	38	15%

is the number of students who were counted as successful (the numerator). The total number can be found in the source data or by dividing the # column by the % column.

3. Future Vision

Richard J. Daley College believes in the transformative power of education and that the purpose of education is to empower all learners with agency and cognitive fortitude. Daley College learners will use their agency and power to transform "any repressive features of schooling" (Giroux, 1983) to attain the freedom that education can bring. In focusing on this freedom and the power it brings, Daley College seeks to address completion and student outcome disparities through a Determinants of Student Success (DSS) framework (see Figure 1). The DSS framework was developed with the understanding that the success of the College and the success of the students are symbiotic and essential for the advancement of the broader community.

Figure 1: Determinants of Student Success (DSS) Framework©
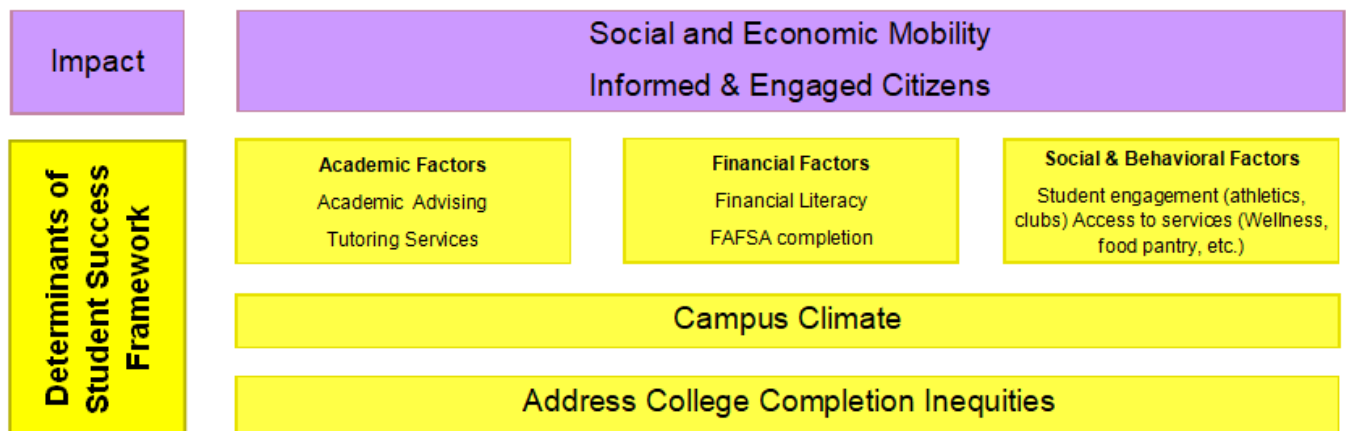
The DSS framework, anchored in addressing the factors that impact students' achievement in and out of the classroom, works toward assuring that Daley College is ready to accept all students. This framework ensures that Daley College is focused on addressing students' academic and financial needs and providing support services to assist in their socio-emotional development. The DSS framework and its integration with Daley's approach to people, places, processes and programs is fully operationalized in section 4.

- Academic factors
  The College commits to developing and supporting clearly articulated pathways to academic achievement for students. Special attention will be paid to academic content delivery methods that can influence retention and completion, such as linked or augmented classes.
- Financial factors
  The College will consider students' financial circumstances and support them to address academic and financial factors that impact their academic success.

- Social and behavioral factors
    - The College is vested in understanding the social/emotional factors which might detract students from the focusing on their academic goals. Across the college, the various stakeholders will take stock and account for the socio-economic factors that can impact the College's equity initiatives.
- Campus climate factors
    - The College is committed to acknowledging and reconciling its institutional past and present patterns of behavior that might inhibit equitable educational attainment for all students. This includes exploring multiple mechanisms for student engagement and examining students' lived campus experience.

Equity Goals

At Richard J. Daley College, the Determinants of Student Success (DSS) framework is employed to ensure that all factors impacting student success are addressed. Through this framework, it is possible to focus on the critical factors that have the potential for improving overall institutional outcomes, closing equity gaps, and better serving Daley students with respect and dignity. The following four goals have been identified and will directly address and impact equity on campus:

1. Gateway Courses: Increase the number of students taking and passing college level English and math in the first year.
2. First Year College Experience Program: Increase retention among part-time and full-time students through a first-year college experience program.
3. Strengthen Transition Points: Increase the number of English as a Second Language (ESL) and high school equivalency (HSE) students who go on to earn college/career credentials.
4. Campus Climate: Transform Daley College's campus culture to institutionalize the values of diversity, inclusion and equity.

Figure 2 below, provides a snapshot of Daley's Determinants of Student Success (DSS) Framework and outlines how this framework supports the proposed goals and strategies and anticipated outputs and outcomes. In addition, it depicts Daley College's commitment to supporting the long-term goals for the broader community.

Figure 2: Daley's College Equity Plan Logic Model
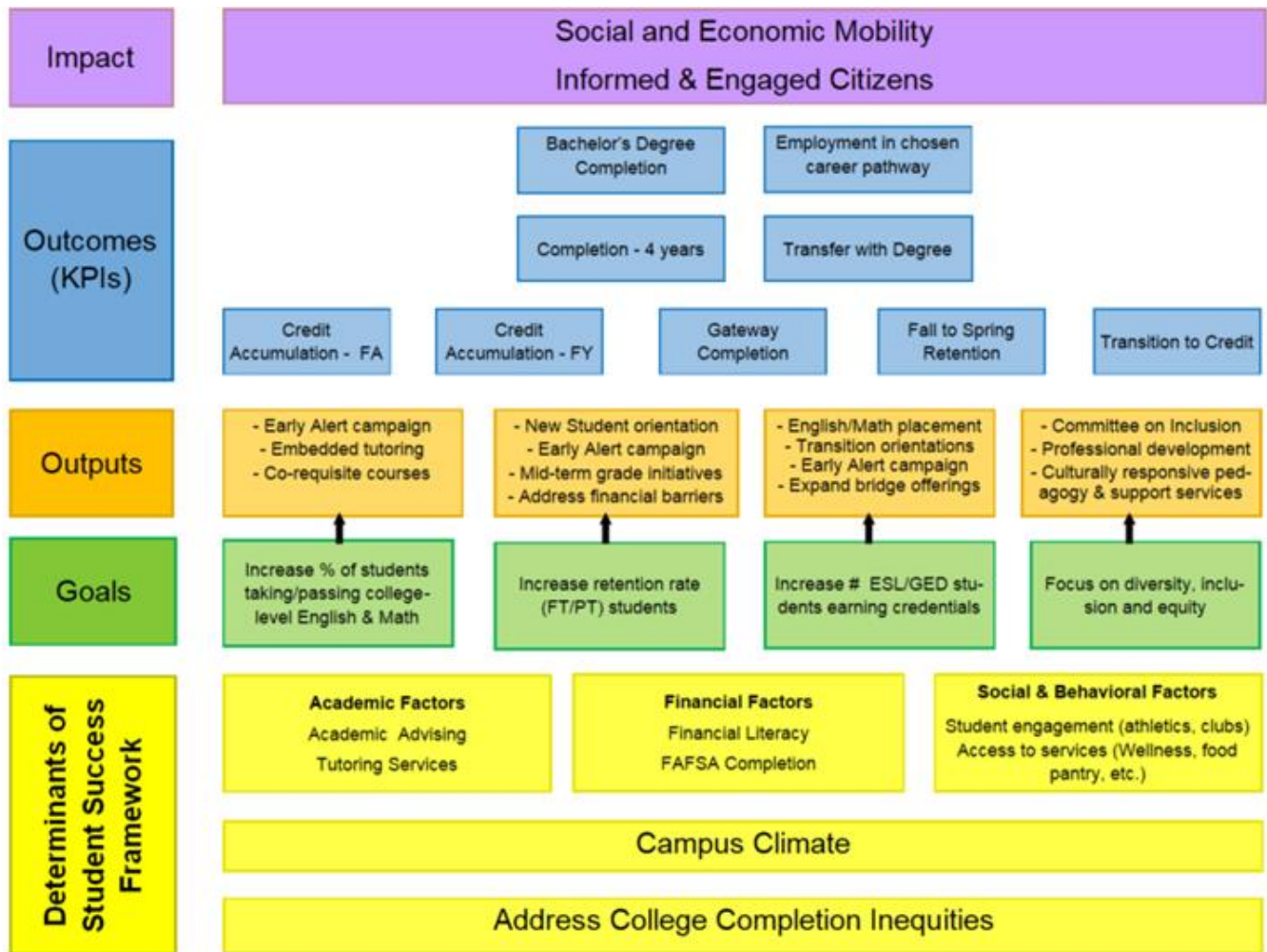
Below are the key performance indicators that will be supported by the proposed strategies outlined in the plan and will have a significant impact in addressing equity gaps at Daley College.

Table 10: Gateway Course Completion

Cohort	Gateway Course Completion					
	English			Math		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	36%	48%	28%	12%	22%	18%
Fall 2022	44%	49%	35%	18%	25%	23%
Fall 2023	50%	50%	43%	27%	27%	27%
Fall 2024	52%	52%	50%	28%	28%	28%
Fall 2025	55%	55%	55%	29%	29%	29%

Table 11: Institutional Credits Accumulated in the First Fall

Cohort	Institutional Credits Accumulated First Fall					
	Part-time students earning at			Full-time students earning at least		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	42%	25%	33%	14%	12%	75%
Fall 2022	42%	30%	35%	16%	15%	75%
Fall 2023	43%	35%	38%	19%	19%	75%
Fall 2024	44%	40%	40%	23%	23%	75%
Fall 2025	45%	45%	45%	26%	26%	75%

Table 12: Institutional Credits Accumulated in the First Year

Cohort	Institutional Credits Accumulated First Year (including summer)					
	Part-time students earning at			Full-time students earning at least		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	20%	26%	30%	8%	13%	6%
Fall 2022	22%	27%	30%	10%	14%	9%
Fall 2023	25%	28%	30%	12%	15%	12%
Fall 2024	28%	29%	30%	15%	16%	12%
Fall 2025	30%	30%	30%	17%	17%	12%

Table 13: Fall to Spring Retention

Cohort	Fall to Spring Retention					
	Part-time Students			Full-time Students		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	56%	62%	64%	75%	80%	63%
Fall 2022	59%	63%	65%	77%	81%	70%
Fall 2023	63%	65%	67%	79%	83%	75%
Fall 2024	67%	67%	68%	82%	84%	80%
Fall 2025	70%	70%	70%	85%	85%	85%

Table 14: Fall to Fall Retention

Cohort	Fall to Fall Retention					
	Part-time Students			Full-time Students		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	26%	37%	46%	34%	55%	52%
Fall 2022	32%	40%	47%	39%	57%	55%
Fall 2023	38%	43%	48%	44%	61%	60%
Fall 2024	45%	47%	49%	58%	65%	64%
Fall 2025	50%	50%	50%	67%	67%	67%

Table 15: Degree or Certificate Completion within 4-years

Cohort	Degree or Certificate within 4-years					
	Part-time students			Full-time students		
	African American Students	Latinx Students	White Students	African American Students	Latinx Students	White Students
	%	%	%	%	%	%
Fall 2021	6%	16%	19%	26%	38%	86%
Fall 2022	10%	16%	20%	30%	38%	86%
Fall 2023	18%	17%	21%	35%	39%	86%
Fall 2024	22%	18%	22%	38%	40%	86%
Fall 2025	23%	23%	23%	41%	41%	86%

Table 16: Number of ESL and HSE Students Enrolled in Gateway Program

| Gateway Enrollment | |
Fiscal Year	Unduplicated Headcount
FY 2020-2021	85
FY 2021-2022	85
FY 2022-2023	103
FY 2023-2024	154
FY 2024-2025	225

Table 17: Number of ESL and HSE Students Enrolled in Bridge Programs

| Bridge Proggram Enrollment | |
Fiscal Year	Unduplicated Headcount
FY 2020-2021	50
FY 2021-2022	100
FY 2022-2023	140
FY 2023-2024	140
FY 2024-2025	140

4. Institutional Strategies

To align with Daley College's strategic initiatives, the proposed strategies are anchored within The Determinants of Student Success Framework, referenced in pages 17 to 19.

Objective 1: Gateway Courses – Increase the number of students taking and passing college level English and math in the first year.

Taking and passing college-level English and math in the first year is a primary indicator for persistence and completion. At Daley, the largest equity gaps are among African American students compared to all other student groups. While efforts have been made to close this gap including co-requisite courses in English, an achievement gap still remains. To address this disparity, the following strategies have been identified:

- Develop and launch math co-requisite courses with embedded tutoring, and/or enhanced keystone method instruction.
- Institute early alert tracking: enhance communication and multi-directional feedback between faculty, students and advisors to provide comprehensive support services.
- Expand mid-term grade intervention: students with grades of C, D, or F at midterm are contacted by their academic advisor with supportive services.
- Explore integrating embedded tutoring: Providing supplemental tutoring services in the classroom as an additional course resource.
- Establish a summer bridge program geared toward incoming first-year college students focused on English and math enrichment.

Objective 2: First Year College Experience Program: Increase retention among part-time and full-time students through a first-year college experience program.

Equity gaps have been identified, specifically related to retention and completion outcomes. By developing and implementing a first-year college experience (FYCE) program, it is envisioned that Fall to Spring and Fall to Fall retention, and consequently completion, will be positively impacted. In addition, a guided pathway model will be integrated into the FYCE program to address credit accumulation and completion. The latter will address completion both in terms of the attainment of certificates, stackable credentials, associate degrees, and workforce placement.

Toward this objective, we have identified the following strategies:

- Develop a first-year college experience program which will be comprised of tailored instruction, first-year advising, specialized academic supports, financial literacy, and career exploration, etc.

- Improve delivery of culturally responsive services e.g., tutoring, supplemental learning, and disability accommodations.
- Conduct culturally responsive student orientations with an emphasis on student engagement, co-led by peer-student ambassadors.
- Conduct culturally and socially responsive family orientations with flexible scheduling to provide access to bilingual parents.
- Collaboratively institute strategies with academic advisors and faculty on first-year advising, academic, and career exploration to increase student sense of belonging and student engagement
- Institute a comprehensive financial literacy campaign that is inclusive of financial aid workshops, SAP appeals, scholarships, etc.
- Implement a men of color mentorship program: Provide specialized support services to male students of color, including study sessions, mentorship, leadership opportunities.

In the addition to the strategies above, the following will complement the first-year college experience program and directly impact credit accumulation and completion.

- Implement a guided pathway model to increase students' transfer opportunities to four-year institutions.
- Implement a guided pathway model and stackable credentials to increase work-based learning opportunities e.g., apprenticeships, internship, externship.
- Provide dynamic date courses, accelerated courses, and intercessory sessions to increase class offerings and delivery methods that align with the needs of a diverse student population.

Objective 3: Strengthen Transition Points – Increase the number of ESL and high school equivalency (HSE) students earning college/career credentials.

Adult education students, students taking English as a Second Language and high school equivalency classes, make up nearly half of Daley's student population. To ensure equity and access across instructional areas, it is critical that strategies focused on supporting adult education students' transition to the credit program be included in this equity plan. By supporting the transition points from the adult education program into credit and career programs, it is possible to address the equity gap in completion for Latinx adult learners, as well as create a path toward social and economic mobility. These students will also have the opportunity to participate in the first-year college experience program.

To accomplish this objective, the following strategies will be implemented:

- Expand Bridge and Gateway program offerings

- Promote transition opportunities from adult education courses (ESL and HSE) into credit and career programs with the support of dedicated transition specialists and academic advisors.
- Improve processes and student tracking across adult education transitions programs.
- Implement a guided pathway model and stackable credentials to increase work-based learning opportunities e.g., apprenticeships, internship, externship.

Objective 4: Campus Climate: Transform Daley College's campus culture to institutionalize the values of diversity, inclusion and equity.

Daley College's newly established Committee on Inclusion has been charged with leading and supporting college-wide initiatives focused on people, places, processes, and programs. The role of this Committee is to be more intentional in fostering a college culture committed to diversity and inclusion from its staffing practices to professional development, as well as supporting the delivery of culturally competent and responsive student support services. It is envisioned that the comprehensive scope of this committee will directly impact student outcomes, including key achievement gaps, such as gateway courses, retention and completion.

To accomplish this objective, the following strategies will be implemented:

- Integrate the Committee on Inclusion framework to support the hiring and retention of staff representative of key departments, faculty and staff.
- Leverage Daley College's Committee on Inclusion to support, students, faculty and staff within the context of a culturally responsive campus.
- Facilitate faculty and staff professional development opportunities inclusive of diversity in the areas of cultural competency, student development, student engagement.
- Champion learning opportunities for high-need student subgroups not intentionally being recruited or enrolled in programs e.g., students with severe physical/intellectual disabilities, formerly incarcerated, etc.
- Support departments to expand programs supportive of non-traditional students including high-need vulnerable subgroups such as: veterans, students with disabilities and DACA.
- Collaborate across departments to improve delivery of culturally responsive services, e.g., tutoring, supplemental learning, and disability accommodations.

5. Evaluation Plan

The Daley College Equity Plan will be evaluated by improving upon the benchmark data provided earlier in this document. Furthermore, Daley College believes that improving on pace and improving the number of students taking and passing college level math and English will ultimately result in decreased equity gaps in the College and the State.

Objective 1: Gateway Courses: Increase the number of students taking and passing college level English and math in the first year.				
Success Metric	**Tactics**	**Key Results/Success Measure**	**Key Milestones**	**Timeline**
Taking and passing college-level English and math	Math co-requisites with embedded tutoring, and/or keystone method instruction.	Above 65% pass rate in first year for all students, 75% pass rate by 2022	Establish co-requisite courses; assess outcomes	Begin Fall 2020; Ongoing
	Early alert tracking: enhancing communication lines between faculty, students and advisors	Above 78% pass rate in first year, 85% pass rate by 2022	Faculty early alert PD; Promoting Early Alert Campaign - faculty, advisors, support services	Ongoing
	Expand mid-term grade intervention: students with grades of C, D, or F at midterm		Cross departmental collaboration to monitor mid-term grades; Mid-term communication with students	Summer 2020; Ongoing
	Explore integrating embedded tutoring		Determine budget needs; resources required	Fall 2021
	Establish a summer bridge program geared toward incoming first-year high school students focused on Math and English enrichment.		Explore funding opportunities; Develop bridge program; Recruit eligible students (SP -yearly); Implement the program (SM - yearly); Monitor the success of the program and make adaptations (ongoing)	Fall 2020; Launch Fall 2021; Ongoing

Objective 2: First Year College Experience Program: Increase retention in part-time and full-time students through a first- year college experience.				
Success Metric	**Tactics**	**Performance Measure**	**Key Milestones**	**Timeline**
Retention, credit accumulation, completion	Develop a first-year college experience program	Above 65% fall to spring and 65% fall to fall retention in first year; increase by 3% each year thereafter	Design the FYCE program; Launch FYCE - recruit students; Develop FYCE Team - foster collaboration/ monitor student success; Make ongoing formative changes based on feedback	Fall 2020; Ongoing
	Improve delivery of culturally responsive services		Looking at evidence-based model/culturally competent, models, conduct professional development, offer new models	Fall 2020; Ongoing
	Conduct culturally responsive student orientations		Work with SGA and other student organizations to present to incoming students	Fall 2020; Ongoing
	Conduct culturally responsive family orientations night targeting bilingual parents.		Parents will be invited to participate in family orientation night or open houses.	Fall 2020; Ongoing
	Collaboratively institute strategies with academic advisors and faculty on first-year advising, academic, and career exploration		Institute a comprehensive financial literacy campaign	Fall 2020; Ongoing
	Institute a comprehensive financial literacy campaign		Conduct a calendar of financial aid workshops; Monitor students' academic progress	Fall 2020; Ongoing
	Implement a men of color mentorship program		Research and develop successful mentorship	Fall 2020; Ongoing

Success Metric	Tactics	Performance Measure	Key Milestones	Timeline
			program; pilot mentorship program and assess results	
	Implement a guided pathway model to increase students' transfer opportunities to four-year institutions.		Assess available pathway resources and implement structured pathway program; Professional development	Fall 2020; Ongoing

Objective 3: Strengthen Transition Points – Increase the number of ESL and high school equivalency (HSE) students earning college/career credentials.

Success Metric	Tactics	Performance Measure	Key Milestones	Timeline
Completion, transition to credit programs	Expand Bridge and Gateway program offerings	Increase from 1 to 3 bridge offerings over next five year Increase transition opportunities by a minimum of 10% each year	Successfully transition all current Gateway students to NEW gateway program; 20 more Bridge students complete Bridge; increase in industry credentials	Fall 2020; Ongoing
	Promote transition opportunities to adult education students	Increase in industry credentials	At multiple points through the semester program transition opportunities to eligible students	Fall 2020; Ongoing
	Improve processes and student tracking in adult education transitions programs.		Developing tracking mechanism and monitor students throughout the semester; follow bridge pathways models	Fall 2020; Ongoing
	Implement a guided pathway model		Adapt the credit program pathway model	Fall 2020; Ongoing

Objective 4: Campus Climate: Transform Daley College's campus culture to institutionalize the values of diversity, inclusion and equity.

Success Metric	Tactics	Performance Measure	Key Milestones	Timeline

| Retention, completion | Integrate the Committee on Inclusion framework to support the hiring and retention of faculty and staff. | Retention increase 3% each year

Closing completion gaps per student group each year. | Baseline staff retention rates; administer faculty and staff survey | Begin Spring 2020 |
| --- | --- | --- | --- | --- |
| | Leverage Daley College's Committee on Inclusion to a culturally responsive campus. | | Identify 1-2 program p/year to support in tailoring services | Begin Spring 2020; Launch Fall 2021 |
| | Facilitate professional development opportunities. | | Identify areas for professional development; establish timeline; roll-out PD calendar | Begin Spring 2021 |
| | Provide learning opportunities for high-need student subgroups | | Explore opportunities to expand recruitment to veterans, disability, DACA and the formerly incarcerated | Fall 2021; Ongoing |

6. Budget

Institutional Strategy	Budget Implications	Revenue Source (New/Existing)	Sustainability Plan
Objective 1: Gateway Courses – Increase the number of students taking and passing college level English and math in the first year.			
Early-alert tracking	0 to low costs: Resources for additional GF training Faculty ambassador	New revenue Redirect 5% of existing faculty PD towards Early-Alert initiatives	Investigate possible Early-Alert/Intervention grants for vulnerable demographic
Mid-term grade intervention	0 to low costs: 2-3 Faculty ambassadors (compensated) to train and promote mid-term strategies	New revenue	Investigate possible mid-term approaches/Intervention grants for vulnerable demographic
Embedded tutoring	Reallocation of existing funds to support additional tutors	New revenue	Identify funding opportunities
Math co-requisite courses	No costs Possibly: PD on co-requisite effective modes of delivery	New revenue	Investigate possible co-requisite approaches/Intervention grants for vulnerable demographic
Summer Bridge Program	Additional costs outside of existing budget	New revenue	Program costs

Objective 2: First Year College Experience – Increase retention in part-time and full-time students through first year college experience.			
Parent bilingual orientation	Reallocation of general funds Print material Resources for events	Existing revenue	Possible grant funding
First-year advising	No costs Possibly PD resources	Existing revenue	Expansion of student support liked grants (i.e. TRIO)
Academic support centers and study sessions	Tutors, existing budget	Existing revenue	Existing and grand funding
Experiential learning opportunities	Reallocate existing funding in Y1; transportation related costs	Redirect existing general funds	Possible grant funding
Financial literacy	No costs Possible costs related to meeting resources	Redirect existing general funds	Possible grant funding
Men of color mentorship program	Additional costs outside of existing budget	New funding	Programmatic costs
Objective 3: Strengthen Transition Points – Increase the number of ESL and high school equivalency (HSE) students earning college/career credentials.			
Expand Bridge offerings	No costs	Existing revenue	Leverage existing funding
Increase Bridge and Gateway enrollment	No costs	Existing revenue	Leverage existing funding
Communicate transition opportunities	No costs	Existing revenue	Possible grant funding

Increase transition from adult education to credit	Reallocate existing funding	Existing revenue	Leverage existing funding
Objective 4: Campus Climate – Transform Daley College's campus culture to institutionalize the values of diversity, inclusion and equity.			
Integrate the Committee on Inclusion framework to support the hiring and retention of faculty and staff.	No costs	Existing revenue	No costs
Leverage Daley College's Committee on Inclusion to support a culturally responsive campus.	No costs	Existing revenue	No costs
Facilitate professional development opportunities.	Leverage existing funding	Existing revenue	Leverage existing funding
Provide learning opportunities for high-need student subgroups.	Reallocation of existing funds to support additional tutors	Combination of existing and new revenue	Identify new funding opportunities
Support departments to expand programs supportive of non-traditional students	Leverage existing funding	Combination of existing and new revenue	Identify new funding opportunities
Collaborate across departments to improve delivery of culturally competent resources	Leverage existing funding	Combination of existing and new revenue	Identify new funding opportunities

7. Timeline

Equity Plan Timeline				
FY 20-21	**FY 21-22**	**FY 22-23**	**FY 23-24**	**FY 24-25**
Objective 1: Gateway	**Objective 1: Gateway**	**Objective 1: Gateway**	**Objective 1: Gateway**	**Objective 1: Gateway**
Develop and launch math co-requisite courses and/or keystone method	Develop and launch math co-requisite courses and/or keystone method	Develop and launch math co-requisite courses and/or keystone method	Develop and launch math co-requisite courses and/or keystone method	Develop and launch math co-requisite courses and/or keystone method
Institute eary alert tracking	Institute eary alert tracking	Institute eary alert tracking	Institute eary alert tracking	Institute eary alert tracking
Expand mid-term grade intervention	Expand mid-term grade intervention	Expand mid-term grade intervention	Expand mid-term grade intervention	Expand mid-term grade intervention
Explore embedded tutoring	Explore embedded tutoring	Explore embedded tutoring	Explore embedded tutoring	Explore embedded tutoring
Establish a bridge program	Establish a bridge program	Establish a bridge program	Establish a bridge program	Establish a bridge program
Objective 2: First Year College Experience	**Objective 2: First Year College Experience**	**Objective 2: First Year College Experience**	**Objective 2: First Year College Experience**	**Objective 2: First Year College Experience**
Develop a first-year college experience program	Develop a first-year college experience program	Develop a first-year college experience program	Develop a first-year college experience program	Develop a first-year college experience program
Improve delivery of culturally responsive service	Improve delivery of culturally responsive service	Improve delivery of culturally responsive service	Improve delivery of culturally responsive service	Improve delivery of culturally responsive service
Conduct culturally responsive student orientations	Conduct culturally responsive student orientations	Conduct culturally responsive student orientations	Conduct culturally responsive student orientations	Conduct culturally responsive student orientations
culturally responsive family orientations	culturally responsive family orientations	culturally responsive family orientations	culturally responsive family orientations	culturally responsive family orientations
Collaboratively institute strategies with academic advisors and faculty	Collaboratively institute strategies with academic advisors and faculty	Collaboratively institute strategies with academic advisors and faculty	Collaboratively institute strategies with academic advisors and faculty	Collaboratively institute strategies with academic advisors and faculty
Institute a comprehensive financial literacy campaign	Institute a comprehensive financial literacy campaign	Institute a comprehensive financial literacy campaign	Institute a comprehensive financial literacy campaign	Institute a comprehensive financial literacy campaign
Implement a men of color mentorship program	Implement a men of color mentorship program	Implement a men of color mentorship program	Implement a men of color mentorship program	Implement a men of color mentorship program
Objective 3: Transition	**Objective 3: Transition**	**Objective 3: Transition**	**Objective 3: Transition**	**Objective 3: Transition**
Expand Bridge and Gateway program offerings	Expand Bridge and Gateway program offerings	Expand Bridge and Gateway program offerings	Expand Bridge and Gateway program offerings	Expand Bridge and Gateway program offerings
Promote transition opportunities	Promote transition opportunities	Promote transition opportunities	Promote transition opportunities	Promote transition opportunities
Improve processes and student tracking	Improve processes and student tracking	Improve processes and student tracking	Improve processes and student tracking	Improve processes and student tracking
Implement guided pathway program	Implement guided pathway program	Implement guided pathway program	Implement guided pathway program	Implement guided pathway program
Objective 4: Institutionalize inclusion &	**Objective 4: Institutionalize inclusion &**	**Objective 4: Institutionalize inclusion &**	**Objective 4: Institutionalize inclusion &**	**Objective 4: Institutionalize inclusion &**
Integrate the Committee on Inclusion framework	Integrate the Committee on Inclusion framework	Integrate the Committee on Inclusion framework	Integrate the Committee on Inclusion framework	Integrate the Committee on Inclusion framework
Leverage Daley College's Committee on Inclusion	Leverage Daley College's Committee on Inclusion	Leverage Daley College's Committee on Inclusion	Leverage Daley College's Committee on Inclusion	Leverage Daley College's Committee on Inclusion
Facilitate PD opportunities	Facilitate PD opportunities	Facilitate PD opportunities	Facilitate PD opportunities	Facilitate PD opportunities
opportunities for high-need subgroups	opportunities for high-need subgroups	opportunities for high-need subgroups	opportunities for high-need subgroups	opportunities for high-need subgroups
Expand programs for non-traditional students	Expand programs for non-traditional students	Expand programs for non-traditional students	Expand programs for non-traditional students	Expand programs for non-traditional students
Enhance program delivery	Enhance program delivery	Enhance program delivery	Enhance program delivery	Enhance program delivery

8. ILEA Team

ILEA Core Team	
Janine Janosky, PhD	President
Anne Panomitros	Vice President, Academic and Student Affairs
Erika E. de la Riva	Assistant Director, Research and Planning
David Reavill, PhD	Faculty, Math Department

ILEA Leadership Team	
Janine Janosky, PhD	President
Anne Panomitros	Vice President, Academic and Student Affairs
George Kinlaw	Interim Dean, Instruction
Erika E. de la Riva	Assistant Director, Research and Planning
Rafael Godina	Director, Enrollment Management
Silvia Villa	Associate Dean, Adult Education

Key Campus Leaders Consulted for Equity Plan Development	
Andre Kulisz, PhD	Faculty, Biology Department

8. Glossary

Cohort – A way of grouping students to compare across a number of access, performance, persistence, and completion indicators.
> In the Excel file that accompanies these documents and is used to set disaggregated early momentum and degree completion targets in service of eliminating gaps among target student groups, cohort refers to when students entered college/university (e.g. Fall 2019 cohort is the student group that entered the institution in the fall of 2019). Secondarily, in relation to the we ILEA cohort, the term refers to the group of 25-member colleges and universities.

Completion Gap – The difference in college completion rates between student groups at the same college or university.
> ILEA is focused on the completion gap between African American and White students, Latinx, and White students, and low-income and higher income students (as indicated by Pell receipt).

Equity – A campus culture and environment in which every student receives the supports they need to complete their degree equitably and in a timely manner when compared to their peers in other racial or socioeconomic groups.
> PCC is interested in supporting ILEA cohort members as they refine how they support African American, Latinx, and low-income students on their campuses. This can include redesigning existing supports, creating new supports and eliminating seen and unseen barriers for student success.

Equity Plan – A roadmap that outlines how each ILEA cohort member plans to close gaps in degree attainment for low-income, African American, and Latino/a students.
> The ILEA Equity Plan will describe how each cohort member plans to close gaps in degree attainment for the target student groups.

Graduation Rate – The percentage of students that complete their degree.
> For students enrolled in community college, completing their degree in 2 years is 100% time and completing their degree in 3 years is 150% time. For students enrolled in a four-year institution, completing their degree in 4 years is 100% time and completing their degree in 6 years is 150% time. There are specific time-to-degree periods for analysis, goal setting, and reporting within the Equity Plan for different target populations (e.g. entering freshmen, transfer students, part-time students).

Illinois Equity in Attainment (ILEA) – A Partnership for College Completion (PCC) initiative that aims to close gaps in degree attainment among different racial and socioeconomic groups at 25 two-year and four-year public and private non-profit colleges and universities in the state of Illinois.

> Member colleges aim to accomplish this goal by supporting, convening, and providing targeted resources, training, and support to the 25 ILEA cohort members, and facilitating the process of developing and executing on a campus-wide equity plan.

Lagging Indicator – A metric that represents the measurement of a specific output over time.

> For ILEA, an example of a lagging indicator is a graduation rate, by time to degree and particular student population. Graduation rates are our ultimate goal

Leading Indicator – A metric that has evidence of being a predictor of a specific outcome.

> A leading indicator is often referred to as an early momentum indicator. This plan focuses on tracking a set of metrics that have evidence of predicting degree completion and measuring progress toward that goal. For community colleges, these metrics include credits accumulated first fall, credits accumulated first year, gateway course completion, and fall 1 to fall 2 persistence. For 4-year universities, these metrics include: credits accumulated first fall, credits accumulated first year, gateway course completion in year 1, fall 1 to fall 2 persistence, credits accumulated by end of second year, and fall 2 to fall 3 persistence.

Institutional Strategy – A reform strategy that affects at least 50% of the total targeted student population that it aims to serve.

> For ILEA, Daley College is interested in implementing institutional strategies that have the requisite scale to significantly impact equity in degree completion.

150% Time – Refers to students' time to degree.

> 150% time refers to the percentage of students that complete their degree within three years for associate degree seekers and within six years for bachelor's degree seekers.

Determinants of Student Success Framework (DSS)

> This framework is the institutional approach, focused on the transformational power and freedom brought about through education, that was developed with the understanding that the success of the student and College are intertwined.

Gender

> According to the City Colleges of Chicago database management system, OpenBook, gender is defined as the biological sex of the person that identifies as male, female or other. Daley College uses this term in accordance with the established definition, recognizing, however, that the use of this word in this context can pose a challenge.

Ethnicity

According to the City Colleges of Chicago database management system, OpenBook, ethnicity is defined as a student's primary heritage based on the categories below. Note that this information is self-reported.

- American Indian or Alaska Native
- Asian
- Black
- Hawaiian/Pacific Islander
- Hispanic
- Not Specified
- White

White

In the context of this plan, the term White is used as a racial classification exclusively for people of European decent.

9. References

Giroux, Henry A (1983). Theories of reproduction and resistance in the new sociology of education: A critical analysis. Harvard Educational Review, Volume 53, No 3, 257-293